



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 8

Group Discussion: Accessing Books around the World



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

I can answer questions using specific details from the text. (RL.3.1)
I can explain what I understand about the topic being discussed. (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 *My Librarian Is a Camel*.
- I can discuss my opinion about a question with members of other groups.
- I can give reasons to support my opinion.

Ongoing Assessment

- *My Librarian Is a Camel*: Questions from the Text (for each student's country)
- Exit ticket

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (20 minutes)
 - B. Group Discussion: Preparing for Jigsaw (15 minutes)
 - C. Jigsaw Group Discussion (15 minutes)
3. Closing and Assessment
 - A. 3-2-1 Exit Ticket (5 minutes)
4. Homework
 - A. Tell someone at home about two of the countries you discussed today.

Teaching Notes

- Review the Jigsaw protocol (Appendix 1).
- Create Jigsaw groups that consist of at least one representative from each country group.



Lesson Vocabulary	Materials
opinion, evidence, support, reason (see also specific vocabulary terms from each text for the Jigsaw groups)	<ul style="list-style-type: none">• <i>My Librarian Is a Camel</i> (book; teacher copy only)• Excerpts from <i>My Librarian is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (from Lesson 7; for small groups)• <i>My Librarian Is a Camel</i>: Questions from the Text (one per student)• Sticky notes (one per student for his/her expert group country)• 3"x5" index cards for exit ticket (one per student)• Conversation Criteria checklist (from Unit 1, Lesson 4)

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Show them the three learning targets for today. Tell them that today's lesson will be broken into two parts. In the first half of the lesson, they will be answering questions from the text, which they have practiced many times.• Then direct their attention to the second learning target. Ask them to Think-Pair-Share, based on the words in the target, what they will be doing. Discuss as whole group.	<ul style="list-style-type: none">• Consider circling key words in learning targets to focus students' attention on particular skills or activities.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Be sure students have their excerpts from <i>My Librarian is a Camel</i> for their country (from Lesson 7)• Remind students of the important reading work they did yesterday, getting the gist of and taking notes from an informational text. Tell them that the second day of reading closely for informational texts is the same as the narratives they read: answering questions from the text. Each group will have unique questions, because the texts are all different.• Students should first read and think about the questions on their own. Then they will work together discussing the text and jotting down their evidence on sticky notes. However, they should answer the questions on their own.• Distribute <i>My Librarian Is a Camel: Questions from the Text</i> to each group. Ask students to do the following:<ul style="list-style-type: none">* On your own: Read and think about the questions. (2 minutes)* As a group: Discuss the questions and answers. (8 minutes)* On your own: Write your answers to the questions. (10 minutes)• Circulate and support students as needed.	<ul style="list-style-type: none">• It might be helpful to some students to refer back to an anchor chart that shows the structure of an answer for a text-dependent question: The first half of the answer comes from words in the question, and the second half shows evidence from the text.
<p>B. Group Discussion: Preparing for Jigsaw (15 minutes)</p> <ul style="list-style-type: none">• Bring students back to the circle. Tell them they will have time to continue working in their groups; however, they will have a new focus: preparing for discussion.• Tell students they will spend this group time preparing to have a discussion with members of other groups. In this discussion, they will be discussing the question “In which country would it be hardest to access books?” This question is a little different from the questions they have been answering so far because it is an opinion question.• Discuss the word <i>opinion</i>. Ask students to Think-Pair-Share the question “What is the best flavor of ice cream and why?” As students talk, listen in for a pair of students that provides solid evidence for why they chose a particular flavor. Tell students that when people discuss their opinions, they <i>support</i> their idea with evidence. Discuss the words <i>support</i> and <i>evidence</i>. Emphasize that evidence means specific details that support an idea or opinion.• Students will do the same thing in their discussions now. But in this case, their evidence should come from the text. Remind students that when they meet with other groups, it will be their job to present evidence showing that their country is the most difficult to access books. Also remind them that being an effective member of a discussion means preparing for that discussion by reading and writing down evidence and ideas.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to return to their group for about 10 minutes to find and write down the evidence they will use later.• Ask the groups to focus on this question: "Why is it hard for people in the country you read about to access books?" Ask the class to jot their evidence on sticky notes or in their notebooks.• As groups work, circulate and support students. Pay special attention to the "why" factor of their writing, pushing students to make the connection between the evidence and their opinions.	
<p>C. Jigsaw Group Discussion (15 minutes)</p> <ul style="list-style-type: none">• Once groups have gathered a few pieces of evidence to support their opinion about why their group's country would be the hardest to access books, tell them they will now be meeting with members from other groups in order to share ideas across the different countries.• Move students into Jigsaw groups. This may be a good time to remind students of the Conversation Criteria checklist (from Unit 1, Lesson 4), specifically about how they should look each other in the eye when speaking and that every student should have a chance to speak. The additional criterion is being prepared for conversation and referring to notes and materials when speaking.• Give students about 15 minutes to share their opinions and evidence. Remind students to take turns, so someone who read about each country gets to talk.• Circulate between groups helping to facilitate discussions, specifically encouraging students to link their opinions with evidence using linking words and phrases (i.e., because, an example of this is, a reason I think this is).	



