



EXPEDITIONARY
LEARNING

Grade 7: Module 1: Unit 2: Lesson 3

Practicing Routines for Discussing *A Long Walk to Water* and Gathering Textual Evidence



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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 cite several pieces of text-based evidence to support an analysis of a literary text. (RL.7.1)
- I can analyze the development of a theme throughout a literary text. (RL.7.2)

Supporting Learning Targets

- 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 break a word into parts in order to determine its meaning and figure out what words it is related to.
- 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*.
- I can cite several pieces of text-based evidence to support my claims about the factors that allowed Salva and Nya to survive in *A Long Walk to Water*.

Ongoing Assessment

- Reader's Notes for Chapters 7 and 8 (from homework)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Vocabulary Entry Task (5 minutes)</p> <p>B. Reviewing Reader’s Dictionary, Chapters 7 and 8 (5 minutes)</p> <p>C. Introducing Learning Targets and Connecting to Reading Closely: Guiding Questions Handout (5 minutes)</p> <p>2. Work Time</p> <p>A. Using Reader’s Notes to Add to Salva/Nya and Survival Anchor Charts (10 minutes)</p> <p>B. Introducing the Focus Question and Gathering Textual Evidence about Survival (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Reread Chapters 6–8 and add two quotes to the Gathering Textual Evidence graphic organizer.</p> <p>B. Read Chapters 9 and 10 and complete Reader’s Notes (both parts) for these new chapters. Debrief (5 minutes)</p>	<ul style="list-style-type: none"> • In Lesson 3, students practice the routines they learned in Lesson 2. Be sure to notice and provide specific positive feedback when they follow these routines (for example, doing the entry task quickly and individually, following routines for showing their homework, having focused conversations with their discussion partners). Building these routines early in the unit will create efficiencies and allow students to learn as much as possible from the tasks that are the building blocks of this unit. • In Lesson 3, students learn one more routine that is a part of every homework assignment and some lessons through Lesson 9: how to use the Gathering Textual Evidence graphic organizer. Students gather evidence as they reread chapters. This task builds on the work with textual evidence students did in Unit 1. This graphic organizer is an essential scaffold for the End of Unit 2 Assessment, which is a literary analysis essay that addresses the question of how Salva and Nya survived. Students refer to their graphic organizer daily in Lessons 10 – 16. • Supporting students in doing this work well will position them to be successful when they write. Remind students of the importance of doing this work carefully and keeping track of this graphic organizer. • On the Gathering Textual Evidence graphic organizer, students practice the skills of explaining quotes and connecting them to specific factors in the survival of the two main characters. • See Unit Overview, “Preparation and Materials,” for an explanation of ways to organize this ongoing assignment. Like the Reader’s Notes, the recommendation is to create one packet (found as a stand alone document with the unit overview). However, if you prefer to not make a packet, the “supporting materials” in each lesson include the section of the Gathering Textual Evidence graphic organizer that will be for homework that night. • 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: Decide how you will check this homework assignment. See Unit Overview “Preparation and Materials” for details. • Students also rely heavily on this graphic organizer again in Unit 3 when they draft their poems.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • By this point in the novel, students should be able to keep their Reader’s Notes (<u>first</u> read for gist and vocabulary) fairly independently. If they need more support, continue to provide it. • Starting in this lesson, students fill out the Salva/Nya anchor chart increasingly independently. This anchor chart will be a crucial resource as they begin work toward their End of Unit 2 Assessment and the Module Performance Task: a two-voice poem (see separate document on EngageNY.org). Even though the anchor chart is not created as collectively, it is important that it reflects a clear and complete understanding of the novel. • Review: Reading Closely: Guiding Questions, Chapter 6–10 of <i>A Long Walk to Water</i>, Teacher’s Edition of Reader’s Notes for Chapters 6–10, Teacher’s Edition of the Gathering Textual Evidence graphic organizer (in order to plan the modeling in Work Time B). • Post: learning targets, entry task, Salva/Nya anchor chart, Survival anchor chart.

