Directions

1. Read the quote. It is okay if you don’t understand it yet.
2. Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.
3. Underline words you don’t know or can’t figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!
4. Circle words that help you figure out possible answers to those questions.
5. Write possible answers to your questions using complete sentences.

Quote: “A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.”

Questions I have:
Quote: “But the volunteers aren’t done yet.... They cross a river in their truck and drive until they cannot go farther. Then they unload the boxes of books to take them to the small villages. From here they must walk four hours ... crossing log bridges while carrying the boxes of books on their shoulders.”

Questions I have:

---

Quote: “The Books-by-Elephant delivery program serves thirty-seven villages... They have even designed special metal slates that won’t break when carried on the elephant’s back across the rough land.”

Questions I have:
Quote: “The boys take their young friend for a ride on their sled as they walk to the post office to pick up their books....While the northern wind howls across the tundra, they read fantasy and action novels.”

Questions I have:

---

Quote: “The country has seven floating libraries. The Kalimantan Floating Library consists of a wood boat, 8 meters long and 3 meters wide. The boat, which is powered by a diesel engine, can carry up to five hundred books.”

Questions I have:
Close Read Recording Form for book:

Name:  
Date:  

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

Gathering Important Details in a Story

<table>
<thead>
<tr>
<th>Somebody ... (character)</th>
<th>in ... (setting)</th>
<th>wanted ... (motivation)</th>
<th>but ... (problem)</th>
<th>so ... (resolution)</th>
</tr>
</thead>
</table>

After thinking more closely about the characters and their motivations, now what do you think the lesson of this story is? Why do you think this?

Close Read Recording Form for book:

Rain School

**Capturing the Gist of a Story**

After reading this for the first time on your own, what do you think the lesson of this story is?

I think the lesson of the story is

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**Gathering Important Details in a Story**

<table>
<thead>
<tr>
<th>Somebody ... (character)</th>
<th>Chad</th>
</tr>
</thead>
<tbody>
<tr>
<td>in ... (setting)</td>
<td></td>
</tr>
<tr>
<td>wanted ... (motivation)</td>
<td>to go...</td>
</tr>
<tr>
<td>but ... (problem)</td>
<td>there was no...</td>
</tr>
<tr>
<td>so ... (resolution)</td>
<td>the students...</td>
</tr>
</tbody>
</table>

After thinking more closely about the characters and their motivations, now what do you think the lesson of this story is? Why do you think this?

because the kids...
GRADE 3: MODULE 1: UNIT 1: LESSON 2
Examples of Sentence Starters for Think-Pair-Share

**Read and Think on Your Own**

**Talk with Your Group about the Text**

**Write Notes or Answer Questions About the Text**

READ AND THINK ON YOUR OWN: Image Copyright Thai Soriano, 2013. Used under license from Shutterstock.com.
The character(s) in this section are

<table>
<thead>
<tr>
<th>Character 1</th>
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</thead>
<tbody>
<tr>
<td>Character 2</td>
</tr>
<tr>
<td>Character 3</td>
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<tr>
<td>Character 4</td>
</tr>
<tr>
<td>Character 5</td>
</tr>
</tbody>
</table>
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.

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
Informative Paragraph Pre-assessment:  
What is One Reason You Want the Power of Reading?

Name:  
Date:  

Learning Target:  
• I can write an informative paragraph with a clear topic that explains why I want the power of reading.

Write a paragraph to answer the question: What is one reason you want the power of reading?
Close Read Recording Form for book:

Name:  
Date:  

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

Gathering Important Details in a Story

<table>
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<th>Somebody ... (character)</th>
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<tr>
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<td>but ... (problem)</td>
</tr>
<tr>
<td>so ... (resolution)</td>
<td></td>
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</table>

After thinking more closely about the characters and their motivations, now what do you think the lesson of this story is? Why do you think this?

Instructions: Use this form or something similar to collect data for students’ Mid-Unit 1 Assessment.

**Learning Targets:**
- I can follow our class norms when I participate in conversations.
- I can speak with complete sentences when I participate in group discussions.

(Teachers: Please insert the conversation norms from class to assess students’ ability to engage effectively in collaborative discussions. Code responses are based on the setting in which the criteria are observed. For example: P= Partner, G= Small Group, C= Whole Class)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Complete Sentences</th>
<th>Norm 1</th>
<th>Norm 2</th>
<th>Norm 3</th>
<th>Norm 4</th>
<th>Norm 5</th>
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Dear Families,

At school, students are learning about the power of literacy and about the effort people go to in order to access books around the world. As a part of this, they will read two books that describe the importance of literacy and books, even during times of war. They learn about heroic people who go to great lengths to get the “power of reading” in Iraq and Afghanistan. Both countries have experienced war in recent years.

