

Teacher: Joann Harnden

Lesson Title and Grade Level: Close Reading of *Waiting for the Biblioburro*, Grade 3

Unit Theme: How Geography Affects the Way People Around the World Access Books

Lesson Topic: A Close Reading About Biblioburros in Colombia

Context for Learning	Learning Needs Category	Number of Students	Supports, Accommodations, Modifications, and/or Pertinent IEP Goals
	students who are struggling with reading	5	<ul style="list-style-type: none">* RtI & UDL Strategies* Read text aloud/provide audio version of text, when appropriate* Provide word banks and sentence frames
	students with learning disabilities	6	<ul style="list-style-type: none">* Check for understanding* Preferential seating* Refocusing and redirection* Reteaching of materials* Additional set of books for use at home* Modified curriculum & simplified language (science, social studies, specials)* Extra time to complete assignments* Use of graphic organizers* Break down multi-step directions
	students with ADHD	2	<ul style="list-style-type: none">* Breaks* Refocusing and redirection* Check for understanding and monitoring of academic work, with reteaching as needed* Small group instruction* Additional adult support* Directions simplified; break down multi-step directions* Preferential seating
Central Focus	Throughout this learning segment, students will practice applying close reading and research skills as they explore how the physical environment affects the way that people from around the world access books.		
	Goal: Students will review and apply previously introduced literacy strategies for close reading and		

<p>Content Standards/Objectives</p>	<p>interpreting the main message of a text. In addition, students will also apply what they learned in the lesson 2 of this learning segment about how to read maps in order to understand the contextual background of the text.</p> <p>Objectives</p> <p>A) Students will be able to write the gist of excerpts from the text in their own words, with 6 out of 8 excerpts fully or partially accurate.</p> <p>Differentiation: Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p> <p>B) Students will be able to circle at least 5 unfamiliar words and make a logical prediction about the meaning of those words by using context clues in the text.</p> <p>Differentiation: Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p> <p>C) Students will be able to locate and highlight the country of Colombia on an outline map of South America and write a logical prediction about how the physical environment of the region will affect access to books.</p> <p>Differentiation: A word bank of terms for various physical features such as mountains, lakes, rivers, and deserts will be provided on a wall chart for students who struggle with writing.</p> <p>D) Students will be able to use a graphic organizer to write the main message or lesson of <i>Waiting for Biblioburro</i>.</p>
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	Common Core Content Standard	Learning Objectives
	<p>NY ELA Common Core Reading Literature Standard 3.2: Students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>A) Students will be able to write the gist of excerpts from the text in their own words, with 6 out of 8 excerpts fully or partially accurate.</p> <p>Differentiation: Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p> <p>D) Students will be able to use a graphic organizer to write the main message or lesson of <i>Waiting for Biblioburro</i>.</p>
	<p>NY ELA Common Core Language Standard 3.4: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>B) Students will be able to circle at least 5 unfamiliar words and make a logical prediction about the meaning of those words by using context clues in the text.</p> <p>Differentiation: Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p>
	<p>Social Studies Standard 3 Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live- local, national, and global - including the distribution of people, places, and environments over the Earth's surface.</p>	<p>C) Students will be able to locate and highlight the country of Colombia on an outline map of South America and write a logical prediction about how the physical environment of the region will affect access to books.</p> <p>Differentiation:</p>

	<p>Students will:</p> <ul style="list-style-type: none"> * identify and compare the physical, human, and cultural characteristics of different regions and people * investigate how people depend on and modify the physical environment. 	<p>A word bank of terms for various physical features such as mountains, lakes, rivers, and deserts will be provided on a wall chart for students who struggle with writing.</p>
Vocabulary/Concepts/Language	<p>List all concepts that will be taught and assessed in the lesson. Include academic language from edTPA assessment: register, fluency, language demands.</p> <p>Concepts This lesson continues the module-long exploration of the concept that the physical environment can affect the way in which people around the world access books. In this lesson (Module Unit 3, Lesson 3), students will apply map reading skills taught in Lesson 2 to infer how the physical environment of Colombia would affect access to books.</p> <p>Throughout this module, students have also explored the concept that good readers use close reading to gain a better understanding of the text. In this lesson, they will be reviewing and practicing previously taught procedures for close-reading that will help them to infer the meaning of unfamiliar words using context clues and interpret the main message of a fictional text.</p> <p>Vocabulary During instruction, the following important vocabulary words will be reviewed. They have already been taught in prior lessons and are included on the classroom word wall, the How to Read Maps Wall Chart, and the Power Reading Wall Chart:</p> <p>access physical map political map physical environment gist infer close reading genre continent country map key mountains access context excerpt italics</p>	

