



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 3

## Modeling Entry Task, Reading Notes, and Reading Strategies for *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)

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

**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.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.

**Ongoing Assessment**

- Checking for Understanding entry task



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (15 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Setting Up Discussion Appointments (5 minutes)</p> <p>B. Guided Practice: Noticing When to Reread (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Previewing Homework (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"><li>• In the early lessons in this unit, students are introduced to several new routines to support them in their reading of <i>Lyddie</i>. Therefore, there is more modeling than usual of how to do specific routines. Students watch you model how to use the Reader's Notes to complete the daily Checking for Understanding entry task, as well as strategies students might use to make meaning of this text when reading for homework.</li><li>• The lesson provides significant scripting as a resource for teachers. However, consider what type of modeling will best support your students and adapt the modeling to meet their needs.</li><li>• This lesson introduces the Checking for Understanding entry task. In this routine, students answer several questions about the previous night's homework using only their Reader's Notes (not the book). Decide how you want to collect these and use the information, and communicate that clearly to students in this lesson. Especially during the first part of the unit, consider the entry task as useful formative data to guide your instruction (rather than as an assessment to be counted for a grade). Also encourage students to use the entry task as self-checks: if they can answer the questions correctly, they are understanding the reading they are doing for homework; if they cannot, they should consider how they might change their homework practices (for example, by doing more rereading).</li><li>• Consider how you might present this routine to students to ensure that they understand it as a tool that you and they will use to help them become better readers, rather than as a way to "catch" students who aren't reading at home. Emphasize that reading, rereading, and taking good notes are important strategies for making meaning. Consider how your grading structures might be used to recognize effort and thoroughness on the Reader's Notes and success with the Checking for Understanding entry task.</li><li>• This lesson, as well as Lessons 4 and 5, focuses on helping students understand <i>Lyddie</i>, the main character. The closing for this lesson gives students an opportunity to synthesize what they have learned about her so far.</li><li>• Note that the student version of Reader's Notes for Chapter 5 is intentionally partially completed. This chapter is not crucial and some teachers may opt to skip it; hence, the plot is filled out for students on their Reader's Notes.</li><li>• In advance: <i>Lyddie</i> is a difficult text. 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. The script prompts you to emphasize the use of practices such as rereading and to focus on helping students engage with the main character. Consider what your students need to hear from you or discuss.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• Review, <i>Lyddie</i> Readers Notes, Chapters 1- 3, Teacher’s Edition. Note that the teacher’s edition for Chapters 1 and 2 were provided at the end of Lesson 2, when they were distributed to students. This will be the case throughout the unit; see the Unit 2 overview for details.</li> <li>• Review: Discussion Appointment routine (from Module 1, Unit 2, Lesson 1; included again here as a supporting material for teacher reference).</li> </ul>

