

Grade 7, Module 1, Unit 1: Build Background Knowledge: The Lost Boys of Sudan

Unit 1 Calendar & Lessons w/ Materials Embedded

Essential Question(s):

- Who are the Lost Children of Sudan, and what is their story?
- What are the habits of character the Lost Children used to survive?
- What can we learn from those who have survived the greatest tragedies and become even more determined to help others?
- How can we share these kinds of stories to inspire and educate?

Module One, Unit One Summary:

Students begin Unit 1 by reading the novel *A Long Walk to Water*. The focus of the first half of the unit of reading is catching questions about the conflict described and analyzing how the setting shapes the characters and plot and how an author develops and contrasts the points of view of different characters in the text. In the second half of the unit, students begin to analyze how themes have developed throughout the story so far. Students also create discussion norms in order to have productive discussions about the text at the end of the unit.

A Long Walk to Water contains references to sensitive topics such as war (including the violent death of family members and children), displacement, family separation, hunger, thirst (including death from lack of water), refugee camps, violent deaths from wild animals, and serious illness of family members. These issues must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

In this unit, students begin to read literary nonfiction texts at their level as they choose independent research reading texts. There are Independent Reading Sample Plans in online resources with ideas on how to launch independent reading. Students should complete 20 minutes of independent research reading for homework when they are not reading a chapter from the anchor text. Students should also continue independent research reading over weekends.

Please note: For the 6-8 Language Arts Curriculum, there are [Teaching Notes](#) for each unit that contain helpful information for supporting English language learners. These overview notes complement the more specific English language learner supports and differentiated materials within each lesson. (See the Support All Students section of the Teaching Notes in Lesson 1 for further detail.) You will find the unit's Teaching Notes in the Unit download below.

Unit Calendar:

Week #	Shorter Period (45)	Block Period 1 (90)	Block Period 2 (90)
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<p>Week 1</p>	<p>Lesson #1: Discover Our Topic: The Lost Children of Sudan</p>	<p>Lesson #2: Establish Reading Routines: A Long Walk to Water</p> <p>Lesson #3: Analyze Setting, Characters, and Plot: A Long Walk to Water, Chapters 1–2</p>	<p>Lesson #4: Analyze Point of View: A Long Walk to Water, Chapter 3</p> <p>Lesson #5: Close Read: “The Lost Boys of the Sudan”</p>
<p>Week 2</p>	<p>Lesson #6: Launch Independent Research Reading: The Lost Children of Sudan</p>	<p>Lesson #7: Analyze Point of View: A Long Walk to Water, Chapter 5</p> <p>Lesson #8: Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6</p>	<p>Lesson #9: Introduce Themes: A Long Walk to Water</p> <p>Lesson #10: Analyze Development of Theme: A Long Walk to Water, Chapter 7</p>
<p>Week 3</p>	<p>Lesson #11: Analyze Development of Theme: A Long Walk to Water, Chapter 8</p>	<p>Lesson #12: End of Unit 1 Assessment, Part I: Analyze Development of Theme: A Long Walk to Water, Chapter 9</p> <p>Lesson #13: Generate Discussion Norms</p>	<p>Lesson #14: Prepare for Text-Based Discussion: Themes: A Long Walk to Water</p> <p>Lesson #15: End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: A Long Walk to Water</p>
<p>Week 4</p>	<p>Lesson #16: End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: A Long Walk to Water</p>		

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Lesson #1: Discover Our Topic: The Lost Children of Sudan (45 minutes)

Lesson Summary: In this lesson, students participate in the Infer the Topic protocol by engaging with the texts they will read throughout the module. Also, students encounter the performance task and the guiding questions for the module, as well as the module’s anchor text. For additional details about this lesson. For more details about this lesson click [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 1: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Whiteboards and dry-erase markers or sticky notes ● Entrance Ticket: Unit 1, Lesson 1 , pg 2 (one per student) ● Online or print translation dictionary (for ELLs in home language; one per small group of students) ● Infer the Topic: I Notice/I Wonder note-catcher (one for display; one per student), pg 7 ● Infer the Topic: I Notice/I Wonder note-catcher ▲, pg 8 ● Red, yellow, and green objects (popsicle sticks, poker chips, cards, etc.) (one of each color per student) ● A Long Walk to Water by Linda Sue Park (text; one per student) ● Homework, Resources for Families (one for display and one per student; see unit download) ● Homework: Module Guiding Questions anchor chart, pg 1 (one per student) 	<ul style="list-style-type: none"> ● Lesson 1 Slides. ● Entrance Ticket: Unit 1, Lesson 1, pg 1 (answers for teacher reference) ● Infer the Topic resources, pg 3-5 (one for display) ● Directions for Infer the Topic, pg 6 (one for display) ● Performance Task anchor chart ● Module Guiding Questions anchor chart, pg 9 (example for teacher reference) (one for display; see Teaching Notes) ● Homework Resources (for Families) (answers for teacher reference) ● Equity sticks (see Teaching Notes) ● Academic word wall (one for display; see Teaching Notes) ● Domain-specific word wall (one for display; see Teaching Notes) ● World map (one for display)

Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can use evidence to infer the topic of this module from the resources. (RL.7.1, RI.7.1) 	<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 1 (RI.7.1) ● Work Time A: Infer the Topic: I Notice/I Wonder note- catcher (RL.7.1, RI.7.1)

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Assessment Guidance: Monitor students' I Notice/I Wonder note-catchers in Work Time A to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.

Learning Experiences and Instructional Sequences

Differentiated Strategies & Supports

Note: A Long Walk to Water includes depictions of war, poverty, death, and the experiences of refugees. These issues may be sensitive for students, and some students may connect with these topics personally or deeply. After reading these sections of the text for the gist, students have time to reflect. Monitor students and determine if there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently. Reflections may be personal, and students are not required to share them.

Where possible, invite students to share their own experiences or understandings of Africa, and ensure they recognize that Africa is a huge continent containing many countries. Ensure they recognize that Sudan is just one country in this continent and that this topic is focused on one specific event in the country's history.

Supporting English Learners:

Supports guided in part by CA ELD Standards 7.I.B.6 and 7.I.C.10.

Important Points in the Lesson Itself

- To support ELLs, this lesson explicitly outlines discussion protocols; allows time for students to investigate academic vocabulary, build background knowledge, and make inferences about the topic of the module; and allows space for diverse perspectives.
- ELLs may find the Infer the Topic Resources challenging because of the volume of potentially unfamiliar new language. Encourage students to focus on select resources and language that is familiar or most approachable. Invite them to congratulate themselves for what they do understand.

Opening

A. Engage the Learner – RI.7.1 (5 minutes)

- a. As students enter the classroom, have them complete Entrance Ticket: Unit 1, Lesson 1.
- b. Direct students' attention to the posted learning target, and select a volunteer to read it aloud: *"I can use evidence to infer the topic of this module from the resources."*
- c. Guide students through an intentional Think-Pair-Share:
 - Move students into pairs, and invite them to label themselves A and B.
 - Pose the question, and give students time to think independently and silently about their answer to the question.
 - Invite partner A to ask partner B the question.
 - Give partner B a specified time frame (e.g., 30 seconds, 1 minute) to share his or her response.

Lighter Support:

- Invite a student to paraphrase the key points of the learning targets in language that makes sense to them.
- Strategically group ELLs with native and proficient English speakers, other ELLs, or by home language when placing them in pairs.

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- Have partners reverse roles and repeat steps 3–4.
 - Using a total participation technique (e.g., cold call, equity sticks), invite students to share their responses with the whole group.
 - Repeat this process with remaining questions.
 - “*Why do we have learning targets? What is the purpose of learning targets?*”
- d. Underline the word *infer* in the learning target.
- e. Ensure that students have access to an online or print translation dictionary.
- f. Invite students to Turn and Talk with their partner:
- When prompted, students turn to a partner.
 - In a set amount of time, students share their ideas about the question.
 - Students may be instructed to share some key ideas from their paired discussions with the whole class.
 - “*What does infer mean? If you are going to infer the topic, what does that mean?*”
 - Cold call students using equity sticks to share their responses:
 - Name the question before identifying students to answer it.
 - Call on students regardless of whether they have their hands raised.
 - Scaffold questions from simple to increasingly complex, probing for deeper explanations.
 - Connect thinking threads by returning to previous comments and connecting them to current ones; model this for students and teach them to do it, too.
- g. With student support, record the meaning of *infer* on the academic word wall with translations in students’ home languages (make a good guess about the topic based on the content of the resources). Consider writing synonyms or sketching a visual above each key term to scaffold students’ understanding.
- h. Invite students to reflect on their progress toward the learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Both options described below. Select ONE.
- i. Thumb-O-Meter: Tell students they are going to use the Thumb-O-Meter strategy to reflect on their comfort level or readiness on the learning target.
- When prompted to reflect on the learning target, students show their comfort level with it by holding their thumb up, down, or sideways. By holding their thumb sideways, they are indicating they will need some support. By holding their thumb down, they are indicating they feel uncomfortable with the learning target.
 - Use students’ self-assessment to adjust instruction, and check in with students showing a thumb-down or thumb-sideways. **OR**

Heavier Support

- When introducing the word *infer*, provide some visuals and ask students to make an inference about them—for example, a broken window with a baseball next to it (someone threw a baseball and it shattered the glass) or a dog that is covered in mud (the dog played in the mud and got dirty)

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j. Red Light, Green Light: Provide students with red, yellow, and green objects (popsicle sticks, poker chips, cards, etc.).

