

Lesson 1: Reading Informational Texts: Understanding the Difference between Informational and Literary Texts



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1d:** Explain their own ideas and understanding in light of the discussion.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can find the gist of an informational text. (RI.3.1)
- I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4)

Ongoing Assessment

- Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (RI.3.4, L.3.4)

Agenda

1. Opening

- A. Exploring the Text: *My Librarian Is a Camel* (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Modeling: How a Close Read of Informational Text Differs from a Close Read of Literary Text (15 minutes)
- B. Reading for Gist: *My Librarian Is a Camel*, Pages 18–19 (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. Bring a favorite book to school. Be prepared to explain how you got it and why it is your favorite. If you do not have a favorite book, be prepared to explain why.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students explore the module anchor text, *My Librarian Is a Camel*. They discuss what makes it different from the literary texts read in Unit 1 and read and find the gist of an excerpt of this text. This text will be used throughout the unit as students build their understanding of how people around the world access books. (RI.3.4, L.3.4)
- Boyds Mills Press, publisher of *My Librarian Is a Camel*, has granted permission to make facsimiles of pages or use brief quotes, in context, for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. The following credit must be used: From *My Librarian Is a Camel* by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Boyds Mills Press. Reprinted by permission.
- In Opening B, students return to the module guiding questions to help focus their work and build a bridge between Units 1 and 2. (SL.3.1b)
- Throughout this unit, students learn about countries around the world and how some people in these countries access books. Consider researching students' countries of origin and help all students make connections between their country of origin and how books are accessed, if they are. Example: Consider asking students and their families to give a brief presentation on their country of origin or to bring in mementos to share. Or, during the lesson, tell students: "I searched online and found an organization called the People's Action for Learning Network (PAL Network) at <http://palnetwork.org/country-teams/#uwezo-kenya>. It is an example of local people solving a local problem. I learned that Kenya, where ____ (name of student) is from, is part of this successful learning network. The network is run in part by Kenyans for Kenyans. They assess literacy and provide students with resources to improve." Share the information you found and invite the student to share his or her experience with

the class. Consider whether it might be more appropriate to privately discuss what you found with students before the lesson.

- Students practice their fluency in this lesson by following along and reading silently as the teacher reads excerpts from *My Librarian Is a Camel* in Opening A and Work Times A and B.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In Unit 1, students learned about how people around the world have overcome the challenge of access to schools. In this unit, students narrow their focus to learning about how people around the world have overcome the challenge of access to books.
- Throughout Unit 1, the habit of character focus was working to become ethical people. Throughout this unit, students will continue to refer to the characteristics of ethical people as they learn about people in different parts of the world and work with each other through the reading and writing process.
- Throughout Unit 1, students were introduced to various total participation techniques (e.g., cold calling, equity sticks, Turn and Talk, Think-Pair-Share, etc.). When following the directive “Using a total participation technique, invite responses from the group,” use one of these techniques or another familiar technique to encourage all students to participate.
- Throughout Unit 1, students were introduced to Goal 1 Conversation Cues to promote productive and equitable conversation. Continue using Goal 1 Conversation Cues in this way, considering suggestions within lessons. Refer to the Unit 1, Lesson 3 Teaching Notes and the Module 1 Appendix for additional information on Conversation Cues.

Areas where students may need additional support:

- Throughout Lessons 1–4, students should work with a reading partner. Strategically partner students so they can support one another well as they read this complex text.

Assessment guidance:

- Refer to the full performance task in the Performance Task Overview for more information.

Down the road:

- In Lesson 2, students will closely reread the excerpt from *My Librarian Is a Camel* read in this lesson.
- Students will write about what they have learned about how people around the world have overcome the challenge of access to books in the second half of this unit.

In advance:

- Prepare:
 - Facsimiles of pages 18–19 from *My Librarian Is a Camel*.
 - Small label with the book title and author to attach to a pin and place on the world map. This needs to be large enough to see, but not too large to cover up too much of the map.

Overcoming Learning Challenges Near and Far

- Predetermine pairs for Work Time B.
- Review the Think-Pair-Share protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Working to Become Ethical People anchor chart, Experiences with Overcoming Challenges anchor chart, Guiding Questions anchor chart, and Close Readers Do These Things anchor chart.

