



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 1: Lesson 2

Launching *Lyddie*



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

I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

Supporting Learning Targets

- I can analyze how plot, character, and setting interact in *Lyddie*.
- I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.

Ongoing Assessment

- *Lyddie* Reader's Notes, Chapter 1



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task: Settings in <i>Lyddie</i> (5 minutes)</p> <p>B. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read: Chapter 1 of <i>Lyddie</i> (20 minutes)</p> <p>C. Guided Practice with Reader’s Notes (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Homework and Previewing Checking for Understanding Entry Task (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • In this lesson, students begin to read <i>Lyddie</i>, the central text of Unit 1. This unit focuses on standard RL.7.3: students will analyze how the plot, setting, and characters in <i>Lyddie</i> interact. In this lesson, they learn these terms and apply them to the first chapter of <i>Lyddie</i>. • As explained in more detail in the Unit 1 Overview, <i>Lyddie</i> is a more complex text than <i>A Long Walk to Water</i>, and students move through the book fairly rapidly, doing substantial reading for homework. All students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read <i>Lyddie</i>. • Also be sure to read the text in advance and consider what supports your students will need to understand it. See the Unit 1 Overview for a list of ways to support struggling readers and determine what will be most effective for your students. • The sequence of homework, lessons, and assessments in this unit has been carefully designed to provide appropriate supports during class and to make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The sections of the book that students focus on during class are the sections most relevant to assessment tasks. • The homework routine is designed to support students in a first read of a given section of text. (Then in class, students reread the most central sections of the text.) The Reader’s Notes that students complete as they read for homework and the daily Checking for Understanding entry task that begins class the next day provide students with structures that help them make meaning of the text and then check to make sure their understanding is accurate. • In this lesson, students have guided practice with the Reader’s Notes that they will use throughout their reading of the novel. The Reader’s Notes for <i>Lyddie</i> are similar to those for <i>A Long Walk to Water</i> from Module 1. As they read, students take gist notes (though this time they are organized by character, setting, and plot) and keep track of the new vocabulary they encounter. As suggested in the Unit 1 Overview, decide how you will organize, check, and collect Reader’s Notes for <i>Lyddie</i>. Consider checking the work most days but collecting it periodically to look it over more thoroughly. Lesson plans assume that students have the Reader’s Notes as three packets and that they will turn in each packet for feedback as it is completed: Chapters 1–7; Chapters 8–17; and Chapters 18–25. After evaluating their work, return these packets to students so they can refer to them as they write their essays. It is possible to organize the Reader’s Notes differently to meet the needs of your students.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• The Reader's Notes that students will use for homework are attached to the lesson in which the homework is assigned, as is the Teacher's Edition of those chapters. The Teacher's Edition always includes all vocabulary words; for several lessons in which you refer to the Teacher's Edition to model, the character/setting/plot chart is also filled in. Please note that you will often need to use the Teacher's Edition for a given chapter in class the day after that chapter is assigned for homework. For example, in Lesson 5, students are assigned to read Chapter 8, and so Reader's Notes and the Teacher's Edition of those Reader's Notes are attached to Lesson 5. However, you will want to use the Teacher's Edition for chapter 8 in Lesson 6, when you review that chapter.• Both the Reader's Notes and the Reader's Notes, Teacher's Edition are also available as a part of the Unit 1 Overview (if you want to make packets).• In this lesson, explain to your students how their work will be organized and how you will check and collect it.• <i>Lyddie</i> contains more difficult vocabulary and syntax than <i>A Long Walk to Water</i>, and teacher read-aloud is frequently used as a tool to help students access and enjoy this text.• This module includes a new type of supporting material for reading lessons that is explained more fully in the module and unit overviews: a Close Reading Guide (for teacher reference). This guide is used for lessons that involve the close reading of part of the text and is sometimes (as in this lesson) accompanied by a worksheet (e.g., Chapter 1 of <i>Lyddie</i> Text-Dependent Questions) on which students can record their thinking.• In advance: Consider what type of pep talk or planning in class will help your students be successful with completing more rigorous reading assignments for homework. Time is built into the lesson to discuss this with students; consider what your students need to hear from you or discuss.• Review: Unit 1 Overview; Preparation and Materials; Reader's Notes, Chapter 1, Teacher's Edition; <i>Lyddie</i> Chapter 1.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>elements, interact, plot, setting, character; mighty (2), anxious (4), queer (5), charity (6), beholden (7)</p>	<ul style="list-style-type: none"> • Setting pictures A, B, and C (of the three settings for <i>Lyddie</i>) (one of each to display or print out) • Entry Task: Lesson 2 • <i>Lyddie</i> (book; one per student) • <i>Lyddie</i> Reader’s Notes, Chapter 1 and Chapter 2 (two separate supporting materials; one each per student) • <i>Lyddie</i> Reader’s Notes, Chapter 1 and Chapter 2, Teacher’s Edition (two separate supporting materials; for Teacher Reference) • Chapter 1 of <i>Lyddie</i> Text-Dependent Questions (one per student) • Chapter 1 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference) • <i>Lyddie</i>: Reading Calendar (one per student)

