



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 1: Lesson 2

Close Reading: *Lon Po Po*, Pages 4–11



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

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)
I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Supporting Learning Targets

- I can describe the characters in *Lon Po Po* and explain how their actions contribute to the sequence of events, on pages 4-11.
- I can determine the meaning of words and phrases from *Lon Po Po*.
- I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.

Ongoing Assessment

- Independent reading questions (from homework)
- Text-Dependent Questions: *Lon Po Po*, pages 4–11
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Determining the Gist: <i>Lon Po Po</i>, Pages 4–11 (10 minutes)Close Read: <i>Lon Po Po</i>, Pages 4–11 (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Who Is the Wolf in Fiction? (8 minutes)Reviewing Learning Targets (2 minutes)Homework<ol style="list-style-type: none">Reread pages 4–11 of <i>Lon Po Po</i> and self-assess fluency.	<ul style="list-style-type: none">In this lesson, students begin to read the folktale <i>Lon Po Po</i> closely. This close reading will continue in Lessons 3 and 4, as students develop their understanding of how the character of the wolf is portrayed in fiction and how illustrations can support readers' understanding of characters and events. Students also explore the meaning of literal and non-literal language, as well as how the characters' motivations, actions, and traits contribute not only to the sequence of events but also to the resolution of a problem. Students will use these close reading skills to understand the central lessons of the other stories about wolves they will read later in this unit.During Work Time A, students read pages 4–11 of <i>Lon Po Po</i> to determine the gist, or what this section is mostly about. They do this before being led through a close reading in Work Time B. Reading for gist helps students get a general sense of what the first several pages of the story are about before deeper analysis of specific passages and language.Note that in this and the next two lessons, students are occasionally asked to sketch key details and ideas from the story before discussing in groups and/or recording their thinking in writing. This type of work supports all learners but is particularly useful as a scaffold for visual and second-language learners, as it helps them focus on and more fully consider key details and ideas from <i>Lon Po Po</i> that are not already clearly expressed in the visual elements included in story.During the debrief, the Who Is the Wolf in Fiction anchor chart is introduced. Students reflect on and synthesize their thinking from the close read to describe “who” the wolf is in fiction. Students will follow the same routine throughout this unit, which not only helps them to answer the guiding question (“Who is the wolf in fiction?”), but will also support their work in Units 2 and 3, as they learn about “who” the wolf is in fact and then develop their own narrative stories about a day in the life of a wolf.Students need the “Fluency Self-Assessment” for homework. For more details, please see Unit 1 overview Preparation and Materials, and the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Create Who Is the Wolf in Fiction anchor chart.– Preview pages 4–11 of <i>Lon Po Po</i> and the Close Reading Guide.– Review Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Independent Reading Preferences and Guiding Questions anchor charts; Who Is the Wolf in Fiction anchor chart.

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, illustrations, understanding, disguised (6), journey (9), cunning (11)	<ul style="list-style-type: none">• Independent Reading Preferences anchor chart (from Lesson 1)• Guiding Questions anchor chart (from Lesson 1)• Journals (one per student)• <i>Lon Po Po</i> (book; one per student)• Document camera• Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11 (one per student)• Index cards (three per student)• Close Reading Guide: <i>Lon Po Po</i>, pages 4–11 (for teacher reference)• Single-hole punch (one per student)• Metal ring (one per student; for vocabulary cards)• Who Is the Wolf in Fiction anchor chart (new; teacher-created; see Teaching Notes)• Tape, glue, or staples (for each student)• Fluency Self-Assessment (one per student; from Fluency Resource; see Unit 1 Preparations and Materials; also provided as a supporting material in this lesson, for ease of reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the independent reading questions they completed for homework.• Explain (or review) Milling to Music, then ask students to briefly “mill” to find a partner.• Once students are paired, ask them to share their responses to each question with their partners.• After 2 minutes, invite a few students to share their thinking whole group and add any relevant ideas to the Independent Reading Preferences anchor chart.• Draw students' attention to the Guiding Questions anchor chart and ask them to chorally read each question aloud:<ul style="list-style-type: none">* “What lessons can be learned from traditional stories?”* “Who is the wolf in fiction?”• Explain to students that today they will begin a close read of the folktale <i>Lon Po Po</i>, which is a traditional story from China that has been passed down from one generation to the next for over 1,000 years. Tell students that long ago, people did not write down their stories; instead they shared them through what is called “oral tradition,” which means to share a story aloud from memory rather than reading it from a book. Tell students that eventually, traditional stories like <i>Lon Po Po</i> were written down, which made it possible for them to be shared with people all over the world.	<ul style="list-style-type: none">• For students who struggle to share their thinking aloud, allow them to pass their question responses to their partners to read silently.• Use a map or globe to show students where China is and its relation to the United States and New York.