- When prompted to reflect on the learning target, students place the color on their desk that reflects their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to move on).
- Target support for the reds first, then move on to the yellows and greens.
- Students change their colors as needed to describe their status.
- Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

B. Infer the Topic – RI.7.1 (15 minutes)

- a. Revisit the learning target, relevant to the work to be completed in this section of the lesson: “*I can use evidence to infer the topic of this module from the resources.*”
- b. Focus students on the Infer the Topic resources posted around the room.
- c. Display and distribute the Infer the Topic: I Notice/I Wonder note-catcher, pg 7 and the Infer the Topic: I Notice/I Wonder note-catcher ▲, pg 8 for students who need extra support. The differentiated note-catcher supports students’ analysis with prompts and sentence starters. ▲ Review the note-catcher with all students to ensure they understand how and why they are completing it.
- d. Ask: “*What are you going to record in this column? How does that information connect to the information in the next column?*”
- e. Focus students on the question at the top, and read it aloud: “*What do you think you will be learning about in this module?*”
- f. Tell students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn’t something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- g. Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text).
- h. Display, read aloud, and ensure students understand the Directions for Infer the Topic. (Refer to the Classroom Protocols document located on the Tools Page <http://eled.org/tools> for the full version of the protocol.)
- i. Guide students through the protocol. Allow them to choose what resources to observe, so those who may not be able to read independently have the option to view an image. Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another

Lighter Support:

- During Work Time A, fill out a row or two of the I Notice/I Wonder note-catcher as a whole class so that students have a very concrete model of how to do this work independently.

Heavier Support:

- During Work Time A, distribute a partially completed copy of the I Notice/I Wonder note-catcher. This will provide students with models for the kind of information they should enter while relieving the volume of writing required

Opportunities to Extend Learning:

- During Work Time A, observe student

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about what the text means using sentence frames. Examples: “I agree because _____.” “I disagree because _____.” ▲

j. Refocus whole group. Think-Pair-Share:

- “Now that you have looked at some resources, what do you think this module might be about?”
- “What evidence supports your inference?”
- “Can you say more about that? I’ll give you some time to think and write or sketch.”

k. Invite students to reflect on their progress toward the learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Both options described below. Select ONE.

l. Thumb-O-Meter: Tell students they are going to use the Thumb-O-Meter strategy to reflect on their comfort level or readiness on the learning target.

- When prompted to reflect on the learning target, students show their comfort level with it by holding their thumb up, down, or sideways. By holding their thumb sideways, they are indicating they will need some support. By holding their thumb down, they are indicating they feel uncomfortable with the learning target.
- Use students’ self-assessment to adjust instruction, and check in with students showing a thumb-down or thumb-sideways. **OR**

m. Red Light, Green Light: Provide students with red, yellow, and green objects (popsicle sticks, poker chips, cards, etc.).

- When prompted to reflect on the learning target, students place the color on their desk that reflects their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to move on).
- Target support for the reds first, then move on to the yellows and greens.
- Students change their colors as needed to describe their status.
- Scan student responses, and make a note of students who might need support. Check in with them moving forward.

C. Introduce the Performance Task and Module Guiding Questions (10 minutes)

- a. Tell students that they will now look at a few additional artifacts as they continue to hone their understanding of the module topic.
- b. Direct students’ attention to the Performance Task anchor chart, and read the task aloud.
- c. As students may be overwhelmed by the Performance Task anchor chart, assure them that they will continue to explore the meaning of the chart in subsequent lessons and units.
- d. Turn and Talk:
 - “What do you notice?”

interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they need additional support.

- After Work Time B, invite students to reflect on additional examples of stories about refugees.

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- “What do you wonder?”
 - “Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?”
- e. Clarify anything pertinent to this specific performance task. Consider displaying a model performance task from a former student. Ask students to make connections between the model and the performance task.
- f. Display the [Module Guiding Questions anchor chart](#), pg 9 and read the questions aloud.
- g. Turn and Talk: “Why do we have guiding questions for each module?”
- h. Underline the phrase habits of character.
- i. Ask students to help break down the phrase by defining habits and character
- j. Turn and Talk: “What do these words mean? What strategies can you use to find out?”
- k. Invite students to work in their triads to determine the meanings of the words habits and character, and use a total participation technique to select a student to share with the whole group.
- l. Ask for a volunteer to combine the meanings of the words to find what the phrase means and add these to the domain-specific word wall.
- m. Repeat this process to determine the meaning of the word haven (a place of safety or refuge) and add the new word to the academic word wall, including translations in home languages.
- n. Tell students that these are the questions that will guide their thinking and learning throughout the module. Turn and Talk:
- “What do you notice?”
 - “What do you wonder?”
 - “Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?” (
 - “What evidence did you find to support your inference?”
 - Conversation Cue: “How is what _____ said the same as/different from what _____ said? I’ll give you time to think and write.”
- o. Clarify that this module will be about the story of the Lost Children of Sudan, who were forced from their home by war.
- p. Turn and Talk:
- “What does this topic mean to you at this point? Why might it be meaningful to study this topic?”
 - “From what you know so far, what are you looking forward to about this topic?”
- q. Acknowledge that some students may already know something about this topic. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences and that this will be discussed more at the beginning of the next

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lesson. And note that some students may know nothing about the topic—it will be fun to dig in together!

- r. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

D. Launch the Text: A Long Walk to Water (10 minutes)

- a. Distribute the text *A Long Walk to Water* by Linda Sue Park.
- b. Tell students they will now spend 2 minutes looking through the book with their partner and discussing what they notice and wonder about *A Long Walk to Water*. Partner B will share a notice or a wonder first, then partner A, and then partner B again, and so on.
- c. Provide whiteboards and dry-erase markers or sticky notes as an option for students to record (in drawing or writing) their ideas. This helps scaffold active listening for key details.
- d. Use equity sticks to select students to share out what they notice and wonder about the book.
 - Pose the question to the class.
 - After giving students think time, call on a student for an answer. Then, move the equity stick from one location to another, indicating that the student has participated in class that day.
- e. Draw and complete an I Notice/I Wonder T-chart on the board as students share. Listen for suggestions such as the following:
 - I notice that each chapter seems to have two different-colored fonts. I wonder how the two fonts are related to each other.
 - I notice that the dates are given for each chapter.
 - I notice that there is a message from the author and one of the characters from the book.
 - I wonder how much of the story is made up and how much is real.
- f. Ensure students notice the various text features in *A Long Walk to Water* (map, subtitle, dates in chapter headings, author's note, and message from Salva). Briefly review the purpose of each text feature.
- g. Having spent some time looking through the book, invite students to spend 3 minutes reflecting silently. Reflection can include thinking or writing/drawing on paper. Students must be silent when they do this, though. Ask the following question to guide reflection:
 - "What does what you read or saw in the book make you think about? Why?"

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<p>h. Focus students on the world map. If students have not already mentioned this, explain that <i>A Long Walk to Water</i> takes place in Sudan. Using a total participation technique, invite responses from the group:</p> <ul style="list-style-type: none">■ "Where is Sudan on the map?" <p>i. Place the labeled pin on Sudan, and explain that it is on the continent of Africa. Show students each of the continents on the map. Point to the pin marking your location.</p> <p>j. Ask students to Turn and Talk, and cold call students to share their responses with the whole group:</p> <ul style="list-style-type: none">■ "Which continent do we live on?"■ "Where are we in relation to Sudan?"■ "Has anyone had any experience with Sudan that you would like to share?" <p>k. Ensure students understand that Sudan is one country in the continent of Africa, which contains many countries, and this is one story in the history of Sudan. Emphasize that countries in Africa are all quite different and all have their own stories of success and challenge, just like we do in the United States. Help students recognize that what they are going to read about in <i>A Long Walk to Water</i> isn't reflective of other countries in Africa.</p>	
<p>Closing and Assessment:</p> <p>A. A. Reflect on Learning Targets – SL.7.1 (5 minutes)</p> <ol style="list-style-type: none">a. Invite students to reflect on their progress toward the learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.b. Incorporate reflection on and awareness of the following academic mindsets: "I can succeed at this." and "My ability and competence grow with my effort."c. Ask students to Think-Pair-Share: "What helped you to be successful at that task? How much effort did you put in on this task? How did your effort affect your learning?"d. Distribute the Homework Resources, and review the format of the document and this lesson's specific assignment with students.	<p>Heavier Support</p> <ul style="list-style-type: none">● Provide sentence stems to support the Think-Pair-Share, which will help students begin responding to the reflection on the connection between effort and success. Make the same sentence stems available the next time students participate in a similar reflection.<ul style="list-style-type: none">○ I was successful at that task because ...○ My effort helped me to . . .