Lesson Vocabulary	Materials
<p>dubious (10), noxious (13), transaction (14), loom (14), fallow (16), gaping (17), tavern (18), haughty (19), homespun (20)</p>	<ul style="list-style-type: none"> <li>• Checking for Understanding, Chapters 1 and 2 entry task (one per student)</li> <li>• Checking for Understanding, Chapters 1 and 2 entry task, Teacher’s Guide (for Teacher Reference)</li> <li>• Document camera</li> <li>• Instructions for Discussion Appointments (also used in Module 1; included again here for teacher reference)</li> <li>• Weaving Room Discussion Appointments (one per student)</li> <li>• <i>Lyddie</i> (book; one per student)</li> <li>• Chapter 3 of <i>Lyddie</i> Suggested Read-aloud Teacher Script (for Teacher Reference)</li> <li>• Sticky notes (1 per student)</li> <li>• <i>Lyddie</i> Reader’s Notes, Chapter 3, Chapter 4, and Chapter 5 (three separate supporting materials; one each per student)</li> <li>• <i>Lyddie</i> Reader’s Notes, Chapter 3, Chapter 4, and Chapter 5, Teacher’s Edition (three separate supporting materials; for Teacher Reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display <b>Checking for Understanding, Chapters 1 and 2 entry task</b> to students as they enter. Tell them that usually they would complete this individually, but today you will guide them through the process.</li><li>• Remind students that they can use their <b>Lyddie Reader's Notes, Chapter 1 and Chapter 2</b>, but not the book itself, to answer these questions. Remind them that the purpose of this is not to “quiz” them but to show how they are doing with taking notes and with understanding character, plot, and setting in <i>Lyddie</i>. You might say something like: “The skills of reading, rereading, and taking notes are so important that you are going to work with your notes almost every day so that you can see how they help you and so that you get into the habit of reading carefully and taking good, thorough notes.”</li><li>• Display a copy of the <b>Lyddie Reader's Notes, Chapters 1 and 2, Teacher's Edition</b> on a <b>document camera</b>. (Note, these were provided in Lesson 2 supporting materials along with the student version of those chapters, as will be the case throughout this unit. See Unit overview for details). Give students a few moments to compare their notes to yours. Prompt all students to raise their hands to represent how they feel about their ability to fill out their Reader's Notes, using the Fist to Five protocol.</li><li>• Describe to the class any patterns that you notice in this early self-assessment. You might say something like: “I see that a number of students are holding up 4s or 5s. Great! Many of you are confident in your ability to complete these Reader's Notes since you had lots of practice with them in Module 1. I wonder if those of you who have held up 2s or 3s didn't understand the reading or didn't write enough notes.”</li><li>• Cold call a few students to point out some similarities and differences between your notes and theirs. Praise them for working hard to understand the text.</li><li>• Display a copy of the <b>Checking for Understanding, Chapters 1 and 2 entry task</b>. Direct students to complete the entry task individually as you model out loud. (See the <b>Checking for Understanding, Chapters 1 and 2 entry task, Teacher's Guide</b> for a suggested way to model this task.) As you model out loud, also write your answers down to provide a record of what exemplary work looks like.</li><li>• When students are done with the entry task, notice and appreciate their success with completing the reading and note-taking assignment for homework. Assure them that it will get easier as they get used to the process and become stronger readers. Emphasize the importance of rereading. If appropriate, ask several students to share what they did to ensure that they were successful with the homework assignment.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li><li>• For definitions of words in <i>Lyddie</i>, refer to the Teacher's Edition of the Reader's Notes. Also consider the Longman online dictionary at <a href="http://www.ldoceonline.com">www.ldoceonline.com</a>, which provides student-friendly definitions.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, remind students that they will use a similar routine with the Reader's Dictionary as they did with <i>A Long Walk to Water</i>: You will post a list of correct definitions, and they should review their work and see how many definitions they got right or almost right. You can display the Teacher's Edition of the Reader's Notes for Chapters 1 and 2 or write the definitions on the board or flip chart.</li><li>• Ask students to revise their Reader's Dictionary as necessary to make sure all words are defined correctly. Their definitions do not need to be in the same words as yours. Give them an example: The posted definition of <i>transaction</i> is <i>deal</i>. If they have <i>business or business deal or exchange</i>, they don't need to change it. However, if they have <i>conversation</i>, they should revise it to be more accurate.</li><li>• Remind students that the process of determining the meaning of a word from context and then checking their answer not only helps them learn that word but makes them stronger readers in general. Good readers are good because they reread to figure out words and phrases they didn't understand at first. Even if they have to correct some of their answers, the rereading and thinking students did while they were filling out the Reader's Dictionary at home is building the "figuring out new words in context" muscle that is so important to strong readers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Setting Up Discussion Appointments (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to raise their hands if they remember the Discussion Appointment protocol from Module 1. Depending on need, review the process of signing up for appointments. (See <b>Instructions for Discussion Appointments</b> in supporting materials).