Work Time	Meeting Students' Needs
<p>A. Determining the Gist: <i>Lon Po Po</i>, Pages 4–11 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their groups (from Lesson 1). Remind students of group norms (discussion criteria) as needed.• Distribute a copy of <i>Lon Po Po</i> to each student and allow them to conduct a quick Book Walk to examine the front and back cover and each page.• After 1 or 2 minutes, invite a few students to share what they notice and wonder about the book. Listen for ideas like:<ul style="list-style-type: none">– “I notice the cover says ‘a red riding hood story from China’ which makes me wonder if this story is like the little red riding hood story I know”;– “I notice a picture of a wolf, so I wonder what the wolf in the story will do/is like”;– “I notice children, so I wonder if the wolf and the children will have a problem,” etc.• Tell students that they are going to closely read sections of this book in this and the next two lessons, and that today they will focus only on pages 4–11.• Ask students to notice that there are no page numbers in the book, and explain that they will need to add page numbers so they can keep track of where they are in the story.• Use a document camera to model for students how to number the pages of their books (lightly with pencil), by turning to the title page and writing a “1” in the lower right-hand corner of the page. Continue with “2” and “3” on the dedication pages, ending with page “32.”• Once students have numbered their pages, ask them to turn to page 4. Tell students to follow along silently and try to determine the gist as you read pages 4–11 aloud.• Once students are ready, begin with “Once, long ago ...” and end on page 11 with, “Shang listened through the door.... The Wolf did not answer.” (Use this as an opportunity to model criteria described on the fluency self-assessment; as time allows, ask students to point out strong examples of how you read with fluency.)• After reading pages 4–11 aloud, ask students to think about and then discuss in groups: “What is the gist of pages 4–11 of <i>Lon Po Po</i>? Why do you think so?”	<ul style="list-style-type: none">• For students who struggle with organization, consider numbering some or all of their book pages in advance.• Provide sentence frames to support students who struggle with expressing their ideas aloud. Example: “I think the gist of pages 4–11 is ____ because ____.”• Allow students who struggle with writing to dictate their gist statement to you or a peer to scribe for them.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: “I think the gist of pages 4–11 is that a wolf wants to get into the children’s house, because he knocks on their door and pretends to be their grandmother,” or similar suggestions. Ask students to turn to the next clean page in their journals and record the gist of pages 4–11. Then tell students to prepare for a closer read of the pages in the next part of Work Time. 	
<p>B. Close Read: <i>Lon Po Po</i>, Pages 4–11 (35 minutes)</p> <ul style="list-style-type: none"> Focus students’ attention on the posted learning targets and ask them to read each one aloud with you: <ul style="list-style-type: none"> * “I can describe the characters in <i>Lon Po Po</i> and explain how their actions contribute to the sequence of events.” * “I can determine the meaning of words and phrases from <i>Lon Po Po</i>.” * “I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story.” Focus students’ attention on and circle the words <i>characters</i>, <i>actions</i>, <i>contribute</i>, <i>sequence</i>, and <i>events</i>. Tell students to briefly discuss in groups what they know about the meaning of each of these key terms from the first target. After 1 minute, invite a few volunteers to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “<i>Characters</i> are the people/animals in the story.” – “<i>Actions</i> are what the characters do.” – “<i>Contribute</i> means to cause something or be a part of making something happen.” – “<i>Sequence</i> means the order that things happen in (first, second, next, etc.).” – “<i>Events</i> are (important) things that happen in the story.” If students are not familiar with these terms, define for them. Then ask students to think about and discuss with group members how they could restate the first target in their own words. After 1 minute, invite a few volunteers to share a restated version of the first target whole group. Focus students’ attention on the second target and ask: “What strategies can you use to determine the meaning of words and phrases you may not know the meaning of?” Allow students 1 minute to discuss ideas within groups, then cold call a few groups to share out. (Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms.) 	