Grade 3: Module 1: Unit 1: Lesson 3
Continued Close Reading of *Rain School*:
Text-Dependent Questions and Vocabulary

EXPEDITIONARY LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can answer questions using details from *Rain School*. • I can explain why I chose specific details to answer questions about the text. • I can determine the meaning of a word using clues in the text around it.	• Close Read recording forms (completed) • *Rain School*: Questions from the text • Vocabulary cards

Agenda	Teaching Notes

1. Opening
   A. Engaging the Reader (10 minutes)
2. Work Time
   A. Answering Text Dependent Questions (20 minutes)
   B. Share (5 minutes)
   C. Vocabulary (20 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)
4. Homework
   A. Complete any of the questions you may not have finished on the *Rain School* Questions from the Text sheet.
	• In advance: Students will need a copy of *Rain School* by James Rumford and their Close Read recording forms from Lesson 2.
	
	• Prepare A Question from the Text anchor chart with this question on it: "How will school be different for Thomas when he starts again in September?"
	
	• During work time today, introduce the importance of specific skills during collaborative discussions, and then begin listening to students' discussion skills and using the Conversation Criteria checklist.
	
	• Review: Think-Pair Share, Helping Students Read Closely, and Quiz-Quiz-Trade vocabulary strategy (Appendix 1).
	
	• To manage students' movement during Quiz-Quiz-Trade, consider having students stand in an inside circle/outside circle, then rotating them to find a new partner.

Lesson Vocabulary	Materials
evidence, detail, question, clue, sapling, knowledge, rumpled, slump	• Close Read Recording Form for *Rain School* (from Lesson 2) • *Rain School* (book; one per student) • A Question from the Text anchor chart (new; teacher-created) • *Rain School*: Questions from the Text (one per student) • Close Readers Do These Things anchor chart (begun in Lesson 2) • Sticky notes • 8.5" x 11" sheet of white paper • 3" x 5" index cards (one for each student)

Opening	Meeting Students' Needs
A. Engaging the Reader (10 minutes) • Gather students in a circle. Direct their attention to the **Close Read recording form for Rain School** from the previous lesson. • Remind students about the simple Think-Pair-Share process they practiced yesterday: They get time to first think on their own and then talk with a partner. Then as a group, some students will share their own thinking or something smart their partner said or asked. • Ask: "What were some important details in the story **Rain School** we read yesterday?" Have students Think-Pair-Share. • Repeat the Think-Pair-Share with a second question: "What did we do as readers to help us understand this story better?" • After students have shared, transition, focusing students on the learning targets for this lesson. Invite a student to read aloud the learning target: "I can answer questions using details from *Rain School*." Ask students to think about that learning target. Circle the word *questions* and the phrase *details from the text*. Discuss as a group how these two parts of the learning target might be connected.	• Asking students to talk about details from the day before helps build academic vocabulary for all students.

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Work Time	Meeting Students' Needs
A. Answering Text-Dependent Questions (10 minutes) • Distribute ***Rain School*** to students. Remind students that they have already heard or read *Rain School* three times (in Lesson 2): the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then with groups to find and record important details and think about the story's message or lesson. • Tell students that today they are going to be reading the story *Rain School* on their own and in groups again. This time, they will answer questions whose answers can only be found inside the text. • Tell students this process happens in two parts. The first part is finding the evidence in the text that will help answer the question. Discuss the word *evidence*: "*Evidence* is something we use to prove an idea we have." Remind them that yesterday they practiced being reading detectives, and that detectives look for evidence: clues, details to help them figure something out. • Display the **A Question from the Text anchor chart**. "How will school be different for Thomas when he starts again in September?" Tell students you will read the whole text, keeping this question in mind, and when you find evidence, you will underline it. Model this process. This can be done by silently reading *Rain School* in front of the class. Consider exaggerating the reading, scanning with eyes and a finger, whispering some parts aloud, etc. Invite students to read along silently on their own copies. Consider telling students to give a silent signal, like thumbs-up, if they think they found evidence to answer the question. • Read aloud the section: "Come September, school will start over. Thomas will be a big brother then, leading the children on their first day of school." Think aloud: "Aha! This part is talking about September, which is in the question. Does it say how things will be different? Well, it says that he will be a big brother then, which will be different for him, because in the story he was the little brother. So I am going to jot down this evidence." Model writing a paraphrased version of the evidence on a sticky note. Tell students that they will now try this with a few questions on their own. • Distribute ***Rain School*: Questions from the Text** and sticky notes and allow students to begin working independently. As students begin to work, remind them that they should read the questions first, and then jot evidence when they think they have found answers. They are not actually writing answers yet. Circulate and assist students as needed. • After students have worked for about 10 minutes, pause them and ask them to discuss as a group the evidence they found for each question.	• In this lesson and future close reading lessons, students are directed to write on sticky notes on the text to record unfamiliar words and the gist. • Consider pairing struggling readers with a stronger reader for this task. Alternatively, consider pulling a small group of students who may not have the fluency, language, or decoding skills to do this task on their own. • When doing Think-Pair-Share, it is helpful if students are already sitting near a peer with whom they can work well. It is also engaging to add movement to this protocol: an exaggerated gesture of finger on the forehead and eyes closed for thinking and putting bodies knee to knee when pairing up.

