Grade 7: Module 1: Unit 2: Lesson 2
Establishing Routines for Discussing *A Long Walk to Water* (Chapter 6)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) I can analyze the development of a theme throughout a literary text. (RL.7.2)

Supporting Learning Targets	Ongoing Assessment
• I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water*. • I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water*.	• Reader's Notes from Chapter 6 (from homework)

Agenda	Teaching Notes

1. Opening
 	
   A. Vocabulary Entry Task (5 minutes)
 	
   B. Introducing Learning Targets and Reading Closely for Details (10 minutes)
 	
2. Work Time
 	
   A. Introducing Reader's Dictionary (10 minutes)
 	
   B. Reviewing Reader's Notes, Starting Salva/Nya Anchor Chart, and Adding to Survival Anchor Chart (15 minutes)
 	
3. Closing and Assessment
 	
   A. Previewing Homework and Revisiting Learning Targets (5 minutes)
 	
4. Homework
 	
   A. Read Chapters 7 and 8 in *A Long Walk to Water*. Complete Reader's Notes, Parts 1 (Gist Notes) and 2 (Reader's Dictionary), for these chapters.
	• Lessons 2 and 3 establish the classwork and homework routines that will guide students' reading, note-taking, and discussion of *A Long Walk to Water* throughout Unit 2. Later in the unit, students will move more quickly with each routine, but initially the routines are slowed down to give teachers and students time to master them.
	
	• The Vocabulary Entry Task will be a feature of almost every lesson through Lesson 9. The entry task can be posted on a document camera or overhead for students to complete in a spiral notebook, or it can be distributed to students on small sheets of paper. Decide and set the routine that will work best for your students, beginning with this lesson.
	
	• This lesson also introduces the Odell Education resource called Reading Closely: Guiding Questions Handout (provided here in supporting materials and also available as a stand-alone document on EngageNY.org and odelleducation.com/resources). Students will refer to this document regularly as a way of understanding and connecting their learning targets. Preview this document in advance, thinking in particular about how it relates to the "Things Close Readers Do" anchor chart that students created during Unit 1.
	
	• As they read the novel for homework, students will take Reader's Notes for each reading assignment. Part 1 of the Reader's Notes is gist notes about each chapter. This builds on their work with gist notes in Unit 1. Part 2 of the Reader's Notes for each assignment is a Reader's Dictionary, a tool that will support students in learning new words in the novel and in developing their ability to determine the meaning of unfamiliar words as they read any text. Students gradually begin combining their initial gist notes to create gist notes for an entire chapter. These notes are still informal, but move students closer to more formal summaries.
	
	• The Reader's Dictionary includes two to eight words per chapter that students may not know and that are central to understanding the novel and completing the assessments. Some of these target words can be determined from context; others cannot. The definitions for words that cannot be determined from context are provided in the dictionary. Students will attempt to determine the meaning of the other words from context and then check their work in class the next day.
	
	• A Reader's Notes Teacher's Edition is provided in the unit overview. It provides definitions for the vocabulary that students encounter as they read chapters 6-18 of *A Long Walk to Water*. It is explicitly mentioned in this lesson. Consider using it in a similar fashion in the following lessons.

Agenda	Teaching Notes (continued)
	• Online dictionaries such as the Longman Dictionary of Contemporary English (http://www.ldoceonline.com) can be a good source. Bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.
	• Lesson 2 includes a chance for students to have supported practice with the reading routines that they will use for homework: taking gist notes and determining the meaning of words in context. Take the time now to build this capacity; this will ensure that all students are successful with and learning from the homework assignments.
	• In addition to practicing homework routines, students will use their Reader's Notes to add to the two anchor charts, which will record their thoughts about the novel and prepare them for the End of Unit 2 and End of Unit 3 assessments. The Salva/Nya anchor chart, begun in this lesson, captures the main events that happen to each character, sorted by chapter. The Survival anchor chart (begun in Lesson 1) focuses on challenges the characters face and factors in their survival.
	• Both anchor charts are used daily; both will contain quite a lot of text. Consider keeping these charts electronically; if not, be aware that each chart will require several pieces of flip chart paper. Create the Salva/Nya anchor chart in advance of this lesson (see supporting materials).
	• As you launch this unit, decide how you will organize the materials students are using as they complete their reading and note-taking homework assignments. See the Unit 2 overview "Preparation and Materials," which explains several options. Review this in advance.
	• As students do a "first read" of chapters of the novel each night for homework, they will complete their Reader's Notes. They will use this work in class each day as they discuss the novel.
	• Starting in Lesson 3, students also will use the Gathering Textual Evidence graphic organizer each night as they reread chapters to identify and analyze quotations about survival.