</li><li>• Tell students that they need to circulate and make appointments with five people, one for each line on the paper. When two students make an appointment, they each write their name on the other person's paper. For example, if I am making a Warp Threads appointment with Lucy, I write my name on the Warp Threads line of her paper, and she writes her name on the Warp Threads line of my paper. Students cannot make multiple appointments with the same person.</li><li>• Distribute the <b>Weaving Room Discussion Appointments</b> handout and give students several minutes to sign up for Discussion Appointments.</li><li>• After students have signed up, call them together and explain that they will frequently do close reading work with a partner. Readers often understand a text better when they discuss it with someone else, and they will have this opportunity with <i>Lyddie</i> on many occasions. Remind them of the norms for moving to be with their partner and direct them to take their Reader's Notes and <i>Lyddie</i> and move to sit with their Loom Discussion Appointment.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Noticing When to Reread (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in this part of the lesson, they will discuss and practice some strategies that they might use when they are reading at home. Together, the class will start the homework assignment for tonight.</li><li>• Direct students to open <b>Lyddie</b> to the beginning of Chapter 3. Ask them to read the first three pages of the chapter silently to themselves, as if they were reading for homework.</li><li>• When most students are done, ask them to think about what strategies they used as they were reading. Ask them to raise their hands if they:<ul style="list-style-type: none"><li>* Reread any passages or sentences</li><li>* Tried to figure out what a new word meant</li><li>* Made a picture or a movie in their minds as they read</li><li>* Asked themselves a question</li><li>* Imagined how Lyddie might be feeling</li></ul></li><li>• Next, tell them that since they are starting a new book that is much harder than <i>A Long Walk to Water</i>, you are going to model for them a few things they can do to understand this difficult text. (Use or modify the <b>Chapter 3 of Lyddie Suggested Read-aloud Teacher Script</b> provided.)</li><li>• After you have finished reading and thinking aloud, ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one thing you noticed me doing that might be helpful when you read <i>Lyddie</i> for homework?”</li></ul></li><li>• Call on several students to share out. Listen for them to mention the strategies you surveyed them about a few minutes ago.</li><li>• Next, ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What has happened so far in this chapter?”</li><li>* “What did these strategies help us understand about the text?”</li></ul></li><li>• Call on several students to share out. Listen for them to name setting (Lyddie arrives at the tavern, which is like a large house), characters (she meets the owner of the tavern), and plot (Lyddie is reluctant to go in because she worries that she will lose her freedom; she is almost run over by a stagecoach; the mistress of the tavern looks down on her because she is dirty and has old clothes).</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, give students a few minutes to read again on their own (ideally through page 24). Urge them to use some of the strategies that they saw you model as they read. Give each student one <b>sticky note</b> and tell them to put it on a place where they reread (maybe a sentence or maybe an entire paragraph).</li><li>• When students are finished reading, call on several to share out what part of the text they reread, and why. Encourage rereading and remind them that this is something strong readers do a lot.</li><li>• As time permits, give students a few minutes to work with their partners to begin to fill out their <b>Lyddie Reader's Notes, Chapter 3</b>. Encourage them to ask their partners any questions they have about the text. Circulate to informally assess how well the students understand the text and the Reader's Notes task.</li><li>• Praise the students for working hard to understand this challenging text. Remind them to finish reading and completing their Reader's Notes for Chapter 3.</li><li>• Point out that at the end of the chapter, Lyddie talks with the woman in the fancy dress from the beginning of the chapter. This woman puts a very important thought into Lyddie's head, and the students should read this part of the text carefully.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that one thing readers do is to think about the main character in a book and try to understand her. They did this a lot when studying <i>A Long Walk to Water</i> (which actually had two main characters). They have seen Lyddie interact with several other characters, settings, and events.</li> <li>Ask students to turn and talk with their partner:           <ul style="list-style-type: none"> <li>* "What have you learned about Lyddie?"</li> <li>* "What seems to be important to her?"</li> </ul> </li> <li>Cold call several students to share their answers, providing positive feedback for textual support. When possible, try to create some suspense around what will happen to Lyddie. (For example, "I wonder how Lyddie's independence will serve her when she's in the factory.")</li> <li>Preview the homework. Take a moment to encourage students to complete the reading assignment at home and remind them to use some of the strategies discussed in this lesson to help them independently make meaning of a challenging text.</li> <li>Encourage students to use what they learned from the Checking for Understanding entry task today to guide how they read and take notes this evening. Remind them that they will be completing the entry task on their own in the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>If some students are using the accommodations outlined in the unit overview, this is a good time to check in with them about how well those accommodations are supporting them in making meaning of this complex text.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Finish reading Chapter 3 and read Chapter 4 of <i>Lyddie</i> and complete <b>Lyddie Reader's Notes, Chapters 3 and 4</b>.</p> <p>B. Optional: Read Chapter 5 of <i>Lyddie</i>.</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>	



