



EXPEDITIONARY
LEARNING

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

Close Reading: *Lon Po Po*, Pages 12–21



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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 explain how the characters' actions contribute to the sequence of events on pages 12–21 of *Lon Po Po*.
- 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

- Fluency Self-Assessment (from homework)
- Text-Dependent Questions: *Lon Po Po*, pages 12–21
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Gist: <i>Lon Po Po</i>, Pages 12-21 (10 minutes)B. Close Read: <i>Lon Po Po</i>, Pages 12-21 (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Who Is the Wolf in Fiction? (8 minutes)B. Reviewing Learning Targets (2 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 4–21 of <i>Lon Po Po</i>; self-assess fluency.	<ul style="list-style-type: none">• This lesson follows a pattern similar to Lesson 2, as students closely read the next section of the folktale <i>Lon Po Po</i>. They continue to develop their understanding of how the character of the wolf is portrayed in fiction; how illustrations can support readers' understanding; the meaning of literal and non-literal language; and how characters' motivations, actions, and traits contribute to the sequence of events.• Between this lesson and Lesson 6, find time to meet one-on-one with students to discuss and help refine their fluency goals as needed.• In advance:<ul style="list-style-type: none">– Preview pages 12–21 of <i>Lon Po Po</i> and the Close Reading Guide.– Review Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart.



Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, illustrations, understanding, embraced, coop (12), awl (15), clever (17), paced (20)	<ul style="list-style-type: none">• Guiding Questions anchor chart (from Lesson 1)• Journals (begun in Lesson 1)• <i>Lon Po Po</i> (book; one per student)• Text-Dependent Questions: <i>Lon Po Po</i>, pages 12–21 (one per student)• Index cards (two per student)• Close Reading Guide: <i>Lon Po Po</i>, pages 12–21 (for teacher reference)• Single-hole punch (one per student)• Metal ring (from Lesson 2; students' own)• Who Is the Wolf in Fiction anchor chart (from Lesson 2)• Tape, glue, or staples (for each student)• Fluency Self-Assessment (begun in Lesson 2; for homework)



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 Fluency Self-Assessments they completed for homework.• Explain (or review) Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner.• Ask students to turn back-to-back and review their self-assessments to identify the criteria they are focused on practicing. After 30 seconds, ask students to turn face-to-face to share their thinking with their partners.• After 2 minutes, invite a few students to share out their fluency goals and explain why they chose the goals. Answers will vary, but listen for each student to name a specific criteria from the Fluency Self-Assessment and explain why that criteria was chosen after rereading pages 4–11 of <i>Lon Po Po</i> aloud for homework.• Direct students' attention to the Guiding Questions anchor chart. Explain that today students will participate in a second close read of <i>Lon Po Po</i>, pages 12–21, to continue developing their understanding of the guiding questions:<ul style="list-style-type: none">* “What lessons can be learned from traditional stories?”* “Who is the wolf in fiction?”	<ul style="list-style-type: none">• For students who have difficulty sharing their ideas aloud, allow them to pass their fluency self-assessment (with one starred criteria) to their partner to examine silently.• Provide sentence frames to allow all students access to the group discussion; for example: “I am focusing on improving _____ because when I heard myself read aloud I thought _____.”