	<p>As students use the "Someone In Wanted But So" Graphic Organizer," they will review the terms character, setting, motivation, problem, and resolution, which were taught in a prior lesson. The meaning of each term will be discussed explicitly.</p> <p>In addition, the new vocabulary word interpret will be explained explicitly when it is introduced during the lesson.</p> <p>Language Demands Several unfamiliar Spanish words such as <i>abecedario</i> and <i>cuento</i> will be left undefined so that students can practice using contextual clues to infer the meaning of unfamiliar words. The teacher will monitor students' work and provide feedback, as needed, to support students' comprehension.</p>
Rationale	<p>This lesson is adapted from Unit 3, Lesson 3 of the Common Core ELA Module from Engage New York. To meet the needs of this particular classroom of learners, I have identified one overarching learning target to share with students for this lesson, rather than all 4 of the learning targets identified in the state module. Students will be introduced to these additional sub-goals as we progress through the lesson, step-by-step. There are many students in this class who learn best when large tasks are clearly broken into discrete steps. Introducing too many goals at the beginning of the lesson would likely be overwhelming for them.</p> <p>The texts and skills in this module are challenging for many students in this class. When prior lessons from this module have been implemented, targeted groups of students have benefited from extra teacher support, from a slight reduction in the number of instructional activities, and from a slower pacing. Therefore, these modifications have been include in this lesson plan. For example, rather than directing all students to work independently on the close reading activity as recommended in the module, in this lesson, students who struggle with reading and students who have learning disabilities related to reading and attention are provided with extra teacher and peer scaffolding in small groups (Reutzel & Cooter, 2011). The module also recommends having students discuss their graphic organizers in groups and then revise their writing about the main message of the text. This activity has not been included in this lesson plan; trying to accomplish this final step within one literacy block would create a cognitive and attentional overload for this class.</p> <p>This lesson provides students with opportunities to practice several of the skills they have learned in prior lessons, including the skills of close reading to infer the meaning of unfamiliar words, close reading to infer the main message of a text, and map reading. When students apply these skills to the text <i>Waiting for Biblioburro</i>, they will deepen their understanding of the central focus of the unit (How can the physical environment affect the way people around the world access books?). This central focus is important for this group of students for several reasons. First, many of them have never traveled outside of the local area. The central focus of this unit has exposed them to a wider variety of cultures and ways of life around the world that are influenced by different geographical features. Secondly, many of the students</p>

	<p>in this class are struggling readers. Some of them face challenges in accessing books at home. This unit helps to show these students that they are not alone in facing these challenges (for example, Trisha in <i>Thank You Mr. Falker</i>, which students read earlier in the unit, is also a struggling reader). Other books in the unit, such as <i>The Book Woman</i>, can help to motivate students to persevere in their efforts to read because they demonstrate how important reading is and to what lengths other people will go to achieve their reading dreams.</p> <p>Although none of the students in this class speak Spanish, some have Hispanic backgrounds. Students will be encouraged to share any prior knowledge that they have that relates to the scenes in the text <i>Waiting for Biblioburro</i>. This will help to build the background knowledge of all students in the class, which, in turn, will aid text comprehension. It will also provide a valuable opportunity for students to share their cultural heritage with one another.</p> <p>Since there is a very wide range of reading levels in this class, we will break into small groups while students write their gist statements. Teams 1 and 2 (the students with the lowest reading levels and with IEPs) will work with extra support from the Special Education teacher. Team 3 (students who are reading below grade level) will work with extra support from me. Teams 4 and 5 (students who are reading at grade level or above) will work independently, with periodic monitoring by myself and my coaching teacher.</p>
Essential Questions (Focus Questions)	<p>How does the physical environment affect the way that people around the world access books? How can reading maps help us to answer this question? How can close reading of books help us to answer this question?</p> <p>How can we use close reading to help us interpret the main message of a fictional text? How can we use context clues to help us infer the meaning of unfamiliar words?</p>