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# Grade 7: Module 2A: Unit 1: Lesson 3

## Supporting Materials



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Checking for Understanding Entry Task:  
Chapters 1 and 2

.....  
**Name:**  
.....

**Date:**  
.....

Use your Reader's Notes from Chapters 1 and 2 of *Lyddie* to answer the questions below.

1. Near the end of Chapter 1, Charlie and Lyddie get a letter from their mother. How does this letter change Charlie and Lyddie's plans?

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.....  
.....

2. Chapter 2 is titled "Kindly Neighbors." Who are the neighbors? Are they kind to Charlie and Lyddie? Use evidence from the story to support your claim.

.....  
.....  
.....



Checking for Understanding Entry Task:

Chapters 1 and 2

3. When Luke Stevens offered his hand to help Lyddie into the wagon, she “pretended not to see. She couldn’t have the man thinking she was a child or a helpless female” (15).

When he offers to take care of her house in the winter, she says: “No need” (16).

After Luke offers to keep an eye on Charlie, she “didn’t know whether to be pleased or annoyed” (17).

How does Lyddie feel about accepting help from Luke?

What character trait does this show?

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- Note: You will want to display:
- Lyddie Reader’s Notes, Chapters 1 and 2, Teacher’s Edition
- a blank copy of the entry task, on which you will write answers as you model
- It is important for students to not just see a completed entry task, but to follow your thinking as you use your Reader’s Notes to complete it.

<p>1. Near the end of Chapter 1, Charlie and Lyddie get a letter from their mother. How does this letter change Charlie and Lyddie’s plans?</p>	<p>Read the question aloud. Then say: “I wrote that down in my plot column last night. Here it is. ‘Lyddie and Charlie must leave the farm because their mother is making them work to pay off debts. They are upset but leave the farm to go to a mill and a tavern.’ The question is about a “change in plans,” so I’ll write: “Lyddie and Charlie were planning on staying on the farm and working the land, but their mother hires them out as workers to pay off the farm’s debt. Charlie is going to a mill, and Lyddie is going to a tavern.” Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.</p>
<p>2. Chapter 2 is titled “Kindly Neighbors.” Who are the neighbors? Are they kind to Charlie and Lyddie? Use evidence from the story to support your claim.</p>	<p>Read the question aloud. Say: “In my character column last night, I wrote down: ‘The Stevens family— neighbors.’ So I’ll write that first. I noticed one of the questions from last night was naming some of the ways the Stevens family helped Lyddie. So I wrote those in the last column. I found more than two, so I wrote them down. Those can be used as evidence to show they were kind. I’ll write: “Her neighbors are the Stevens family. They are kind because they offer to do several helpful things. They buy the calf for a good price, and they give Lyddie and Charlie dinner and a ride to their jobs. They also offer to look after the cabin during the winter.” Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.</p>



3. When Luke Stevens offered his hand to help Lyddie into the wagon, she “pretended not to see. She couldn’t have the man thinking she was a child or a helpless female” (15). When he offers to take care of her house in the winter, she says: “No need” (16). After Luke offers to keep an eye on Charlie, she “didn’t know whether to be pleased or annoyed” (17). How does Lyddie feel about accepting help from Luke? What character trait does this show?

Read the question aloud. Say: “I noticed while I was reading that Lyddie didn’t seem to like the Stevenses. When I read all these quotes together, I understand that she didn’t like accepting help from them. I know how that feels, because I sometimes think that, too. That character trait is being independent, but I think it also bordered on rudeness. So when you are VERY independent, you are also a little stubborn. I’ll write: “Lyddie didn’t like accepting the help from the Stevens family. This shows she is independent and a little stubborn.”

Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.