Technology & Multimedia

- Work Time A: Share the Informational Texts handout in an online format, such as a Google Doc, to display and to share with families.
- Work Time B: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (<http://www.naturalreaders.com>), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodheecodmbhehgnkbbak?hl=en-US>), or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students complete their note-catchers in a word-processing document, such as a Google Doc, using speech-to-text facilities activated on devices or using an app or software like Dictation.io (<https://dictation.io/speech>)

Unit 2: Lesson 1

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.B.5, 3.I.B.6, and 3.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read and determine the gist of a complex text. This will provide students with background knowledge and a framework for understanding the topic as they continue to discuss access to education.
- ELLs may find the abundance of information introduced in this lesson challenging, as it sets the stage for the rest of the unit. If some students are overwhelmed, reassure them that if they do not fully understand everything during this lesson, they will have plenty of time to practice with the new concepts throughout the unit. Frequently refer back to the photographs in the text to guide students' understanding of the content.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after they have struggled with the task. Observe the areas in which they struggle to target appropriate support.

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.” (Who is the sentence about? What are nomadic villages?)

For heavier support:

- During the reading for gist, distribute a partially filled-in copy of the Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher. This will provide students with models for the kind of information they should enter, as well as reduce the volume of writing required. Refer to the Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (answers, for teacher reference) to determine which sections to provide for students.
- Show a brief video or a series of photographs to set the stage for the reading. Example: Display photos of life in nomadic communities in Kenya. Briefly discuss the similarities and differences between these communities and the community in which the school is situated.
- Throughout the reading for gist, stop often to check for comprehension. Ask students to summarize the events and ideas in the text. When necessary, paraphrase the events in more comprehensible language.

Universal Design for Learning

- **Multiple Means of Representation:** Not only does this lesson introduce the unit, but also informational texts. Students will benefit from tangible and visual representations of new content. Display examples of informational texts. Include various textual features most often found in these texts, such as tables of contents, diagrams, graphs, appendices, etc. For the purposes of comparison, you may also include examples of fictional texts and discuss the ways in which the text features differ between the two. Engage with new vocabulary in dynamic ways. This can include images, underlining or boxing in familiar words embedded in larger words, or holding a discussion about the meaning of new vocabulary.
- **Multiple Means of Action and Expression:** Since *My Librarian Is a Camel* is a complex text, provide supports during Work Time to assist students in accessing it. (Examples: Provide an audio version of the text excerpt; limit the complexity of the task by highlighting or placing sticky notes on key sections of the text that students should focus on; prewrite the gist on a sticky note and ask students to match it to the correct paragraph; use peer mentors.)
- **Multiple Means of Engagement:** Students who need additional support with reading may be turned off by a unit that focuses on books and reading. Provide space for students to share their honest feelings about reading. Remind them that, even though reading is a skill that is important to learn, it has different value to different individuals, and that is okay. Also, do not assume that students have books at home. Offer a choice between selecting a book from home or from the school/classroom library.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- gist, informational text, inform, researched, text features (L)
- nomadic, take for granted, temperate (T)

Materials

- ✓ *My Librarian Is a Camel* (book; one to display; for teacher read-aloud)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Experiences with Overcoming Challenges anchor chart (begun in Unit 1, Lesson 3; added to during Opening A)
- ✓ Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Close Readers Do These Things anchor chart (from Unit 1, Lesson 3)
- ✓ Vocabulary log (from Unit 1, Lesson 5; one per student)
- ✓ Facsimiles of pages 18–19 from *My Librarian Is a Camel* (one per student; see Teaching Notes)
- ✓ Informational Texts handout (one per student and one to display)
- ✓ Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (one per student and one to display)
- ✓ Academic Word Wall (begun in Unit 1, Lesson 1)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (answers, for teacher reference)
- ✓ World map (from Unit 1, Lesson 3; one to display)
- ✓ Labeled pin (one to display)
- ✓ Compass points (from Unit 1, Lesson 3; one to display)

Opening

A. Exploring the Text: *My Librarian Is a Camel* (15 minutes)

- Give students specific, positive feedback on wrapping up Unit 1. (“Example: “Now you have some background knowledge about how people around the world have overcome the learning challenge of access to school.”)”)
- Gather students and display the cover of *My Librarian Is a Camel*.
- Tell students that they will read excerpts from this book to learn about challenges people face around the world in accessing books.