Work Time	Meeting Students' Needs
<p>A. Determining the Gist: <i>Lon Po Po</i>, Pages 12–21 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and copies of <i>Lon Po Po</i>, then to join their groups.• Tell students that as in Lesson 2, today the first read will be aloud and they will follow along silently to determine the gist.• Ask students to turn to page 12, then read aloud beginning with “Tao and Paotze rushed ...” and ending on page 20 with “The wolf came outside.... I can pull you up.” (Once again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.)• After reading aloud, ask students to think about and then discuss in groups: “What is the gist of pages 12–21 of <i>Lon Po Po</i>? Why do you think so?”• 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 12–21 is that Shang tricks the wolf into letting her and her sisters leave the house because she tells him they can go pick him some delicious Gingko nuts, but then they climb into the tree,” or similar suggestions.• Ask students to turn to the page in their journals where they recorded the gist during the previous lesson and then to record the gist of pages 12–21 on the same page.• Once students have recorded their gist statements, ask them to prepare for a close read of these pages during the next part of Work Time.	<ul style="list-style-type: none">• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: “I think the gist of pages 12–21 is ____ because ____.”• Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them.
<p>B. Close Read: <i>Lon Po Po</i>, Pages 12–21 (35 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the posted learning targets and ask them to chorally read each one aloud:<ul style="list-style-type: none">* “I can explain how the characters' actions contribute to the sequence of events, on pages 12–21 of <i>Lon Po Po</i>.”* “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.”• Underline key terms from the targets that students are familiar with from the previous lesson: <i>characters, actions, contribute, sequence, events, determine, meaning, illustrations, and understanding</i>.• Ask students to discuss with group members what they recall about the meaning of each key term and a way they could restate each target, based on their understanding of the key words.• After 1 or 2 minutes, invite a few groups to share their thinking whole class. Clarify any misconceptions students may have about key terms or the targets.	<ul style="list-style-type: none">• 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).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that during a close read they will work cooperatively with group members to read and respond to text-dependent questions that help them describe the characters and their actions, determine the meaning of key terms and phrases, and analyze how the illustrations in <i>Lon Po Po</i> support their understanding of the story.• Distribute text-dependent questions: <i>Lon Po Po</i>, pages 12–21 and index cards to each student. When students are ready, lead them through a close read of pages 12–21 using the Close Reading Guide: <i>Lon Po Po</i>, pages 12–21 (for teacher reference). Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary.• After completing the close read, distribute a single-hole punch and ask students to punch holes in their new index cards then add them to their metal rings.	<ul style="list-style-type: none">• 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Who Is the Wolf in Fiction? (8 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Who Is the Wolf in Fiction anchor chart and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:<ul style="list-style-type: none">* "The wolf now seems like he is impatient because he doesn't wait for the children to return, he goes calling and looking for them."* "He seems desperate because he begs the children to get him Gingko nuts," or similar ideas. <p>Add students' ideas to the anchor chart.</p> <ul style="list-style-type: none">• Then, 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 Fist to Five to demonstrate their level of mastery toward each target.• Tell students they will continue to refer to their Fluency Self-Assessment from Lesson 2 as they reread pages 4–21 of <i>Lon Po Po</i> for homework, self-evaluate their fluency, and reflect on their progress toward the fluency goal they set.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 4–21 of <i>Lon Po Po</i> in a whisper voice.• Then, reread pages 4–11 aloud in front of a mirror and reflect:<ul style="list-style-type: none">– "Am I reading more fluently? Explain."– "How close am I to reaching the fluency goal I set? Explain."• Write your reflections on the back of your Fluency Self-Assessment.	<ul style="list-style-type: none">• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to practice their fluency skills.• Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them.



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Supporting Materials



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Text-Dependent Questions:

Lon Po Po, Pages 12–21

Directions	Questions
<p>With group members, look at the illustrations on pages 12–13 and discuss what you think the illustrations are trying to show the reader.</p> <p>Whisper read page 12 with your group members. Then, discuss your thinking about each question.</p>	<p>What words does the wolf use to describe Tao and Paotze?</p> <hr/> <hr/> <p>The wolf says, “All the chicks are in the coop.” On one of your index cards, write this quote and then sketch a picture below it to show what it literally means.</p> <p>Why would the wolf call the children “chicks in a coop”?</p> <hr/> <hr/> <p>What does the wolf’s word choice make you think about his motivation for going to the house? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 12–21

Directions	Questions
<p>With group members, look at and discuss the illustrations across pages 14–15, then read page 15 independently. Record a response to each question.</p>	<p>In the larger box below, draw a quick sketch to show what Shang does <i>after</i> the wolf explains that his foot has a bush on it because he has “... brought hemp strings to weave you a basket.” In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does.</p> <div data-bbox="581 714 1523 1211" style="border: 1px solid black; height: 237px; margin: 10px 0;"></div> <div data-bbox="581 1318 1523 1402" style="border-bottom: 1px solid black; height: 40px; margin: 10px 0;"></div>
	<p>On one of your index cards, write the word <i>awl</i>. What do you think an awl is? Draw a quick sketch of an awl on the back of your index card.</p> <p>Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.</p> <div data-bbox="581 1764 1523 1921" style="border-bottom: 1px solid black; height: 75px; margin: 10px 0;"></div>



Text-Dependent Questions:

Lon Po Po, Pages 12–21

Directions	Questions
<p>Follow along silently as your teacher reads page 17 aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.</p>	<p>How does the author describe Shang?</p> <hr/> <hr/> <hr/>
	<p>What does Shang tell the wolf about Gingko nuts?</p> <hr/> <hr/> <hr/>
	<p>What does this make you wonder about Shang’s motivation for telling the wolf about Gingko nuts?</p> <hr/> <hr/> <hr/>
	<p>Why does the wolf feel delighted?</p> <hr/> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 12–21