### Instructions for Discussion Appointments

1. Create a discussion appointment sheet with two to five appointments on it. Be sure that you use a visual that is related to the important content you are teaching at the time. For example, an elementary teacher could use a calendar or colored geometric shapes. Determine the number of appointments by how long you want to use the same sheet and how experienced your students are in moving and working together.
2. Give students the sheet and tell them they will have a set amount of time to sign up with one person per appointment. Tell them to write their appointment's name on their sheets in the correct place
3. Also ask them to come to you if they cannot find an appointment for one of their slots. If you have an uneven number of students, one student at each appointment will not be able to get an appointment. That will be ok because as you use these appointments over time, some students will be absent, others will have lots their sheets, and some will come into class having missed the sign up time. When students don't have an appointment, if they come to you, you can match them with others who do not have a person or you can assign them to join another pair and form a committee of three. This process is usually very efficient, and everyone can begin to work with his/her appointments quickly.

Written by EL for instructional purposes.

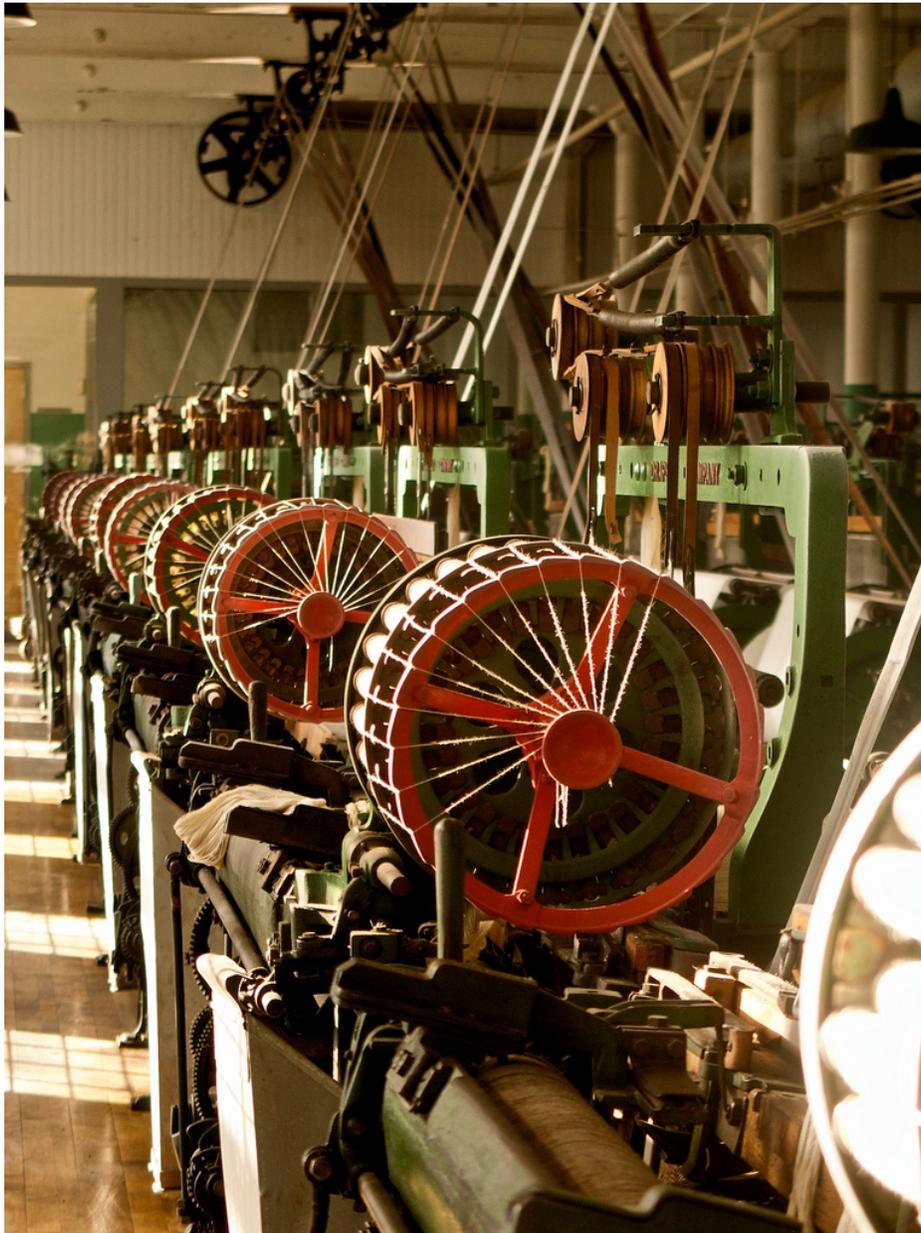


## Weaving Room Discussion Appointments

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Make one appointment at each location.



JIPapple. "The Boott Cotton Mill Looms." July 13, 2009. Online Image. [http://commons.wikimedia.org/wiki/File:Boott\\_cotton\\_mill\\_looms.jpg](http://commons.wikimedia.org/wiki/File:Boott_cotton_mill_looms.jpg)



Weaving Room Discussion Appointments

At the <b>loom</b> :	
At the <b>weft</b> threads:	
At the <b>warp</b> threads:	
Next to the <b>shuttle</b> :	
By the closed <b>window</b> :	

Chapter 3 of *Lyddie* Suggested  
Read-Aloud Teacher Script

Consider using this script as you read aloud. Remember to balance fluency and pacing with the need to model. Depending on the needs of your students, feel free to adapt this script.

Say to students: “Read in your heads while I read aloud.”

After you read the first two paragraphs on page 18, pause to say: “I’m trying to picture this in my mind. Cutler’s Tavern sounds like it’s a big building with many different sections and levels. There are pastures around it and two big trees. I bet that’s intimidating for Lyddie. Making a picture in my mind helps me understand the setting and think about how it might be affecting Lyddie.”