<ul style="list-style-type: none"> To support ELLs and visual learners, write familiar synonyms and/or pictorial representations of key terms from the targets. See suggested accommodations in the Teaching Notes column of the Close Reading Guide (e.g., define key terms that may interfere with students’ understanding of relevant content as needed). Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions. Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Underline the key terms from the third target: <i>illustrations</i> and <i>understanding</i>. Ask students to briefly discuss in groups what they know about the meaning of these terms.• Then, invite a few volunteers to share their thinking with the class. Listen for students to mention that “illustrations are pictures (drawings, photos, images)” and that “understanding means you have the ability to explain something,” or “you ‘get it.’” If students are not familiar with these words, define for them.• Tell students that during the close read of pages 4–11, they will work collaboratively with group members to read and respond to text-dependent questions that help them describe the characters, their actions, and key events, as well as determine the meaning of key terms and analyze the illustrations in <i>Lon Po Po</i>.• Set purpose by further explaining that this type of work will help students to answer the guiding questions of this unit:<ul style="list-style-type: none">* “What lessons can be learned from traditional stories?”* “Who is the wolf in fiction?”• Distribute Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11 and index cards to each student. When students are ready, lead them through a close read of pages 4–11 using the Close Reading Guide: <i>Lon Po Po</i>, pages 4–11 (for teacher reference). Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.• After completing the close read, distribute a single-hole punch and metal ring to each student. Direct students to punch a hole in the upper left-hand corner of each of their index cards and then add the cards to their metal rings. Explain to students that they will use with these vocabulary cards throughout the module to help build their understanding of key terms and to refer to later on when they begin writing their own wolf stories.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Who Is the Wolf in Fiction? (8 minutes)</p> <ul style="list-style-type: none">• Refocus students' attention on the posted Who Is the Wolf in Fiction anchor chart. Ask students to talk with nearby partners: "How would you describe the wolf in this fictional story so far? Why?"• After 1–2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none">– "The wolf in this story is sneaky because he waits for the mother to leave before going to the house."– "The wolf is a liar because he pretends to be the children's Po Po; he lies to them."• Record students' thinking on the Who Is the Wolf in Fiction anchor chart and tell students they will continue to revisit this chart as they read more of this and other stories in this unit, which will support their ability to answer the guiding questions and work they will do later in the module.• Ask students to tape, glue, or staple their independent reading questions and responses onto the next blank page in their journals.	<ul style="list-style-type: none">• Provide sentence starters and frames as needed, so all students can participate in class discussions.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to chorally read each of the learning targets aloud, pausing between to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.• Distribute the Fluency Self-Assessment and explain to students they will reread pages 4–11 of <i>Lon Po Po</i> for homework, self-evaluate their fluency, and set a personal fluency goal.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 4–11 of <i>Lon Po Po</i> aloud in front of a mirror. Self-assess your fluent reading skills using the Fluency Self-Assessment.• Choose ONE area of fluent reading to practice (e.g., rate and accuracy or phrasing and punctuation, etc.) and draw a star in that row to show this is what you will work on.• Reread pages 4–11 of <i>Lon Po Po</i> aloud in front of the mirror at least two more times, to practice mastering the ONE area of fluency you starred.	<ul style="list-style-type: none">• For students who struggle with goal setting, find another time during the day to help them identify and establish an appropriate fluency goal.• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to practice their fluency skills.