Agenda	Teaching Notes (continued)
	• In each lesson, the "Materials" box lists the section of the Reader's Notes and Gathering Textual Evidence graphic organizer that students will use for that night's homework. Those specific sections of the overall documents are also provided as supporting materials at the end of the lesson, for ease of reference. If you chose to make packets for chapters 6-18 (a Reader's Notes packet for students "first read" and a Gathering Textual Evidence Packet for their "reread"), you of course do not need to also copy the supporting materials at the end of the lesson.
	• In advance: Review the Fist to Five strategy, Reading Closely for Details, the Teacher's Edition of the Reader's Notes for Chapter 6, and Chapters 6–8 of A Long Walk to Water.
	• Create the Salva/Nya anchor chart (see supporting materials).
	• Post: Learning targets, entry task, Salva/Nya anchor chart, Survival anchor chart, Fist to Five chart (from Unit 1, Lesson 1).

Lesson Vocabulary	Materials
determine, context, immediate, broader, analyze, development; generations (33), makeshift (33), hopes were dashed (34), solemn (35, 37), topi (35), aroma (36), cold fist gripped his heart (38)	• *A Long Walk to Water* (book; one per student) • Vocabulary Entry Task (one per student) • Things Close Readers Do anchor chart (from Unit 1) • Reading Closely: Guiding Questions (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student) • Reader's Dictionary Teacher's Edition (one to display) • Reader's Notes for Chapters 7 and 8 (one per student) • Salva/Nya anchor chart (new; teacher-created) • Survival anchor chart (begun in Lesson 1; see Supporting Materials) • Survival anchor chart (Student's Notes; from Lesson 1; one per student)

Opening	Meeting Students' Needs
A. Vocabulary Entry Task (5 minutes)	
• Post the Vocabulary Entry Task in advance:	
* That very day he shot a young antelope, the kind called a topi.	
• "What does topi (page 33) mean? Underline the phrase in the sentence that helped you figure it out."	
* "What does *solemn* (page 35) mean? What on the page tells you that?"	
• Ask students to take out their Reader's Notes so you can check Part 1 (gist notes) for Chapter 6 in a moment.	
• Introduce the entry task routine for students. Tell them that this will be a daily routine and that the vocabulary work will always focus on words from the previous night's reading. Sometimes students will look closely at unfamiliar words; sometimes they will look closely at a word that they may have seen before but that has a particular importance or meaning in this text.	
• The expectation is that students work silently and individually to complete the entry task. Tell students the format you have chosen to use for this task (they complete it either in a daily work notebook or on a paper you distribute each day).	
Focus students on the posted entry task. Ask them to take 2 to 3 minutes to individually complete their entry task. As students work, circulate to check that their Reader's Notes for Chapter 6 (Part 1) are complete. Do not collect students' notes, since they need them later in the lesson.	
• Focus students whole group. Cold call two students to share their answers to the entry task, making sure they explain how they figured the words out. Remind them that they determined word meaning from context when they worked with informational text in Unit 1 and ask them to name some strategies they learned. Listen for them to explain that they kept reading (the sentence or page) or reread (the sentence or page) to gather clues; that they checked a guess by rereading and substituting the word; or other strategies for determining vocabulary in context (see Unit 1, Lessons 10–14).	
• Point out that in the novel, as in informational text, readers use both *immediate* (in the sentence) and *broader* (on the page; maybe even after the word) context to determine the meaning of a word.	

Opening (continued)	Meeting Students' Needs
B. Introducing Learning Targets and Reading Closely for Details (5 minutes) • Direct the class's attention to the two learning targets for the day: • "I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water*." • "I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water*." • Ask students: "Which learning target have we been working on so far today? When you know, raise your hand." Pause. When most of the class has a hand up, call on one student to read the target aloud ("I can use context clues …"). Confirm that students understand the meaning of context; remind them that the prefix con means "with," so context means the additional information that comes with the text. • Focus students on the second target. Ask them: "When did you work on this target? When you know and can explain your thinking, raise your hand." • Wait until at least two-thirds of the class has a hand up. Call on one student to share. Probe to make sure the student explains the connection between Lesson 1 and the learning target. Confirm that students remember the meaning of theme from their work in Lesson 1. Point out that yesterday they identified a theme; today they are analyzing its development. Analyzing means taking something apart to see how it fits together. Development refers to the process of building. It may help students to connect this term to housing development. In a literary sense, development means how some component—an idea, a character—is built over the course of a book. So analyzing the development of theme means noticing how an author used different pieces, such as characters or scenes or words, to build a theme in a book. • Focus students on the Things Close Readers Do anchor chart (from Unit 1). Ask students to read the chart silently and choose one item on the list that they think is very important. When they have one in mind, they should raise their hands. After all hands are up, select three students to read their choices out loud.	• Learning targets are a research-based strategy that helps all students, but especially challenged learners. Discussing and clarifying the language of learning targets helps build academic vocabulary.