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Homework

1. **Read and Reflect:** Students complete Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module. With their family, they talk about how the questions make them feel and why, and what the questions make them think about. Students can sketch or write their reflections.
2. **Preread Anchor Text:** Students should preread chapter 1 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #2: Establish Reading Routines: A Long Walk to Water (45 minutes)

Lesson Summary: The lesson begins with students exploring the learning targets and discussing the difference between academic and domain-specific words. Students also gain instruction in and practice using a dictionary as a strategy for determining the meaning of unfamiliar vocabulary. Then, students reflect on the module guiding questions. Finally, students begin reading the anchor text of the module, *A Long Walk to Water*, noting new vocabulary and recording the gist of chapter 1. For additional lesson details click [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 2: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:

Teacher Materials:

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<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 2 , pg. 2 (one per student) ● Vocabulary logs , (one per student) ● Academic and Domain-Specific Vocabulary Form , pg. 3-4 (example for reference) ● Academic and Domain-Specific Vocabulary Form ▲, pg 5-6 (example for reference) ● Synopsis: A Long Walk to Water, Chapter 1, pg 23 (one per student) ● Homework pg 2-3 : Selected Response Questions: <i>A Long Walk to Water</i> <p><i>Materials from Previous Lessons</i></p> <ul style="list-style-type: none"> ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Online or print translation dictionary (for ELLs in home language; one per small group of students) ● Translation dictionary (for ELLs in home language; one per small group of students) ● Sticky notes (one of each gist color per student; see Teaching Notes) 	<ul style="list-style-type: none"> ● Lesson 2 Slides. ● Entrance Ticket: Unit 1, Lesson 2, pg.1 (answers for teacher reference) ● Work to Become Ethical People anchor chart , pg 7-8 (example for teacher reference) ● Work to Become Ethical People anchor chart, pg 9-10 (one for display; co-created during Opening B) ● Text Guide: A Long Walk to Water (for teacher reference) ● Questions about A Long Walk to Water anchor chart , pg. 24-28 (example for teacher reference) ● Questions about A Long Walk to Water anchor chart ,pg 28-29 (one for display; co-created during Work Time A) ● Gists: A Long Walk to Water , pg 29-31 (example for teacher reference) ● Chart paper <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B) ● Module Guiding Questions anchor chart (one for display; from Unit 1, Lesson 1, Work Time B)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can determine the difference between academic and domain-specific vocabulary. (L.7.4) ● I can show empathy and respect as I listen to my classmates. ● I can use evidence from the text to find the gist of chapter 1 of A Long Walk to Water. (RL.7.1) 	<ul style="list-style-type: none"> ● Opening A: Vocabulary logs (L.7.4c) ● Opening B: Module Guiding Questions anchor chart and Work to Become Ethical People anchor chart ● Work Time A: Questions about A Long Walk to Water anchor chart (RL.7.1) ● Work Time B: Sticky notes (RL.7.1)

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Assessment Guidance: Monitor students’ use of the vocabulary logs and the Questions about A Long Walk to Water anchor chart to ensure comprehension. Monitor students’ progress on writing gists during Work Time B.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this novel includes war, starvation, death, and extreme hardship, among other sensitive topics. Monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.8, 7.II.B.3, and 7.II.B.4. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> To support ELLs, this lesson introduces a vocabulary log for the systematic investigation of vocabulary, establishes an environment of respect for diverse perspectives, and demonstrates how to determine the gist of a chapter of narrative text. ELLs may find it challenging to determine the gist of the first chapter of <i>A Long Walk to Water</i> because of the volume of potentially unfamiliar new language in the chapter. Consider how strategic grouping could support this task. 	
<p>Opening</p> <p>A. Engage the Learner – L.7.4c (5 minutes)</p> <ol style="list-style-type: none"> As students enter the classroom, invite them to respond to the questions on Entrance Ticket: Unit 1, Lesson 2 (pg 2). Direct students’ attention to the posted learning targets, and select a volunteer to read them aloud: <ol style="list-style-type: none"> “I can determine the difference between academic and domain-specific vocabulary.” “I can show empathy and respect as I listen to my classmates.” “I can use evidence from the text to find the gist of chapter 1 of <i>A Long Walk to Water</i>.” Invite students to Turn and Talk about the most important words in the learning targets, and underline or circle those words. Distribute vocabulary logs, and model the format for noting new words. Use the Academic and Domain-Specific Vocabulary Form ▲ (example for reference pg 5-6) for students who need extra support. Use the differentiated model to support students’ understanding of how and where to record new vocabulary words. ▲ 	<p>Lighter Support:</p> <ul style="list-style-type: none"> When presenting empathy as a sample word for the vocabulary log, display images that demonstrate empathy, and encourage students to use the images to help them infer the meaning of the word. <p>Heavier Support:</p> <ul style="list-style-type: none"> Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of

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- e. Focus students on the word empathy. Use total participation techniques to select students to share what they think it means. If they don't know the meaning, share the strategies they could use to determine the meaning (context, affixes and roots, dictionary).
- f. Use a sentence frame to boost confidence and encourage participation (e.g., "Another word for empathy is ____."). ▲
- g. Focus specifically on the use of reference materials such as online or print dictionaries as a strategy for determining the meanings of words. Ask students if they have experience using dictionaries to look up words. Model the process of looking up a definition, including pointing out the features of the dictionary (*definition, etymology or word history, pronunciation*). If there are multiple definitions of a word, invite students to share strategies for identifying the definition that best fits the context (*identify what type of word it is, see if replacing the word with the definition makes sense in the sentence*).
- h. With student support, record the meaning of the word on the academic word wall, with translations in students' home languages (the ability to understand the feelings of others). Write synonyms or sketch a visual above each key term to scaffold students' understanding. ▲ and invite students to record this word in their vocabulary logs.
- i. Repeat this process with respect (consideration for the feelings of others).
- j. Provide students the meaning of gist (what the text is mostly about), and add the definition to the domain-specific word wall.
- k. At this time, address the prompts from the entrance ticket, and ask students to Turn and Talk:
 - i. "What does academic mean?"
 - ii. "What does domain-specific mean?"
 - iii. "What is the difference between the two?"
- l. Ensure that students understand the difference between academic and domain-specific vocabulary by asking volunteers to give examples of academic words and domain-specific words.
- m. Turn and Talk:
 - i. "What words about the Lost Boys did you read or hear in Lesson 1? What topic or domain are these words from?"
 - ii. "What do you think you will be doing in this lesson based on these learning targets?"
 - iii. "Why are we doing this? How is it meaningful to you? How will it help you to be successful?"

B. Reflect on the Module Guiding Questions – SL.7.1 (10 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: "I can show empathy and respect as I listen to my classmates."

a word. Examples follow below:

- Word and pronunciation: "What is the word, and how do you say it?"
- Forms of the word: "What are the different forms of the word?"
- Translation and cognate: "What is the translation in your home language?" "Does the word look like a similar word in your home language?"
- Synonyms and antonyms: "What words have a similar meaning?" "What words have the opposite meaning?"
- Collocations: "What other words are commonly used with the word?"
- Showing sentences: "Where else have you read or heard this word?" "What does it mean in the new sentence?"

