



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 4

Analyzing Descriptive Language: *The Hope Chest*, Chapters 1-3



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

I can analyze the meaning of figurative and complex language. (L.4.5a, c)

Supporting Learning Targets

- I can read Chapter 3 of *The Hope Chest* for gist.
- I can explain the meaning of simple similes in context.
- I can name synonyms and antonyms for vocabulary words.

Ongoing Assessment

- Summary statements for Chapters 2 and 3

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
 - B. Sharing Homework and Engaging the Reader (10 minutes)
2. Work Time
 - A. Partner Reading for Gist: *The Hope Chest*, Chapter 3: “Meeting Myrtle” (15 minutes)
 - B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)
 - C. Understanding Synonyms and Antonyms (10 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader’s Guide for *The Hope Chest*, Chapter 3: “Meeting Myrtle.”

Teaching Notes

- The focus of this lesson is for students to analyze the language author Karen Schwabach uses to describe the setting and characters in *The Hope Chest*.
- In advance: Make the Synonyms and Antonyms anchor chart (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
simile, synonym, antonym; colored (36), vigorously (36), hasty (31), hastily (34), dismal (23)	<ul style="list-style-type: none"> • Equity sticks • Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (from Lesson 3; one to display) • Document camera • Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (answers, for teacher reference) • Green colored pencils • Violet's Character anchor chart (begun in Lesson 3) • Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (one per student) • <i>The Hope Chest</i> (book; one per student) • Chart paper • Synonyms and Antonyms anchor chart (new; teacher-created) • Vocabulary Strategies anchor chart (from Lesson 2) • Vocabulary Strategies anchor chart (for teacher reference) • Sticky notes (5-10 per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read each of the learning targets aloud, and then ask students to reread them silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed. • Acknowledge that the words synonym and antonym may be new. Explain that they will learn what these terms mean in today's lesson 	



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> Remind students what they were expected to do for homework: <ul style="list-style-type: none"> * “Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick.” Ask students to share their summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide). Give the triads 5 minutes to collaborate on a summary statement based on their notes for Chapter 2. Circulate and assist as needed. Prompt students to use specific details from the text in their summaries. Use equity sticks to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet decided to run away from home to find her sister because her parents wouldn’t let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.” Display the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” by using a document camera or re-creating it on chart paper. After several triads have been able to share, invite students to help you craft a class summary. Refer to the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” (answers, for teacher reference) for suggested responses. Tell students that they may revise their notes and summaries based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do. Collect Reader’s Guides from Chapter 2 for a quick check of comprehension. Post the Violet’s Character anchor chart. Ask students: <ul style="list-style-type: none"> * “Are there any actions that Violet took in this chapter that affected other characters?” Listen for: <ul style="list-style-type: none"> – Action: “She ran away from home” (pages 18 and 19). – What this says about her character: “She is unhappy enough to leave home and not care that her parents might worry.” – Add this example to the Violet’s Character anchor chart. 	<ul style="list-style-type: none"> Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion. For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required. Collecting and reviewing summaries in the Reader’s Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.



Work Time	Meeting Students' Needs
<p>A. Partner Reading for Gist: <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” and ask students to locate their copy of <i>The Hope Chest</i>. Remind them that before reading any chapter, they need to read the Historical Background Information in the Reader’s Guide.• Before asking the students to read Chapter 3, point out that the term <i>colored</i> is used to describe a new character. Explain that that term was how many people described African Americans during this time period. Today it is not considered appropriate to refer to African Americans in this way, but it was common in the time period depicted in the novel.• Invite students to read Chapter 3 with their triads. Explain that the purpose of this first read is to get the gist of the chapter, and they will reread parts of the chapter later in the lesson. Encourage them to read the chapter together either as a choral read (reading aloud at the same time) or by taking turns after each page.• Give students 15 minutes to do a first read of Chapter 3.	<ul style="list-style-type: none">• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it’s important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.



