

Lesson 2: Answering Questions about a Text: Chapter 2 of *The Hope Chest*



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RL.4.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.4.5c:** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



Daily Learning Targets

- I can identify synonyms and antonyms of words. (L.4.5c)
- I can make connections between Chapter 2 of *The Hope Chest* and artwork inspired by the text. (RL.4.7)

Ongoing Assessment

- Reading Guide: *The Hope Chest*, Chapter 2 (RL.4.1, RL.4.4, RL.4.7, L.4.4, L.4.5c)

Agenda

1. Opening

- A. Reflecting on Module Guiding Questions (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Reading in Triads: *The Hope Chest*, Chapter 2 (30 minutes)

3. Closing and Assessment

- A. Launching Independent Reading (15 minutes)

4. Homework

- A. Complete the Synonyms and Antonyms Practice I in your Unit 1 Homework.
- 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 Opening A, students have the option to share their reflections about the module guiding questions. Continue to be sensitive to students' and families' feelings and experiences with inequality, specifically those who have experienced issues with gender inequality and segregation. Be aware that gender inequality is still normal in some cultures, and be sensitive to and respectful of students who may come from homes where this is the case.
- In Work Time A, students read Chapter 2 of *The Hope Chest* in reading triads. They then work with their triads to answer questions about the text (RL.4.1, RL.4.4, RL.4.7, L.4.4, L.4.5c). Pay careful attention to this routine in order to apply it in subsequent lessons.
- In the Closing, students choose independent research reading books (RL.4.10, RI.4.10). Consider using Independent Reading: Sample Plan if you do not have your own independent reading review routines (see Module 1 Appendix).
- In this lesson, students focus on working to become ethical people by showing respect as they share their reflections on the module guiding questions, and empathy and compassion if students are upset by events in the text.
- Recall that the research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to inequality and ratifying the 19th Amendment. This kind of reading continues over the course of the module.

How this lesson builds on previous work:

- In Lesson 1, students were introduced to the module topic and guiding questions. In this lesson, they share reflections on those questions and are introduced to the anchor text for the module.
- Continue to use Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support with reading the chapter and answering the questions. Consider inviting students who need additional support to a group for focused teacher guidance.

Assessment guidance:

- Review student reading guides to identify common issues to use as whole group teaching points.

Down the road:

- In the next lesson, students will follow a similar routine to read Chapter 3 of *The Hope Chest* and answer text-dependent questions.

In advance:

- Review Independent Reading: Sample Plan in preparation for launching independent reading in this lesson (see Module 1 Appendix).
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.B.7, 4.I.B.8, 4.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work in triads as they read and answer questions about Chapter 2 of *The Hope Chest*. The artwork inspired by the text also supports ELLs with visual representations of some of the important details in the text. Additionally, the explicit focus on synonyms and antonyms in the Opening is particularly supportive of ELLs.
- ELLs may find it challenging to keep pace with the class and comprehend the large volume of text read in triads during Work Time A. They may also find it challenging to express the connections between Chapter 2 of *The Hope Chest* and the artwork inspired by the text. Consider previewing the chapter with students before the lesson, giving them the opportunity ahead of time to ask questions and clarify any vocabulary they do not understand (see *Levels of support* and Meeting Students' Needs).

Levels of support

For lighter support:

- Invite students to name the part of speech of the word *delicious*, and to explain what this indicates about the part of speech of its synonyms and antonyms. (*Delicious* is an adjective; its synonyms and antonyms will also be adjectives.) Challenge students to consider how the part of speech would change if the suffix *-ly* were added to *delicious*, and how this would change its synonyms and antonyms. (Adding *-ly* would make the word *deliciously*, which is an adverb; its synonyms and antonyms would also be adverbs, such as *appetizingly* and *tastelessly*.)