Assessments:

Formative	<p>Students' written work in their <i>Waiting for Biblioburro</i> packets:</p> <p>page 1 (map and sentence frame).</p>	<p>Differentiation: A word bank of terms for various physical features such as mountains, lakes, rivers, and deserts will be provided on a wall chart for students who struggle with writing.</p>	<p>C) Students will be able to locate and highlight the country of Colombia on an outline map of South America and write a logical prediction about how the physical environment of the region will affect access to books.</p>
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Formative	<p>Students' written work in their <i>Waiting for Biblioburro</i> packets:</p> <p>Excerpts (circling unfamiliar words & writing inferred meaning)</p>	<p>Differentiation:</p> <p>Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p>	<p>B) Students will be able to circle at least 5 unfamiliar words and make a logical prediction about the meaning of those words by using context clues in the text.</p>
Formative	<p>Students' written work in their <i>Waiting for Biblioburro</i> packets:</p> <p>Excerpts (writing the gist for each excerpt).</p>	<p>Differentiation:</p> <p>Students who are reading below grade level will work in small groups and receive additional teacher support. Teacher scaffolding will include teacher read-alouds, choral reading, oral comprehension checks, and frequent teacher monitoring and feedback on students' written responses. These students may also write the gist for fewer excerpts, if needed.</p>	<p>A) Students will be able to write the gist of excerpts from the text in their own words, with 6 out of 8 excerpts fully or partially accurate.</p>
Formative	<p>Students' written work in their <i>Waiting for Biblioburro</i> packets:</p> <p>"Someone In Wanted But So" Graphic Organizers.</p>	<p>For all students: the task will be broken down with directions provided for one step-at-a-time. Peer scaffolding will be provided through partner shares.</p>	<p>D) Students will be able to use a graphic organizer to write the main message or lesson of <i>Waiting for Biblioburro</i>.</p> <p>Criteria & Analysis: Some accurate information will be written in every portion of the graphic organizer that relates to the main message of the text. This will provide information about whether each student is able to comprehend the text, recall important information accurately, and sort that information into categories. All of these are sub-tasks that, together, allow students to interpret the main message of the text. By reviewing student work throughout their packet, I hope to be able to pinpoint where</p>

			areas of difficulty may be occurring for those students who struggle to interpret the main message.
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Instructional Strategies and Learning Tasks

Procedure	Teacher will:	Students will:	Modifications (RTI/UDL Strategies)
Anticipatory Set __10__ minutes	<p>Activate Prior Knowledge Ask student paper passers to hand out a Biblioburro packet to each student. Prompt students to write their names at the top of the first page. Prompt them to get out a highlighter.</p> <p>Explain that today we will continue our exploration of the topic of how people around the world get access to books. Review the term access, asking students to define the word. We will read a book together called <i>Waiting for the Biblioburro</i> (show the cover). This book is about people who live in Colombia, South America and how they access books. Let's use what we learned last week about reading maps to find Colombia on the map.</p> <p>Project the World Map Showing the 7 continents. Ask: What are these large bodies of land called? Prompt students to turn and whisper the word to the person next to them. Call on a student to respond aloud for the class. Prompt the class to repeat the word continent</p>	<p>Paper passers will distribute one Biblioburro packet to each student. All students will write their names at the top of the first page of the packet and take out a highlighter.</p> <p>Students who are called on will orally describe what it means to have access to books.</p> <p>Whisper the word continent to their neighbors. Student who is called on says the word aloud for the class. All students say continent in a choral</p>	<p>Repeat directions as needed. Redirection/ frequent prompting for individual students, as needed. Provide visual cues with directions, when possible. Multimodal presentation (oral, visual, text).</p> <p>Breaking task into discrete steps. Giving directions for one step-at-a-time.</p> <p>Frequent opportunities for response: Turn and talk to partner, choral response.</p>