Lesson Vocabulary	Materials
<p>prefix, root word, evidence, claim; terror (40), puzzled (42), shallow canoes (43), papyrus (43), reeds (43), prow (44), monotonous (46), abundance (47), massed (49), gourds, desperate (50)</p>	<ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Vocabulary Entry Task (one per student) • Reading Closely: Guiding Questions (from Lesson 2; one per student) • Reader’s Notes (Chapters 9 and 10) (one per student) • Survival anchor chart (begun in Lesson 1) • Salva/Nya anchor chart (begun in Lesson 2) • Survival anchor chart (Students’ Notes; begun in Lesson 1) • Discussion Appointments in Salva’s Africa (from Lesson 1; one per student) • Gathering Textual Evidence graphic organizer (one per student and one to display) • Document camera

Opening	Meeting Students’ Needs
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A. Vocabulary Entry Task (5 minutes)

- Post Vocabulary Entry Task in advance:
- Vocabulary Entry Task:
- “Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks ...” (page 43)
 - * “What do the words *reed* and *papyrus* mean? Underline the parts of the excerpt that could help you figure this out.”
 - * “What does *abundance* mean? What did you find on page 47 that helped you figure it out?”
- Remind students of the expectation that the entry task is done individually. Assure them that they will get better at the skill of thinking about words in context both by grappling alone (the entry task) and by talking over their thinking (during the discussion of the entry task).
- As students do the entry task, check their homework: Reader’s Notes for Chapters 7 and 8.
- Provide specific positive feedback for meeting the expectation of individual grappling during the entry task and following your routine for having their homework checked.
- When students are finished, call on several of them to share their thinking. Help the class notice that the context for *reeds* and *papyrus* is in the same sentence, but the context for *abundance* comes from reading farther down the page.

B. Reviewing Reader’s Dictionary, Chapters 7 and 8 (5 minutes)

- Tell students that in addition to determining the meaning of words using context, we can sometimes use our knowledge of word parts and families to figure out what a word means. Point them to the word *desperate* (page 50). Ask: “What other words does it remind you of?” Listen for students to mention: “despair,” “desperation,” or “desperado.”
- Tell students that *desperate* has two parts. There is a *prefix*, the small part of the word at the beginning. In this case, the prefix is *de-*, which means “down from” or “apart from.” For example, *decode* means to take a code apart, *deforest* means to take a forest down, *desegregate* means to take apart a segregated system.
- The main part of a word is called a *root*, and it is from the root that other words are built. It’s just like the root of a tree or plant: other things grow from it. The root of *desperate* is *sper*, from the Latin *sperare*, which means “to hope.” Many of our root words come from Latin. If you look at *despair* and *desperado*, you can see this root. Turn and talk: What does *desperate* mean? How did you use the parts of the word to figure it out?
- Cold call several students to share their thinking. Then probe by asking them, “Is a desperate person careful? Why or why not?”

- Discussion of breaking a word into parts and figuring out what words it is related to should tap into students’ interest in playing with language. Model your own interest in and curiosity about language just as much as you model the skill of breaking words apart.
- Reading the vocabulary words aloud will help students learn those words.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post definitions of other words from Chapters 7 and 8 and ask students to review their Reader's Dictionaries in their Reader's Notes and correct their own work as necessary. Remind them that this skill will improve with practice. Reassure them that it is OK if they are not getting them all right. Be clear that there are two purposes for focusing on vocabulary. It will help them build knowledge related to the theme of survival, which is their focus as they read this novel, and it will help them practice the more general skill of figuring words out, which will make them better readers of any text. • Direct students' attention to the Reader's Notes for Chapters 9 and 10. Read all listed words in the Reader's Dictionary aloud and briefly review the provided definitions. Do not define words that do not have definitions, and remind students to use the Reader's Dictionary for reference as they complete their homework. 	
<p>C. Introducing Learning Targets and Connecting to Reading Closely: Guiding Questions Handout (5 minutes)</p> <ul style="list-style-type: none"> • Ask students which learning target they were working on when they talked about what <i>desperate</i> means. Tell them to raise their hand when they know. When most of the class has a hand up, call on one student to share. ("I can break a word into parts in order to determine its meaning and figure out what words it is related to.") • Next, direct students' attention to the new learning target: "I can cite several pieces of text-based evidence to support my claims about the factors that allowed Salva and Nya to survive in <i>A Long Walk to Water</i>." • Confirm that they remember what it means to cite text-based evidence (see Unit 1, Lesson 4). Introduce the term <i>claim</i>. Help students connect to the contexts in which they already know this word: I claimed that seat. She claimed that she had already paid for the shoes. A <i>claim</i> is a statement that something is true, and it needs to be supported. When we write about texts, we often make claims about a text and support those claims with evidence from the text. Ask: "When is another time in this module that you did this thinking? Raise your hand when you think of a time." • When more than two-thirds of the class has a hand up, call on two students to share their thinking. Confirm that students remember meaning of <i>cite</i> and <i>evidence</i>. • Ask students to get out the Reading Closely: Guiding Questions handout and look in particular at Section III. Ask: "What phrases do you see on this handout that describe this learning target? When you find one, put your finger on it." • When most students have their finger on one, ask a few students to share out. Listen for students to say: "What details, information, and ideas are repeated throughout the text?" or "Which details are most important to help me understand the text?" or "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. 	



