



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 1

Building Background Knowledge About Physical Environment: What Makes it Hard for Some People to Get Books?



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Building Background Knowledge About Physical Environment:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make connections between the events, ideas, or concepts in a text. (RL.3.3)
I can explain how an illustration contributes to the story. (RL.3.7)
I can distinguish between a narrator or character's point of view and my own. (RL.3.6)
I can retell key ideas from an informational text. (RI.3.2)

Supporting Learning Targets

- I can make connections between the challenges two characters face in a story.
- I can explain how the illustrations in *That Book Woman* help me understand the challenges faced by the characters.
- I can retell important ideas from the informational text "Physical Environments around the World."

Ongoing Assessment

- Partner discussion of text illustrations from characters' perspectives
- Partner discussion of questions after reading the informational text



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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)2. Work Time<ol style="list-style-type: none">A. Role-play with Illustrations (10 minutes)B. Reading Informational Text: Physical Environments around the World (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Pairs Share (5 minutes)B. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home.	<ul style="list-style-type: none">• This lesson is designed to be a bridge from the idea of overcoming personal obstacles to overcoming obstacles in the physical environment that make it hard to access books. <i>That Book Woman</i> involves characters who struggle with both types of obstacles. This leads into an informational text in the latter part of the lesson that helps students build background knowledge about environments around the world. This lays the foundation for later work in the unit involving research into how people around the world overcome the physical obstacles to accessing books.• In advance: Reread <i>That Book Woman</i> to determine appropriate stopping points for the interactive read-aloud (for lesson opening).• The read-aloud is intentionally interactive, since students have already read <i>That Book Woman</i> multiple times.• In advance: prepare sets of illustrations from <i>That Book Woman</i>. See materials, below, and Work Time A for details about the sorts of illustrations to select and prepare.• In advance: prepare photos of various environments around the world (from books, magazines, etc.) See materials, below.



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Lesson Vocabulary	Materials
obstacles, challenges, overcome, perspective, role, face (challenges), physical environment, remote, valley, mountain, gulley, distance, climate, landforms, desert, mountains, rivers, arctic, coast, island	<ul style="list-style-type: none">• <i>That Book Woman</i> (book; teacher copy only; also used in Unit 1)• Document camera (to project the pictures and text for all to see)• Sets of illustrations from <i>That Book Woman</i>. Two of Cal struggling with personal obstacles and two of Book Woman struggling with geographic/physical obstacles (one set per pair of students)• Handout: “Physical Environments around the World” (680L/530L)• Photos of various environments around the world (from books, magazines, etc.) that clearly show some landforms and some indication of climate (weather, season, etc.). One picture per pair of students.• Physical Environments around the World (directions and Discussion Questions) (one per student)• Sticky notes (optional)