- Using a total participation technique, invite responses from the group:

“How do you feel about books? How do you feel about reading? Are books and reading important? Why or why not?” (Responses will vary.)

“This book is about children all over the world, in different places and cultures, learning from books. Has anybody here ever read a book in a different country or culture? What was it like? How is it similar or different from how we read books in this school?” (Responses will vary.)
- Explain that in this school, one of the reasons we value books and reading is that we want to be ready for college or careers after high school. Being ready for these things means being able to read all kinds of texts.
- Inform students that they are going to spend the next few minutes looking through this book to get an idea of some of the information they might find in it. They might choose to look at the pictures or read some of the words.
- Display the first page of *My Librarian Is a Camel* and invite students to examine the page and think about what they notice. Slowly flip through the pages of the book.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What is one interesting photograph or idea you saw in the text?” (Responses will vary.)
- Turn to page 4 and invite students to skim the page. Using a total participation technique, invite responses from the group:

“What do you notice about this page?” (It lists names of different countries.)

“Does anyone recognize any of the names of these countries? Has anyone ever visited or lived in any of these countries?” (Responses will vary.)
- Display page 5 and focus students on the introduction. Invite them to follow along, reading silently in their heads as you read the text aloud.
- Using a total participation technique, invite responses from the group:

“Who does ‘I’ refer to? Who wrote this page?” (the author, Margriet Ruurs)

“What inspired the author to research and write this book?” (She read a newspaper article about a camel in Kenya that was used to bring books to people living in the desert.)

“Find the last sentence in the third paragraph, beginning with ‘One librarian in Azerbaijan...’ The librarian said that the library is ‘as important as air or water.’ In your own words, tell what this part of the sentence helps you to understand about the importance of libraries to people around the world.” (People around the world need and want to be able to access books, as much as they need water or air.)

“What do you think about this idea? Are libraries as important as air or water to you? Why or why not?” (Responses will vary.)

“What does it mean to take for granted?” (when you do not appreciate something because you think it will always be available to you)
- Point out that the author sought out places where kids were having trouble accessing books, but that doesn’t mean that’s how it is all over the countries included in the book.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them that ethical people treat others well and stand up for what is right. Direct students’ attention to the following bullet point on the anchor chart:
 - “I show respect.”

- Tell students that throughout this unit, they will closely read and write about excerpts from this book as they learn more about how people around the world access books. Tell students that these ways may be different from the ways they access books, and it is important to show respect, or appreciate the abilities, qualities, and achievements of these people.
- Invite students to silently reflect on their own:
 - “What do you already know about how people access books around the world?” (Responses will vary.)*
 - “What is your perspective or experience with accessing books? Have you had trouble accessing books? Why did you want to access books, or why have you not been interested in books in the past?” (Responses will vary.)*
- Select volunteers to share with the group. As students share out, capture patterns on the **Experiences with Overcoming Challenges anchor chart**.

Meeting Students' Needs

- For ELLs: Based on your research of students' countries of origin and conversations with the student before this lesson, say: “____'s (student's name) country of origin is ____ (country in the book). Let's discuss how books are accessed in ____” (country name).
- For ELLs and students who may need additional support with comprehension: Model and think aloud flipping through the text and stopping to notice something or to ask a question. Example: “Hmmm, I notice that the people are wearing very warm jackets in Canada. It must be cold there!” (MMR)
- For ELLs and students who may need additional support with expressive language: Point out that “inspired to” are words we hear a lot together. (Example: “When something inspires you to ____, it means it gives you an idea. For example, ‘I saw a boy eating ice cream, and it inspired me to get some ice cream of my own. The boy with ice cream gave me the idea to get some!’” (MMR) Say: “Let's practice using ‘inspire to.’ What gives you ideas?” (____ inspires me to ____.) (MMR)
- For ELLs: Some students may have had challenges accessing books in their language. Consider pointing out that schools work hard to provide access to books and education for students who have all sorts of needs. Access to books and education does not mean the same thing for all students, even if they are in the same place. Invite students to share experiences if they feel comfortable.
- Create a supportive classroom culture by allowing students to disagree with the statement that books are as important as water or air. Students who may need additional support with reading may have poor associations with academic text. Remind students that it is okay to disagree with this statement. Although reading is an important skill, it has different value to different individuals, and that's okay. (MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Display the **Guiding Questions anchor chart**. Invite students to chorally read each question aloud with you:
 - “Why are education, books, and reading important?”
 - “How can I overcome learning challenges?”
- Remind students that in Unit 1, they learned about challenges people faced when accessing education and how they overcame or solved those challenges.
- Tell students that in this unit, they will learn more about why books are important and challenges people around the world face with accessing them.
- Using a total participation technique, invite responses from the group:

“What challenges have you faced when accessing books?” (Responses will vary.)
- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:

“I can find the gist of an informational text.”

“I can find the meaning of unfamiliar vocabulary.”
- Underline the word *gist*.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What does it mean to determine the gist of a text?” (to determine what the text is mostly about)
- Remind students that in the previous unit, they closely read literary texts, or stories, thinking about the gist. Tell students they will read texts for gist in this unit, and also identify unfamiliar vocabulary, or words they do not know.
- Circle the words *informational text*.
- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and use a total participation technique to invite responses from the group:

“Which strategies could we use to determine the meaning of this word?” (Student responses may vary, but could include look at the root of the word for clues.)

“What familiar word do you see in informational that can help you figure out its meaning?” (information)

“What is the translation of information in our home languages?” (información in Spanish) Invite students to use their translation dictionary if necessary. Call on volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
- Explain that informational texts are writing that gives facts or information about a topic. Tell students that in the first half of this unit, they will read informational texts to learn more about how people around the world access books. In the second half, they will write informational texts that share what they have learned about this topic.
- Record the phrase information texts on the Academic Word Wall and invite students to record it in the front of their **vocabulary log**, as it is one they will hear frequently in relation to skills.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Give a visual preview of the unit. Display student-created examples of the performance task and some of the work students will complete. This will help students prepare to accomplish each task. (MMR)
- For ELLs and students who may need additional support with comprehension: Underline or box the word *information* within *informational*. Explain that when you add -al as a suffix, it can change a noun into a descriptive word. Ask:

“Do you know any other words that end in -al that turn a noun into an adjective or descriptive word?” (magical, logical, emotional) (MMR)

Work Time

A. Modeling: How a Close Read of Informational Text Differs from a Close Read of Literary Text (15 minutes)

- Distribute and display **facsimiles of pages 18–19 from *My Librarian Is a Camel***. Invite students to read along silently in their heads as you read the text aloud.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What is the text about?” (Responses may vary, but could include it’s about libraries in Kenya or it’s about how some people in Kenya get books.)

“How is this text different from the texts we read in Unit 1?” (Responses will vary, but may include: There is no talking in this excerpt; there are separate paragraphs with information about some libraries in Kenya; the information in this book is real or true.)

- Point out that one of the biggest differences of an informational text is the way it is structured. Tell students that informational texts are often divided into cleaner paragraphs and sections than narrative texts, which helps readers to get the gist.
- Display and distribute the **Informational Texts handout** and remind students that *My Librarian Is a Camel* is an informational text—it is writing that gives facts or information about something. Tell students the purpose of informational texts is to *inform*, or teach, a reader about a topic.
- Select a volunteer to read aloud the first bullet point on the Informational Texts handout:
 - “Informational texts inform or teach a reader about a topic.”
- Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What topic is the author informing or teaching about throughout this book?” (how people around the world access books)

- Point out that pages 18–19 look different from the texts they read in Unit 1. Ask students to turn and talk, and cold call students to share their responses with the whole group:

“What do you notice about these pages of the text? What is different about the way they look?” (Responses will vary, but students should point out specific text features such as headings or photographs with captions. They will likely not know the correct names of these features yet.)