Opening (continued)	Meeting Students' Needs
• Distribute **Reading Closely: Guiding Questions**. Explain the general purpose of the handout and connect it to the Things Close Readers Do anchor chart. (For example: "In our first unit, we spent a lot of time talking about things close readers do. Our Things Close Readers Do anchor chart lists a lot of strategies to use when reading closely and carefully, and we practiced those strategies a lot. This document is going to help us get even better at reading closely. It explains in a lot more detail many things readers do in order to read a text closely and understand it fully. We will work with this document throughout the year, even though we won't get to talk about every single bullet on this page. But on different days, we will focus on a different skill and then practice that skill for a while. I want you to remember that these skills are important not on their own, but because when you put them all together, they will help you become a stronger reader. This handout will help us see how the different skills we are working on are connected.")	
• Give students 2 minutes to silently skim the handout. Then ask questions to help students notice the overall organization of the document. For example:	
* "What is the first row mostly about? The second? The third?"	
* "Why are the rows arranged in this order?"	
• Explain to students that they will often make connections between their learning targets and this document. Point students to the first supporting learning target:	
* "I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water.*"	
• Ask them to look over the "Questioning the Text" row in Reading Closely: Guiding Questions and find phrases that they think describe this learning target. When they find one, they should put their finger on it.	
• When most students have their fingers on one, ask a few students to share out. Listen for them to say: "What words or phrases are critical for my understanding of the text?" and "What words do I need to know to better understand the text?" Ask all students to star a statement that relates to this learning target.	
• Point the class to the second supporting learning target:	
* "I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water.*"	
• Ask students to again look over the Reading Closely: Guiding Questions handout and put their finger on a statement that connects to this learning target. Tell them that there are several possibilities.	

Opening (continued)	Meeting Students' Needs
• When most students have their fingers on one, ask a few students to share out. Possible answers include but are not limited to: "What is this text mainly about?" "What is the author thinking and saying about the topic or theme?" "How are the details I find related in ways that build ideas and themes?" Ask all students to star a statement that relates to this learning target. • Direct students to put Reading Closely: Guiding Questions in a place where they can easily find it each day.	

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Work Time	Meeting Students' Needs

A. Introducing Reader's Dictionary (10 minutes)
• Point the class to Part 2 of the Reader's Notes: the Reader's Dictionary. Tell students they will be using these pages to keep track of words they learn so that they can remember them and use them in their writing later in the unit.
• Ask them to locate the Reader's Dictionary for Chapter 6. Ask:
   ∗ "Why are definitions provided for words in bold but not words in regular type? How will you get the other □definitions?"
• Listen for them to use and explain the word context in their answers. Ask:
   ∗ "What words might you add to this list?"
• Briefly review the definitions of the words in bold from Chapter 6. Notice that the definitions are student-friendly and match the usage of the word in the novel; they are not comprehensive dictionary definitions.
• Next, ask students to turn to Chapter 6 in A Long Walk to Water and work with their seat partners to determine the meaning of other words. Remind them that the purpose of a Reader's Dictionary is to record a definition that they understand, not to copy one from a dictionary. Emphasize that you would prefer a mostly accurate definition in their own words to a formal dictionary definition. As they read, they will be mostly working with context clues at home, so today is their chance to practice this skill with a partner. Reassure students that they will get better at figuring out what a word means from context and writing it down in their own words as they practice over the course of the novel. Prompt them to use their entry task work to fill in definitions for solemn and topi.
• After students have worked for a few minutes, post definitions on a flip chart or a screen. (Posting the Teacher's Edition of the **Reader's Dictionary** would work.) Ask students how many they got correct or close to correct. Model what correct means: ("For example, the posted definition for 'his hopes were dashed' is 'he completely lost hope.' If you put that 'hopes were dashed' means that Salva was confused, I would call that not correct, since the emotion you named is wrong. However, if you put 'he was discouraged,' I would say that was mostly correct because you got the emotion right, even though you didn't quite capture how strong the emotion was, as the posted definition does.")
• Ask students to show you with their fingers how many they got correct or close to correct and celebrate their success. Prompt them to correct any definitions that were wrong.
• (If not part of a packet, distribute the Reader's Notes for Chapters 7 and 8). Direct the class's attention to the Reader's Dictionary for Chapters 7 and 8. Read all listed words aloud and briefly review the provided definitions. Do not define words that do not have definitions, as students will be trying to determine their meaning from context as they read for homework. Remind students that they will encounter these words as they do their homework and encourage them to refer back to the definitions here as needed to make sure they understand the reading assignment.
	• For students who struggle with complex vocabulary, consider adding visual images to the definitions in the Reader's Dictionary. To further support ELLs, consider providing definitions of challenging vocabulary in the students' home language. Resources such as Google Translate and bilingual translation dictionaries can help.
	
	• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.

Work Time (continued)	Meeting Students' Needs
B. Reviewing Reader's Notes, Starting Salva/Nya Anchor Chart, and Adding to Survival Anchor Chart (15 minutes) • Ask students to turn to Part 1 (gist notes) of their Reader's Notes for Chapter 6 and discuss them with their seat partner, as they did in Unit 1. Students should add anything to their Reader's Notes that they are missing. • Tell students that the class will be keeping a **Salva/Nya anchor chart**. On this chart, they will record what happens to Salva and Nya in each chapter. This will help them notice patterns in the book and keep track of the plot. To create it, they will use Part 1 of their Reader's Notes. • Ask students to work with their seat partners to choose Salva or Nya and generate a one- to two-sentence gist statement about their initial sense of what happened to that character in Chapter 6 (based on their homework). • Cold call two pairs of students per character to contribute their sentence(s), and then synthesize their answers into one gist statement per character. Ask students to name what makes a strong gist statement. Listen for these answers: briefly names major events, refers to other characters by name, explains time and place, is clear about the order of events and why characters do certain things. Create a small checklist called "strong gist notes" near the top of the anchor chart that students will be able to refer to throughout the unit as they add to this chart. Notice that this sost of chapter-wide gist statement moves students closer to formal summaries, but is still in informal note form. • Prompt students to use the Salva/Nya chart to add to or revise their Reader's Notes. • Finally, add to the **Survival anchor chart**. Tell students that each day, they will add to the Survival anchor chart that they began in Lesson 1. Today, they will work with their seat partners to add ideas to the chart from Chapter 6. Set purpose: "Find at least one challenge to survival and at least one factor in survival for Salva and Nya from Chapter 6, which you read for homework last night. Please be ready to share your ideas." • As the class works, circulate to gauge how well students are applying the thinking embedded in the two columns of the anchor chart (which was modeled during Lesson 1). Determine whether more modeling may be needed later in the lesson. • When work time ends, cold call several pairs to share, making sure to probe: "What in the text makes you say that?" Possible answers include: "challenges—Dinka, lack of water, lions." Add to the Survival anchor chart. Prompt students to take out their **Survival anchor chart (Student's Notes)** and update it so that it includes all of the ideas on the class Survival anchor chart. • If a student contributes an idea that does not fit on the chart or is inaccurate, it is important not to record it. Framing your correction with the fact that students are learning to use this anchor chart can keep the tone positive, but the anchor chart will not serve its purpose unless this public record of class thinking is a good point of reference for students.	• Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch. • Providing models of expected work supports all learners, but especially challenged learners. • Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate thinking time, and indicating that this strategy will be used before students are asked questions. Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that the use of the cold call is a positive experience for all.

Closing and Assessment	Meeting Students' Needs

A. Previewing Homework and Revisiting Learning Targets (5 minutes)
• Post the assignment and explain it. Say something like: "For homework tonight, you will read Chapters 7 and 8 in *A Long Walk to Water* and complete both parts of the Reader's Notes for these chapters. As you complete Part 1, the gist notes, remember to think about the kinds of initial gist notes that will later help you summarize a chapter."
• Invite students to turn and talk:
   * "What do you think will happen to Salva in the next two chapters? Why do you think that?"
• Remind students that as they read, they should continue to use context to figure out what words mean and to record ideas in Part 2, the Reader's Dictionary. Encourage them to write down at least one idea for each word.
• Do a Fist to Five with the learning target:
   * "I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water*."
	• Opportunities for peer conversation about the book will motivate reluctant readers.
	• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

Homework	Meeting Students' Needs
• Read Chapters 7 and 8 in A *Long Walk to Water*. Complete both parts of the Reader's Notes for these chapters.	• Consider providing a reading calendar for students to help them, support teachers, and families understand what is due when.

EXPEDITIONARY LEARNING

Grade 7: Module 1: Unit 2: Lesson 2
Supporting Materials

Name:

Date:

Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader's Dictionary.

1. *That very day he shot a young antelope, the kind called a topi.*

What does *topi* (page 33) mean? Underline the phrase in the sentence that helped you figure that out.