Directions	Questions
<p>With group members, chorally read page 19, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.</p>	<p>How are the children able to get away from the wolf?</p> <hr/> <hr/> <hr/> <hr/>
	<p>Refer to details from the illustration and text to explain what the wolf does when the children don't return.</p> <hr/> <hr/> <hr/> <hr/>
	<p>What does Shang tell the wolf about the magic of Gingko?</p> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 12–21

Directions	Questions
<p>Independently review the illustrations on pages 20–21, then whisper read page 20. With group members, discuss your thinking and then answer the questions on the right.</p>	<p>How does Shang’s description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking.</p> <div></div>
	<p>What plan does Shang explain to the wolf? Draw and label each step of the plan.</p> <div></div>



Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
Synthesis: With group member, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	<p>What does Shang do and say to show she is “clever”?</p> <hr/> <hr/> <hr/> <hr/> <p>What does the wolf want, at this point in the story? Why?</p> <hr/> <hr/> <hr/> <hr/>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
<p>With group members, look at the illustrations on pages 12–13 and discuss what you think the illustrations are trying to show the reader.</p> <p>Whisper read page 12 with your group members. Then, discuss your thinking about each question.</p>	<p>What words does the wolf use to describe Tao and Paotze?</p> <p>The wolf says, “All the chicks are in the coop.” On one of your index cards, write this quote and then sketch a picture below it to show what it literally means.</p> <p>Why would the wolf call the children “chicks in a coop”?</p> <p>What does the wolf’s word choice make you think about his motivation for going to the house? Explain your thinking.</p>	<p>Give students 4 or 5 minutes to read page 12 in groups and discuss their initial thinking about the questions (consider working with small groups of struggling readers, as needed).</p> <p>Once all students have read and discussed their thinking about each question, read the first question aloud and cold call a few students to share their ideas with the class. Listen for: <i>The words the wolf used to describe Tao and Paotze are plump and sweet.</i></p> <p>Follow up by asking students in what context they have heard words like this used before. Listen for students to say these types of words are usually used to describe food, the texture and/or taste of food.</p> <p>Read the next prompt aloud and explain that “literally” is the exact meaning of a word or phrase, then ask students what a “coop” is. Listen for students to say that a coop is like a cage or pen where animals are kept (define if necessary). Ask students to quickly sketch and then share out their sketches of chicks in a coop (15-second sketch).</p> <p>Go on to explain that there are no chicks in a coop in this story, so when the wolf calls the children “chicks in a coop” it is considered a “non-literal” interpretation of the phrase because he is comparing the children to “chicks in a coop,” not literally referring to chicks in a coop.</p>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Then, read aloud the next two questions and ask students to discuss their thinking with group members and record a response to each question.</p> <p>After 3 minutes, cold call a few students to share their ideas whole class and listen for:</p> <p><i>I think he calls them chicks because he probably thinks of them as food, plump and juicy like chickens</i></p> <p><i>I think he wants to eat the children because plump and juicy are words that would normally be used to describe food and he calls them chickens in a coop. A wolf would probably eat chickens, people eat chicken, etc.</i></p>
<p>With group members, look at and discuss the illustrations across pages 14–15, then read page 15 independently. Record a response to each question.</p>	<p>In the larger box below, draw a quick sketch to show what Shang does <i>after</i> the wolf explains that his foot has a bush on it because he has “... brought hemp strings to weave you a basket.” In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does.</p>	<p>Give students 5 or 6 minutes to read page 15 and complete the sketch and caption, then pause them in their work.</p> <p>Invite a few students to share their sketches whole class and listen and look for: <i>Shang touching the wolf’s/grandmother’s sharp claws.</i></p>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>On one of your index cards, write the word <i>awl</i>. What do you think an awl is? Draw a quick sketch of an awl, on the back of your index card.</p> <p>Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.</p>	<p>Then, ask students to record the word “awl” onto an index card and discuss in groups what they think an awl is, based on clues in the text. After 1 minute, invite a few students to share their thinking whole group. Listen for students to say that an awl is a tool that has a sharp point, used for punching small holes in leather or wood (if students cannot determine the meaning, define for them), then ask students to draw a picture of an “awl” and record a definition for “awl” on their index cards.</p> <p>Focus students on the last question about page 15 and tell them to discuss and record their thinking.</p> <p>After 1 or 2 minutes, cold call a few students to share out and listen for: <i>I think she doesn’t believe that the wolf is Po Po, because she asks why Po Po would have thorns on her hand and probably doesn’t believe the wolf’s answer (an awl has one point, it is not like thorns, etc.).</i></p>
<p>Follow along silently as your teacher reads page 17 aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.</p>	<p>How does the author describe Shang?</p> <p>What does Shang tell the wolf about Gingko nuts?</p>	<p>Read page 17 aloud, then direct students to work with group members to determine and record an answer to each question. Circulate to offer guidance and support.</p> <p>After 7 or 8 minutes, cold call students to share out their responses to each question. Listen for suggestions like:</p> <p><i>The author describes Shang as the eldest; most clever</i> (ask students what these words mean, clarify as needed).</p>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>What does this make you wonder about Shang’s motivation for telling the wolf about Gingko nuts?</p> <p>Why does the wolf feel delighted?</p>	<p><i>She tells him the Gingko nut is soft and tender, like the skin of a baby; one taste of the nut will make him live forever</i> (Ask: “Why do you think Shang would describe the nut by comparing it to the skin of a baby? Why would she tell him it will make him live forever?”)</p> <p><i>I wonder if she is trying to trick him; trying to get him to want to eat something other than her, Tao, and Paotze, etc.</i></p> <p><i>The wolf is delighted because he wants the Gingko nuts and Shang tells him that she and the children will pick them for him/Po Po; he won’t have to climb the tree himself to get the nuts.</i></p>
<p>With group members, chorally read page 19, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.</p>	<p>How are the children able to get away from the wolf?</p> <p>Refer to details from the illustration and text to explain what the wolf does when the children don’t return.</p>	<p>Give students 6 or 7 minutes to chorally read and respond to each of the questions. Consider working with a small group of struggling readers, reading the text aloud to them as they whisper read with you.</p> <p>Once students have read and recorded an answer to each question, cold call members from different groups to share their thinking aloud. Listen for:</p> <p><i>Shang jumps out of bed to go get the Gingko nuts and Tao and Paotze go with her. Then, they all climb the tree.</i></p> <p><i>The illustration shows that the wolf comes looking for the children; in the text, it says that he shouted “Where are you, children?”</i></p>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	What does Shang tell the wolf about the magic of Gingko?	<i>Shang tells the wolf that Gingko is magic only when it is plucked from the tree; he has to come pluck the nut from the tree himself.</i> (Pose the following discussion questions: “Why would Shang tell him this now, when earlier she told him that she and her sisters would go pick it for him? What questions do you have now about Shang’s motivations?”)