Work Time	Meeting Students' Needs
<p>A. Using Reader's Notes to Add to Salva/Nya and Survival Anchor Charts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they are getting more familiar with the novel and with the routines for taking notes on the class's two anchor charts. So starting today, while most of the class works on one chart, one pair will work on the other. In effect, this pair will be teaching the class. A new pair will have this job each day.• Ask all students to work with seat partners to discuss what they might add to the Survival anchor chart from last night's reading. Prompt them to use their Reader's Notes for this work.• As all pairs work, select one strong pair and invite them to come to the Salva/Nya anchor chart. Direct their attention to the criteria on the anchor chart for strong gist statements: remind them that these chapter-wide gist statements are still informal notes, but becoming closer to actual summaries. Ask this pair to add to the Salva/Nya chart.• Focus students whole group and ask them to look at the pair's work on the Salva/Nya anchor chart. Remind students that this chart is helping them think more about plot in order to keep track what happened to each main character in each chapter. Invite the pair of students who added to the Salva/Nya chart to share their work with the class. Ask if anyone wants to clarify or add anything to the entry. Prompt students to use this chart and the criteria list to check their Reader's Notes and make sure their notes are of high quality. Thank the students who worked on the Nya/Salva chart, and provide positive feedback to the class for working together to make sure the notes on this chart are complete.• Focus the group on the Survival anchor chart. Remind students that this chart is helping them think more about theme. Cold call pairs of students to add to the Survival anchor chart. With each factor that they suggest, probe: "What in the text makes you say that?" Remind students to update their Survival Anchor Chart (Student's Notes) and return it to their binder where they will be able to access it when doing their homework.• Reiterate that the pattern of individual thinking and reading at home, combined with good partner conversation in class, will make the students stronger readers. Consider pointing out how this routine is similar to work they will do later in life, in study groups in high school or college, or in seminars or book groups. Emphasize that the goal of all their work this year is to become increasingly proficient and independent readers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing the Focus Question and Gathering Textual Evidence about Survival (20 minutes)</p> <ul style="list-style-type: none"> • Give students specific positive feedback for their use of the two anchor charts. Emphasize that these charts are going to be very important for the writing students will do later in this unit and also in Unit 3. • Remind students that we keep asking ourselves about how Nya and Salva survive. Share with them that at the end of the unit, they will write an essay answering the question: <ul style="list-style-type: none"> * “What factors made survival possible for Salva in <i>A Long Walk to Water</i>?” At the end of the module, they will write a poem that explains how both Salva and Nya survive. Starting today, they will begin to gather textual evidence. Gathering and thinking about this evidence will help them understand the book more deeply and prepare them to write the essay and poem. • Tell students that for the rest of class, they will work with their Kenya Discussion Partner (listed on their copy of Discussion Appointments in Salva’s Africa). Remind them of the expectations established in Lesson 1 about moving quietly and efficiently, and that if their Discussion Appointment partner is absent, they should come to the front of the room so you can assign them a partner. • Distribute the Gathering Textual Evidence graphic organizer and tell students they should move to meet with their Discussion Appointment. • When students are settled, direct them to work with their Kenya partner to follow the directions on page 1 of the graphic organizer to learn about how to take their notes. • Check for understanding by asking them to hold up fingers in answer to your questions. Ask: <ul style="list-style-type: none"> * “Which column in the graphic organizer is filled out directly from the novel?” * “Which column in the graphic organizer tells more about the quote?” * “Which column in the graphic organizer shows your thinking about how this connects to a factor in survival?” • Clarify as needed. Point out to students that they will use their Survival anchor chart (Student’s Notes) when they are working at home; when they are working in class, they can refer to the Survival anchor chart on the wall. • Tell students that they will begin using the graphic organizer today. Remind them that they used a similar graphic organizer in Unit 1 when they thought about Salva and Nya’s identity. Point out that, moving from left to right, there are four columns in this graphic organizer. 	