Work Time (continued)	Meeting Students' Needs
<p>B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)</p> <ul style="list-style-type: none"> Explain that authors can build images in a reader's mind through the figurative and descriptive words and phrases they write. Remind students that they learned about other types of figurative language, idioms and adages, in Lesson 3. Ask them to turn to the middle of page 33. As you read the following excerpt aloud, ask students to follow along in their text and think about the image, or picture, the author is describing. "With a thumping swish, the revolving door dumped Violet out onto the sidewalk. It was much darker out than she'd expected. It was evening of a long August day, but the street was a canyon between high granite and cast-iron skyscrapers, and the sun didn't reach the bottom. Motorcars, streetcars, and horse-drawn wagons rumbled by, guided by electric or kerosene lamps mounted on the front. People pushed past Violet, and she stumbled back against the granite wall of the train station. New York was loud, and fast, and scary, and she didn't like it." Ask triads to talk about the image this excerpt is painting in their heads about what Violet saw. Post these probing questions to help them analyze the way the author described the setting. Invite two or three students to share their thinking for each question: <ul style="list-style-type: none"> * "What does the phrase 'the street was a canyon' mean?" Listen for: "The sides of canyons are usually really tall and steep, and canyons often have rivers at the bottom. The street was like a river, with the tall buildings being the canyon walls." * "Why do you think the author described the setting in this way?" Listen for: "She probably wanted to show how different New York City was from where Violet lived." 	<ul style="list-style-type: none"> Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it's important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Post this question and ask students to infer about how Violet was feeling: <ul style="list-style-type: none"> * “Find some other descriptions of the setting. What do you notice? How does the author’s description of the setting help the reader to understand Violet’s feelings?” Listen for: “We noticed that New York City was full of unfamiliar sights and sounds and was probably overwhelming to Violet. All the things happened so quickly and loudly around her—motorcars, streetcars, and wagons going by, and people pushing past her. Violet was probably scared and anxious, too, because it was so different from where she lived.” Invite students to turn to the bottom of page 33. As you read this excerpt aloud, ask them to follow along in their text and think about the image, or picture, the author is describing: “The crowd tossed the boy around like a kernel of popcorn in a shaking pan until he popped back out.” Explain that a type of figurative language is called a <i>simile</i>. A simile is a figure of speech that compares two things that are very different. Similes use the words “like” or “as” in the comparison. For example: <ul style="list-style-type: none"> – “The child was as sly as a fox”—The child was very smart and sneaky. – “This shoe is perfect because it fits like a glove”—Gloves have a snug fit, so the shoe fits well. Ask triads to talk about what two things are being compared in the simile from the novel and what image is created in their minds because of it. Invite two or three students who haven’t been called on to share their thinking. Listen for responses similar to: “She is comparing the boy and a kernel of popcorn. When popcorn pops, kernels bounce all over the place. The boy was being bounced all over by the crowd” and “I imagined a little boy’s head popping up here and there—never knowing where he’s going to pop up next in a big crowd of adults.” Explain that the author uses a lot of figurative and descriptive language in this novel because she’s trying to create images in the readers’ minds. Encourage students to look for examples of figurative and descriptive language as they continue to read. 	<ul style="list-style-type: none"> Provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to them on NY State assessments. Consider partnering an ELL with a student who speaks the same home language when discussion of figurative and complex language connections is required. This can let students have more meaningful discussions and clarify points in their home language.