- Focus students on the second bullet point on the Informational Texts handout and select a volunteer to read it aloud:
 - “Informational texts often have text features that the author uses to help the reader understand and find information in the text.”
- Repeat this process with the third bullet point on the Informational Texts handout:
 - “Informational texts are based on research the author does before writing and list sources used in research.”
- Turn back to page 5 in *My Librarian Is a Camel*. Ask students to turn and talk, and cold call students to share their responses with the whole group:

“Put your finger by the paragraphs that explain what the author did before writing this book.” (paragraphs 1–2)

“What did the author do before writing this book?” (She researched, or learned more about the topic, by reading about and talking to librarians around the world.)
- Turn to the last page of the book. Point out that on the bottom of this page in the “References” section, the author lists the books and articles used to find out more about the topic.
- Explain that a big difference when closely reading an informational text is thinking about what the author is trying to teach the reader and how the author conveys this to the reader.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Display a few different texts, both fiction and nonfiction. If possible, display texts in different languages as well. Asking students to notice what is different about the fiction and nonfiction texts provides concrete examples to compare and contrast. (MMR)
- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store or print them online. Write the words *inform*, *teach*, *notify*, and *tell*, each on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to nonfiction texts. (MMR)
- For ELLs and students who may need additional support with comprehension: Illustrate the Informational Texts handout with icons that represent each item. (Example: Next to “text features,” text in different styles and sizes.) (MMR)

Work Time

B. Reading for Gist: *My Librarian Is a Camel*, Pages 18–19 (20 minutes)

- Move students into predetermined pairs and direct their attention to pages 18–19 in *My Librarian Is a Camel*. Explain that over the next two lessons, they will use these pages to learn more about how some people access books in Kenya.
- Explain that today they will read these pages for the gist, and in Lesson 2 they will reread these pages more closely.
- Invite students to put their finger by the part of the text that they think the author meant for the reader to read first (the first paragraph on page 18).

- Direct students' attention to the Close Readers Do These Things anchor chart and quickly review it.
- Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand all of it the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:
“How did we find the gist when reading literary texts in Unit 1?” (We read sections of the text and thought about what the text was mostly about.)
- Explain that when reading literary texts, thinking about what the text is mostly about means thinking about what the characters are doing and the events in the story.
- Tell students that when reading informational texts, finding the gist is similar because they are still thinking about what the text is mostly about. Instead of thinking about the characters and events, in informational texts they are thinking about the general topic.
- Reassure students that what they think the gist of a text is might be a little inaccurate or incomplete after reading a text for the first time. Explain that this is why we need to read texts more than once. Reading for the gist gives the reader a “big picture” frame that will make it easier to go back and more carefully identify the main idea and key details in the text.
- Distribute and display the **Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher**. Tell students that like the note-catchers they used in Unit 1, they will record notes on this note-catcher. Remind students that notes help them remember their thinking and do not have to be full sentences. Tell students that they can draw or write in the Gist column. These are just notes to help them remember what the excerpt is mostly about.
- Display page 18 of *My Librarian Is a Camel*. Invite students to follow along, reading silently in their heads as you read the first paragraph aloud.
- Using a total participation technique, invite responses from the group:
“What is the gist of this part of the text? What is it mostly about?” (Some roads in the Kenyan desert are hard for cars to drive on, so librarians use camels to bring books to people living there.)
“Are there any words whose meaning you are unsure of? What are they?” (Responses will vary.)
- Build on the gist statements students offered, elaborating as necessary and modeling recording the statement in the appropriate spot on the note-catcher.
- Model identifying unfamiliar words as necessary, reminding students that for the first read it is okay to not understand every unfamiliar word. Focus students on the vocabulary strategies listed on the Close Readers Do These Things anchor chart, and model using the most effective strategy to determine the meaning of unfamiliar words. Invite students to record new vocabulary in their vocabulary logs. Add any new words to the **academic word wall** and **domain-specific word wall** and invite students to add translations in native languages.
- Repeat this process for the remainder of pages 18–19. Refer to the **Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (answers, for teacher reference)** as necessary.
- Invite students to find the part of the text that shows where Kenya is located (the box in the upper right corner of page 19). Invite students to chorally read the text in the box.

