



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 7

Continued Close Reading of *Nasreen's Secret School*: Discussions of Questions and Evidence



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

- I can answer questions using specific details from the text. (RL.3.1)
- I can ask questions so I'm clear about what is being discussed. (SL.3.1c)
- I can ask questions that are on the topic being discussed. (SL.3.1c)
- I can connect my questions to what others say. (SL.3.1c)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using details from *Nasreen's Secret School*.
- I can explain why I chose specific details I found to answer questions.
- I can determine the meaning of new vocabulary using clues in the text around it.

Ongoing Assessment

- Close Read recording forms (completed)
- *Nasreen's Secret School*: Questions from the text
- Complete Mid-Unit 1 Assessment, using Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Answering Text-Dependent Questions (20 minutes) B. Group Discussion: Carousel of Questions (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Revealing and Discussing the Evidence (15 minutes) 4. Homework <ol style="list-style-type: none"> A. Today you spent time choosing and discussing details to use as evidence in answering questions about <i>Nasreen's Secret School</i>. Tonight, use that evidence to actually write the answers to the questions on <i>Nasreen's Secret School: Questions from the Text</i>. 	<ul style="list-style-type: none"> • This lesson follows part 2 of the close reading cycle, which students were introduced to in Lesson 3 (with <i>Rain School</i>). Review that lesson. • In advance: Create a chart for each text-dependent question. Post these charts around the room so small groups of students can access them during the Carousel protocol. • Review: Carousel protocol (Appendix 1).

Lesson Vocabulary	Materials
<p>evidence, detail, question, clue, flourish, Taliban, frantic, Allah</p>	<ul style="list-style-type: none"> • <i>Nasreen's Secret School</i> (book; one per student) • <i>Nasreen's Secret School: Questions from the Text</i> (one per student) • Charts: Questions from the Text (new; teacher-created based on Questions from the Text supporting material) • Sticky notes (one pack for each carousel station) • Conversation Criteria Checklist (from Lesson 4; for teacher use)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Post the learning target “I can explain why I chose specific details I found to answer questions.” Circle the word <i>explain</i>. Ask students how they normally explain something. Today they will be using conversation as a way to decide the details that they will be using as evidence to answer questions about <i>Nasreen's Secret School</i>. 	
Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none"> • Distribute student texts Nasreen's Secret School used in Lesson 6 as well as Nasreen's Secret School: Questions from the Text. • Review with students the process they went through to answer questions about <i>Rain School</i> (in Lesson 4): <ul style="list-style-type: none"> * They read the text several times to figure out the main message and important details (done in Lessons 3 and 6). * Then they read the questions. * They reread the text, keeping those questions in mind. * When they encountered details that could be used as evidence to answer a question, they jotted down the evidence from the text. • Review the word <i>evidence</i> with the class. <i>Evidence</i> is something we use to prove an idea we have. Remind students that they are learning to be reading detectives, and that detectives look for clues, or evidence, to help them figure things out. • Tell them that they are going to do the exact same process for <i>Nasreen's Secret School</i>. However, right now they are not going to write out full answers for the questions. They get to talk with their peers before they will write answers. • Instead, they should just read with the questions in mind, looking for important details that can be used as evidence in their answers. • When they write down the evidence on a sticky note, they should write the corresponding question number on the sticky note. This will make the next part of the activity move more efficiently. • Model briefly as needed. When it is clear students understand the instructions, release them to independent work. • Give students the next 15 minutes to work on finding important details for the questions. Encourage them to be “detectives.” Circulate and support students as needed. 	<ul style="list-style-type: none"> • It might be helpful for some students to use a different color to underline evidence for each question. For these students, consider providing colored pencils and coding each question with the matching color.



Work Time (continued)	Meeting Students' Needs
<p>B. Group Discussion: Carousel of Questions (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Direct their attention to the charts hanging around the room. Tell them that at the top of each chart there is a question about <i>Nasreen's Secret School</i>. These questions match the questions they were just thinking about as they read and underlined independently.• Assign students to groups of three or four. Explain their task. They are to visit each station as a group. They should bring their notes and their texts with them.• When they arrive at a station, they should read the question aloud. Then, each student should share the evidence she or he found that matches that question. This should be easy to find because they wrote the question number on their sticky notes.• If there are variations of evidence among students, the group should discuss and agree upon the best evidence for the question. They should write that evidence on a sticky note and stick it to the chart below the question.• Remind students to discuss important words that helped them answer the questions.• If there is time remaining at that station, they can actually fill in the answer to the question on the <i>Nasreen's Secret School</i>: Questions from the Text recording form.• Tell students that when they leave each station, they should cover up their evidence with another sticky note, so the next group that comes won't see their evidence.• Give groups 5 minutes at the first station, then 4 minutes at each remaining station. Use this time to circulate with the Conversation Criteria Checklist and assess groups of students who have not yet been assessed for the mid-unit assessment.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revealing and Discussing the Evidence (15 minutes)</p> <ul style="list-style-type: none"> • After students have completed the Carousel of Questions, gather them back in a circle, with the charted questions in front of them. Take 1–2 minutes per question, revealing the evidence that each group chose. Notice where there are similarities and where there are differences. If there are differences, have a quick whole group discussion, and then a vote, on which one makes better evidence. • Invite students to share any final reflection they have on this text given the sensitive topic. • Explain the homework to students. Remind them that since they have read the text so carefully, and talked about it so much with their peers, answering the questions will be easier. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Today you spent time choosing and discussing details to use as evidence in answering questions about <i>Nasreen's Secret School</i>. Tonight, use that evidence to actually write the answers to the questions on <i>Nasreen's Secret School: Questions from the Text</i>. Remember, the first part of your answer uses words from the question. The second part of your answer should use evidence from the text. 	



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Supporting Materials



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Nasreen's Secret School:
Questions from the Text

Name:

Date:

1. According to the story, how did the city of Herat change for the worse? Why did it change?

2. According to the story, why did Nasreen stop speaking and smiling?

3. According to the story, in what way did the boys of the village help the girls of Nasreen's school?



Nasreen's Secret School:
Questions from the Text

4. What event or events in the story made Nasreen change back to being a happy child?

5. What does the author mean when she writes, "Now she can see blue sky beyond those dark clouds"?