<ul style="list-style-type: none"> • Discussion Appointments and other protocols that involve movement give students a needed break that allows them to better focus on challenging tasks. Here, the movement comes right before students need to engage with the most challenging section of the lesson. • Modeling is most effective when students can see and hear what you are doing. It is best for them to have the paper in front of them and to see you actually write the notes. • During this time, you could choose to have a small group of students who need more support complete the work in a small group with you. One way of supporting struggling students is to provide them with more guided practice before releasing them to work independently.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Direct their attention to the first row of the chart, which has been filled out as an example. Ask them to follow along as you think aloud about how you completed the row. • Ideally, post the graphic organizer on a document camera and point to each section as you think aloud about it. A think-aloud might sound something like this: <ul style="list-style-type: none"> * “I knew I wanted to find a quote about how important family was for survival. I had just read the chapter where Salva finds his uncle, and so I went back to that part of the book.” * “I could see from my Reader’s Notes that it was Chapter 6, so I turned to that chapter and found the part about Salva. I reread the pages (34 and 35) when he first finds his uncle. Open your book to those pages and □take a look.” * “I almost chose that quote on page 34 that says, ‘Uncle!’ he cried out, and ran into the man’s arms.’ But then I realized that this quote shows how happy he was to see his uncle, not how important his uncle was to his survival.” * “So instead, I chose the quote on page 35 that you see on the chart, which says both that they are together and that his uncle will take care of him.” (Point out the “details/evidence” in the first column and the page number in the second column.) * (Focus students on the third column, Explanation.) “After I wrote the quote down and the page number where I found it in the text, I moved on to the third column. In this column, I explained the context of the quote, which means what happened in the story right before and right after that quote. When I look back at my chart later, this will help me remember what exactly the quote means, and I would also use this information if I were including this quote in my essay.” * (Focus students on the fourth column, Significance.) “Finally, in the right-hand column, I connected this quote to a specific factor that was important in Salva’s survival. You’ll see that family is a factor we have listed on the chart on page 1 of this packet. In this column, I am analyzing—I am connecting this quote to a bigger idea in the story. You’ll see that I explain what happens later as a way of proving that Salva’s uncle did in fact take care of him and so family was an important factor in his survival.” • Invite students to think about what they noticed in this modeling, then talk with their partners about their observations. • Tell students that it’s their turn to give it a try. They will first analyze a quote that has already been selected and explained. Tell students they will have 5 minutes to do the following: <ol style="list-style-type: none"> 1. Read the first three columns of the chart. 2. Complete the fourth column. Remember that in this column you can discuss events before and after the quote, and your goal is to clearly connect this quote to the ways that family allowed Nya’s sister to survive. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As students work, circulate to support their thinking. Listen for them to point out that Akeer might not have survived if her family had not brought her to the clinic. Because they did bring her to the clinic, Akeer got better. You may need to push them to add the longer-term analysis (that the visit helped her get better).• After the class has worked for 5 minutes, refocus students whole group. Call on several pairs to share their answers. Notice and provide specific positive feedback for a clear link to family and for use of details from the text beyond the immediate context of the quote.• Create a written record of what a strong answer for this column looks like. Prompt students to make sure that their graphic organizers have a strong answer and encourage them to correct theirs using the one you have just written up as a model.• Finally, tell students that now they will find, explain, and analyze a quote on their own. Focusing on Chapters 6–8, they need to find one more quote about how family helps Nya or Salva survive. Focusing on Chapters 6-8 of <i>A Long Walk to Water</i>, they need to find one more quote about how family helps Nya or Salva survive.• As students work, circulate to listen and push their thinking. After students have worked for 5 minutes, call on several pairs to share their work. Offer specific positive feedback for choosing a brief and relevant quote, for clearly explaining and then also analyzing that quote.• Focus students whole group. Choose a particularly strong example to add to the graphic organizer you have been using for the first two examples.• Reinforce students' growing skill with the Discussion Appointment routine. Give specific positive feedback if you noticed quick transitions to partner work, students coming to the front who needed a partner, and strong collaboration in their pairs.• Ask students to thank their Kenya Discussion Appointment and return to their seats.	