Work Time (continued)	Meeting Students' Needs
• Remind students that they will be thinking and talking a lot together this year. Tell them that today you will be listening in to see how they are doing with their discussion skills. In the interest of time, consider assigning each group one specific question to discuss.	
• Tell students that they will now be using this evidence to write an answer to the questions. Model this process for them by thinking aloud the answer while writing it on the chart. This may sound like: "The question says, 'How will school be different for Thomas when he starts again in September?' Well, I'm going to use the words in the question to begin my answer, so I will write, 'School will be different for Thomas because . . .' " Refer back to the evidence in the text: "Oh yeah, the text says, 'Thomas will be a big brother, leading the other children.' So I can finish my sentence with: 'he will now be a big brother instead of a little brother, and he will lead the other children.' "	
• Direct students back to their *Rain School*: Questions from the Text, inviting them to try writing answers. Remind them that the first part of the answer came from words in the question, while the second part of the answer came from the evidence in the text. Circulate and support students as they write.	
B. Share (5 minutes) • As students begin to finish, get the attention of the whole group. • Go through each question, one at a time, and cold call students to share their answers with the whole group. • Clarify any misconceptions with the whole group and invite students to revise their answers as necessary.	

Work Time (continued)	Meeting Students' Needs
C. Vocabulary (20 minutes) • Students will now work with the words they listed during their second reading of *Rain School*. Gather students in a circle and tell them that they will now be learning a strategy for when they come across an unknown or difficult word while reading. Read the third learning target, "I can determine the meaning of a word using clues in the text around it." Ask students if this learning target gives them any ideas of what they will be doing with unknown words. Share ideas as a whole class. (Listen for comments like: "I will try to figure it out from other stuff on the page.") • Return to the projected copy of *Rain School* used in Lesson 2. Remind students about how you had written down the word *sapling* because the word was unfamiliar. Tell them that you will now go back to that word and try to figure it out its meaning. Tell students that one way to figure out the meaning of a word is to look at other words in the sentence and think about clues the sentence gives you, and then try to replace the word with a word they know. • On one side of an **8.5" x 11" sheet of white paper**, write the sentence: "He gathers grass and saplings with the other children, and they make a roof." Circle the word *sapling*. Think aloud the process of using clues in the sentence. "So, Thomas gathers the sapling, so it must be a noun, because it's a thing he can pick up. Also, he picks it up with the grass, so I'm guessing it might also be a plant. They use it to make a roof, and I've seen roofs in pictures made of grass and branches from trees. So I'm thinking that *sapling* must mean something like *branch* or *small tree*." On the back of the 8.5" x 11" sheet of white paper write "branch" or "small tree." • Distribute a **3" x 5" index card** to each student. Tell them that they will now choose a word from the unfamiliar words they wrote to repeat this same process. Give students 5 minutes of independent work time to do this with one word. Remind them that on one side they write the whole sentence that the word is in, circling the unknown word. On the other side, they are to write two possible words that it might be similar to. • Gather students back in the circle. Tell them they are going to play a quick game called Quiz-Quiz-Trade. In this game they will partner up with another student. When the teacher says "quiz," one student will show their sentence with a word circled. Their partner will then try and guess one of the two words on the reverse side of the card. When the teacher says "quiz" again, the other student will show their sentence. Finally, the teacher will say "trade" and students must trade partners with someone near them. Consider modeling this with one student. Allow students to play Quiz-Quiz-Trade for 5 minutes.	

Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Debrief, in a whole group, with the question: "How could the new word that you learned help you better understand the text?"	

Homework	Meeting Students' Needs
• Tonight you need to complete any of the questions you may not have finished on the *Rain School* Questions from the Text sheet. Remember to use details from the text to support your answers. To do this you will need your copy of *Rain School*. *Note: In Lessons 4, 5, 6, and 7 students will engage in various group discussions. During these conversations, the teacher will be collecting data for the mid-unit assessment using the Conversation Criteria checklist.*	• For ELLs or struggling readers, consider highlighting their text to help them find some important details that will help them answer the questions.

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Supporting Materials

Rain School:
Questions from the Text

Name:

Date:

1. According to the text, what is the first lesson the teacher says the students will learn?

2. How does the author describe the inside of the school?

3. How does the teacher in this story feel about her students' work? Use details from the story.

4. Why does the author say "it doesn't matter" that the school has disappeared? Use details to support your answer.

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5. Read this sentence from the story: "Their notebooks are rumpled from learning." Based on the text, the word rumpled means:

a. new
b. full
c. worn
d. heavy