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- b. Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite students to reread the Module Guiding Questions anchor chart.
- c. Explain that not all students will like the topic of the Lost Boys of Sudan or will have had positive experiences with their story. Ensure students understand that it is okay to have differing opinions.
- d. To help build trust, share a personal story regarding feelings about the Lost Boys of Sudan.
- e. Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.
- f. Focus students on the Work to Become Ethical People anchor chart (pg 9-10). Explain that, as it says at the top of the chart, ethical people are people who treat others well and stand up for what is right.
- g. Read aloud the habit of character recorded: *“I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.”*
- h. Invite students to Turn and Talk to an elbow partner:
 - i. *“Using the anchor chart as a guide, what does respect mean in your own words?”*
- i. Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner. Remind them that they used this protocol in Lesson 1, and review the steps as necessary.
 - i. *“What does respect look like? What might you see when someone is showing respect toward someone else?”* See Work to Become Ethical People anchor chart (example for teacher reference), pg 7-8.
 - ii. *“What does respect sound like? What might you hear when someone is showing respect toward someone else?”*
- j. Read aloud the habit of character recorded on the Work to Become Ethical People anchor chart:
 - i. *“I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.”*
- k. Invite students to Turn and Talk to an elbow partner:
 - i. *“Using the anchor chart as a guide, what does empathy mean in your own words?”*
- l. Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner:
 - i. *“What does empathy look like? What might you see when someone is showing empathy toward someone else?”*
 - ii. *“What does empathy sound like? What might you hear when someone is showing empathy toward someone else?”*

Opportunities to Extend Learning:

- As students note vocabulary in the text, invite them to elaborate on the figurative and connotative meanings and uses of the words they find (RL.7.4). Provide opportunities for students to create new sentences using the words in their vocabulary logs.

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- m. Tell students they will now have the opportunity to share their reflections, if they would like to, with the whole group. Remind students to respond with respect and empathy as necessary.
- n. Invite volunteers to share their reflections with the whole group. Be prepared to discuss any issues students feel they need to discuss further.
- o. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

A. Read **A Long Walk to Water, Chapter 1** - RL.7.1 (20 minutes)

- a. Invite students to retrieve their copies of *A Long Walk to Water*, and remind them of what they thought the text might be about.
- b. Invite students to turn to page 1. Read aloud chapter 1 as students read along silently. If students are able to read independently or in small groups, group students accordingly, and set the time for them to read chapter 1. As some students read independently, read aloud to students who need additional support, using the Text Guide: *A Long Walk to Water*, pg 11-22 for sample vocabulary and comprehension questions. Remind students that as they respond to the comprehension questions, they must use evidence from the text to support their ideas. If students do not finish reading the chapter within the allotted time, use the Synopsis: *A Long Walk to Water, Chapter 1*, pg 23 document to review the key details from chapter 1.
- c. Ask students to note new vocabulary words in their vocabulary logs as they read the text.
- d. Give students 2 minutes to silently reflect on the text. Encourage them to consider how the chapter made them feel. They can write or sketch, or just sit and think.
- e. Think-Pair-Share: "What happened in this chapter?"
- f. Invite a student to paraphrase the key points in more comprehensible language for those who need heavier support.
- g. Capture any questions students have about what is happening in the chapter on a Questions about *A Long Walk to Water* anchor chart, (pg 28-29). This first day, encourage students to ask any question. As the weeks progress, guide students to refine the questions to better align to research questions. If necessary, for this lesson, provide sentence frames such as the following: "Who is . . . ?" "What is . . . ?" "How does . . . ?" "Why does . . . ?"
- h. Choose a page from the chapter, and invite students to suggest academic and domain-specific words on that page to check for understanding.

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<p>i. Direct students' attention to the Work to Become Ethical People anchor chart, and review respect and empathy as needed before inviting students to share their reflections if they choose.</p> <p>B. Find the Gist: A Long Walk to Water, Chapter 1 (5 minutes)</p> <p>a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: "I can use evidence from the text to find the gist of chapter 1 of <i>A Long Walk to Water</i>."</p> <p>b. Distribute two different-colored sticky notes to each student, and explain that they will use one color to record the gist of Nya's story and the other color to record the gist of Salva's story. Also explain that students should write the chapter number and their initials on each sticky note. Remind students of their definition of gist, created earlier in the lesson. Lead a whole-class discussion of what gist is and why we find it. Invite students to think of these key questions when deciding on the gist of a chapter or story: What are the main events? How is the plot unfolding?</p> <p>c. Model recording gist on a sticky note, pg 30-31 and invite students to do the same, sticking them at the front of the chapter for quick reference. Have students Turn and Talk:</p> <p>i. "What is the gist of this chapter? What is it mostly about?"</p>	
<p>Closing and Assessments:</p> <p>A. Reflect on Learning Targets (5 minutes)</p> <p>a. Invite students to reflect on their progress toward the learning targets, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.</p> <p>b. Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time. Invite students to share specific examples of where they saw other students showing respect and empathy and update the "What Does It Look Like?" and "What Does It Sound Like?" columns of the anchor chart accordingly.</p> <p>c. Incorporate reflection on and awareness of the following academic mindset: "I belong in this community."</p> <p>d. Ask: "<i>How do empathy and respect help you feel a sense of belonging in this classroom community?</i>"</p>	<p>Lighter Support:</p> <ul style="list-style-type: none">● Closing: Remind students of the definitions of respect and empathy before asking them to reflect on how they foster a sense of belonging. <p>Heavier Support:</p> <ul style="list-style-type: none">● Closing: Before asking students to reflect on respect and empathy, briefly describe concrete examples of respect and empathy that you have observed between students in the class during work time or in an earlier lesson. Then, explain that these are the

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type of interactions that you mean when you are referring to instances of empathy and respect. These concrete examples help ELLs to better understand abstract terms for values which are often difficult to convey in comprehensible language.

Homework:

1. **Answer Selected Response Questions:** Students complete Homework: Selected Response Questions: A Long Walk to Water, answering selected response questions about plot unfolding in chapter 1 of A Long Walk to Water and identifying the strategies used to answer the questions.
2. **Preread Anchor Text:** Students should preread chapter 2 of A Long Walk to Water in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #3: Analyze Setting, Characters, and Plot: A Long Walk to Water, Chapters 1–2 (45 minutes)

Lesson Summary: In this lesson, students work as a class to generate strategies to answer selected response questions. Then students read chapter 2 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. As a whole class, students analyze how the setting affects the character and plot development by co-constructing an anchor chart and responding individually to a QuickWrite prompt. Students conclude the lesson with a discussion about the different points of view of the two main characters: Nya and Salva. For additional lesson details click [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 3: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

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Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 3, pg 2(one per student) ● Synopsis: A Long Walk to Water, Chapter 2, pg 4 (one per student) ● QuickWrite: Setting Shapes Character and Plot in A Long Walk to Water, pg 11 (one per student and one for display) ● QuickWrite: Setting Shapes Character and Plot in A Long Walk to Water ▲, pg 12-13 ● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Vocabulary logs (one per student; from Unit 1, Lesson 2, Opening A) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) 	<ul style="list-style-type: none"> ● Lesson 3 Slides. ● Entrance Ticket: Unit 1, Lesson 3, pg 1 (answers for teacher reference) ● Strategies to Answer Selected Response Questions anchor chart, pg 3 (example for teacher reference) ● Strategies to Answer Selected Response Questions anchor chart (one for display; co-created during Opening B) ● Setting/Characters/Plot anchor chart, pg 5 (example for teacher reference) ● Setting/Characters/Plot anchor chart, pg 8 (co-created during Work Time B) ● QuickWrite: Setting Shapes Character and Plot in A Long Walk to Water, pg 9 (example for teacher reference) ● Point of View anchor chart, pg 14-16 (example for teacher reference) ● Point of View anchor chart, 17-19 (one for display; co-created during Closing and Assessment A) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Equity sticks (from Unit 1, Lesson 1, Opening A) ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A)

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	<ul style="list-style-type: none"> • Questions about A Long Walk to Water anchor chart (example for teacher reference; from Unit 1, Lesson 2, Work Time A) • Gists: A Long Walk to Water (example for teacher reference) (from Unit 1, Lesson 2, Work Time B) • Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> • I can identify strategies to answer selected response questions. • I can analyze how the setting shapes the characters and plot in chapters 1 and 2 of A Long Walk to Water. (RL.7.1, RL.7.3) • I can explain how the author developed Salva’s and Nya’s points of view of life in chapter 2 of A Long Walk to Water. (RL.7.1, RL.7.6) 	<ul style="list-style-type: none"> • Work Time B: Setting/Characters/ Plot anchor chart (RL.7.3) • Work Time B: QuickWrite: Setting Shapes Character and Plot in A Long Walk to Water (RL.7.3) • Closing and Assessment A: Point of View anchor chart (RL.7.6)
<p>Assessment Guidance: During Work Time B, monitor what students discuss with their partners and the class to ensure they understand how setting affects character and plot development. After class, check students’ QuickWrites for comprehension of how setting affects character and plot development. During Closing and Assessment A, monitor what students discuss with their partners and the class to ensure they understand that the novel is told from the differing points of view of Nya and Salva.</p>	

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes abandonment of a child and descriptions of war. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.4. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> • To support ELLs, this lesson introduces anchor charts for analyzing setting, character, plot, and point of view and provides a Think-Pair-Share protocol for discussing how setting shapes character. • ELLs may find the terms setting and point of view challenging if they have not heard them before in English, but the guided discussion of these terms in the lesson should help them to become more familiar with these terms. 	