Then continue reading the next paragraph. Pause to wonder aloud: “I wonder if this will be true. Will she really be like a slave? Asking a question like this makes me want to keep reading to find out what happens.”

Then continue reading. Pause at the top of the next page after the first full paragraph. Say: “Wait, that was confusing. What is roaring? I’m going to reread that.” After you reread, say: “Okay. Now I understand. A stagecoach, which is like a carriage pulled by horses, has arrived.”

Then continue reading. Pause when you get to the end of page 19. Say: “I can really picture this in my head. This woman is dressed so nicely, she must look so different from Lyddie. I wonder what not haughty means. I’m going to reread that sentence to try to figure it out. It seems to be something negative, because she says it was a ‘nice smile.’ I think it means that this woman was not looking down on her, as she could have.”

Then continue reading until the middle of page 20. Pause after you read the paragraph that begins, “Lyddie was aware ...” Say: “Hmm ... I can picture Lyddie, and she is dirty and dressed in rags. I wonder what homespun means. I’m going to reread that part and try to figure it out. The word homespun is unfamiliar to me, but I know spun comes from spin. So if it was spun at home, I think that means homemade. She looks a lot different from the fancy lady. I know how this feels—I’ve felt out of place and embarrassed like this before. Trying to put myself in the character’s shoes helps me understand the story better.”

Then continue reading until you get to the top of page 21. Say: “Wow! I could really picture that. Lyddie was mad at that woman for saying those rude things, and she did not back down.”



*Lyddie* Reader's Notes, Chapter 3

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
3				<p><i>What do Triphena and Mistress Cutler think of Lyddie when she arrives?</i></p> <p><i>What are the working conditions like in the tavern?</i></p>



**Reader's Dictionary, Chapter 3**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
tavern	18	A bar/restaurant that also has hotel rooms	servitude	23	
homespun	20		comrade	25	
garment	23				
Other new words:					



*Lyddie* Reader's Notes, Chapter 4

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
4				<p><i>Describe Lyddie's relationship with Triphena.</i></p> <p><i>When Charlie comes to visit, how does Lyddie react?</i></p> <p><i>How does spring change the work being done at the tavern?</i></p>



