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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character’s actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can identify the main message of <em>Thank You, Mr. Falker</em> by reading excerpts from the text closely.</td>
<td>• Close Read recording form (Parts 1 and 2)</td>
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<tr>
<td>• I can sort key details from <em>Thank You, Mr. Falker</em> into categories.</td>
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<td>• I can describe what the main character wanted and what she did.</td>
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<tr>
<td>• I can discuss how the main message of <em>Thank You, Mr. Falker</em> is conveyed through key details.</td>
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## Agenda

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>1. Opening</strong></td>
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<tr>
<td>A. Engaging the Reader and Building Fluency: Read-aloud of <em>Thank You, Mr. Falker</em> by Patricia Polacco (10 minutes)</td>
<td>• Because <em>Thank You, Mr. Falker</em> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.</td>
</tr>
<tr>
<td>B. Unpacking the Learning Targets (5 minutes)</td>
<td>• In advance: Prepare an anchor chart: Close Read recording form for <em>Thank You, Mr. Falker</em>.</td>
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<tr>
<td><strong>2. Work Time</strong></td>
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<tr>
<td>A. Rereading on Your Own: Capturing the Gist (20 minutes)</td>
<td>• Access a video of an actress reading the story <em>Thank You, Mr. Falker</em>, through this link: <a href="http://www.storylineonline.net/thank-you-mr-falker-2/">http://www.storylineonline.net/thank-you-mr-falker-2/</a>.</td>
</tr>
<tr>
<td>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</td>
<td>• Review: Helping Students Read Closely (Appendix 1).</td>
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<tr>
<td><strong>3. Closing and Assessment</strong></td>
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<tr>
<td>A. Debrief (5 minutes)</td>
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<tr>
<td><strong>4. Homework</strong></td>
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<tr>
<td>A. Talk to someone at home about Trisha’s challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?</td>
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</tbody>
</table>
### Lesson Vocabulary

- gist, excerpt, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard (these vocabulary words will be addressed in Lesson 2)

### Materials

- *Thank You, Mr. Falker* by Patricia Polacco (book; one text for the teacher)
- Document camera and projector (or sentence strips if the electronic equipment is unavailable)
- Close Read Recording Form for *Rain School* or Close Read Recording Form for *Nasreen’s Secret School* (from Unit 1)
- Close Read recording form (one per student)
- Excerpts from *Thank You, Mr. Falker*
- Conversation Criteria Checklist (from Unit 1)
- Chart paper for the Close Read recording form for *Thank You, Mr. Falker* anchor chart

### Opening

**A. Engaging the Reader and Building Fluency: Read-aloud of Thank You, Mr. Falker by Patricia Polacco (10 minutes)**

- Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called *Thank You, Mr. Falker*.
- Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.
- As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that they should read along as the story is being read to them.
- Project the book *Thank You, Mr. Falker* and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow.”

### Meeting Students’ Needs

- When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.
GRADE 3: MODULE 1: UNIT 2: LESSON 1
Close Reading of Thank You, Mr. Falker:
Identifying the Superpowers of Reading

Opening (continued)

B. Unpacking the Learning Targets (5 minutes)
• Direct students to the learning targets for this lesson. Tell students that this is the third time they have worked with close reading and these three learning targets. Read each target individually, reminding students of what they are doing for each target. After reading each target and explaining it, gauge confidence with the learning targets by asking for a thumbs-up, thumbs-sideways, or thumbs-down.

Meeting Students’ Needs

Work Time

A. Rereading on Your Own: Capturing the Gist (20 minutes)
• Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the gist for each section, and they wrote their idea on a sticky note as well as underlined or wrote down unfamiliar words on sticky notes.
• Remind students to read just one section at a time, capturing the gist of each section before moving on.
• Tell students that their text will look a little different from that of the book. This is because they will be reading excerpts of the story. They experienced this when reading That Book Woman in Unit 1. Remind them that the word excerpts means parts of the text.
• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.
• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.
Work Time (continued)

B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)

- Gather students back in a circle. Direct their attention to the anchor charts from Unit 1: Close Read recording form for Rain School or Nasreen’s Secret School or That Book Woman. Use this to review the categories that students used to collect important details. Remind students that they were looking for characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge.

- After 10 minutes of independent close reading time, invite the class to once again discuss their reading work with their groups. Ask students to go through each category of note-taking, giving everybody in each group a chance to share their ideas. Tell them that when two students’ ideas differ, it is important to notice that and discuss why each person decided the way he or she did.

- As students work, continue gathering information about students’ discussion skills on the Conversation criteria checklist.

- Point out to students that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson.

- Direct students to fill in the last section of their Close Read recording form: “Now what do you think the lesson of this story is? Why do you think this?”

- Gather students back in a circle. Invite students to assist in completing the Close Read recording form for Thank You, Mr. Falker anchor chart.

1. Circle words that help you figure out possible answers to those questions.
2. Write possible answers to your questions using complete sentences.

- Have students work with a partner first. Then they can individually write down their questions.

- Circulate and support as needed. This is a good way to informally assess students’ comfort with reading in a low-risk environment during the first days of school.

Meeting Students’ Needs

As an extension activity, consider having students in a group complete the second part of the close read from a secondary character’s point of view. For example, what is the teacher’s motivation in the story? What is his problem? What is the solution through his eyes?
### Closing and Assessment

**A. Debrief (5 minutes)**
- Debrief with the questions: “What was challenging about reading this book?” and “How did reading the text closely multiple times help you understand the key details and main message?”
- Note to teacher: Be sure to review students’ Close Read recording forms to assess their progress toward today’s targets.

### Homework

- Talk to someone at home about Trisha’s challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?
Because *Thank You, Mr. Falker* 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 lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

| Page 4 | Beginning: “Trisha, the littlest girl . . .”  
Ending: “by the stone fireplace.” |
| --- | --- |
| Page 7 | Beginning: “But when Trisha looked . . .”  
Ending: “began to feel dumb.” |
| Page 10 | Beginning: “Trisha’s grandma used to say . . .”  
Ending: “harder and harder now.” |
| Page 16 | Beginning: “When she tried to read . . .”  
Ending: “grandparents’ farm in Michigan.” |
| Page 18-21 | Beginning: “Then when Trisha started fifth grade . . .”  
Ending: “how talented you are?” |
| Page 28-31 | Beginning: “Then, one day, Mr. Falker . . .”  
Ending: “so lonely and afraid.” |
| Page 32 | Beginning: “Now, almost every day . . .”  
Ending: “tears in their eyes.” |
| Page 34 | Beginning: “That night . . .”  
Ending: “she was happy, so very happy.” |
### 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 the story is?

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

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Close Read Recording Form for book:

**Capturing the Gist of a Story**

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?