Opening	Meeting Students’ Needs
<p>A. Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)</p> <ul style="list-style-type: none">• Show students the cover of <i>That Book Woman</i>. Remind them of the work they did with the text in Unit 1 and how the main character, Cal, had to overcome some personal obstacles in order to learn to read.• Ask students to examine the illustration on the book cover. Ask: “What do you notice about Cal compared to his sister?”• Give students time to think, then share with a partner. Invite contributions. Listen for students’ comments about Cal’s body language—define this term if needed. Explain: “Cal had to overcome some personal obstacles before he could learn to read. That means there were things going on inside him that made the idea of reading books hard.”• Invite students to turn and talk about some of the things they remember from the story that Cal was struggling with. Students may say things such as: “He was embarrassed.”• Point out the picture of the “Book Woman” on the cover. Remind students of this other important character and how she would bring books to Cal’s family. Explain: “Not only were there some things going on inside of Cal that were obstacles to his reading, but it was also really hard for him to get books. It wasn’t easy for this Book Woman to get to him and his family. There were some obstacles that she had to overcome.”	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols, such as a person trying to move a rock for the concept of <i>personal obstacles</i>.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that in this lesson, students will experience the story again, but that this time they will either pay attention to Cal or to the Book Woman. Encourage students to pretend that they actually are that character. “What obstacles or challenges do you face in this story?”• Clarify the idea of taking the perspective of a character. Explain: “While we cannot actually become someone else, we can role-play. In other words, we can pretend to be that person, like an actor does. When we do that, we have to take on the character’s <i>perspective</i>, or way of looking at things. In other words, we have to imagine what they would think and how they would feel. For example, if I took on the role of someone who was afraid of trying something new, I would have to act like I am nervous and afraid, even if I am actually a person who loves to try new things. I would be role-playing someone else, and taking their perspective.• Pair students up. Assign one partner to play the role of Cal. The other partner should play the role of the Book Woman.• Post and read the supporting learning target: “I can make connections between the challenges two characters face in a story.” Explain that as students listen to the read-aloud, they should try to put themselves in the shoes of their character: “What obstacles do you face? How do you overcome them?”• Be sure to clarify that <i>face</i> in this context means “have to deal with,” or “encounter.” Ask students to try to define <i>obstacle</i> and <i>overcome</i>. If necessary, provide these definitions again.• Read <i>That Book Woman</i> aloud. Stop at the end of the first page and ask the “Cal” students to quickly tell their “Book Woman” partners where they live. Write the word <i>remote</i> on an easel, and clarify that Cal lives in a <i>remote</i> place, meaning that it is far away and hard to get to.• Continue reading, stopping periodically and asking the Cals to tell the Book Women about themselves and what they are feeling and/or thinking.• Encourage the Cals to support their statements with evidence from the book or pictures. For example, on the third page of text, Cal might say: “I feel really uncomfortable about Lark being such a reader. See how my face looks when I’m watching her reading on the porch.”• As the Book Woman enters the story, encourage the Cals to share their disbelief that she would travel “clear up the mountainside! A hard day’s ride and all for naught, I reckon” since they have nothing to pay her with (page 7).• As the read-aloud progresses, continue to periodically stop and have the Cals and Book Women dialogue with each other.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Be sure that the Book Woman characters have a chance to tell the Cals about the trips they make to get to his home. "What is it like for you to get the books to Cal?" Remind students to refer to details from the text as they answer.• After the 13th page of text, where Cal thinks about how brave the Book Woman is and wonders what "makes that Book Woman risk catching cold or worse," have the Cals share their thoughts with their Book Woman and ask her why she takes that risk.	
Work Time	Meeting Students' Needs
<p>A. Role-play with Illustrations (10 minutes)</p> <ul style="list-style-type: none">• Point out the second learning target, and read it aloud: "I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters."• Review terms such as <i>illustrations</i> and <i>challenges</i> as needed.• Ask students to look at sets of illustrations from the book (two or three that show a picture of Cal and his personal obstacles to reading, and two or three of Book Woman and the physical/geographic obstacles she faces in getting books to Cal's family).• Have each child in the pair take a few moments to silently look at his or her character's pictures.<ul style="list-style-type: none">* "What specific details in the illustration show challenges?"• Have students talk to each other, in character, explaining how the illustrations show the challenges they each face.	<ul style="list-style-type: none">• If appropriate, students can circle or star information from the picture that they want to share. Sticky notes are another way for students to record that same information.
<p>B. Reading Informational Text: Physical Environments around the World (25 minutes)</p> <ul style="list-style-type: none">• Gather everyone whole group. Ask: "What made it challenging for Book Woman to get to Cal and his family?" After a few students share, follow up with: "Is that the only place in the world where it might be hard to get books to people?" Ask the class to think about other places where it might be hard to get books to people. Give students time to think, then have a few share aloud, encouraging them to clearly describe what the place is like.• Begin a running list of vocabulary related to the physical environment that comes up throughout the remainder of the lesson. This list will include <i>valley</i>, <i>mountain</i>, <i>gully</i>, <i>distance</i>. Include other words that students offer if they are appropriate.	<ul style="list-style-type: none">• The text "Physical Environments around the World" is written at two different Lexile ranges. Use the appropriate text for each student.• Post this list of vocabulary in the classroom to refer and add to throughout the remainder of the unit.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that in this next part of the lesson, students will read an informational text that will give some background information about different kinds of physical environments around the world. While they read it, they should think about what <i>physical environment</i> means. They should also think about the obstacles to getting books that people who live in different environments might face.• Distribute the “Physical Environments around the World” text and Physical Environments around the World (directions and discussion questions) to pairs.• Read the directions together (including the supporting target: “I can retell key ideas from an informational text”).<ul style="list-style-type: none">* Students read the text aloud.* Students reread silently.* Students identify key vocabulary.* Students discuss questions with their partner. <p>When students finish the text and questions, they should be given a picture of a physical environment and complete the task described in the directions.</p>	<ul style="list-style-type: none">• Consider providing pictures of some of the landforms or other relevant terms described in the text for ELLs or other students who might require that support.



Closing and Assessment	Meeting Students' Needs
<p>A. Pairs Share (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together as a whole group with their pictures. Ask two groups of partners to share their pictures with each other. They should tell what landforms, water features, and climate are in the picture, what obstacles in the physical environment might make it hard to get books, and how those obstacles might be overcome.	
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think about what they did today with <i>That Book Woman</i>. Invite students to Think-Pair-Share how taking on the role of Cal and the Book Woman helped them better understand the challenges they faced.• Remind the class: “In the opening of the informational text, it says, ‘All around the world, the way that people live is closely connected to their physical environment. The landforms, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its physical environment.’”• Help students to recall that the physical environment made it challenging to get books to Cal and his family. Explain that during this final unit, they will be reading about places around the world where it is a challenge to get books. In addition, they will learn about people like the Book Woman, who go to heroic lengths to get books to them. Ask students to briefly Think-Pair-Share their predictions about other characteristics of the physical environment that might make it challenging for people to access books.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home. <p><i>Note: Gather a variety of world, New York State, and United States maps that clearly show land and water information (i.e., deserts, mountains, rivers, etc.).</i></p>	



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Supporting Materials



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(680 Lexile Level)

Introduction

All around the world, the way that people live is closely connected to their physical environment. The landforms, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its physical environment. Some places around the world, such as the Arctic, are very cold all year round. What do you think people who live there wear? Probably not T-shirts and shorts! If you're thinking warm clothing, you're right!