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Grade 3: Module 3B: Unit 1: Lesson 2

Supporting Materials



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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
<p>Look at the illustration on pages 4–5, then chorally whisper read page 5 with group members.</p> <p>Look back to the illustration and text to help you answer each question.</p>	<p>What is the <i>setting</i> of this story? <i>When</i> and <i>where</i> does this story take place?</p> <p>What <i>characters</i> are introduced on the first two pages?</p> <p>List two things that the <i>illustration</i> helps the reader understand about the <i>characters</i> and <i>setting</i> of the story. (RL.3.7)</p> <p>What does the mother tell her children to do at sunset?</p>



Text-Dependent Questions:

Lon Po Po, Pages 4–11

Directions	Questions
<p>With group members, view the four illustrations across pages 6–7, then discuss what you think the illustrations are trying to show the reader.</p> <p>Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.</p>	<p>How is the character of the wolf described?</p> <hr/> <hr/> <p>Write the word <i>disguised</i> on an index card. Use the illustration and the text to help you develop and record a definition for “disguised” onto the back of your index card. (RL.3.4)</p> <p>If time allows, draw a picture of how the wolf is “disguised” on the back of your index card.</p> <p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <div></div>



Text-Dependent Questions:

Lon Po Po, Pages 4–11

Directions	Questions
	<p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <div></div> <p>The first sentence on page 6 says, “But an old wolf lived nearby and <u>saw the good mother leave</u>.”</p> <p>What do you wonder about the wolf’s motivation for going to the house?</p> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 4–11

Directions	Questions
Independently read page 9 and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	<p>In the larger box below, sketch a picture to show the wolf's reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf's reaction.</p> <div style="border: 1px solid black; height: 250px; width: 100%;"></div>
	<p>Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
	<p>Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>



Text-Dependent Questions:

Lon Po Po, Pages 4–11

Directions	Questions
	<p>Why would Shang ask, “How is it you come so late?” instead of unlatching the door for “Po Po” right away? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 4–11

Directions	Questions
With group members, chorally read page 11 , then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.	<p>How does the wolf explain why his voice is so low?</p> <hr/> <hr/> <p>The author uses the word <i>cunning</i> to describe the wolf. Record the word “cunning” onto an index card.</p> <p>Based on what you have read and viewed so far, what do you think the word “cunning” means?</p> <p>Record a definition and sketch an example of how the wolf is “cunning,” on the back of your index card.</p> <p>On page 11 we learn that Tao and Paotze unlatch and open the door because they “... could not wait.” What could they not wait for?</p> <hr/> <hr/> <p>Draw a quick sketch to show what the wolf does the moment he enters the door.</p> <div></div>



