



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 7

Close Reading of Excerpts from *My Librarian is a Camel*: How Do People Access Books Around the World?



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of a passage from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a passage of *My Librarian Is a Camel* into categories.
- I can discuss how the main idea in a passage from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Recording form (based on excerpts from various countries in *My Librarian Is a Camel*)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)Reading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none">Students will need to be in the same small group for both Lesson 7 and Lesson 8 for this close reading cycle.All students will read along as the teacher models with excerpts from the pages about Kenya.Each group will focus on one country from <i>My Librarian Is a Camel</i>. Students will need access to the text from <i>My Librarian Is a Camel</i> for one of the following countries: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe.Boyds Mills Press, publisher of <i>My Librarian is a Camel</i>, has granted permission to make facsimiles of pages or use brief quotes, in context, for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.



Lesson Vocabulary	Materials
narrative, informational text, paragraph, main idea, details	<ul style="list-style-type: none">• Reading Informational Text anchor chart (from Lesson 6)• Document camera and projector• Excerpts from <i>My Librarian Is a Camel</i>: Kenya (one for display)• Excerpts from <i>My Librarian Is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (for small groups)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Sticky notes

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Read aloud, or invite a student to read aloud, today's learning targets. Tell students that today they will be doing something they have already practiced many times: reading a text closely. What is new, however, is the type of text they will be reading.• Remind students that yesterday they read <i>Waiting for the Biblioburro</i>. That lesson was about a real person and place, but it was written like a story.• Today, they will be reading a different type of text called <i>informational text</i>. Remind students about the word <i>informational</i>, which they discussed in Lesson 6.• Tell students that when reading informational texts closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.• Revisit the Reading Informational Text anchor chart (created in Lesson 6). Ask students to turn and talk to a partner about what they already know about this, in particular how reading informational texts may require different strategies from those used when reading stories. Add students' comments to the chart.	<ul style="list-style-type: none">• Support students' understanding of the word <i>informational</i> by thinking about the root word, <i>information</i>.



Work Time	Meeting Students' Needs
<p>A. Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)</p> <ul style="list-style-type: none"> Using a document camera and projector, show students pages 18–19 in <i>My Librarian Is a Camel</i>, about Kenya. Give students a couple of minutes to read this text quietly on their own. Ask the class to Think-Pair-Share how this text, not the pictures, looks different from a story. Look for answers such as: “There is no talking,” or “It is just separate paragraphs.” Point out that one of the biggest differences of an informational text is the way it is structured. Tell students that informational texts are often divided into cleaner paragraphs and sections than narrative texts, which actually helps readers to get the gist. When students read an informational text, they should stop at the end of each paragraph, think about the gist of just that paragraph, jot it on a sticky note, stick that note next to the paragraph, and move on. Ask students to try this with the first paragraph of Kenya. <ul style="list-style-type: none"> First, read the first paragraph aloud, slowly, twice, with students following along. Then ask students to think, then talk with a partner, about the gist: “What is this paragraph mostly about?” Invite students’ comments: “What did you figure out about the gist?” Tell them that it’s fine if they don’t understand much yet; that’s part of the reason we read hard text multiple times. If needed, add more modeling. For example: “I heard many of you say that there were words in there that you didn’t understand. That was true for me too. I really did not understand certain words, like <i>Bulla Ifin</i> and <i>Nairobi</i> and <i>nomadic</i>. But I decided not to worry about that during this first read, because I’m just trying to get the main idea. But I did decide to jot those words down, because I’ll come back to difficult vocabulary later.” Model writing down these three words. Build on the gist statements students offered, elaborating as necessary. For example: “I do understand the part about roads being impassable because of sand. I understand that children really want books. I understand that librarians use camels! So, I’m going to write, ‘Children want books. Cars can’t get through desert. Librarians use camels’ on my sticky.” Practice this with the second paragraph. Read the paragraph aloud. Then ask students to think, then talk with a partner, about the gist of that paragraph. Ask students to write their gist on a sticky note. If they have their own texts about Kenya, they can place the sticky note next to the appropriate paragraph. If not, invite students to share their sticky notes and then model by placing one of the notes next to the appropriate paragraph on the text displayed on the document camera. 	<ul style="list-style-type: none"> Allowing students to see the text and illustrations will aid them in their comprehension. If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by all students. Consider allowing ELL students to pair up with students who speak their native language for the discussion portion. Allow ELL students to show their understanding of the gist by using pictures on their sticky notes. <p>Form strategic groups of students for the reading of <i>My Librarian Is a Camel</i> to support ELLs and other students.</p>



Work Time (continued)	Meeting Students' Needs
<p>B. Reading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now work in groups to try out the first close read with excerpts from <i>My Librarian Is a Camel</i> about one of five different countries.• Tell them that they will work in these same groups during this lesson and the next. They will first read independently, trying to get the gist of each paragraph of their text. They will then have time to talk about it with their group.• Direct students toward their group work area. Distribute excerpts of <i>My Librarian Is a Camel</i>, marking the country that you want that group to read.• Give students 15 minutes to read independently. Circulate to support as needed, reminding students to take notes on their sticky notes or write down words they don't know.• After 15 minutes, ask students to discuss, as a group, what they each wrote as the gist for the paragraphs of their informational text. Tell students to move through this one paragraph at a time. If there are differences between students, tell them to return to the text together, pointing out the details they used to come to their individual decision. Give students 5 minutes to discuss.	<ul style="list-style-type: none">• Provide small group instruction as needed during the independent reading portion of the Close Reading protocol.
<p>C. Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now read the text a second time, on their own. They will be taking notes on the recording form from Lesson 6, which is appropriate for informational text.• Tell students they will have 15 minutes to do this independently, and then they will have time to discuss with their groups.• As students reread, circulate to support as needed. This may be a time to pull individuals or a small group of students who need additional coaching or support.• After 15 minutes, ask students to discuss, as a group, what they each wrote on their Using Evidence to Determine the Main Idea: Accessing Books around the World recording form.• Tell students to move through this one section at a time.• If students had different responses, encourage them to return to the text together, discussing why they chose to include certain details. Give students 5 minutes to discuss.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather the class back in a circle. Ask students to Think-Pair-Share one important fact they learned about their country. Debrief with the question: "How was close reading an informational text different from close reading narrative stories?" <p><i>Assessment Note: Review students' recording forms to assess their progress toward the learning targets.</i></p>	<ul style="list-style-type: none">Provide a sentence starter to support ELL students. (i.e., When I read an informational text, one strategy I can use is _____.)
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this unit. <p><i>Note: In tomorrow's lesson, students will begin in their same country groups, but then will work in Jigsaw groups to share information with peers who read about different countries. Create Jigsaw groups ahead of time, making sure each group has at least one student representing each country being studied.</i></p>	



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Supporting Materials



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Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	