Climate

Climate is how hot or cold, wet or dry a place is. Some places have a climate that changes with the season. For example, here in New York State, our summers are usually hot. We do get some rain, but it doesn't happen every day. Our winters are cold. In some parts of New York State we get lots of snow in winter. Spring and fall are not too hot or too cold. We usually get some rain during those seasons.

There are some places in the world where it is always hot. Most of those places are near the **equator**. Some of those hot places are also very dry. These hot, dry, places are called **deserts**. The Sahara desert in Africa is a great example of a place like this. Other hot places can be very rainy. Indonesia is a great example of a place like this.

Remember those people who live in the Arctic? They live in cold climates. Even though it is cold, it is very dry, and if the air is dry, there will be no moisture in the air to make snow. In fact, it gets so cold (below 14° F (–10° C)) that it hardly ever snows! It is a cold desert. The reason why you see snow in pictures of these places is that when it does sometimes get warm enough to snow, the temperature never gets high enough to melt the snow, so the snow stays there year after year.

Landforms and Water Features

Mountains, valleys, hills, forests, cliffs, and plains are all examples of landforms. In some parts of New York State, there are many mountains, hills, and forests. Some parts of New York State are very flat. Some places around the world, like Afghanistan, have a lot of mountains. Other places, like the grasslands of Africa, are very flat.

Oceans, rivers, waterfalls, lakes, and bays are all examples of water features. You can find all of these water features in New York State! Some places around the world, like Finland, are right on the ocean. It has a long coast, where the water meets the land.



Summary

The climate, landforms, and water features of a place are important parts of their physical environment. All around the world, there are lots of different kinds of physical environments. Think about this: What would living near an ocean be like? How about living in a desert? What about living high up in the mountains? Would life be exactly the same in all these places?

¹Written by Expeditionary Learning for Instructional Purposes. Adapted from *Junior Classroom Atlas* (Rand McNally & Company, 2001), ISBN: 978-0-528-17734-7. Lexile: 680.



(530 Lexile Level)

Introduction

There are many different **physical environments** all around the world. **Physical environment** means things like the land, temperature, seasons, and rainfall in a place. Some places around the world are very cold all year. The Arctic is like this. What do you think people in the Arctic wear? Not T-shirts and shorts!

Climate

Climate is how hot or cold, wet or dry a place is. In some places the climate changes each season. Think about New York State. Our summers are often hot. We get some rain, but it doesn't rain every day. Our winters are cold. In some parts of New York State we get a lot of snow. Spring and fall are not too hot or too cold. We often get rain in the spring and fall.

Some places in the world are very hot all year. Most of those places are near the **equator**. Some of those places are also very dry. The hot and dry places are called **deserts**. The Sahara Desert in Africa is a good example. Some hot places can be rainy. Indonesia is a good example.

Remember those people who live in the Arctic? It is a cold climate. It is so cold that it doesn't snow much! But when it does snow, the snow never melts, so snow is always on the ground. It is also very dry. It is a cold desert.

Landforms and Water Features

Some examples of **landforms** are mountains, valleys, hills, forest, cliffs, and plains. There are many mountains, hills, and forests in New York State. Some parts of New York State are very flat. Some places around the world have mountains. Afghanistan has a lot of mountains. Other places are very flat. The grasslands of Africa are flat.

Some examples of water features are oceans, rivers, waterfalls, lakes, and bays. You can find all of these in New York State! Some places around the world are right on the ocean. Finland is on the ocean. It has a long coast, where the water meets the land.

Summary

The **climate**, **landforms**, and water features of a place are important parts of the **physical environment**. There are lots of different **physical environments** around the world. What would living near an ocean be like? What would living in the mountains be like? What would living in a desert be like? Would life be the same in all those places?



.....
Name:

.....
Date:

Target

I can retell key ideas from an informational text.

Directions

- * Read the informational text “Physical Environments around the World” aloud with your partner.
 - * Then reread on your own, silently.
 - * Identify key vocabulary.
 - * After you have finished reading the text twice, work together to complete the follow steps:.
1. Tell your partner three important details from the text. Explain why you think they are important.
 2. Discuss the four questions mentioned in the last paragraph.
 3. Look at the picture you have been given and discuss:
 - a. The landforms and water features in the picture
 - b. What you think the climate must be like
 - c. What obstacles to getting books someone living in this environment might have
 - d. How those obstacles might be overcome