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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
Look at the illustration on pages 4–5 , then chorally whisper read page 5 with group members. Look back to the illustration and text to help you answer each question.	<p>What is the <i>setting</i> of this story? <i>When</i> and <i>where</i> does this story take place?</p> <p>What <i>characters</i> are introduced on the first two pages?</p> <p>List two things that the <i>illustration</i> helps the reader understand about the <i>characters</i> and <i>setting</i> of the story? (RL.3.7)</p> <p>What does the mother tell her children to do at sunset?</p>	<p>Ask students to whisper read page 5. Once they finish reading, focus them on the first question and define “setting” (where and when/time and place) if necessary.</p> <p>Ask students what the setting of this story is and listen for: <i>once, long ago, in the country</i></p> <p>Tell students to record their answer to the first question, then read aloud the second question (clarify the meaning of the word “introduced” if needed). Then listen for students to share out: <i>The characters introduced on page 5 are a woman (good mother) and three children, Shang, Tao, and Paotze.</i></p> <p>Direct students to record a response to the second question.</p> <p>Then, focus students on the third question and ask them to discuss and then record their thinking.</p> <p>After 1 or 2 minutes, cold call a few students to share their answers aloud. Listen for: <i>The illustration helps me understand that the mother is leaving the children alone; they live out in the country where there are no other houses; the children are young, etc.</i></p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Ask students to work with group members to determine and record an answer to the fourth question.</p> <p>After 1 or 2 minutes, cold call a few students to share out whole class. Listen for: <i>She tells them to close the door tight and latch it.</i></p> <p>Encourage students to develop questions about their reading by asking: “What do you wonder when the mother tells her children to close the door tight and latch it?”</p> <p>Students may share “wonders” such as: <i>Since they live out in the middle of the country, I wonder why they would have to close and lock the door. Why would the door need to be closed and latched at sunset? (etc.)</i></p>
<p>With group members, view the four illustrations across pages 6–7, then discuss what you think the illustrations are trying to show the reader.</p>	<p>How is the character of the wolf described?</p> <p>Write the word <i>disguised</i> on an index card. Use the illustration and the text to help you develop and record a definition for “disguised” onto the back of your index card. (RL.3.4)</p>	<p>Encourage students to view and share out their discussions about the illustrations prior to reading. Listen for students to mention that they see the children looking at someone (the wolf) on the other side of the door, and he looks scary, disguised, etc.</p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.	<p>If time allows, draw a picture of how the wolf is “disguised” on the back of your index card.</p> <p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <p>The first sentence on page 6 says, “But an old wolf lived nearby and <u>saw the good mother leave.</u>”</p> <p>What do you wonder about the wolf’s motivation for going to the house? (RL.3.1 “asks questions”)</p>	<p>Then, ask students to follow along silently as you read page 6 aloud.</p> <p>Then, read the first question aloud and direct students to look back to the text and record an answer. After 1 minute, cold call a few students to share out and listen for: <i>The wolf is described as old, disguised as an old woman.</i></p> <p>Then, direct students to write “disguised” on an index card and work within groups to determine and record a definition for “disguised.” (If students struggle to determine the meaning, consider providing a dictionary for ongoing use.)</p> <p>Then, tell students to take no more than 30 seconds to sketch what the wolf “says” and “does” to get in the house (consider setting a timer, for students who struggle to keep to time limits).</p> <p>After 30 seconds, invite a few students to show and explain their drawings to the class. Look and listen for: <i>The wolf knocks on the door in a disguise and says he is Po Po (or similar ideas)</i></p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Then, read aloud the quote and question about motivation. Explain what “motivation” means (what the character wants or is trying to accomplish), then allow students 1 or 2 minutes to discuss their thinking in groups.</p> <p>After 1 or 2 minutes, invite a few students to share out whole group and listen for questions like:</p> <p><i>I wonder if the wolf waited for the mother to leave because she usually keeps him away?</i> <i>I wonder if he thought the children were easier to get to when their mother left?</i> <i>I wonder why he wants to get in the house after the mother is gone?</i> <i>Etc.</i></p> <p>Ask students to record one or two strong questions.</p>
Independently read page 9 and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	In the larger box below, sketch a picture to show the wolf’s reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf’s reaction.	<p>Support struggling readers by reading page 9 aloud to them as they whisper read with you. Once all students have read page 9 and viewed the illustrations, ask them to discuss in groups: “What is the wolf’s reaction to the news that the mother has left?”</p> <p>Listen for students to say “surprised,” then ask a few students if they can show the class what “surprised” might look like. Then ask students to quickly draw the wolf looking “surprised.”</p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7)</p> <p>Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)</p> <p>Why would Shang ask, “How is it you come so late?” instead of unlatching the door for “Po Po” right away? Explain your thinking.</p>	<p>After about 15 seconds, explain what a “caption” is (one or two sentences that explain the picture/sketch), and then ask students to add a caption below their sketches. As time allows, cold call a few students to share their captions whole group.</p> <p>Then read aloud the next question and ask students to discuss and record the word they would use to describe the wolf and explain why they used that word.</p> <p>After 2 or 3 minutes, invite a few students to share their ideas whole class. Listen for: <i>The word I would use is scary, (large, sharp) because he uses his large eye to look in through the latched door, his teeth are showing, he is much larger than the children, etc.</i></p> <p>Then, direct students to discuss and record their thinking about how to describe the children. After 2 minutes, cold call a few students to share out and listen for suggestions like: <i>I would describe them as curious (suspicious, unsure) because Shang is not opening the door, she does not look excited, the smaller children are looking up, they seem to be wondering, questioning if it really is Po Po, etc.</i></p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Read the last question aloud and ask students to discuss their thinking in groups. After 2 minutes, invite a few groups to share out with the class. Listen for ideas like: <i>Maybe she isn't sure it is Po Po, because it is so late and she doesn't understand why Po Po wouldn't have seen their mother on the way to the house.</i></p> <p>After a few groups share, ask students to record a response to the question.</p>
<p>With group members, chorally read page 11 and then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.</p>	<p>How does the wolf explain why his voice is so low?</p> <p>The author uses the word <i>cunning</i> to describe the wolf. Record the word “cunning” onto an index card.</p> <p>Based on what you have read and viewed so far, what do you think the word “cunning” means?</p> <p>Record a definition and sketch an example of how the wolf is “cunning,” on the back of your index card.</p>	<p>Give students 3 or 4 minutes to read page 11 and write a response to the first question.</p> <p>Then cold call a few students to share their answers with the class and listen for: <i>He says he has a cold; it's dark and windy outside.</i></p> <p>Then direct students to record the word “cunning” onto an index card and share out what they think it means, based on what they have read so far. Listen for: <i>I think cunning means to lie and/or play tricks on people to get what you want because the wolf dresses as Po Po, he is lying, etc.</i></p> <p>Tell students to record a definition and draw an example of how the wolf is cunning on the back of their index cards.</p> <p>Direct students to work within groups to discuss and record a response to the next three questions.</p>



Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>On page 11, we learn that Tao and Paotze unlatch and open the door because they “... could not wait.” What could they not wait for?</p> <p>Draw a quick sketch to show what the wolf does the moment he enters the door.</p> <p>Why do you think the wolf would blow out the candle? Explain your thinking.</p>	<p>After 5 minutes, cold call students to share their responses and sketches with the whole class. Listen and look for:</p> <p><i>They could not wait to see Po Po.</i></p> <p><i>A picture of the wolf blowing out a candle.</i></p> <p><i>I think the wolf doesn’t want to be seen by the children because he has been lying about being their Po Po, and if they saw him they would know he is a wolf/not Po Po.</i></p>







Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Synthesis: With group members, refer to pages 4–11 and your responses to all of the above questions to help you answer the questions on the right.	<p>What KEY events have taken place so far?</p> <p>Based on what the wolf has said and done so far, what word other than “cunning,” would you use to describe him? Why?</p>	<p>Read the directions and each of the synthesis questions aloud to students then explain that “key events” are important things that happen in the story. Address any other clarifying questions students have, then ask them to work collaboratively within groups to determine and record a response to each question. Circulate to offer support and guidance as needed.</p> <p>After 5 or 6 minutes, cold call members from various groups to share their ideas whole class. Listen for students to share ideas like:</p> <p><i>Key events are that the mother leaves; the wolf disguises himself as Po Po and tries to get into the house; the younger children let the wolf into the house.</i></p> <p><i>I would describe the wolf as a liar, sneaky (etc.) because he tells the children he is someone else; he uses a disguise; he lies when he answers Shang’s questions (etc.).</i></p>







Fluency Self-Assessment Rubric

	 On Target	 Getting There	 Working on It	 Need Support
Accuracy	<p>I read all/almost all the words correctly. (99–100 percent accuracy)</p>	<p>I read most of the words correctly. (95–98 percent accuracy)</p>	<p>There were several words I had trouble pronouncing. (90–94 percent accuracy)</p>	<p>I had trouble pronouncing many of the words. (less than 90 percent accuracy)</p>
Rate & Flow	<ul style="list-style-type: none"> – I read at a rate that is appropriate for the piece. – My reading flows smoothly, without many breaks. – I independently correct myself when I encounter difficult words and phrases. 	<ul style="list-style-type: none"> – Sometimes I read a little too fast, and sometimes I read a little too slowly. – My reading flows somewhat smoothly, with occasional breaks. – As I read, there were a few words and phrases I needed help with. 	<ul style="list-style-type: none"> – I read slowly. – As I read, I took many breaks. – As I read, there were many words and phrases I needed help with. 	<ul style="list-style-type: none"> – I read slowly and had a lot of difficulty with the passage. – I had to take a lot of breaks to sound out words and/or repeat many of the words and phrases before I got them right. – I needed a lot of help to figure out the words and phrases.



Fluency Self-Assessment Rubric

	On Target 	Getting There 	Working on It 	Need Support 
Phrasing and Punctuation	<ul style="list-style-type: none"> – I read groups of related words and phrases together. – I noticed and read all of the punctuation (e.g., paused after a comma; stopped after a period; questions sounded like questions; read exclamations in an excited voice) 	<ul style="list-style-type: none"> – Occasionally, I ran sentences together; and/or broke off in the middle of a sentence, reading only 2-3 words at a time. – I noticed and read almost all of the punctuation. 	<ul style="list-style-type: none"> – I read only 2-3 words at a time. – I noticed and read some of the punctuation. – I rarely changed my tone to express meaning. 	<ul style="list-style-type: none"> – I read only 1-2 words at a time. – I noticed and read only a few or none of the punctuation.
Expression and Volume	<ul style="list-style-type: none"> – My tone expressed the author's meaning (e.g., surprise, grief, anger, joy, etc.). – My facial expressions and body language matched the expression in my voice. – The volume of my voice changed naturally, as if I were talking to a friend. 	<ul style="list-style-type: none"> – Sometimes I changed my tone to express the author's meaning. – Sometimes my facial expressions and body language matched the expression in my voice. – Sometimes my voice sounded flat, not like I was talking to a friend. 	<ul style="list-style-type: none"> – I rarely changed my tone to express the author's meaning. – I rarely used facial expressions or body language that matched the expression in my voice. – Often, I read quietly; my reading did not sound natural, like when I talk to a friend. 	<ul style="list-style-type: none"> – I did not change my tone to express the author's meaning. – I did not use facial expressions or body language as I read. – Most or all of the time, I read quietly; my reading did not sound natural, like when I talk to a friend.