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Opening:

A. Engage the Learner – L.7.4a (5 minutes)

- a. As students enter the classroom, invite them to respond to the questions on Entrance Ticket: Unit 1, Lesson 3, pg 2
- b. Direct students' attention to the posted learning targets, and select a volunteer to read them aloud:
 - i. "I can identify strategies to answer selected response questions."
 - ii. "I can analyze how the setting shapes the characters and plot in chapters 1 and 2 of A Long Walk to Water."
 - iii. "I can explain how the author developed Salva's and Nya's points of view in chapter 2 of A Long Walk to Water."
- c. Present the learning targets in writing, orally, and accompanied by symbols, and then check for understanding by giving students time both to write or sketch and to orally paraphrase these targets. ▲
- d. Invite students to Turn and Talk about the most important words in the learning targets, and underline or circle those words.
- e. Focus students on the word strategies. Use total participation techniques to select students to share what they think it means. If they don't know the meaning, share the strategies they could use to determine the meaning (context, affixes and roots, dictionary).
- f. Use a sentence frame to boost confidence and encourage participation (e.g., "Another word for or way of saying strategies is _____.").
- g. If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas about the word strategies by giving examples: "Can you give an example?"
- h. With student support, record the meaning of the word on the academic word wall, with translations in students' home languages Write synonyms or sketch a visual above the term to scaffold students' understanding. ▲
- i. Invite students to record in their vocabulary logs. Prompt students to use the word in a new sentence by either writing that sentence down or thinking of that sentence silently, then sharing with a partner.
- j. Invite students to share their responses from the entrance ticket, and confirm the correct responses. For question 2, explain that all of these definitions mean shapes, but in this context the correct definition is how the setting gives direction or character to the characters. In other words, the setting and characters' responses to the setting help to reveal things about the characters. The setting and characters' responses to the setting help to move the plot forward.
- k. Turn and Talk:
 - i. "What do you think you will be doing in this lesson based on these learning targets?"

Lighter Support:

- Opening: Enlarge one question and response from the entrance ticket and label it "selected response question" before introducing the concept of selected response questions, so that students have a visual and written means of understanding the concept, as well as an aural one.

Heavier Support:

- During pair work with the strategies, use a sentence frame to boost confidence and encourage participation (e.g., A strategy you could use to answer this question is _____).

Opportunities to Extend Learning:

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. Some examples follow below:
Opening B:
Release some students to apply

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<p style="margin-left: 40px;">ii. “Why are we doing this? How is it meaningful to you? How will it help you to be successful?”</p> <p>B. Strategies to Answer Selected Response Questions (5 minutes)</p> <ol style="list-style-type: none"> a. Redirect students’ attention to the following posted learning target, and select a volunteer to read it aloud: <i>“I can identify strategies to answer selected response questions.”</i> b. Point to the term selected response. Remind students that the questions they answered with multiple options in the warm-up activity and in their Unit 1 Lesson 2 homework are called selected response, or multiple choice, questions. Select volunteers to share strategies they used to answer the selected response questions in the warm-up activity and in their homework. c. As students share out, capture their responses on the Strategies to Answer Selected Response Questions anchor chart. Refer to Strategies to Answer Selected Response Questions anchor chart , pg 3 (example for teacher reference) as necessary. d. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique. 	<p>the Strategies to Answer Selected Response Questions sooner.</p>
<p>Work Time</p> <p>A. Read A Long Walk to Water, Chapter 2 (15 minutes)</p> <ol style="list-style-type: none"> a. Ask students to retrieve their copies of <i>A Long Walk to Water</i> and review their gists from chapter 1 to refresh themselves on the most recent events of the story. Then have students turn to page 8, chapter 2. b. Begin by pointing out the subtitle, symbol, and font color and style of this section. c. Invite volunteers to share: <i>“What does this subtitle, symbol, and font show?”</i> d. Read aloud chapter 2, pages 8–13, as students read along silently. If students are able to read independently or in small groups, group students accordingly, and set the time for them to read chapter 2. As some students read independently, read aloud to students who need additional support, using the Text Guide: <i>A Long Walk to Water</i> , pg 11-22. If students do not finish reading the chapter within the allotted time, use the Synopsis: <i>A Long Walk to Water, Chapter 2</i>, pg 4 document to review the key details from chapter 2. e. Ask students to record any new vocabulary words in their vocabulary logs. f. After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this: <ol style="list-style-type: none"> i. “What did this part of the story make you think about?” g. After 2 minutes, ask students to note any new questions the chapter raised for them. 	<p>Lighter Support</p> <ul style="list-style-type: none"> ● Work Time: Before providing any sentence frames or modeling during Work Time B, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they need additional support. <p>Heavier Support</p> <ul style="list-style-type: none"> ● During Work Time A, display, repeat, and rephrase the two discussion questions. Tell

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- h. Focus students on the Work to Become Ethical People anchor chart, and remind them of the habit of character recorded—respect—as some students may be sharing out things that are very personal and meaningful to them.
- i. Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- j. As students share out, capture any questions on the Questions about *A Long Walk to Water* anchor chart. If a student has raised a more research-aligned question, note it and explain why it lends itself better to research. If students have not raised open-ended questions but seem ready for this challenge, model a few. Also, note that students should continue to raise specific questions about the text as well because doing so helps with engagement and comprehension. Once students have generated new questions, ask them to reread the questions from previous chapters to see if their reading in the novel has answered any previous questions. Record student responses on the anchor chart.
- k. Remind students that in the previous lesson, they learned about gist . Challenge students to work in pairs to determine and record the gists of Nya’s section and Salva’s section of chapter 2 on different-colored sticky notes. Remind students to write the chapter number and their initials on each sticky note. As necessary for support, prompt with questions such as What is this chapter mostly about? Who is in this chapter? Briefly, what happens to them?
- l. Gists:
 - i. Nya: takes thorn out of foot
 - ii. Salva: walking with a group; not his family; soldiers take men; groups leaves him behind
- m. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique.

B. Analyze Setting, Characters, and Plot – RL.7.3 (10 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: “I can analyze how the setting shapes the characters and plot in chapters 1 and 2 of *A Long Walk to Water*.”
- b. Display the Setting/Characters/Plot anchor chart, pg 7. Review what setting, character, and plot mean. Refer to the Setting/Characters/Plot anchor chart (example for teacher reference, pg 5-6) for answers.
- c. Remind students that in this context, shapes means how the setting gives direction or character to the characters. In other words, the setting and characters’ responses to the setting help to reveal things about the characters. The setting and characters’ responses to the setting help to move the plot forward.

students they will have some time to think and write or sketch before responding. Cold call one or two students, and display their responses. Speak slowly, without increasing natural volume or intonation.

- Use the Conversation Cues for restating and paraphrasing responses to confirm meaning, and ask others to restate in their own words:
 - Who can repeat what your classmate said?
 - She said _____.

Opportunities to Extend Learning:

Release more responsibility more quickly to students as they comprehend the tasks or concepts. Some examples follow below:

- Work Time A: Allow some students to read the chapter independently and record a gist and take notes about setting, character, and plot in their reading notebooks.
- QuickWrite: Students begin this if they have