	<p>in a choral response.</p> <p>First we need to find the continent of South America. Ask for a volunteer to point out South America on the Smart Board. Ask all students to say South America in choral response.</p> <p>Now let's use a map that lets us zoom in and see all of the countries in South America. Project Map of South America. Prompt students to find the country of Colombia on their maps and place a finger on it. Call on a student to come up to the Smart Board to point out the location of Colombia. Prompt students to say the word Colombia aloud and color in Colombia on their maps using their highlighters.</p> <p>Now that we have found the country of Colombia, let's zoom in even further to look at a physical map of the country. Project the Physical Map of Colombia. Point out the area where the book takes place. Explain that the book takes place in a tiny village in this area of the country. Ask students, what do you notice in this part of the map? What is the physical environment like here? How can we tell? Draw students' attention to the map key and the color coding for mountains. Turn and talk to a partner. Call on students to share their ideas.</p> <p>Okay, with that information in mind, let's make a prediction. Do you think it</p>	<p>response.</p> <p>Volunteer points out South America on the Smart Board. All students say South America in choral response.</p> <p>All students find Colombia on their maps and place a finger on it. The student who is called on points to Colombia on the Smart Board. All students say the word Colombia aloud in choral response and highlight it on their maps.</p> <p>All students turn and talk to a a partner about their ideas. Students who are called on will orally share their ideas with the class.</p>	<p>Breaking task into discrete steps. Giving directions for one step-at-a-time.</p> <p>Frequent opportunities for response: Turn and talk to partner, choral response.</p> <p>Multimodal, interactive presentation (oral, text, visual, kinesthetic).</p> <p>Frequent opportunities for response: Turn and talk to partner.</p>
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	<p>will be hard or easy for people in <i>Waiting for Biblioburro</i> to access books? Why? Prompt students to write their ideas in the sentence frame on their papers. Remind students that they can use the vocabulary words from the How to Read Maps wall chart.</p> <p>"I think it will be _____ for people in <i>Waiting for Biblioburro</i> to access books because_____."</p> <p>Prompt students who are finished writing to begin looking closely at the book cover (projected on the Smart Board) and looking for interesting details.</p>	<p>Use the sentence frame on their worksheets to write a sentence predicting how the physical environment in Colombia will affect access to books in <i>Waiting for Biblioburro</i>.</p>	<p>Word bank and sentence frames provided.</p>
<p>Read Aloud of <i>Waiting for Biblioburro</i></p> <p>10 minutes</p>	<p>Preview the Text and Make Predictions</p> <p>Project the cover of the book on the Smart Board. Prompt students to look closely and try to notice as many details as possible. Ask: What details do you notice? Based on these details, what do you think the book will be about? Call on students to share their ideas with the class.</p> <p>If needed, draw students' attention to the sign the man is holding that says "Biblioburro." Explain that this book has some words in Spanish, because people in Colombia speak Spanish. When you see a Spanish word that you don't know, you can use the context clues, or the information in the rest of the sentence to help you figure</p>	<p>Students who are called on will orally share their observations of details on the book cover. They will also explain what those details suggest about what the book will be about.</p>	<p>Redirection/ frequent prompting for individual students, as needed.</p> <p>Multimodal presentation (oral, visual, text).</p>