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently review the illustrations on pages 20–21, then whisper read page 20 . With group members, discuss your thinking and then answer the questions on the right.	<p>How does Shang’s description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking.</p> <p>What plan does Shang explain to the wolf? Draw and label each step of the plan.</p>	<p>Give students 2 or 3 minutes to read page 20 and discuss their initial thinking about the questions. Then, read the first question aloud and direct students to take 15 seconds to sketch how the wolf feels.</p> <p>After 15 seconds, ask students to hold up their sketches to show group members and other nearby peers. Look for students to sketch the wolf with his mouth watering, looking hungry to eat the Gingko nuts (or similar ideas).</p> <p>Then read the second question aloud. As necessary, explain that a diagram is a simple drawing that has parts of it labeled to help viewers understand what each part of the diagram is (consider modeling with something simple, like how to diagram and label parts of a peanut butter and jelly sandwich OR show them an example of a diagram from a book or the internet). Provide further clarification as needed, then ask students to draw and label the plan Shang explains to the wolf. After 2 or 3 minutes, invite students to share their diagrams with nearby groups of peers and discuss the similarities and differences between their drawings. Look for students to: <i>Draw and label the wolf getting the basket and rope; the wolf tying one end of the rope to the basket; the wolf sitting in the basket; the wolf throwing the other end of the rope up to Shang, as he sits in the basket (or similar ideas).</i></p>



Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Synthesis: With group members, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	<p>What does Shang do and say to show she is “clever”?</p> <p>What does the wolf want, at this point in the story? Why?</p>	<p>Read the directions and each of the synthesis directions aloud, then explain that “cleverness” is a trait (a part of Shang’s personality, who she is). Then ask students to discuss their thinking about each question with group members and to record their answers. Clarify as needed, then circulate to offer guidance.</p> <p>After 5 minutes, cold call students to share their responses whole group. Listen for ideas like:</p> <p><i>Shang is clever because she gets herself and her sisters away from the wolf by telling him about how good the Gingko nut is then climbing up the tree, so they will be safe, etc.</i></p> <p><i>At this point in the story, the wolf wants a Gingko nut because Shang has told him that they’re delicious, and will make him live forever.</i></p>