Opening	Meeting Students’ Needs
<p>A. Entry Task : Settings in <i>Lyddie</i> (5 minutes)</p> <ul style="list-style-type: none"> • In advance, either post or project the Setting pictures A, B, and C. There is one picture for each setting in <i>Lyddie</i> (cabin, tavern, mill town). • Distribute Entry Task: Lesson 2 to students as they enter. Tell them that today they will start a new novel, and that the entry task will let them look ahead to some of the places the book describes. • Direct students to complete the entry task individually and silently, just as they did during Module 1. • When students are done, call on several to share their answers. Prompt students: “What did you see in that picture that helped you match it with the description?” Listen for students to notice that A is the tavern, B is the cabin, and C is Lowell. • Tell the class that the time and place in which a story takes place is called the <i>setting</i>. Ask several students to predict the time and place for <i>Lyddie</i>, but do not tell them the correct answer yet— assure them that they will be able to test their ideas when they start reading the novel shortly. 	



Opening	Meeting Students' Needs
<p>B. Introducing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets for today. Tell them that we often think about the elements of a story: the parts that make it up. <i>Setting</i>, which they just discussed, is one element. <i>Characters</i> and <i>plot</i> are two other elements.• Ask students to define these words, giving examples from any common text (such as <i>A Long Walk to Water</i>). Listen for students to say that the characters are the people or other actors in a story and that the plot is the series of events in a story.• Next, ask them: "What does it mean to analyze an interaction?" Invite volunteers to share their thinking. Guide students, as needed, to define <i>interaction</i> (a process through which several things, possibly people, affect each other). Point out the prefix <i>inter-</i>, which means "between," and connect it to students' understanding of the word <i>interstate</i>: a road that goes between the states. Tell students that readers often ask questions about how different characters interact with each other (for example, when Salva's uncle helped him survive), or about how an event or setting affects a character (for example, how Salva and Nya learned to be persistent because they lived in a challenging physical environment).• Finally, define <i>analyze</i> (to examine something carefully; to understand it by looking at its parts). Point out that in Module 1, when students were discussing how Salva and Nya survived, they were analyzing the interaction of character and setting. Point out that through analyzing the story, they will "get to know" the characters better—one of the main reasons that reading any book is enjoyable. Assure them that this intellectual work will actually make the reading process more enjoyable and a richer experience.	<ul style="list-style-type: none">• Consider posting these three terms (setting, character, plot), along with visual representations, in the room. Students will refer to them frequently in this unit.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Close Read: Chapter 1 of <i>Lyddie</i> (20 minutes)</p> <ul style="list-style-type: none"> • Distribute the novel <i>Lyddie</i> to each student. Point out the title of the book. This gives the reader a clue that a person, not an event, is the focus of the book. Assure them that <i>Lyddie</i> is a strong and interesting character—and someone about their age. Remind students that Module 2 will examine working conditions. Through their reading of the novel <i>Lyddie</i>, they will begin to think about questions like these: <ul style="list-style-type: none"> * What are working conditions? * Why do they matter? * Who creates them? • Analyzing <i>Lyddie</i>'s experiences will help students begin to answer these questions. • Distribute the Lyddie Reader's Notes, Chapter 1 and Chapter 2. (If you have decided to make the Reader's Notes into packets, you will distribute the packet that includes Chapters 1–7.) Ask students: <ul style="list-style-type: none"> * “How are these Reader's Notes similar to your Reader's Notes for <i>A Long Walk to Water</i>?” * “How are these Reader's Notes different?” Listen for them to notice the similar format for the Reader's Dictionary and the different headings for the gist notes. Tell students that, as in <i>A Long Walk to Water</i>, they'll want to fill in the Reader's Dictionary as they go but should probably wait until the end of a chapter to fill in the other notes. • Tell students that in some lessons, you or they will read aloud. Remind them that when they are listening, they also need to be reading silently to themselves. • Distribute and display Chapter 1 of Lyddie Text-Dependent Questions. • Use the Chapter 1 of Lyddie Close Reading Guide (see supporting materials) to guide students through a series of text-dependent questions related to pages 1–7 of <i>Lyddie</i>. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Providing models of expected work supports all learners, especially those who are challenged. • When reviewing graphic organizers or recording forms, consider using a document camera or chart paper to visually display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice with Reader's Notes (10 minutes)</p> <ul style="list-style-type: none">• After finishing the close reading, display the student version of the <i>Lyddie</i> Reader's Notes for Chapter 1 and model how to fill them out. (You may find the <i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition to be a helpful resource, but it is useful for the students to actually watch you fill the chart in.)• With students' input, quickly fill in setting (farm in Vermont, 1843) and characters (Lyddie, 13; Charlie, her brother, 10; Rachel, 6, and Agnes, 4, her sisters; Mama; bear; Clarissa and Judah).• Then fill in the first part of the plot column (a bear comes into the cabin, and Lyddie keeps her family safe) and direct students to work with partners to add the next event to the plot column.• When they are done, ask several pairs to share out and add their entry (Mama, Rachel, and Agnes leave to live with Judah and Clarissa) to the plot column.• Ask: "What makes plot notes effective?" Listen for them to notice that they are concise, list events in order, and focus only on central events (for example, the bear crashing in the woods is not included).• Finally, focus students on the fourth column of the chart. Explain that these questions will help them focus on the interaction of characters, setting, and plot.• Direct students to work with their seat partners to answer these questions. Circulate to support them as needed, directing them back to the text for evidence. Use your circulating to select several strong pairs to share out; script their answers as they share to create a common public record of a strong answer.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Homework and Previewing Checking for Understanding Entry Task (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be doing a lot of the reading of <i>Lyddie</i> at home. Set the purpose for reading at home. You might say something like: “In high school and college classes, students read at home and then use class time to talk about their reading. We will be doing the same thing. You will read carefully at home, and then we will work together in class to get to a deeper understanding of the book.”• Tell students that this is a challenging book. Ask them to name some reading strategies that will help them read successfully on their own. Listen for them to name: visualizing what they read, connecting the book to their own experience, and slowing down to reread some paragraphs or even some pages to understand what is happening. Stress the importance of rereading. Assure them this is normal for difficult texts.• Explain how the Reader’s Notes and daily entry task will support them in understanding this book. You might say something like: “The Reader’s Notes will also help you understand the book and focus on what to reread. In addition, each class will start with a Checking for Understanding entry task based on the homework from the previous night. For this activity, you will be able to use your Reader’s Notes but not the book. The Checking for Understanding entry task is not a quiz, but it lets me and you see how you are doing with understanding the book, figuring out new words, and analyzing the interactions of character, plot, and setting. For example, if you had read this chapter for homework, a Checking for Understanding question might be: ‘What does Lyddie mean when she describes her mother as ‘queer in the head?’”• Ask:<ul style="list-style-type: none">* “How will reading carefully and having strong Reader’s Notes help you on the Checking for Understanding tasks?”• Help them generate ideas for how they can make sure their reading at home is as effective as the reading they did in class.• Make sure they think about where and when they will read, and what strategies they will use if they get confused. Emphasize the importance of rereading and make sure that students understand that strong readers reread often.• If you are using any of the accommodations outlined in the Unit 1 Overview, discuss and launch them here.• If you are choosing to use the reading calendar to help students know what is due when, distribute that calendar.	



Homework	Meeting Students' Needs
<p>A. Finish reading Chapter 1 and read Chapter 2; complete Reader's Notes for those chapters.</p> <p><i>Note: In the next class, you will model how to use the Reader's Notes to perform the entry task. The Lyddie Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition, may be a useful resource for you.</i></p>	<ul style="list-style-type: none">• Consider providing a reading calendar for students to help them, support teachers, and families understand what is due when. A calendar template is provided in the supporting materials for this lesson.