	<p>out the meaning of the word. Let's try that with "Biblioburro." It is a compound word. We can break it into two parts to understand it. Everyone say "burro." Has anyone ever heard of a burro? It is the Spanish word for an animal. Which animal do you think it is? Everyone say "biblio." What do you think biblio could mean? Provide a clue: the word bibliography is a list of books.</p> <p>Teacher Read Aloud Project the rest of the book, one page at-a-time. Prompt students to follow along on the Smart Board. Read the text aloud to the class, slowly and fluently, with expression. Use the computer curser to underline each word as it is read aloud. Point out that Spanish words are shown in italics (slanted print). The emphasis here is on fluent, uninterrupted reading.</p> <p>Pause only occasionally to solicit comments from students who may recognize any words in Spanish or who may recognize any South American cultural traditions, so that they can share their background knowledge with the class.</p> <p>Let students know that they will be rereading this text a couple of times, so they will be able to stop and discuss the text with one another much more when they reread it.</p> <p><u>Genre</u> At the end of the book, explain that the author Monica Brown got the idea for</p>	<p>Everyone says burro.</p> <p>Students who volunteer explain what a burro is.</p> <p>Everyone says biblio. Students who volunteer share their ideas about what biblio might mean.</p> <p>Read the text on the Smart Board silently to themselves while the teacher reads it aloud.</p> <p>Student volunteers share background knowledge about Spanish words or cultural background knowledge.</p> <p>Students who are called on</p>	<p>Teacher reads text aloud fluently before students conduct close read.</p> <p>Teacher uses curser to help students track the text on the Smart Board as it is read aloud.</p> <p>Multimodal presentation (oral, text, visual).</p>
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	<p>the book from a real person who used a Biblioburro to bring books to people in villages in Colombia, but that she used her imagination to make up the characters and the story in this book. If it is a made-up story, but it seems realistic, what genre, or type of book, would that be? Fiction? Non-fiction? Realistic fiction? Call on students.</p>	orally share ideas about the genre of the book.	
<p>Rereading to Find the Gist</p> <p>40 minutes</p>	<p>Teacher Modeling & Guided Practice</p> <p>Prompt students to turn to the second page in their packets (quotes from the book). Call on a student to read the directions aloud. Project the excerpts page on the Smart Board. Explain that students will be rereading important excerpts (small sections quoted from the text) using the close reading skills they have been practicing for the past few weeks. Direct students' attention to the learning target on the board:</p> <p>I can interpret the main message of a book by reading the text closely.</p> <p>Have students read it aloud in choral response.</p> <p>Define interpret—to infer, or figure out ideas that are suggested but not directly stated in the text. Ask students to define "main message" and "reading the text closely" in their own words. "Main message" is the main idea or gist of the whole text. It may be a lesson readers can learn from the text. "Reading the text closely" means</p>	<p>Student who is called on reads the directions aloud.</p> <p>All students read the learning target aloud in choral response.</p> <p>Students who are called on define "main message" and "reading the text closely" in their own words. "Main message" is the main idea or gist of the whole text. It may be a lesson readers can learn from the text. "Reading the text closely" means rereading and</p>	<p>Directions read aloud and example modeled.</p>