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<p>d. Use equity sticks to have students report out on the gist of chapter 2. Record their correct responses in the first column of the anchor chart. To support students, read the gist while recording it. Encourage students to add to or modify their own gist based on this sharing.</p> <p>e. Display and distribute QuickWrite: Setting Shapes Character and Plot in <i>A Long Walk to Water</i>, pg 11 and QuickWrite: Setting Shapes Character and Plot in <i>A Long Walk to Water</i> ▲ , pg 12-13 for students who need extra support. Read the prompt aloud, explaining that students will write for 5 minutes to fully respond to one of the prompts. Tell students that this is just their initial thinking at this stage and they will refine their thinking later on. Remind students to include evidence to support their response.</p> <ol style="list-style-type: none"> i. <i>“How does the setting shape the characters and plot in chapter 2 of A Long Walk to Water? Use text evidence to support your response.”</i> ii. <i>Differentiated prompt options for students who need more support with writing: “How does the setting shape the characters OR the plot in chapter 2 of A Long Walk to Water? Use text evidence to support your response.” ▲</i> <p>f. As necessary, help students think through their QuickWrite response by asking the following:</p> <ol style="list-style-type: none"> i. <i>“How would the story be different if this happened in a city? So how does being in a small town change what the characters do and what happens in the story?”</i> <p>g. Encourage students to complete this QuickWrite independently to get a baseline of their abilities to write sentences and paragraphs, cite evidence, and analyze text. However, if students are frozen, give them the option to analyze how setting shapes characters or how setting shapes plot. Or, have students work in pairs or small groups and/or provide sentence frames: The setting in chapter 2 is . . . ; The setting shapes the characters by . . . ; For example, the text states, . . . ; This shows that . . . ; The setting shapes the plot by . . . ; As the text states, . . . ; This shows that ▲</p> <p>h. Invite students to share what they wrote in their QuickWrites, and record appropriate responses on the anchor chart.</p> <p>i. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique.</p>	<p>enough time after finishing the reading and taking notes.</p> <ul style="list-style-type: none"> ○ Who can tell us what your classmate said in your own words? ○ He said that _____.
<p>Closing and Assessment</p> <p>A. Introduce Point of View – RL.7.6 (10 minutes)</p> <ol style="list-style-type: none"> a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: <i>“I can explain how the author developed Salva’s and Nya’s points of view in chapter 2 of A Long Walk to Water.”</i> b. Turn and Talk: <ol style="list-style-type: none"> i. “What do you already know about the term point of view?” 	<p>Lighter Support</p> <ul style="list-style-type: none"> ● Closing: During the discussion of third-person point of view, quickly demonstrate the scene with the thorn by acting it out silently as Nya while a

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- c. With student support, record the meaning of the phrase point of view on the domain-specific word wall
 - d. Draw students' attention to the posted Point of View anchor chart, pg 17-19, and invite students to choral read the definition together.
 - e. Allow students to share any previous knowledge or familiarity with the point of view. Update correct definitions or examples on the anchor chart. Use misconceptions to guide further instruction.
 - f. Turn to page 1, and read aloud the text in brown—Nya's story—as students read along silently.
 - g. Turn and Talk:
 - i. "From what point of view is this part of the novel written? How do you know?"
 - ii. "The narrator speaks as though he or she is in Nya's head and knows her point of view. From this excerpt, what do you think that Nya's point of view of the thorn in her foot is?"
 - iii. "How do you know? How does the author develop this point of view in Nya's section of the text?"
 - h. Tell students that in this chapter, Character 1 is Nya and Character 2 is Salva. Update the Character 1 column with appropriate student responses. See Point of View anchor chart (example for teacher reference, 14-16).
 - i. Invite students to turn to page 11. Read aloud from "Salva hesitated for a moment" to ". . . get a better look at his face" as they read along silently.
 - j. Turn and Talk:
 - i. "From what point of view is this part of the novel written? How do you know?"
 - ii. "From this excerpt, what do you think Salva's point of view of how he should behave is?"
 - iii. "How do you know? How does the author develop this point of view across the excerpt we just read?"
 - k. Remind students that in this chapter, Character 1 is Nya and Character 2 is Salva . Update the Character 2 column with appropriate student responses. See Point of View anchor chart (example for teacher reference).
 - l. Tell students they will begin to compare and contrast the points of view in the next lesson.
- B. Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique.

student volunteer narrates what you are likely thinking or feeling. Then explain that the student volunteer narrator is using third-person point of view. If necessary, contrast this scene to one where you demonstrate first-person point of view by having Nya narrate her own thoughts and feelings.

Heavier Support:

- Closing: Use sentence frames to support the Turn and Talk discussion of point of view.
 - Include the following:
This part of the novel is written from the point of view of _____.
Nya's point of view of the thorn in her foot is _____.
The narrator develops this point of view by _____.

Opportunities to Extend Learning:

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Release more responsibility more quickly to students as they comprehend the tasks or concepts. Some examples follow below:

- Closing and Assessment A: Encourage these students to explain point of view, using evidence from the text.

Homework:

1. **Determine Meaning of Unfamiliar Vocabulary:** Students use context and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 2 of *A Long Walk to Water*. Then they record the words and their definitions in the correct section of their vocabulary log.
2. **Preread Anchor Text:** Students should preread chapter 3 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #4: Analyze Point of View: A Long Walk to Water, Chapter 3 (45 minutes)

Lesson Summary: In this lesson, students work as a class to generate and practice strategies for determining the meaning of unfamiliar vocabulary, focusing on word parts, especially affixes. Students then read chapter 3 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. Next, students analyze how the setting affects the character and plot development and how the author develops and contrasts different points of view. For more details about this lesson click [here](#)

Links: Student and teacher materials for today can be found here: [Lesson 4: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

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Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 4 , pg 2 (one per student) ● Affix list, pg 3-9 (one per student, see also Tools page to download grade-level Affix lists, which you will use throughout the curriculum) ● Synopsis: A Long Walk to Water, Chapter 3. Pg 11 (one per student) ● Analyze Point of View: A Long Walk to Water, Chapter 3, pg 13(one per student and one for display) ● Analyze Point of View: A Long Walk to Water, Chapter 3 ▲, pg 14-15 ● Sticky notes (one of each gist color per student) ● Homework: Text-Dependent Questions: A Long Walk to Water, Chapter 3, pg 4-6 (one per student) <p><i>Materials from previous lessons:</i></p> <ul style="list-style-type: none"> ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● Online or print dictionary (one per each student or pair of students) ● Translation dictionary (for ELLs in home language; one per each small group of students) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) 	<ul style="list-style-type: none"> ● Lesson 4 Slides. ● Entrance Ticket: Unit 1, Lesson 4 (answers for teacher reference) ● Chart paper ● Close Readers Do These Things anchor chart (example for teacher reference) ● Close Readers Do These Things anchor chart (one for display; co-created during Opening A) ● Analyze Point of View: A Long Walk to Water, Chapter 3 (example for teacher reference) <p><i>Materials from previous lessons:</i></p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Setting/Characters/Plot anchor chart (one for display; from Unit 1, Lesson 3, Work Time B) ● Setting/Characters/Plot anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Work Time B) ● Point of View anchor chart (one for display; from Unit 1, Lesson 3, Closing and Assessment A)

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	<ul style="list-style-type: none"> ● Point of View anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Closing and Assessment A) ● Equity sticks (from Unit 1, Lesson 1, Opening A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can identify strategies to determine the meaning of unfamiliar vocabulary. (L.7.4, L.7.4b) ● I can analyze how the setting shapes the characters and plot in chapter 3 of A Long Walk to Water. (RL.7.1, RL.7.3) ● I can explain how the author develops the points of view of Salva and Nya in chapter 3 of A Long Walk to Water. (RL.7.1, RL.7.6) 	<ul style="list-style-type: none"> ● Opening A: Vocabulary logs (L.7.4b) ● Work Time B: Setting/Characters/ Plot anchor chart (RL.7.3) ● Closing and Assessment A: Point of View anchor chart (RL.7.6)

Assessment Guidance: During Openings A and B, monitor students’ ability to identify and use strategies to determine the meanings of unknown vocabulary words. During Work Time B, monitor what students discuss with their partners and the class to ensure they understand how setting shapes characters and plot. After class, check students’ analysis of point of view for comprehension and to identify common issues to use as teaching points.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
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Note: The subject matter in this chapter includes abandonment of a child and descriptions of war. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:
 Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.4.

Important Points in the Lesson Itself

- To support ELLs, this lesson introduces strategies for the close reading of new texts, defining unfamiliar words, and responding to text-dependent questions. It also gives students opportunities to write about point of view.
- ELLs may find writing about point of view in A Long Walk to Water challenging if they are not familiar with reading or writing in English. Because the QuickWrite is intended to help assess their abilities to write, consider only using the supports suggested in the lesson if students are unable to write.