EXPEDITIONARY
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Grade 7: Module 2A: Unit 1: Lesson 2

Supporting Materials



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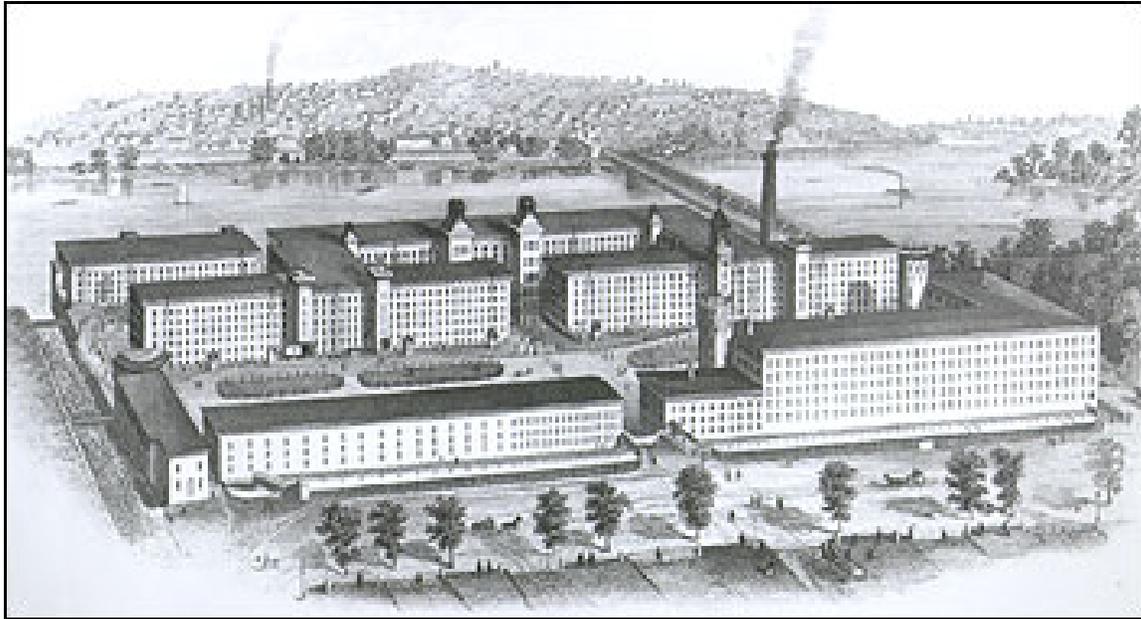
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No Known Author .Mount Washington Tavern. Uniontown, PA. circa 1850. Public Domain.



Old Cabin at Knob Creek RHB



(Lowell Museum Collection/Lowell Historical Society)



.....
Name:

.....
Date:

Look carefully at the three pictures. Each picture shows a different setting in the book we are about to read. Read the descriptions of the settings in the book below. Next to each description, write the letter of the picture that matches it.

_____ Cabin: At the beginning of the book, Lyddie lives on a farm in Vermont, with a small cabin on it.

_____ Tavern: Next, Lyddie goes to live and work at a tavern in a village in Vermont. A tavern was a large house that served as a hotel and restaurant.

_____ Lowell: Finally, Lyddie goes to live and work in the mills, factories that made cloth, in the town of Lowell, Massachusetts



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
1				When Lyddie's mother decides to go to her sister's farm, what do Lyddie and Charlie do? What does this show about Lyddie's relationship with her mother and with her brother?

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mighty	2	strong, big, impressive	charity	6	help or gifts given to people in need
anxious	4		beholden	7	
queer	5				
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
2				<p><i>What happened to Lyddie and Charlie's father? How does that affect their plans?</i></p> <p><i>Name two ways the Stevens family helps Lyddie and Charlie.</i></p>

