



EXPEDITIONARY  
LEARNING

# Grade 3: Module 1: Unit 3

## Overview



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In this unit, students will explore how geography impacts readers' access to books. All instruction in this unit builds toward the final performance task for the module: an informative "Accessing Books around the World" bookmark. In the first part of the unit, students will read informational texts about world geography as they build vocabulary and understanding related to physical features and how physical characteristics of a region influence how people access books. Students then will explore external resources that support the power of reading, focusing on the important role of libraries.

Using the central text, *My Librarian Is a Camel*, students will read about less conventional ways to access texts and the heroic lengths librarians and community members make in order to help others build this power. Students will read about and gather details about one of the countries represented in *My Librarian Is a Camel* and write an informative paragraph that describes how readers in that

country access books. In the On-Demand Mid-Unit 3 Assessment, students will read a new excerpt from *My Librarian Is a Camel* and answer a series of text-dependent questions. They will then draw on this research in order to create their Accessing Books around the World bookmark. The creation of these bookmarks will be supported by the writing process, with a focus on producing writing in which the development and organization are appropriate to task and purpose. Students will have opportunities for critique and revision, culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. (Word processing the bookmark text is encouraged, but not required.) After students have completed their bookmark, they will complete an On-Demand End of Unit 3 Assessment in which they write a paragraph about a *different* librarian from *My Librarian Is a Camel*.

### Guiding Questions And Big Ideas

- **How do people around the world access reading and books?**
- **How does reading give us power?**
- *People overcome great challenges in order to access books.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*

### Mid-Unit 3 Assessment

#### Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.

### End of Unit 3 Assessment

#### Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

- World Geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

### Central Texts

1. Heather Henson, *That Book Woman*, illustrated by David Small (New York: Atheneum Books for Young Readers, 2008); ISBN: 978-1-4169-0812-8 (Just one text for the teacher; introduced in Unit 1; revisited in Unit 3).
2. Monica Brown, *Waiting for the Biblioburro*, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011); ISBN: 978-1-58246-353-7. (Teacher copy only)
3. Margriet Ruurs, *My Librarian Is a Camel: How Books Are Brought to Children around the World* (Honesdale, PA: Boyds Mills Press, 2005); ISBN: 978-1-59078-093-0. (Teacher copy only)

### Online Resources

“Library on a Donkey” video, [www.youtube.com/watch?v=eQMh8\\_TD2dI](http://www.youtube.com/watch?v=eQMh8_TD2dI), 5 min. 45 sec. (last accessed June 19, 2012).

“Waiting for the Biblioburro” video, [www.youtube.com/watch?v=f\\_iXkTSsfZ4](http://www.youtube.com/watch?v=f_iXkTSsfZ4), 2 min. (last accessed June 19, 2012).

Spanish language newscast about the publication of *Waiting for the Biblioburro* and the story behind it, [www.youtube.com/watch?v=5Y22zBs-YQs](http://www.youtube.com/watch?v=5Y22zBs-YQs), 1 min. 12 sec. (last accessed June 19, 2012).