Closing and Assessment	Meeting Students' Needs
<p>A. 3-2-1 Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Distribute an index card to each student. Direct them to write:<ul style="list-style-type: none">* Three things they learned about other countries* Two questions they have* The one country they now think has the hardest time accessing books, and why <p><i>Assessment Note: Review students' recording forms to assess their progress toward the learning targets.</i></p>	<ul style="list-style-type: none">• Consider allowing students to quickly discuss their exit ticket ideas before writing them. For some students this is a great scaffold for writing.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home about two of the countries you discussed today. Ask this person to discuss his or her opinion about which physical environment seems most difficult for people to access books.	



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Supporting Materials



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Finland - Watch for these important vocabulary words as you read:

- | | |
|--|--|
| <ul style="list-style-type: none">• skirts• archipelago• populated | <ul style="list-style-type: none">• scrambling• severe• oversees |
|--|--|

1. What languages do the people of these islands speak? Use details from the text to support your answer.

2. Why do the librarians use boats to bring books to people? Use details from the text to support your answer.

3. In the last paragraph, what kind of people does the author describe the most? Use details from the text to support your answer.



4. In the first paragraph, the author writes, “The archipelago, in the southwest, consists of thousands of rocky islands.” What does the word *archipelago* mean? Use details from the text to support your answer.



Papua New Guinea - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• remote• charitable• steep• destination | <ul style="list-style-type: none">• ford• desperately• gratefully• rugged |
|---|--|

1. Where do the volunteers in Papua New Guinea come from? Use details from the text to support your answer.

2. In the second paragraph ii says, “But the volunteers aren’t done yet.” What does the author mean by this phrase? Use details from the text to support your answer.

3. In this article, which people seem most excited when the volunteers come? Use details from the text to support your answer.



4. In the first paragraph, it says, “Volunteers from Hope Worldwide, a non-profit charitable organization . . .” What does the word *charitable* mean? Use details from the text to support your answer.

Indonesia - Watch for these important vocabulary words as you read:

- | | |
|--|---|
| <ul style="list-style-type: none">• means• tugs• rummaging | <ul style="list-style-type: none">• economical• promotes |
|--|---|

1. What is the main way people travel among the islands of Indonesia? Use details from the text to support your answer.

2. Why did the librarians start using containers filled with books? Use details from the text to support your answer.



3. According to the text, what are two reasons that bicycles are a good way to transport books? Use details from the text to support your answer.

4. In the third paragraph, it says, “They are all excited about rummaging through a new box of books to read.” What does the word *rummaging* mean? Use details from the text to support your answer.

Thailand - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• literacy• remote• mountainous | <ul style="list-style-type: none">• slates• transformed• refurbished |
|---|--|

1. Why are there no schools or libraries in this area of Thailand? Use details from the text to support your answer.



2. How many people does the Books-by-Elephant program help to educate? Use details from the text to support your answer.

3. Why did police in Bangkok create the “Library Train for Young People”? Use details from the text to support your answer.

4. Reread phrases from two sentences in this excerpt about Thailand: “. . . old train carriages have been *transformed* into a library” and “The police have even *transformed* the area around the train into a garden, where they grow herbs and vegetables.” What does the word *transformed* mean? Use details from the text to support your answer.

Zimbabwe - Watch for these important vocabulary words as you read:

- rural
- paved
- inaccessible

- capabilities
- agricultural



1. In the area outside of Bulawayo, how do people get around? Use details from the text to support your answer.

2. How is using a donkey cart better than using a car or truck? Use details from the text to support your answer.

3. What do they plan to bring to people in this region soon? Use details from the text to support your answer.

4. In the fifth paragraph, it says, "Since this is an agricultural society, older readers want books on farming." What does the word *agricultural* mean? Use details from the text to support your answer.