In class today, students began to read Nasreen’s Secret School and to discuss these issues. We discussed how violence does happen around the world, and how heroic the characters are in this book. We also discussed that readers might have different feelings (like sadness or anger) when reading about difficult issues. We discussed that it is normal to have these kinds of feelings, and it is important to find an adult that you trust that you can talk to about what you are thinking and feeling. Please ask your child about the book they read today and offer your support should your child ask for it.

We welcome your feedback and questions about the important work that we are doing to support your child’s growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

Parent/guardian name & signature
Estimadas familias,

En la escuela, los estudiantes están aprendiendo sobre el poder de la literatura y el esfuerzo de la gente alrededor del mundo para tener acceso a los libros. Como parte de esto, leerán dos libros que describen la importancia de la literatura y de los libros, incluso durante tiempos de guerra. Ellos aprenden acerca de las personas heroicas que hacen todo lo posible para obtener “el poder de la lectura” en Irak y Afganistán. Ambos países tuvieron experiencia de guerra en los últimos años.

En la clase de hoy, los estudiantes empezaron a leer *Nasreen’s Secret School* y hablar de estos temas. Hablamos sobre cómo la violencia ocurre alrededor del mundo, y cómo son heroicos los personajes en los libros. También hablamos sobre los lectores que podrían tener diferentes emociones (como la tristeza o amargura) cuando leen sobre temas difíciles. Hablamos sobre que es normal tener emociones como estas, y es importante encontrar un adulto en quien confías y con quien puedes hablar sobre lo que estás pensando y sintiendo. Por favor pregúntele a su hijo acerca del libro que leímos hoy y ofrezca su apoyo en caso de que su hijo lo pida.

Agradecemos sus comentarios y preguntas acerca de la importante obra que estamos haciendo para apoyar el crecimiento de su niño como lector, escritor y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre / tutor
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?
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”?
The children of Chad go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Chad work very hard studying during the school year. Every day they learn something new. In one part, the teacher writes an “A” on the blackboard, and the students write it over and over in the air. Finally, the story says that at the end of the year their notebooks are all rumpled from using them, and their minds are fat with knowledge. These are a couple of ways the children of Chad go to great lengths to seek the power of education and reading.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Detail:</th>
<th>Explain:</th>
<th>Detail:</th>
<th>Explain:</th>
</tr>
</thead>
<tbody>
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</table>
Because *That Book Woman* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page shows on which page(s) each excerpt can be found, as well as the starting and ending phrase of the relevant excerpt.

Pages 1–4  
Beginning: “My folks and me—”  
Ending: “... when they take a-wander.”

Page 7  
Beginning: “And I do not fancy it one bit.”  
Ending: “But me, I am not scholar boy.”

Page 12  
Beginning: “Now what that lady brings ...”  
Ending: “... and all for naught, I reckon.”

Page 15  
Beginning: “To my surprise...”  
Ending: “... she’ll come again to swap these books for more!”

Page 16  
Beginning: “Now me ...”  
Ending: “That horse of hers sure must be brave, I reckon.”

Pages 21–22  
Beginning: “I stand a spell to watch ...”  
Ending: “... and quiet-like we start to read.”

Pages 27–28  
Beginning: “I open up the book ...”  
Ending: “... it makes me smile right back.”
Close Read Recording Form for book:

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

Gathering Important Details in a Story

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<td>(problem)</td>
</tr>
<tr>
<td>so ...</td>
<td>(resolution)</td>
</tr>
</tbody>
</table>

After thinking more closely about the characters and their motivations, now what do you think the lesson of this story is? Why do you think this?

Read the story first for enjoyment and the flow.
Reread: Getting the gist and Finding Unfamiliar Vocabulary

<table>
<thead>
<tr>
<th>Section Endings</th>
<th>What is the gist of this section?</th>
<th>What are some unfamiliar words, or words others may not know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He refuses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They do not know that the whole of the library is in my restaurant, thinks Anis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[the last words of the story]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reread: Gathering Important Details in a Story

<table>
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After thinking more closely about the characters and their motivations, now what do you think the lesson of this story is? Why do you think this?

Reread: *The Librarian of Basra*: Questions from the Text

1. According to the text, what kinds of books are in the Library of Basra?

2. How does Alia feel about the books? Use details from the text to support your answer.

3. How do people help Alia to save the books? Use details from the text to support your answer.
Reread: *The Librarian of Basra*: Questions from the Text

4. How does Anis avoid getting into trouble with the soldier? Use details from the text to support your answer

---

5. The text states: “Alia worries that the fires of war will destroy the books, which are more precious to her than mountains of gold.” What does the word *precious* in this sentence mean?

a. cute
b. valuable
c. delicate

Why did you choose this? Use details or clues from the text to support your answer choice:

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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.