	<p>rereading and paying close attention to every word in the text. In other words, close reading.</p> <p>Read excerpt 1 aloud from the Smart Board. Use a "think aloud" strategy to model how to circle unfamiliar words and use the context to substitute a more familiar word. Call on a student to define the word gist. Use the same strategy to model how to write the gist below the excerpt. Prompt students to take notes on their papers. Remind students to write in complete sentences.</p> <p>Read the second excerpt aloud and prompt students to follow the close reading procedure on their own papers. Then call on one or two volunteers to share with the class which words they circled and what they wrote for the gist.</p> <p>Ask a student to remind the class what the directions are for the rest of the excerpts.</p> <p>Guided/Independent Practice Explain that students in Teams 4 and 5 will work independently to finish reading the quotes, circling unfamiliar words, and writing the gist statement</p>	<p>paying close attention to every word in the text. In other words, close reading.</p> <p>Student who is called on orally defines the word gist.</p> <p>All students write in their packets. They will circle an unfamiliar word in excerpt 1 and write the inferred meaning above it. All students will write the gist of excerpt 1 below the excerpt.</p> <p>All students write in their packets. They will circle an unfamiliar word in excerpt 2 and write the inferred meaning above it. All students will write the gist of excerpt 2 below the excerpt. Students who are called on will orally share their responses.</p> <p>Student who is called on will remind the class that they should circle unfamiliar words, write what they think the words mean above the circled word, and then write the gist of the excerpt below the excerpt.</p> <p>All students will complete the close reading portion of the packet. For each excerpt, they will circle unfamiliar words,</p>	<p>Reminder of directions provided.</p> <p>Teams 1 & 2 Will complete the close reading activity with extra support and guidance from the Special Education Teacher, who may also elect to reduce the number of excerpts for these groups. Because this text is a challenging text for these students, the Special Education Teacher is likely to opt to use the following additional supports: word bank provided on dry erase board for writing, items read aloud by teacher, frequent comprehension checks.</p> <p>Team 3 Because this text is challenging for</p>
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	<p>for each one. Remind students to work quietly. If they finish, they should share what they wrote with a partner, using a whisper voice. Teams 1 & 2 will finish writing the gist with Ms. McGrath (Special Education Teacher) and Team 3 will finish writing the gist statements with Ms. Harnden.</p> <p>Periodically, while Team 3 works on writing the gist, the teacher will circulate to monitor the work of Team 4 and 5 and provide feedback to those students.</p> <p>Give students a five-minute warning, then set the timer and give a 3-minute warning.</p>	<p>write what they think the words mean above the circled word, and then write the gist of the excerpt below the excerpt.</p> <p>Students in Teams 1, 2, and 3 will complete the close reading activity with extra support from teachers. Teams 4 and 5 will work independently, then quietly share their responses with a partner, if there is enough time.</p> <p>Try to finish the item they are working on before the timer sounds.</p>	<p>these students who are struggling readers, the teacher will provide extra scaffolding and support for these students in a small-group setting. The group will whisper-read each quote together. Then the teacher will monitor students' work as they work individually to write the gist of each quote. With more challenging quotes, the teacher will conduct quick comprehension checks before students write their gist sentences.</p> <p>For all students, positive reinforcements will be used to encourage on-task behavior (pin chart, "Foglia Franks," and verbal praise).</p>
<p>Interpreting the Main Message or Lesson of the Story</p>	<p>When the timer goes off, gather students on the rug with their pencils, reading notebooks, and Biblioburro packets.</p> <p>Prompt students to turn to the "Somebody in wanted but so" chart in their packets. Have students write the title of the book at the top of the page.</p> <p>(Prior to the lesson, write the title of the book on the white board and make the outline of the "Someone in wanted but so" graphic organizer). Explain that we will use this chart to help us figure out the main message or lesson of the story. We will start by thinking about the main character (point to the appropriate section of the chart drawn on the dry erase board). Have students place their fingers on</p>	<p>Take a seat on the rug with their packets, reading notebooks, and pencils.</p> <p>Turn to the graphic organizer page of their packets.</p> <p>Place their fingers on the "Someone" portion of the</p>	<p>The teacher will provide a visual of the graphic organizer on the white board to help guide students through this task one step-at-a-time.</p> <p>Redirection/ frequent prompting for individual students, as needed.</p> <p>Multimodal engagement (visual, oral, text, kinesthetic).</p> <p>Peer scaffolding through partner share.</p>

	<p>this section of the graphic organizer. Ask the class the name of the main character who has a problem and then write the name of the main character in that section.</p> <p>Point out on the white board where the setting portion of the chart is. Discuss what the word setting means. Prompt students to put their fingers on that part of the chart. Give them time to independently review the excerpts to think about where the story takes place. Prompt students to write down their ideas. Then prompt them to share with a partner. Then ask students to share their ideas with the class. Take notes on the board.</p> <p>Proceed through each row of the chart using this procedure.</p>	<p>Graphic Organizer.</p> <p>All students say the name Ana in choral response.</p> <p>Students who are called orally define the word setting. All students put their fingers on the setting portion of the chart. All students work independently to reread their excerpts and write details that relate to the setting on their chart. All students then use a whisper voice to share their ideas with a partner. Students who are called on then share their ideas with the whole class.</p>	<p>Redirection/ frequent prompting for individual students, as needed.</p> <p>Multimodal engagement (visual, oral, text, kinesthetic).</p> <p>Peer scaffolding through partner share.</p> <p>Breaking down large tasks into smaller parts.</p>
<p>Closure 5 minutes</p> <p>Steps for ending the lesson, summarizing the key points learned, engaging students in reflecting on their learning, and orienting them to future learning. <u>This step is present in every lesson, even those extending over several days or class periods.</u></p> <p><i>Share understanding of the concepts (journal, verbal share-out, exit slips, etc)</i></p>	<p>Call on students to read their completed "Someone in wanted but so" charts aloud to the class."</p> <p>Call on students to summarize the process that we went through to interpret or figure out the main message of the story.</p> <p>Prompt students to return to their desks and place their papers in the center of their group of desks so that the paper passer can collect them. Remind students to make sure their names are on their papers.</p>	<p>Students who are called on read their main messages aloud.</p> <p>Students who are called on orally summarize the process of close reading that helped us to interpret or figure out the main message of the story.</p> <p>Return to desks, place papers in the center of the group of desks. Paper passer collects papers.</p>	