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (5 minutes)</p> <ul style="list-style-type: none"> Review the homework assignment, pointing out that tonight students need to reread and then also read some new chapters. Tell them that there are some difficult scenes in tonight's reading, and have them turn to the notes from Unit 1 about reading emotionally difficult text and find one thing they can do. Remind students that they will need their Survival anchor chart (Student's Notes) to complete the homework assignment. Invite students to turn and talk: <ul style="list-style-type: none"> * "Why is rereading important in tonight's homework assignment?" * "How much time do you think you will spend rereading?" Encourage students to set a minimum time (5 to 10 minutes) for which they will reread. 	<ul style="list-style-type: none"> The opportunity to discuss the homework and set goals with their peers will help motivate students to engage in rereading, which is likely to be a new and perhaps challenging activity for them.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread Chapters 6–8 and add two quotes to your Gathering Textual Evidence graphic organizer. These can relate to any factor important to survival on our anchor chart; they do not have to relate to family. Read Chapters 9 and 10 and complete Reader's Notes (both parts) for these new chapters. 	<ul style="list-style-type: none"> Struggling students could be asked to add one quote from a particular chapter that relates to a specific factor (in this case, focusing them on water and Chapter 6 would work).



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Supporting Materials



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Name:

.....
Date:

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

“Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks . . .” (p. 43)

1. What do the words *reed* and *papyrus* mean?

Underline the parts of the excerpt that could help you figure this out.

2. What does *abundance* mean? What did you find on page 47 that helped you figure it out?



CHAPTERS 9 and 10

PART 1: GIST NOTES

Chapter and page numbers	What Nya's story is about	What Salva's story is about
9		
10		



Word/Phrase	Page	Definition
shrubs	52	Small bushes
endured	52	
been reduced to	52	
relentless	52	
arid	52	Dry
lag	53	
vulture	59	A bird that eats dead animals
corpses	59	
refugee camp	60	A temporary place to live, usually made up of tents, for large numbers of people who have fled their countries
spark of hope	61	
vision	61	
receding	61	
ritual scarring	62	A scar made on purpose to show identity, a tradition in coming-of-age ceremonies in some places
Other new words you encountered:		



The two central characters in *A Long Walk to Water* are named Nya and Salva. The author of the novel, Linda Sue Park, includes a short section in each chapter that is written from Nya’s perspective, and the remainder of the chapter is written from Salva’s perspective. What factors allow the two characters to survive in challenging environments?

1. What will you be gathering evidence about? Underline the focusing question above.
2. What information will you need to be able to answer the focusing question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you discuss the answers to the questions below.
Color in the circle next to each question after you have talked about it.
 - o What information will you put in the first two columns? Where will you get this information?
 - o What information will go in the remaining columns? Where will this information come from?
 - o Why are you gathering all this information? What are you trying to figure out?

Chapter 9-10

Detail/Evidence	Page & chapter	Explanation Put the quote in context: to which event in the story does this connect?	Significance Which idea on the anchor chart does this quote connect to? Why?	Used in your writing?
Quote (About Nya or <u>Salva</u> ?) “Eh, Nephew!’ he said in a cheerful voice. We are together now, so I will look after you.”	35, ch. 6	Explanation Salva had been travelling alone. One day, he met his uncle, who had been traveling with the same group he was in. Once he met his uncle, he had someone to take care of him and he was much less scared.	Significance	
Quote (About <u>Nya</u> or Salva?)	45, ch. 8	Explanation Akeer is Nya’s sister. She is		



<p>“So Nya and her mother had taken Akeer to the special place – a big white tent full of people who were sick or hurt, with doctors and nurses to help them.”</p>		<p>sick because she drank contaminated water. Her family took her to the medical clinic, which was several days’ journey away.</p>		
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<i>Detail/Evidence</i>	<i>Page & chapter</i>	<i>Explanation</i> Put the quote in context: to which event in the story does this connect?	<i>Significance</i> Which idea on the anchor chart does this quote connect to? Why?	<i>Used in your writing?</i>
Quote (About Nya or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or Salva?)				
Quote (About <u>Nya</u> or Salva?)				