Work Time (continued)	Meeting Students' Needs
<p>C. Understanding Synonyms and Antonyms (10 minutes)</p> <ul style="list-style-type: none"> • Explain that another way authors help paint a picture in their readers' minds is with precise and descriptive words. Tell students that often authors will use synonyms of more common words to paint a more vivid or creative picture in a reader's mind. Explain that a synonym is a word that has a similar meaning to another word. For example: <ul style="list-style-type: none"> – “An author might choose to use a word like <i>pace</i> instead of <i>walk</i>, because he or she wants the reader to sense that a character is feeling anxious.” – If necessary, give a few more examples of common synonyms or ask the class for some examples. • Tell students that it is also helpful for readers to infer the meaning of an unfamiliar word and think of a synonym to see if what they inferred the word to mean makes sense. • Ask students to turn to page 36. Read aloud this excerpt from the bottom of the page as they follow in their books: “She climbed gingerly onto the curb. Someone was brushing vigorously at the back of her skirt. ‘Now your dress is all dirty!’” • Ask students to turn and talk with their triads about what they think the word <i>vigorously</i> means in this context. Invite one or two triads to share their ideas. Listen for responses like: “She’s brushing hard and strong because she’s trying to get the horse dung off the skirt for Violet.” • Ask the class to try to envision what it looked like for Myrtle to vigorously brush at Violet’s skirt. Explain that the author chose to use the word <i>vigorously</i> rather than its synonym, <i>strongly</i>, because it is a more descriptive word. However, if students replace the word <i>vigorously</i> with <i>strongly</i>, the passage will still make sense. This is a clue that they have inferred the correct meaning of the word <i>vigorously</i>. • Ask students to discuss in their triads what they think the opposite of <i>vigorously</i> might be. Call on one or two triads to share. Listen for: “weak” or “lightly.” • Explain that the opposite of a word is called its <i>antonym</i>. Thinking of an antonym is also another way to check your understanding of unfamiliar words. • Post the Synonyms and Antonyms anchor chart. Draw the class’s attention to the definitions of <i>synonym</i> and <i>antonym</i> as well as the example of <i>vigorously</i>. Complete the chart for the word <i>vigorously</i> with the class’s response. 	<ul style="list-style-type: none"> • Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to work with their triads to determine the synonyms and antonyms for <i>haste/hastily</i> (31) and <i>dismal</i> (23). Remind them to read around the word to determine another word that would make sense in that context, a synonym. Then they can determine the opposite of it, an antonym.• Give triads 5 minutes to determine the synonyms and antonyms for the words on the anchor chart.• Use equity sticks to cold call one or two students for each word. Listen for responses like:<ul style="list-style-type: none">– <i>haste/hastily</i>:<ul style="list-style-type: none">• synonym: “quick/quickly”• antonym: “slow/ slowly”– <i>dismal</i>:<ul style="list-style-type: none">• synonym: “gloomy”• antonym: “cheerful”• Encourage students to fill in the synonyms and antonyms for these words in their Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.”• Post the Vocabulary Strategies anchor chart. Next to the first bullet, “Read on in the text and infer,” add this in parentheses: “(use synonyms or antonyms to check what you infer).” Refer to the Vocabulary Strategies anchor chart (for teacher reference) in the supporting materials.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to find a partner who is not in their reading triad. Ask them to discuss how they did or did not meet today's learning targets:<ul style="list-style-type: none">– “I can read Chapter 1 of <i>The Hope Chest</i> for gist.”– “I can explain the meaning of simple similes in context.”– “I can name synonyms and antonyms for vocabulary words.”• Preview homework. Distribute 5 to 10 small sticky notes to each student. Tell students that as they reread Chapter 3 for homework, they need to look for unfamiliar words that may have synonyms and antonyms. Tell them to put a sticky note on the page where the word is and write the synonym and antonym for that word.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.” As you reread the chapter, look for unfamiliar words whose meaning you may be able to infer by using synonyms and antonyms. Use sticky notes to mark the page where the word is and write the synonym and antonym for that word.	



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Supporting Materials



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Reader's Guide for Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Historical Background Information

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Glossary	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	Violet decided to run away from home to find her sister because her parents wouldn't let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.
In: a train bound for New York	
Wanted: to find her sister	
But: Her parents wouldn't let her contact Chloe.	
So: Violet ran away on a train for New York City.	
Then: She met a lady on the train who was very bossy and opinionated about how proper girls should behave.	



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<u>Chapter 1:</u> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10). 3. She ran away from home (pages 18 and 19).	<u>Chapter 1:</u> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others. 3. She is unhappy enough to leave home and not care that her parents might worry.



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Name: _____

Date: _____

Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18th amendment, which made drinking, selling, or possessing liquor a crime.

Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34):

synonym: _____

antonym: _____

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully

synonym: _____

antonym: _____



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Synonym and Antonym Anchor Chart
For Teacher Reference

Definitions

synonyms: words that have the same or similar meaning

antonyms: words that have the opposite meaning

Word	Page	Synonym	Antonym
vigorously	36	strong	weak
hasty/hastily	31	<i>quick/quickly</i>	<i>slow/slowly</i>
dismal	23	<i>gloomy</i>	<i>cheerful</i>



Vocabulary Strategies Anchor Chart
(For Teacher Reference)

This chart includes the addition from this lesson in bold font.

- Read on in the text and infer **(use synonyms or antonyms to check what you infer)**.
- Look in the glossary.
- Look for a text feature that defines the word.
- Look in a dictionary.
- Think about parts of the word that you know (like word roots).
- Discuss a word with another (after attempting some of the above strategies).