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
dubious	10	doubtful or uncertain	loom	14	a machine that weaves thread into cloth can be run by hand or powered by a waterwheel, electricity, etc.
noxious	13	poisonous or harmful	fallow	16	unused
transaction	14		gaping	17	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
1	Farm in Vermont, 1843	<ul style="list-style-type: none"> • Lyddie (13) • Her family: • Charlie, (10) • Rachel (6) • Agnes (4) • Mama • Bear • Clarissa and Judah 	<ul style="list-style-type: none"> • A bear comes into the cabin, and Lyddie keeps her family safe. • Mama, Rachel, and Agnes leave to live with Judah and Clarissa. • Lyddie and Charlie take care of themselves through the winter. They have a calf in the spring. Lyddie feels very hopeful. • Mama sends them a letter saying they must both go and work to pay off the debts on the farm. The farm is going to be rented to someone else. Lyddie is crushed. 	<p><i>When Lyddie's mother decides to go to her sister's farm, what do Lyddie and Charlie do? What does this show about Lyddie's relationship with her mother and with her brother?</i></p> <ul style="list-style-type: none"> • Lyddie decides to stay and take care of the farm against her mother's wishes. This shows that Lyddie is very independent and her relationship with her mother is not typical. Because her mother is mentally unstable, Lyddie is the mother figure of the family. • Charlie decides to stay with Lyddie because he doesn't want her to be alone on the farm. This shows they have a caring and close relationship.



Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mighty	2	strong, big, impressive	charity	6	help or gifts given to people in need
anxious	4	worried	beholden	7	to feel you have a duty to someone because they have done something for you
queer	5	strange, difficult to explain; "queer in the head" means slightly crazy			
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
2	<p>Lyddie’s farm in Vermont</p> <p>The Stevens family farm</p>	<ul style="list-style-type: none"> • Lyddie • Charlie • The Stevens family (the Quaker family that lives next door): Mr. Stevens, Mrs. Stevens, sons, youngest son— Luke Stevens 	<p>Lyddie and Charlie decide to sell the calf to Mr. Stevens and save the money for their return to the farm.</p> <p>Mr. Stevens gives them a good price for the calf, even though it was from his bull. He invites them to dinner and offers them a ride to the village.</p> <p>While Luke is giving them a ride to the village, he offers to look after their house. Lyddie does not want to accept their help, but Charlie is grateful. Luke then tells Lyddie he’ll look after Charlie.</p>	<p><i>What happened to Lyddie and Charlie’s father? How does that affect their plans?</i></p> <p>Their father was very unlucky. He made some bad business decisions but always worked hard. He left but promised to come back. Lyddie and Charlie want the farm to be successful when he comes back, so they save the money from the calf.</p> <p>Name two ways the Stevens family helps Lyddie and Charlie.</p> <p>Mr. Stevens give them a good price for the calf, even though it was from his bull.</p> <p>Luke offers to look after their farm while they are gone.</p> <p>Luke offers to look out for Charlie.</p>



Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
dubious	10	doubtful or uncertain	loom	14	a machine that weaves thread into cloth can be run by hand or powered by a waterwheel, electricity, etc.
noxious	13	poisonous or harmful	fallow	16	unused
transaction	14	business deal or action	gaping	17	very big and wide
Other new words:					



Name: _____

Date: _____

Time: 20 minutes

Questions	Answers
<p>1. At the bottom of page 2, a sentence says: “Could he, in his frustration, take a <i>mighty</i> leap?” <i>Mighty</i> is a word that is in your Reader’s Dictionary (part of the Reader’s Notes). Find this entry in the dictionary. Use the definition to restate this sentence using a different word.</p>	
<p>2. Lyddie is the main character in this book. What have we learned about Lyddie from this story?</p>	
<p>Continue to use your Reader’s Dictionary as you answer these questions.</p>	
<p>3. On page 5, Lyddie describes her mother as “<i>queer</i> in the head.” What does <i>queer</i> mean? How do context clues help you figure it out? What word(s) might we use today to describe Lyddie’s mother?</p>	
<p>4. On page 6, the text states: “The only <i>charity</i> Lyddie dreaded more than Aunt Clarissa’s ...” Use your Reader’s Dictionary to figure out what the word <i>charity</i> means. Then restate the sentence using a different word. How do we use the word <i>charity</i> today? How is this similar and different to how it is being used here?</p>	



5. On page 7, the text says: “She minded mightily being *beholden*.” Notice the word *mightily*, which is the adverb form of *mighty*. What does *beholden* mean? How can you tell? What is the connection between *charity* and *beholden*?