	If there is extra time before lunch, direct students to take out their power books and read quietly.	If time allows, quietly read power books at their desks.	
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Student Product: *Journal entry, worksheet, artifact (include a copy).*

Biblioburro Packet:

- * Cover page with map and sentence frame
- * Gist Statements for Excerpts
- * Story Structure Worksheet ("Someone In Wanted But So" Graphic Organizer)

Lesson Extensions: *Ideas for extending the concepts from this lesson in future.*

In the next lesson in this unit, students will compare *Waiting for the Biblioburro* with the other books they have read in this module. This will deepen their exploration of the central focus of the unit (How does the physical environment affect the way people around the world access books). It will also encourage students to make text-to-text connections.

Instructional Resources, Materials and References: *(Including all images used.):*

Instructional Materials

Smart Board

"Someone In Wanted But So" Wall Chart on Easel (and sentence strips, repositionable glue stick)

Biblioburro Packets

Reading Maps Wall Chart

Word Wall

Power Reading Chart

Instructional Resources and References

Brown, M. & Parra, J. (Illustrations). *Waiting for the biblioburro*. New York, NY: Random House.

Expeditionary Learning. (2014). *Becoming a close reader and writing to learn: My librarian is a Camel: How books are brought to children around the world* (Grade 3, Module 1). Retrieved 2014 from <https://www.engageny.org/resource/grade-3-ela-module-1>

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Rationale and Reflection/Commentary:

1-Rationale Prior to Teaching:

- *prior academic learning or prerequisite skills*
- *personal/ cultural/ community connections*
- *anticipated student learning outcomes*
- *management organizational strategies for transitions*

I very much enjoy the enthusiasm and curiosity of this class, and I think these are the qualities that will help to keep them engaged throughout this lesson. I have tried to include many opportunities for all students to actively respond to questions, whether through partner shares, choral response, or kinesthetic activities. Despite my efforts to pare down the learning targets and instructional activities in this module, so that it better meets the needs of these students, I still feel that the learning activities and texts will be challenging for many students in this class. Although they are applying previously learned skills, I have found that many students still require frequent reminders and modeling so that they have memory cues to help them recall and apply what they have learned in prior lessons. I have tried to build these supports into the lesson during whole group and small group instruction.

There are a significant number of words in the Biblioburro excerpts that would be challenging for students in Teams 1, 2, and 3 to decode independently. The cognitive load of decoding these words would detract from students' comprehension of the text. Therefore, extra scaffolding is provided in the form of teacher read-alouds and choral reading in a small group setting during the close reading portion of the lesson. This also allows the teacher to help students break this task into smaller, more manageable steps and remind students of the directions as the progress through the activity. Based on prior lessons in this classroom, I know that some students will need frequent prompts to stay on-task and frequent feedback and redirection to be successful in fully applying the target skills in this activity. By differentiating and having some students work in small groups with teacher support, while others work independently with some peer support, I am trying to allow students to work at their own pace. I am also trying to encourage students to be as independent as possible, while providing the support necessary for students to be successful with some very challenging tasks. I hope that, with this scaffolding, students will be able to write the gist of most of the excerpts and use this to accurately articulate the main message of the book.

