



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 3: Lesson 4**

## **Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan**



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Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can answer questions using specific details from the text. (RL.3.1)  
I can prepare myself to participate in discussions. (SL.3.1)  
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions using details from *Waiting for the Biblioburro*.
- I can prepare for a discussion by finding similarities and differences between *Waiting for the Biblioburro* and another text we have already read.
- I can participate in a discussion with my peers to compare and contrast four stories on a similar topic.

Ongoing Assessment

- *Waiting for the Biblioburro*: Questions from the Text
- *Waiting for the Biblioburro*: Finding Similarities and Differences recording form



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Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Answering Text-Dependent Questions (20 minutes)</li><li>B. Jigsaw Discussion, Part 1: Comparing Waiting for the Biblioburro to Another Text We Have Read (15 minutes)</li><li>C. Jigsaw Discussion, Part 2: How Is the Story in Waiting for the <i>Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Review the Jigsaw protocol (Appendix 1)</li><li>• Create “expert groups” based around the three texts: <i>Rain School</i>, <i>Nasreen’s Secret School</i>, and <i>That Book Woman</i>. These groups should be heterogeneous. If the class is large, consider making two groups for each text (for a total of six).</li><li>• Create “Jigsaw groups” in which there is one representative from each expert group.</li><li>• Students make several transitions in this lesson. Understand the lesson sequence clearly, in order to alert students to each upcoming transition.</li></ul>



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Lesson Vocabulary	Materials
access, abecedario, biblioteca, burro, cuento, que bueno, compare, contrast, similarities, differences	<ul style="list-style-type: none"><li>• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)</li><li>• <i>Waiting for the Biblioburro</i>: Questions from the Text (one per student)</li><li>• <i>Waiting for the Biblioburro</i>: Finding Similarities and Differences Recording Form (one per student)</li><li>• <i>Rain School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)</li><li>• <i>Nasreen’s Secret School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)</li><li>• Excerpts from <i>That Book Woman</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in a circle. Direct their attention to the learning targets. Ask students to discuss as a whole group what they will be doing today. Circle the words <i>similarities</i> and <i>differences</i>. Discuss these words briefly and how they affect what students will be doing today.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Answering Text Dependent Questions (20 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and a second time on their own and with groups to find and record important details and think about the story's message or lesson.</li><li>Distribute <b>Excerpts from <i>Waiting for the Biblioburro</i></b> that students used in Lesson 3 as well as <b><i>Waiting for the Biblioburro: Questions from the Text</i></b>.</li><li>Review with students the process for answering questions from the text:<ul style="list-style-type: none"><li>First, they read the questions.</li><li>Then, they read the entire text, keeping those questions in mind. When they encounter details that could be used as evidence to answer a question, they underline that section of the text.</li><li>After 10 minutes of independent work time, they discuss with their group the evidence they found for each question.</li><li>Then students write their responses.</li></ul></li></ul>	<ul style="list-style-type: none"><li>The purpose of <i>Waiting for the Biblioburro</i> is to serve as a bridge text between the narrative stories students read in Unit 1 and the informational texts they will be reading in Lessons 6, 7, and 8 of this unit. The questions from the text in the supporting materials will be the same questions that students will answer when close reading informational articles.</li></ul>
<p><b>B. Jigsaw Discussion, Part 1: Comparing <i>Waiting for the Biblioburro</i> to Another Text We Have Read (15 minutes)</b></p> <ul style="list-style-type: none"><li>Gather students back in a circle. Tell them today they will do a process called a Jigsaw in which they discuss different aspects of a topic and then share what they learned with their peers.</li><li>Tell students that first, they will meet in an expert group to talk about a book they read earlier in the module: <b><i>Rain School</i></b>, <b><i>Nasreen's Secret School</i></b>, or excerpts from <b><i>That Book Woman</i></b>.</li><li>In this expert group, they will work together to discuss how their book is similar to and different from <i>Waiting for the Biblioburro</i>.</li><li>Remind students that they need to become "experts" because then they will be sharing with classmates who talked about a different one of these three books.</li><li>Distribute the <b><i>Waiting for the Biblioburro: Finding Similarities and Differences recording form</i></b>. Pay special attention to the two columns. The left-hand column asks students to record a similarity or a difference. The right-hand column asks them to show the evidence from the texts.</li><li>Divide students into their expert groups. Give each group the second text they will be working with.</li></ul> <p>Give students 10 minutes to find similarities and differences between <i>Waiting for the Biblioburro</i> and their expert group text.</p>	<ul style="list-style-type: none"><li>While circulating and supporting groups in this work, encourage them to find similarities and differences across different categories (character, physical environment, problem, solution, motivation, or solution).</li></ul>



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Work Time (continued)	Meeting Students' Needs
<p><b>C. Jigsaw Discussion, Part 2: How Is the Story in <i>Waiting for the Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)</b></p> <ul style="list-style-type: none"><li>• After students have worked for 10 minutes in their expert groups, transition them into their Jigsaw groups. Tell students that their task now is to speak with their peers about the work that they did in the expert group, the similarities and differences they found, and the evidence they used to support it. Encourage students to ask clarifying questions of one another if they do not understand, or to add to other students' books based on their memory of that text.</li><li>• Have students discuss the question "In which setting is it hardest to access books?" Encourage students to use evidence from the books when there is any disagreement.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Debrief with these questions: "What are some similarities we saw across all four books?" and "What does that tell us about the big lessons of our study?"</li></ul> <p><i>Assessment Note: Review students' <i>Waiting for the Biblioburro: Questions from the Text and the Waiting for the Biblioburro: Finding Similarities and Differences</i> recording form to assess their progress toward the learning targets.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book.</li></ul>	



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## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

1. Who is this passage about? Use details from the text to support your answer.

.....

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2. What physical features in this country make it difficult to access books? Use details from the text to support your answer.

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3. How do people overcome these difficulties to access books? Use details from the text to support your answer.

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.....  
**Name:**

.....  
**Date:**

Excerpt Book:

What is similar? (This could be character, motivation, physical environment, problem, or solution)	In <i>Waiting for the Biblioburro</i> ... (Use details from the text.)	In the book my expert group re-read: _____ (Use details from the text.)
What is different? (This could be character, motivation, physical environment, problem, or solution.)	In <i>Waiting for the Biblioburro</i> ... (Use details from the text.)	In the book my expert group re-read: _____ (Use details from the text.)