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Opening:

- A. Strategies to Determine the Meaning of Unfamiliar Vocabulary - L.7.4b (5 minutes)**
- Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 4 (pg 2) using the affix lists (pg 3-9) available at their workspaces.
 - Review the appropriate learning target relevant to the work to be completed in this section of the lesson: *"I can identify strategies to determine the meaning of unfamiliar vocabulary."*
 - Focus students on the entrance ticket questions. Ensure students understand that the root of the word provides the central meaning and that the affixes are parts of the word before or after the root, which alter that central meaning. A prefix comes before the root and a suffix comes after.
 - Post the chart from the entrance ticket, and invite students to help complete the chart for the word protest.
 - Think-Pair-Share:
 - "Using the breakdown of the word, what would you say the meaning of protested is in your own words?"
 - "What other words can you think of that contain test?"
 - "How might knowing the meanings of affixes and roots like test help you determine the meanings of other words?"
 - Emphasize to students that breaking a word down in this way is a strategy to determine the meaning of unfamiliar vocabulary. Focus students on the first learning target: *"I can identify strategies to determine the meaning of unfamiliar vocabulary."*
 - Invite students to Turn and Talk:
 - "Besides breaking a word down into its affixes and roots, what are some strategies for determining the meaning of unfamiliar vocabulary?"
 - Note student responses on the new Close Readers Do These Things anchor chart under a subheading "Vocabulary Strategies." See Close Readers Do These Things anchor chart (example for teacher reference), pg 10 ,and ensure all strategies listed on the example are represented on the student anchor chart.
 - Repeated routine: Invite students to reflect on their progress toward the relevant learning target.
- B. Engage the Learner (5 minutes)**
- Repeated routine: Follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Lighter Support:

- Opening: Model one strategy from the Close Readers Do These Things anchor chart—such as using a dictionary—rather than just referring students to the anchor chart in general. This demonstration provides visual support and focus that makes the anchor chart's language more accessible.

Heavier Support:

- Engage the Learner: Use images that show contrasts (night/day, small animal/big animal, etc.) or how something develops (three pictures of the same tree at different stages of development, etc.) to support students' explorations of these words, starting out with the more concrete definitions demonstrated by the images and moving to the more academic meaning intended for the academic word wall.

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<p>b. With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the words contrasts and develops in the final learning target. Record on the academic word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.</p>	
<p>Work Time</p> <p>A. Read A Long Walk to Water, Chapter 3 (15 minutes)</p> <p>a. Repeated routine: Follow the same process as with previous lessons for students to read chapter 3 of A Long Walk to Water using the Text Guide: A Long Walk to Water as necessary. If students do not finish reading the chapter within the allotted time, use Synopsis: A Long Walk to Water, Chapter 3, pg 11 to review the key details from chapter 3. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, Questions about A Long Walk to Water anchor chart.</p> <p>b. Gists:</p> <ol style="list-style-type: none"> i. Nya: gets to pond, fills container, begins long walk home ii. Salva: stays with old woman for a few days, must leave with other walkers <p>c. Once students have finished reading and reflecting on the chapter, ask them to Think-Pair-Share:</p> <ol style="list-style-type: none"> i. "How does the old woman treat Salva? How does Salva treat the old woman?" <p>d. Explain that the old woman demonstrates empathy and Salva treats the old woman with respect. These actions give evidence of both the old woman and Salva being ethical people. Direct students to the Working to Become Ethical People anchor chart, and add this habit of character to the chart.</p> <p>B. Analyze Setting, Character, and Plot: A Long Walk to Water, Chapter 3 – RL.7.3 (5 minutes)</p> <p>a. Display the Setting/Characters/Plot anchor chart. Review what setting, character, and plot mean.</p> <p>b. Refer to the following posted learning target, and read it aloud: <i>"I can analyze how the setting shapes the characters and plot in chapter 3 of A Long Walk to Water."</i></p> <p>c. Remind students that in this context, shapes means how the setting gives direction or character to the characters. In other words, the setting and characters' responses to the setting help to reveal things about the characters. The setting and characters' responses to the setting help to move the plot forward.</p>	<p>Lighter Support</p> <ul style="list-style-type: none"> ● During Work Time B, highlight or underline key phrases in individual copies of the text in advance. Explain that this lifts up the gist for students as they read along. <p>Heavier Support:</p> <ul style="list-style-type: none"> ● During Work Time A, demonstrate understanding of what this part of the story made them think about through sketching, guided movement, or gestures. <p>Opportunities to Extend Learning:</p> <ul style="list-style-type: none"> ● Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example, during Opening A, release some students to read the chapter independently and record a gist and take notes about setting, character, plot, and point of view in their reading notebooks. ● Invite students to analyze the points of view of other

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<ul style="list-style-type: none"> d. Use equity sticks to have students report out on the gist of chapter 3. Record their correct responses in the first column of the anchor chart. To support students, read the gist while recording it. Encourage students to add to or modify their own gist based on this sharing. e. Think-Pair-Share: <ul style="list-style-type: none"> i. “What is the setting?” ii. “How does the setting shape characters? Hint: What kind of people do the characters have to be in this setting?” iii. “How does the setting shape plot? Hint: What do the characters have to do in this setting?” f. Model looking in the chapter to find evidence as necessary. Record appropriate student responses on the Setting/Characters/Plot anchor chart. g. Ensure students understand that the dryness of the setting forces Nya to walk a long way for water, and her ability to do so shows that she is strong and perseveres in the face of difficulty. For Salva, the ongoing war forces him to flee his village and family, and to do so he must be brave and also persevere through obstacles. h. Repeated routine: invite students to reflect on their progress toward the relevant learning targets. 	<p>characters in the text—for example, the woman whom Salva meets by the pond—and contrast his or her point of view with Salva’s (RL.7.6).</p>
<p>Closing and Assessment</p> <p>A. Analyze Point of View: A Long Walk to Water, Chapter 3 – RL.7.6 (15 minutes)</p> <ul style="list-style-type: none"> a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson: <i>“I can explain how the author develops the points of view of Salva and Nya in chapter 3 of A Long Walk to Water.”</i> b. Draw students’ attention to the posted Point of View anchor chart, and invite students to chorally read the definition. Use total participation techniques to select students to say back the definitions in their own words to check for understanding. c. Display and distribute Analyze Point of View: A Long Walk to Water, Chapter 3, pg 13 and Analyze Point of View: A Long Walk to Water, Chapter 3 ▲, , pg 14-15 as necessary for students who need extra support. d. Focus students on the consider questions on their organizer, and invite them to Turn and Talk to their partner about each of the questions: <ul style="list-style-type: none"> i. “What is Nya’s point of view of arriving at the pond? How do you know? How has the author developed this point of view?” ii. “What is Salva’s point of view of finding the old woman? How do you know? How has the author developed this point of view?” 	

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- e. Direct students' attention to the top on their handout, and invite them to Turn and Talk to their partner to answer.
 - i. "What is a common feeling/emotion both Nya and Salva have in this chapter?"
- f. Provide an example to illustrate the scale of intensity of an emotion like relief: *"I'm relieved when I find out I got a good grade for my last assessment. This relief is on a completely different level from the relief I have when I find out I don't have a life-threatening illness."*
- g. Invite students to return to Nya's story in this chapter, and model completing the first column for Nya with students' input. See Analyze Point of View: A Long Walk to Water, Chapter 3 (example for teacher reference), pg 12.
- h. Invite students to work in pairs using the relevant sections of the chapter to complete the second column on their handout.
- i. Circulate to monitor and guide students. Note common misconceptions, and take note of a student who has composed an exemplary response.
- j. After 5 minutes, invite students to share their ideas with the whole group. Invite students to revise/update their charts as they hear other student responses. Update the Point of View anchor chart with student answers.
- k. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Homework:

1. Determine Meaning of Unfamiliar Vocabulary: Students use context, word parts, and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 3 of A Long Walk to Water. Then they record the words and their definitions in the correct section of their vocabulary log.
2. Text-Dependent Questions: Students complete Homework: Text-Dependent Questions: A Long Walk to Water, Chapter 3, using evidence to support their responses.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

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Lesson #5: Close Read: “The Lost Boys of the Sudan” (45 minutes)

Lesson Summary: In this lesson, students participate in a close read of the article “The Lost Boys of the Sudan.” During this close read, students identify main ideas and supporting details as they focus on information related to the Sudanese Civil War and the stories of the Lost Boys, who escaped the fighting and found refuge elsewhere. For more details about this lesson click [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 5 Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none">● Entrance Ticket: Unit 1, Lesson 5, pg 2 (one per student)● “The Lost Boys of the Sudan, pg 8-9 (one per student)● Close Read: “The Lost Boys of the Sudan” note-catcher, pg 12-14 (one per student and one for display)● Language Dive: “The Lost Boys of the Sudan,” Paragraph 4 note-catcher, pg 31 (one per student and one for display)● Language Dive: “The Lost Boys of the Sudan,” Paragraph 4 sentence chunk strips, pg 29 (one per pair of students)● QuickWrite: Make Connections, pg 34 (one per student and one for display)● QuickWrite: Make Connections, pg 35-36 ▲ <p><i>Materials from previous lesson:</i></p> <ul style="list-style-type: none">● Vocabulary log (one per student; from Unit 1, Lesson 1, Opening A)● Affix list (one per student; see Tools page)● Online or print dictionaries (including ELL and home language dictionaries; one per each small group of students)	<ul style="list-style-type: none">● Lesson 5 Slides.● Entrance Ticket: Unit 1, Lesson 5 (answers for teacher reference)● Work to Become Effective Learners anchor chart (example for teacher reference)● Work to Become Effective Learners anchor chart (one for display; co-created during Work Time A)● Close Reading Guide: "The Lost Boys of the Sudan" (for teacher reference)● Close Read: "The Lost Boys of the Sudan" note-catcher (example for teacher reference)● Language Dive Guide: "The Lost Boys of the Sudan," Paragraph 4 (for teacher reference)● Language Dive: "The Lost Boys of the Sudan," Paragraph 4 note-catcher (for teacher reference)● QuickWrite: Make Connections (example for teacher reference)● Red and blue markers● Chart paper <p><i>Materials from previous lesson:</i></p> <ul style="list-style-type: none">● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)