**Reader's Dictionary, Chapter 4**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
mean	27		anxieties	31	
secretive	29		practiced skill	32	
calicoes	29	lightweight cotton fabrics	fugitive	33	
Other new words:					



*Lyddie* Reader’s Notes, Chapter 5

*Note: We may not read Chapter 5 in detail. Therefore, the Reader’s Notes for this chapter are already partially completed for you.*

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
5	<ul style="list-style-type: none"> <li>tavern</li> <li>the road home to Lyddie’s cabin</li> <li>Lyddie’s cabin</li> </ul>	<ul style="list-style-type: none"> <li>Triphena</li> <li>Lyddie</li> <li>the woman whom Charlie is staying with—the Phinneys</li> </ul>	<p>Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She’s disappointed because he isn’t home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family.</p>	<p><i>What events make it possible for Lyddie to visit the cabin? What does she plan to do there?</i></p> <p>Because the mistress has gone to Boston, Lyddie can take a vacation. She plans to bury her calf money there.</p> <p><i>How does Lyddie feel when she finds out Charlie is at school?</i></p> <p>She’s very disappointed. She also feels protective of Charlie and jealous of his relationship with this new family.</p>



Reader's Dictionary, Chapter 5

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
envious	37	jealous			
mortified	37	extremely embarrassed			
Other new words:					



*Lyddie* Reader’s Notes, Chapter 3  
Teacher’s Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
3	Cutler’s Tavern	<ul style="list-style-type: none"> <li>• Lyddie</li> <li>• the mistress (Mistress Cutler)</li> <li>• Triphena—the cook</li> </ul>	<p>Lyddie arrives at the tavern and is amazed by the things she sees: the huge building, a stagecoach, a woman dressed in a very fine dress, the kitchen.</p> <p>Lyddie feels out of place because she’s dressed so poorly and the women are rude to her.</p>	<p><i>What do Triphena and Mistress Cutler think of Lyddie when she arrives?</i></p> <p>Because Lyddie is dirty and dressed in her homemade clothes, Mistress Cutler mistakes her for a beggar. Triphena says she is ugly.</p> <p><i>What are the working conditions like in the tavern?</i></p>



*Lyddie* Reader's Notes, Chapter 3  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 3**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
tavern	18	A bar/restaurant that also has hotel rooms	servitude	23	being forced to obey someone else
homespun	20	made at home	comrade	25	friend, especially someone who shares difficult work or circumstances
garment	23	a piece of clothing			
Other new words:					



*Lyddie* Reader's Notes, Chapter 4  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
4				<p><i>Describe Lyddie's relationship with Triphena.</i></p> <p><i>When Charlie comes to visit, how does Lyddie react?</i></p> <p><i>How does spring change the work being done at the tavern?</i></p>



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**Reader's Dictionary, Chapter 4**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
mean	27	not generous; stingy	anxieties	31	Worries
secretive	29	keeping one's thoughts, actions or intentions hidden	practiced skill	32	special skill or knowledge you learn by training or experience
calicoes	29	lightweight cotton fabrics	fugitive	33	someone who is hiding from the authorities
Other new words:					



*Lyddie* Reader’s Notes, Chapter 5  
Teacher’s Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
5	<ul style="list-style-type: none"> <li>tavern</li> <li>the road home to Lyddie’s cabin</li> <li>Lyddie’s cabin</li> </ul>	<ul style="list-style-type: none"> <li>Triphena</li> <li>Lyddie</li> <li>the woman whom Charlie is staying with—the Phinneys</li> </ul>	<p>Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She’s disappointed because he isn’t home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family.</p>	<p><i>What events make it possible for Lyddie to visit the cabin? What does she plan to do there?</i></p> <p>Because the mistress has gone to Boston, Lyddie can take a vacation. She plans to bury her calf money there.</p> <p><i>How does Lyddie feel when she finds out Charlie is at school?</i></p> <p>She’s very disappointed. She also feels protective of Charlie and jealous of his relationship with this new family.</p>



*Lyddie* Reader's Notes, Chapter 5  
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**Reader's Dictionary, Chapter 5**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
envious	37	jealous			
mortified	37	extremely embarrassed			
Other new words:					