- Using a total participation technique, invite responses from the group:
“Where is Kenya located?” (East Africa)
- Focus students on the **world map**. Ask students whether any of them know roughly where Kenya is on the map. Invite those who think they know to go to the map to point.
- Place a **labeled pin** on Kenya and explain that it is in the continent of Africa. Show students each of the continents on the map.
- Display the **compass points**. Remind students that they can use compass points to explain where places are.
- Point to the pin marking your location. Using a total participation technique, invite responses from the group:
“Which continent do we live in?” (Responses will vary.)
“Where are we in relation to Kenya?” (Responses will vary, but students should use the compass points.)
- Focus students again on the box in the upper right corner of page 19. Explain that *climate* means the usual weather of a place.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:
“According to the text, what is the climate like in Kenya?” (The coast is hot and humid; further inland, it is temperate; the northern part of the country is dry.)
- Explain that a *temperate* climate means not too hot and not too cold. Point out that the climate in Kenya is different in different parts of the country.
- Ask students to turn and talk, and cold call students to share their responses with the whole group:
“Do all people in Kenya rely on camels to bring them books? Why or why not?” (No; some people who live in hard-to-reach parts of Kenya rely on camels, but people who live in parts of Kenya that are easier to access do not.)
“Is this a common experience for people living in Kenya? How else might people in Kenya get books?” (Other people in Kenya might access books by going to a library or bookstore.)
- Tell students they will have a chance to reread this section more closely in the next lesson and to read about other parts of the world in later lessons.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward. Repeat, inviting students to self-assess against how well they showed respect.

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, helping to interpret the story and determine gist.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)

- Consider highlighting, starring, or using a sticky note to identify the excerpts from the text that students should focus on to complete the Kenya note-catcher. (MMR, MMAE)
- For students who may need additional support with fine motor skills: Offer choice with the Kenya note-catcher by providing a template that includes lines. (MMR, MME)
- For ELLs and students who may need additional support with writing: Prepare sticky notes with prewritten words or drawings based on the gist of the text. As students listen to the story, they can match the gist represented on the sticky notes with each part of the read-aloud. (MMAE)
- For ELLs: When discussing strategies for figuring out the meanings of unfamiliar words, suggest thinking about similar words in other languages students might know. Say: "Protection in Spanish is *protección*. That sounds so similar. So if you know the meaning of *protección*, that might give you one clue about what *protection* might mean."
- For ELLs: Mini Language Dive. Ask students about this sentence from the text: "But young people who live in Nomadic Villages in the area are hungry for books." Examples:

"What are nomadic villages?" Invite students to share their answers with a partner and then with the class. (communities that travel to different places together)

"Who is this sentence about?" (young people) Invite a student to underline "young people."

"Can you find a phrase, or part of the sentence, that adds more information about where the young people live?" ("who live in nomadic villages")

"Where are the nomadic villages?" (in the area)

"What area is the sentence referring to? How do you know?" (Bulla Iftin, the area in Kenya; it is the area the text is about)

"The sentence says the young people are hungry for books. What does that mean? Are they going to eat books?" (No, it is figurative language. It means they really want to read books and learn.)

Underline the word but. "This sentence starts with but. That means it is offering an idea that contrasts, or is different from, the idea before it. What idea comes before?" (You can't drive cars on the road there.)

- "What does this sentence mean, in your own words?" (It is hard to get books to the children, but they really want to read.)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask the question to their partner, and partner share:

"What is one thing you have learned about some libraries in Kenya after reading this excerpt?" (Responses will vary.)

“Describe the climate of Kenya. How is it similar to where we live? How is it different?” (Kenya’s climate is different in different parts of the country. It can be hot and humid, temperate, or dry.)

“What strategies did you use today to help you read this text? How did these strategies help you to better understand the text?” (Responses will vary.)

- If productive, cue students to expand the conversation by saying more:

“Can you say more about that?” (Responses will vary.)

- Select volunteers to share with the whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Provide extra wait time for students to think of answers to these questions. Think aloud an answer to one of the questions. (Example: “Hmmm ... I remember something about the roads. And I remember something about cars. That’s right. Cars can’t pass the roads.”) (MME)

Homework

A. Bring a favorite book to school. Be prepared to explain how you got it and why it is your favorite. If you do not have a favorite book, be prepared to explain why.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- Anticipate that some students may not have access to books at home. Offer students choice to bring in a favorite book from the classroom or school library instead. (MME)
- For ELLs: Invite students to bring in a book in their native languages, if available to them.
- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)