**This unit is approximately 3-5 weeks or 17 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 1</b>	Building Background Knowledge about Physical Environment: What Makes It Hard for Some People to Get Books?	<ul style="list-style-type: none"> <li>I can make connections between the events, ideas, or concepts in a text. (RL.3.3)</li> <li>I can explain how an illustration contributes to the story. (RL.3.7)</li> <li>I can distinguish between a narrator or character's point of view and my own. (RL.3.6)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the challenges two characters face in a story.</li> <li>I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters.</li> <li>I can retell important ideas from the informational text "Physical Environments around the World."</li> </ul>	<ul style="list-style-type: none"> <li>Partner discussion of text illustrations from characters' perspectives</li> <li>Partner discussion of questions after reading the informational text</li> </ul>
<b>Lesson 2</b>	Reading Maps: Locating the Countries We Have Been Reading About	<ul style="list-style-type: none"> <li>I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a physical map to find a variety of landforms and water features.</li> <li>I can use a world map to find the countries we have been reading about.</li> <li>I can explain to a classmate or teacher what I understand about the maps I am using.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket</li> </ul>
<b>Lesson 3</b>	Close Reading of <i>Waiting for the Biblioburro</i> : Finding the Main Message and Taking Notes	<ul style="list-style-type: none"> <li>I can identify the main message or lesson of a story using key details from the text. (RL.3.2)</li> <li>I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)</li> <li>I can describe how a character's actions contribute to the events in a story. (RL.3.3)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main message of <i>Waiting for the Biblioburro</i> by reading the text closely.</li> <li>I can describe what the librarian wanted and what he did.</li> <li>I can sort key details from <i>Waiting for the Biblioburro</i> into categories.</li> <li>I can discuss how the main message of <i>Waiting for the Biblioburro</i> is conveyed through key details.</li> </ul>	<ul style="list-style-type: none"> <li>Close Read recording form</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 4</b>	Continued Close Reading of <i>Waiting for the Biblioburro</i> : Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan	<ul style="list-style-type: none"> <li>I can answer questions using specific details from the text. (RL.3.1)</li> <li>I can prepare myself to participate in discussions. (SL.3.1)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions using details from <i>Waiting for the Biblioburro</i>.</li> <li>I can prepare for a discussion by finding similarities and differences between <i>Waiting for the Biblioburro</i> and another text we have already read.</li> <li>I can participate in a discussion with my peers to compare and contrast four stories on a similar topic.</li> </ul>	<ul style="list-style-type: none"> <li><i>Waiting for the Biblioburro</i>: Questions from the Text</li> <li><i>Waiting for the Biblioburro</i>: Finding Similarities and Differences recording form</li> </ul>
<b>Lesson 5</b>	Paragraph Writing about <i>Waiting for the Biblioburro</i>	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text that has a clear topic. (W.3.2)</li> <li>I can develop the topic with facts, definitions, and details. (W.3.2)</li> <li>I can construct a closure on the topic of an informative/explanatory text. (W.3.2)</li> <li>I can write routinely for a variety of reasons. (W.3.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan my paragraph using an Accordion graphic organizer.</li> <li>I can write a topic sentence for a paragraph about the effort the librarian made in order to get books to the people of Colombia.</li> <li>I can support my topic with details.</li> <li>I can write a sentence to close my paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph Writing Accordion graphic organizers</li> <li>Student paragraph</li> </ul>
<b>Lesson 6</b>	Determining Main Idea Using Text and Illustrations: Accessing Books around the World	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> <li>I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of an excerpt from <i>My Librarian Is a Camel</i> using evidence from the text and the illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Using Evidence to Determine the Main Idea: Accessing Books around the World recording form</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 7</b>	Close Reading of Excerpts from <i>My Librarian Is a Camel</i> : How Do People Access Books around the World?	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main idea of a passage from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely.</li> <li>I can record key details from a passage of <i>My Librarian Is a Camel</i> into categories.</li> <li>I can discuss how the main idea in a passage from <i>My Librarian Is a Camel</i> is conveyed through key details.</li> </ul>	<ul style="list-style-type: none"> <li>Recording form (based on excerpts about various countries in <i>My Librarian Is a Camel</i>)</li> </ul>
<b>Lesson 8</b>	Group Discussion: Accessing Books around the World	<ul style="list-style-type: none"> <li>I can answer questions using specific details from the text. (RL.3.1)</li> <li>I can explain what I understand about the topic being discussed. (SL.3.1)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions using details from <i>My Librarian Is a Camel</i>.</li> <li>I can discuss my opinion about a question with members of other groups.</li> <li>I can give reasons to support my opinion.</li> </ul>	<ul style="list-style-type: none"> <li><i>My Librarian Is a Camel</i>: Questions from the Text (for each student's country)</li> <li>Exit ticket</li> </ul>
<b>Lesson 9</b>	Mid-Unit Assessment: Answering Text-Dependent Questions about Librarians and Organizations around the World	<ul style="list-style-type: none"> <li>I can answer questions using specific details from the text. (RI.3.1)</li> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main idea of a new excerpt from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely.</li> <li>I can record details from a new excerpt from <i>My Librarian Is a Camel</i> into categories.</li> <li>I can answer questions using details from a new excerpt from <i>My Librarian Is a Camel</i>.</li> <li>I can discuss how the main idea in a new excerpt from <i>My Librarian Is a Camel</i> is conveyed through key details.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit Assessment recording form (based on excerpts from a new country in <i>My Librarian Is a Camel</i>) (RI.3.1, RI.3.2, W.3.8, and SL.3.1)</li> </ul>