Time: 20 minutes

Questions	Teacher Guide
<p>1. At the bottom of page 2, a sentence says: “Could he, in his frustration, take a <i>mighty</i> leap?” <i>Mighty</i> is a word that is in your Reader’s Dictionary (part of the Reader’s Notes). Find this entry in the dictionary. Use the definition to restate this sentence using a different word.</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Say to students: “Read in your heads while I read along with you aloud.” • Read pages 1–3 without pausing for questions. Let them hear the whole story of the bear without interruption. • After you have read these three pages, pause. • Ask the questions one at a time. For each question, ask students to think individually, skim the pages you just read aloud, and then raise their hands when they have an answer. When most of the class has a hand up, cold call several students to share out. • Listen for students to say: <ol style="list-style-type: none"> 1. (something like) Could he make a big jump? 2. Lyddie is in charge; Lyddie is brave; Lyddie is calm under pressure; Lyddie doesn’t want to disagree with her mother; Lyddie doesn’t have much money.
<p>2. Lyddie is the main character in this book. What have we learned about Lyddie from this story?</p>	<ul style="list-style-type: none"> • Probing and scaffolding for Question 2: <ul style="list-style-type: none"> * (For accurate but unsupported claims) * “What in the story makes you say that?” * (For students who are stuck) * “Why did Lyddie tell everyone else what to do?” * “Why did she go up the ladder last?” • Point out to students how rereading was helpful to them. Remind them that good readers often reread.



Questions	Teacher Guide
<p>3. On page 5, Lyddie describes her mother as “<i>queer</i> in the head.” What does <i>queer</i> mean? How do context clues help you figure it out? What word(s) might we use today to describe Lyddie’s mother?</p> <p>4. On page 6, the text states: “The only <i>charity</i> Lyddie dreaded more than Aunt Clarissa’s ...” Use your Reader’s Dictionary to figure out what the word <i>charity</i> means. Then restate the sentence using a different word. How do we use the word <i>charity</i> today? How is this similar and different to how it is being used here?</p> <p>5. On page 7, the text says: “She minded mightily being <i>beholden</i>.” Notice the word <i>mightily</i>, which is the adverb form of <i>mighty</i>. What does <i>beholden</i> mean? How can you tell? What is the connection between <i>charity</i> and <i>beholden</i>?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Say to students: “Read silently in your heads as I read aloud.” Read from the bottom of page 3 to near the end of page 7 (break) aloud. • Consider pausing and rereading two or three paragraphs to model this strategy for the class. Reread the third paragraph on page 4 (“Her mother’s shoulders ...”) and the third paragraph on page 6 (“She sent Charles along ...”) • When you do this, think out loud about why you are rereading. You might say something like: “I’m a little confused here about what is happening with Lyddie’s mom. Everyone else was laughing, but that last sentence about Lyddie praying that she was laughing made me pause. I’m going to reread it to see if I can figure out what is going on.” • As you read aloud, pause at the end of each paragraph for which a question is written at left. Post the question and ask students to work on it with their seat partners. Direct them to reread the paragraph where the vocabulary word is found. • Note that all of the questions relate to vocabulary and are designed to help students use their Reader’s Dictionary correctly. For some questions, students are practicing using a given definition to restate an idea in their own words. For other questions, students are using context clues to determine the meaning of a word. Remind students to use clues both in the sentence itself and on the page (reading forward and backward) to figure out what words mean. • After students have briefly discussed a question with a partner, choose one or two pairs to share out, with a focus on making sure students hear clear and accurate thinking. • After each discussion, prompt students to make sure the entry in their Reader’s Dictionary is correct.



Questions	Teacher Guide
	<p>Listen for students to say:</p> <p>3. Lyddie’s mother is a little unbalanced or not in touch with reality; the text refers to her as dazed, says she is “not so strange”; she doesn’t respond to Lyddie when she talks; “her spirit had gone away.”</p> <p>4. (something like) The only help Lyddie didn’t want more than her aunt’s was to go to the town’s poor farm; today we use <i>charity</i> to mean an organization that helps people and to which we often give donations; it still has the meaning of helping, but now we use it more for an organization, and then it was used more for an idea.</p> <p>5. Charlie just said she should ask neighbors for help, and she thinks she won’t be beholden, so <i>beholden</i> must have to do with getting help from someone and feeling like you owe them; so Lyddie might feel beholden if she takes charity from the neighbors.</p>



The calendar below shows what is **due** on each day.
If you choose, modify this document to include dates instead of lessons.

Due at Lesson	<ul style="list-style-type: none"> • Read chapters listed. • Sometimes we will read the first part of a chapter in class, and you will finish it for homework. • Complete Reader's Notes for these chapters.
3	1-2
4	3-4
5	6-7
6	8
7	9-10
8	11
9	12-13
10	14
11	15-16
12	17
14	18-19
19	