2. What does *solemn* (page 35) mean? What on the page tells you that?

READING CLOSELY: GUIDING QUESTIONS

APPROACHING TEXTS	I am aware of my purposes for reading:	I take note of information about the text:
Reading closely begins by considering my specific purposes for reading and important information about a text.	• Why am I reading this text? • In my reading, should I focus on: ⇒ The content and information about the topic? ⇒ The structure and language of the text? ⇒ The author's view?	• Who is the author? • What is the title? • What type of text is it? • Who published the text? • When was the text published?

QUESTIONING TEXTS	I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:	
Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text	*Structure:* • How is the text organized? • How has the author structured the sentences and paragraphs? • How do the text's structure and features influence my reading? *Topic, Information and Ideas:* • What information/ideas are presented at the beginning of the text? • What information/ideas are described in detail? • What stands out to me as I first examine this text?	• What do I learn about the topic as I read? • How do the ideas relate to what I already know? • What is this text mainly about? • What information or ideas does the text present? *Language:* • What words or phrases stand out to me as I read? • What words and phrases are powerful or unique? • What do the author's words cause me to see or feel? • What words do I need to define to better understand the text? • What words or phrases are critical for my understanding of the text? • What words and phrases are repeated? *Perspective:* • Who is the intended audience of the text? • What is the author saying about the topic or theme? • What is the author's relationship to the topic or themes? • How does the author's language show his/her perspective?

ANALYZING DETAILS	I analyze the details I find through my questioning:		
Reading closely involves: 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further *text-specific* questions that cause me to re-read more deeply.	*Patterns across the text:* • What does the repetition of words or phrases in the text suggest? • How do details, information, or ideas change across the text? *Meaning of Language:* • How do specific words or phrases impact the meaning of the text?	*Importance:* • Which details are most important to the overall meaning of the text? • Which sections are most challenging and require closer reading?	*Relationships among details:* • How are details in the text related in a way that develops themes or ideas? • What does the text leave uncertain or unstated? Why?

From Odell Education's "Reading Closely for Details: Guiding Questions" handout. Used by permission.

CHAPTERS 7 and 8

PART 1: GIST NOTES		
Chapter and page numbers	**What Nya's story is about**	**What Salva's story is about**
7		
8		

CHAPTERS 7–8

Word/Phrase	Page	Definition
terror	40	
puzzled	42	
reeds	43	
papyrus	43	
shallow canoes	43	
prow	44	The front of a boat
monotonous	46	
abundance	47	

Word/Phrase	Page	Definition
massed	49	
gourd	50	A round fruit whose shell can be used as a container
desperate	50	
Other new words you encountered:		

(For Teacher Reference: writing in italics indicates the type of content you are looking for students to add)

Strong Gist Notes:
- *Briefly name major events*
- *Refer to characters by name*
- *Explain time and place*
- *Are clear about the order of events and why characters do certain things*

Chapter	Nya	Salva
6	*Nya and her family are at the lake camp, where she digs for water instead of walking to it. Her mother is worried that when her father and brother to out hunting, they will be attacked by Dinka*	*Salva meets his Uncle Jewiir, who was traveling in the same group he was. Uncle Jewiir is a leader in the group. He uses his gun to shoot a topi to eat, but they have all been so starved that it makes them sick. Salva's friend Marial is killed by a lion while he is sleeping.*
7		
8		

EXPEDITIONARY LEARNING

GRADE 7: MODULE 1: UNIT 2: LESSON 2
Survival Anchor Chart: Challenges to and Factors in
A Long Walk to Water

Chapter	Nya	Salva
9		
10		
11		
12		

Chapter	Nya	Salva
13		
14		
15		
16		

Chapter	Nya	Salva
17		
18		

(For Teacher Reference: text in italics refers to ideas students might add. This model is provided as a guide for teachers as you begin with this chart. In future lessons, use your own professional judgment, based on your reading of the novel, as well as notes in the lesson itself, to guide you on what to add.)

List the challenges that Nya and Salva face and the factors that help them to survive.

CHALLENGES	POSSIBLE ENTRIES FROM LESSON 1
Salva's village was attacked	*Salva's teacher - told the boys to run away from the village*
No clean water near where Nya's family lives	*Nya walks to get water every day*
Salva is alone - no family/adult to take care of him	*Other people help Salva*
Salva and people travelling with him don't have enough food	*Salva and his group find food (honey)*
	Salva makes a friend (Marial)
CHALLENGES	**POSSIBLE ENTRIES FROM LESSON 2**
Attacks by Dinka (on Nuer people)	*Family – Salva's uncle takes care of him*
Lack of water (Salva's group can't find any)	
Lions	