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<b>Lesson 10</b>	Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> <li>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a plan for my Accessing Books around the World informative paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph Writing Accordion graphic organizer</li> </ul>
<b>Lesson 11</b>	Writing a First Draft: Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> <li>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li> <li>I can write an informative text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the criteria for a quality informative paragraph.</li> <li>I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is.</li> <li>I can write an informative paragraph that describes my librarian or organization with specific facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>Students' first draft writing</li> </ul>
<b>Lesson 12</b>	Revising: Developing Topic Sentences for My Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> <li>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li> <li>I can write an informative text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader.</li> <li>I can revise my Accessing Books around the World informative paragraph to include important details about how my librarian or organization is special.</li> </ul>	<ul style="list-style-type: none"> <li>Revisions of students' topic sentence and details</li> </ul>
<b>Lesson 13</b>	Revising: Strong Conclusions for My Accessing Books Around the World Informative Paragraph	<ul style="list-style-type: none"> <li>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li> <li>I can write an informative text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my Accessing Books around the World informative paragraph for a conclusion that wraps up the paragraph for my reader.</li> <li>I can use feedback and criteria to revise my paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Students' conclusion revisions</li> <li>Students' paragraph drafts</li> </ul>
<b>Lesson 14</b>	Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson)	<ul style="list-style-type: none"> <li>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li> <li>I can write an informative text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my Accessing Books around the World informative paragraph for a "hook" that captivates my reader.</li> </ul>	<ul style="list-style-type: none"> <li>Students' paragraph hooks</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 15</b>	Editing and Publishing: Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"><li>• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</li><li>• I can use conventions to send a clear message to my reader. (L.3.2)</li></ul>	<ul style="list-style-type: none"><li>• I can write a final draft that reflects craftsmanship.</li><li>• I can use correct capitalization in my writing.</li><li>• I can use correct end punctuation in my writing.</li><li>• I can spell grade-appropriate words correctly.</li><li>• I can use resources to check and correct my spelling.</li></ul>	<ul style="list-style-type: none"><li>• Final published paragraph</li></ul>
<b>Lesson 16</b>	Illustrating: Geography Icon	<ul style="list-style-type: none"><li>• I can write an informative text. (W.3.2)</li><li>• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)</li></ul>	<ul style="list-style-type: none"><li>• I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph.</li></ul>	<ul style="list-style-type: none"><li>• Student illustration and list of geographical features about the region</li></ul>
<b>Lesson 17</b>	On-Demand End of Unit Assessment and Bookmark Celebration	<ul style="list-style-type: none"><li>• I can write an informative text. (W.3.2)</li><li>• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)</li></ul>	<ul style="list-style-type: none"><li>• I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.</li><li>• I can read my Accessing Books around the World bookmark fluently to my audience.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit Assessment (informative paragraph) (W.3.2)</li><li>• Student presentation of bookmark</li></ul>





**Optional: Experts, Fieldwork, And Service**

- **Experts:** Interview local librarians.
- **Fieldwork:** Visit the community library.
- **Service:** Send books/bookmarks to children in other countries; donate bookmarks to school/community library.

**Optional: Extensions**

- **Art:** Create a bookmark illustration and layout.
- **Technology:** Create a digital archive of bookmarks; create illustrations and bookmark layout; type text for bookmark.
- **Writing: Narrative Writing:** Students imagine they live in one of the countries they studied and write a story that describes how they access books.