For heavier support:

- Consider creating index cards with key vocabulary words from *The Hope Chest* that provide students with the opportunity to relate them to their synonyms and antonyms. For example, on one index card, write “surreptitiously,” and draw a picture of one person whispering to another person. On the back of the card, list possible synonyms (*secretly, stealthily, privately*) and antonyms (*publicly, openly*) of this word. Students can talk in pairs, sharing synonyms and antonyms of the word on the card. (Example: Partner A: “The people are sharing information very *surreptitiously*, or *secretly*. *Secretly* is a synonym for *surreptitiously*.” Partner B: “An antonym for *surreptitiously* is *publicly*. The people are whispering because they do not want to share their information *publicly*.”) This allows students to develop a deeper understanding of key vocabulary words from *The Hope Chest*, while furthering their knowledge and understanding of synonyms and antonyms.
- Consider reading Chapter 2 aloud to students before the lesson, and inviting students to practice reading aloud a section of the chapter that they can then be responsible for reading in their triads during Work Time A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students again interact with *The Hope Chest*. For students who may need additional support with identifying the gist, consider highlighting or underlining key phrases in their copy of the text before the lesson. This emphasizes the gist for them as they read in triads.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected. Recall that appropriate goal-setting supports development of executive skills and strategies.
- **Multiple Means of Engagement (MME):** Because this is a unit about reading, students who may have needed additional support with reading in the past may lack engagement. Encourage them by reminding them that everyone has reading goals that he or she is working toward. Emphasize that all students will grow and improve in their reading throughout this unit.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- synonyms, antonyms, inspired (L)
- hope chest, surreptitiously, unaccompanied (T)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ *The Hope Chest* (from Lesson 1; one per student)
- ✓ Reading Guide: *The Hope Chest*, Chapter 2 (one per student)
- ✓ Reading Guide: *The Hope Chest*, Chapter 2 (example, for teacher reference)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Independent Reading: Sample Plan (for teacher reference; see Module 1 Appendix)

Opening

A. Reflecting on Module Guiding Questions (10 minutes)

- Move students into the same reading triads from Lesson 1.
- Remind them that in the previous lesson they were introduced to the guiding questions for the module. Direct students' attention to the **Module Guiding Questions anchor chart** and invite students to silently reread it.
- Remind students that for homework they were asked to reflect on what these guiding questions mean to them and how they feel about them.
- Direct students' attention to the **Working to Become Ethical People anchor chart** and focus them on respect, compassion, and empathy, all reviewed in the previous lesson. Remind them that they should be respectful of each other and the varied experiences they each bring, and to show compassion and empathy if other students are upset or sensitive about the guiding questions.
- Invite volunteers to share their reflections with the whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with organizing their thinking for verbal expression: (Practicing in Advance) Consider meeting with students in advance so they can practice or rehearse what they would like to share during the discussion. (MMAE, MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can identify synonyms and antonyms of words."

"I can make connections between Chapter 2 of The Hope Chest and artwork inspired by the text."

- Focus students on the first learning target and underline the words *synonyms* and *antonyms*. Turn and Talk:

"What are synonyms?" (words that have the same or a similar meaning)

"What are antonyms?" (words that have the opposite meaning)

- Annotate these meanings on the learning target.
- Invite students to help you work through an example with the word *delicious* on the board. List synonyms in one color under the heading "Synonyms" and antonyms in a different color. Synonyms could include *tasty*, *appetizing*, and *mouthwatering*. Antonyms could include *bland*, *tasteless*, *unappetizing*, and *unpleasant*.
- Focus students on the second learning target and underline the word *inspired*. Turn and Talk:
 - "What does inspired mean in this context?" (created about the text)*
 - "From these learning targets, what do you think you will be doing in this lesson?" (finding synonyms and antonyms of words, and reading Chapter 2 of The Hope Chest and looking at artwork inspired by the text)*
- Focus students on the Working to Become Ethical People anchor chart and invite them to read the habits of character on the chart to themselves. Remind students once again of the respect, compassion, and empathy habits and that they should practice those as they read more of the text in their reading triads in this lesson.

Meeting Students' Needs

- For ELLs: (Synonym and Antonym Practice) Invite students to play a synonym/antonym game with the cards from *For heavier support*. Put all index cards in a bag and invite a volunteer to pull one out, read the word at the top, and then say a sentence using this word, as well as a synonym for this word. Invite that student to call on another student to say an antonym for this word, and then use the antonym in a sentence. The student who said the antonym then repeats this process. Challenge students to see how many synonyms and antonyms they can come up with in 1 minute.