For classroom management and transitions, I plan to use several strategies: giving students a time limit for activities and setting a timer; using established classroom routines that delegate responsibilities to students (such as the class paper passer); using a clapping pattern to gather students' attention; and using the class pin chart and positive reinforcements (such as "Foglia Franks") to encourage on-task behaviors.

2-Reflection/Commentary after Teaching:

- *What influenced your decisions/choices (strategies, materials, activities, assessments, etc.)*
- *What were the outcomes of the lesson/student learning*

Overall, I think this lesson went well. All of the students were able to circle unfamiliar words in the text, and they all wrote some meaningful and accurate gist statements. The class also worked well in a collaborative manner to identify the story structure and main message of the text. Given the wide range of reading levels in this class, I am glad that I took the time to scan in the text and illustrations of *Waiting for the Biblioburro* so that everyone could follow along in the text as I read aloud and projected the book as a PowerPoint. That way, every student could see the illustrations well (which is not always the case with a class of 25 students and a picture book). I believe these visuals were a valuable aid to comprehension for many students, since the story was set in South America and the context was unfamiliar to everyone in the class. I underlined each word with the cursor as I read. I think this was helpful to several students who usually use their fingers to track text during read-alouds.

Breaking into smaller, ability-based groups while students wrote the gist-statements was very helpful. It allowed all students to work at their own pace. As anticipated, many students in Teams 4 and 5 wrote gist statements for all of the excerpts and had a little time to begin sharing their statements with one another. Teams 1, 2, & 3 benefited from extra teacher and peer support. In the Team 3 group, for instance, we whisper-read each excerpt aloud as a group to insure that students were able to focus on comprehension and main idea. For them, the cognitive load of decoding so many challenging words independently would have made the task quite frustrating. At the same time, they were encouraged to pay close attention to language and figure out the meaning of unfamiliar words, using the context clues. With these supports, Team 3 was able to successfully write meaningful and appropriate gist statements for about half of the excerpts in the allotted time. I suspected this would be the case, so I had noted, in advance, which excerpts could be skipped, if needed. Having this ready in advance helped insure that the activity went smoothly and we were ready to proceed with whole group instruction on time at 11:30, as planned.

Given the length of this lesson and the transition to the rug for whole group instruction, I felt that students did an excellent job of remaining focused and on-task throughout this entire lesson. The timer and 3-minute warning worked well as a transition strategy. I think the variety of activities, the multimodal aspects of the instruction, and the many opportunities for active engagement (choral response, placing your finger on different parts of the graphic organizer, turn and talk to a neighbor) were successful in keeping all of the students engaged. The introduction of unfamiliar Spanish words intrigued many students, and the connections to the books they had read earlier in this unit of study were also motivating for many in the class. Many students were eager to participate and raised their hands, but I also made sure to use the strategy of cold calling to encourage the participation of students who are less likely to raise their hands. Based on prior experiences with these students, I was confident that they would respond positively to cold calling.

I learned two things from this lesson that will shape my future instruction. First, the Special Education teacher let me know that I needed to zoom in on the sentence frame on the Smart Board because one of the students needs larger print on the Smart Board. I will definitely keep this in mind in the future! Secondly, I noticed that many students in the class struggled to infer the meaning of unfamiliar words using context clues. This was the case even with students with higher reading levels and with sentences that provided solid contextual clues. This was a bit of a surprise to me because these students had practiced this skill several times in prior lessons in this unit. However, all of those lessons occurred before I arrived, so I did not realize that this would be such a challenge. To me, it would be worthwhile to provide students with more explicit instruction in this skill, perhaps in guided reading groups to insure more one-on-one guidance and checks for understanding. Students may be better able to find context clues in the future if they were given some concrete examples and guided practice in identifying the four types of context clues (synonyms, antonyms, explanation, and illustrations). I think it is worth spending the extra time reteaching this skill because, once students become more proficient at this skill, it will aid them as readers for the rest of their lives!