Work Time

A. Reading in Triads: *The Hope Chest*, Chapter 2 (30 minutes)

- Invite students to retrieve their copies of ***The Hope Chest***. Tell them that they are going to read Chapter 2 in their reading triads. Remind students that reading in reading triads means each student taking turns to read a part of the chapter; for example, each person reading a page at a time. Emphasize again that students do not need to read the same amount of the chapter—a stronger reader can read more to help out someone who isn’t as strong, but it is important that everyone has a chance to read aloud.
- Distribute the **Reading Guide: *The Hope Chest*, Chapter 2**. Tell students that once they have finished reading the chapter, they are going to spend a couple of minutes reflecting silently before working together to answer the questions.
- Post and review the following directions:
 1. Read the chapter, taking turns after each page.
 2. Discuss the gist: What is the chapter mostly about?
 3. Spend 2–3 minutes reflecting silently either writing, drawing, or thinking. Someone in the triad keep time.
 4. Work together to use the text to answer the questions on your reading guide.
 5. Read and check your answers.
- Remind students to refer to the **Close Readers Do These Things anchor chart** and to record unfamiliar vocabulary in their **vocabulary logs**.
- Circulate to support students as they read aloud and answer the questions. Remind them to refer to the text to answer the questions.
- When 5 minutes remain, refocus whole group.
- Focus students on the artwork on their reading guide and ask the corresponding questions. Encourage students to analyze the image deeply.
- Think-Triad-Share:

“From this image, what do you think ‘the trenches’ were in the war they are describing?” (holes dug into the ground where soldiers hid from the enemy)

“What do you think the man is doing? Why do you think that?” (Responses will vary, but may include: He is looking out of the trench, prepared to defend the trench from the enemy.)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)

“Look at the soldier’s face. What do you think life was like for soldiers in the trenches?” (Responses will vary, but may include: He looks concerned or afraid. It looks uncomfortable and scary in the trenches.)

“Who do you think the reporter is? What is she doing?” (She is Nellie Bly, and she is making notes about what is happening to write in her report.)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Invite students to revise their responses to the first two questions about the connections between the artwork and the text accordingly. Refer to **Reading Guide: *The Hope Chest*, Chapter 2 (example, for teacher reference)** as necessary.

- Use total participation techniques to select students to share their answers for each of the rest of the questions. Continue to refer to Reading Guide: *The Hope Chest*, Chapter 2 (example, for teacher reference). Invite students to revise their answers where necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets and how well they showed respect, compassion, and empathy.

Meeting Students' Needs

- For students who may need additional support with sustained effort: Support students' understanding of the purpose for identifying the gist in a chapter. Ask:

"Why is it important to identify the gist in a text?"

Confirm understanding by restating the purpose. Say: "Yes, identifying the gist helps us understand the author's message in the text. In this way, we are creating a mental organizer for the meaning we will construct from the text." (MME)

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 1 of *The Hope Chest* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs: (Strategic Grouping) Check in with triads to gauge the reading comprehension of the group. As necessary, rearrange triads with varying levels of language proficiency to ensure the most supportive grouping. Continue to prioritize grouping students according to home language as well.
- For ELLs: (Sentence Frames: Making Connections) Consider providing sentence frames to support students in making connections between Chapter 2 of *The Hope Chest* and artwork inspired by the text, both orally and in writing on their reading guide. (Example: *The artwork shows* _____. *This connects to pages* ____ *and* ____ *when* _____.)

Closing and Assessment

A. Launching Independent Reading (15 minutes)

- Refer to **Independent Reading: Sample Plan** to launch independent reading.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading stamina: (Taking Breaks) Provide opportunities to take breaks at pre-determined points. Let them choose from a list of appropriate break activities (e.g., getting a drink of water or stretching). (MME)
- For students who may need additional support with recruiting interest: Provide additional time for them to browse and select a text for reading, while offering an opportunity for students to share how this text will help support their reading goals. (MME)

Homework

A. Complete the Synonyms and Antonyms Practice I in your Unit 1 Homework.

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

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response.