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	<ul style="list-style-type: none"> ● Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A) ● Close Readers Do These Things anchor chart (example for teacher reference) (from Unit 1, Lesson 4, Opening A). ● Equity sticks (from Unit 1, Lesson 1, Opening A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can determine central ideas and how they are developed in “The Lost Boys of the Sudan” informational text. (RI.7.2) ● I can objectively summarize “The Lost Boys of the Sudan” informational text. (RI.7.2) ● I can use evidence from both texts to make connections between “The Lost Boys of the Sudan” and A Long Walk to Water. (RL.7.1, RI.7.1) 	<ul style="list-style-type: none"> ● Work Time A: Close Read: “The Lost Boys of the Sudan” note-catcher (RI.7.1, RI.7.2, RI.7.4, L.7.4) ● Work Time B: Language Dive: “The Lost Boys of the Sudan,” ● Paragraph 4 note-catcher (RI.7.2, L.7.4) ● Closing and Assessment A: QuickWrite: Make Connections (RL.7.1, RI.7.1)

Assessment Guidance: Review students’ Close Reading note-catchers to ensure students understand the text of “The Lost Boys of the Sudan.” Review students’ QuickWrites using QuickWrite: Make Connections (example for teacher reference) to check student understanding of the information in the informational text.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
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Note: The subject matter in this article includes war, refugees, children’s deaths, hunger, attacks by wild animals, drowning, malnourishment, disease, displacement, and resettlement. Continue to monitor students to determine if there are issues surfacing as a result of the content of this article that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:
 Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.4.
 Important Points in the Lesson Itself

- To support ELLs, this lesson compares and contrasts the intent of literary and informational text, introduces close reading for evidence, and provides a Language Dive that explores an informational text connected to the content of the unit.

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- ELLs may find working with informational text challenging because of the amount of academic vocabulary. Having the opportunity to analyze and play with this complex language in the context of close reading and a Language Dive should help support their facility with complex language.

Opening:

A. Engage the Learner - RL.7.4 (5 minutes)

- Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 5, pg 2.
- Once all students are ready, use total participation techniques to select students to share their responses to the entrance ticket question.
- Think-Pair-Share:
 - "If we replaced the word stumbled with the word walked, how would it change the meaning?"
- Tell students that the use of this word has a second meaning, a connotation. We know that stumbled means to trip or lose balance, but in this context it also conveys fear. Add connotation to the academic word wall with translations in home languages where appropriate, and invite students to add the word to their vocabulary logs.
- Repeated routine: Follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the words (objective and summarize), and the phrase central idea. Record on the word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.
- Provide an example and a non-example of an objective statement, and invite students to determine which is which:
 - "The text provided information about the journey of the Lost Boys across South Sudan into Ethiopia and Kenya."
 - "The text effectively provided information about the journey of the Lost Boys across South Sudan into Ethiopia and Kenya."
- Ensure students understand that the word effective in the second example is a judgment, an opinion. Some people might agree, but others may not. So when objectively summarizing, there shouldn't be any judgments or opinions that others may disagree with.

Lighter Support:

- Opening: Invite a student to paraphrase the key points of the learning targets in more comprehensible language.

Heavier Support:

- The opening vocabulary activity explores the connotations of the word stumbled by comparing it to the word walked. This exploration of word connotation expands ELLs' understanding of the nuances of English but may be challenging to understand. To support the processes of comparing stumbled and walked, during the Think-Pair-Share, provide two sentence strips for each word. Using the sentence strips enables students to think more concretely and specifically about the contrast between the two words (e.g., "Salva stumbled back to the barn"; "Salva walked back to the barn").

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Work Time

- A. **A. Close Read: “The Lost Boys of the Sudan”** – RI.7.2 (25 minutes)
- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - “I can determine central ideas and how they are developed in ‘The Lost Boys of the Sudan’ informational text.”*
 - “I can objectively summarize ‘The Lost Boys of the Sudan’ informational text.”*
 - Focus students on the Close Readers Do These Things anchor chart, and ask:
 - “When reading the novel so far, what routines have we been following to help us better understand the text?”
 - Update the Close Readers Do These Things anchor chart with student responses.
 - Move students into predetermined triads. ▲
 - Focus students on the Work to Become Effective Learners anchor chart, pg 17-18 Explain that it says at the top that effective learners are people who develop the mindsets and skills for success in college, career, and life.
 - Read aloud the habit of character: *“I collaborate. This means I can work well with others to accomplish a task or goal.”*
 - Invite students to Turn and Talk to their partner. Then cold call students to share:
 - “Using the anchor chart as a guide, what does collaborate mean?”
 - “What does collaboration look like? What might you see when people are collaborating?” See Work to Become Effective Learners anchor chart (example for teacher reference), pg 15-16.
 - “What does collaboration sound like? What might you hear when people are collaborating?”
 - As students share, record their responses in the appropriate column on the Work to Become Effective Learners anchor chart.
 - Tell students they will be collaborating as they work on writing with a partner.
 - Help students access “The Lost Boys of the Sudan” article, pg 8-9 on their device. Use the Close Reading Guide: “The Lost Boys of the Sudan”, 3-7 to set the purpose of the close read and to guide students through a close read of this excerpt. Refer to the guide for how to integrate the following:
 - Close Read: “The Lost Boys of the Sudan” note-catcher, pg 12-14
 - Affix list
 - Refer to the Close Read: “The Lost Boys of the Sudan” note-catcher (example for teacher reference), as necessary.

Lighter Support:

- During the Language Dive in Work Time B, allow sufficient wait time for students to think of and express their responses. Providing sufficient wait time after asking a question makes it more likely that ELLs will have the opportunity they need to respond.

Heavier Support:

- During the Language Dive in Work Time B, use a variety of supports to scaffold the Deconstruct phase, including visuals, acting out, sketching, and sentence frames, along with direct response to the questions about specific chunks. This approach increases the likelihood that ELLs will understand any unfamiliar language because it provides a range of possible entry points, or ways to access new terms and concepts.

Opportunities to Extend Learning:

- In this close read, the focus is on determining central ideas and summarizing. To

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- l. After the close read, focus students on the Close Readers Do These Things anchor chart again, and ask:
 - i. “When reading this text, what did we do to help us better understand the text?”
- m. Update the Close Readers Do These Things anchor chart with student responses.
- n. Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

B. Language Dive: "The Lost Boys of the Sudan," Paragraph 4 - RI.7.2 (10 minutes)

- a. Tell students they will now participate in a Language Dive to improve their abilities to read closely, break down sentences, and learn new vocabulary words. Explain that the Language Dive allows them to analyze, understand, and use the language of academic sentences, which can sometimes seem difficult to understand but become clearer with practice.
- b. Reread aloud paragraph 4 of "The Lost Boys of the Sudan."
- c. Focus students on the sentence: "Continually under threat, they would flee for their lives, losing their way in the wilderness."
- d. Distribute the Language Dive: "The Lost Boys of the Sudan," Paragraph 4 note-catcher, pg 31 and Language Dive: "The Lost Boys of the Sudan," Paragraph 4 sentence chunk strips, pg 29 Guide students through the Language Dive Guide: "The Lost Boys of the Sudan," Paragraph 4 (for teacher reference), pg 19-28. Refer to the guide for how to implement the Language Dive and note-catcher and the Language Dive: "The Lost Boys of the Sudan," Paragraph 4, note-catcher (for teacher reference), pg 30 for possible student responses.
- e. Use Language Dive Guide: "The Lost Boys of the Sudan," Paragraph 4 to facilitate the conversation with questions about specific meaning and language structures.

extend this thinking, students could analyze how the central ideas are developed over the text. (RI.7.2)

- In the Language Dive, students can play with the sentence in a variety of ways, including paraphrasing, condensing (e.g., through removing the prepositional clause “of this tragic exodus,” changes the tone of the sentence), and removing redundancy. (RI.7.4)

Closing and Assessments

A. Make Connections – RL.7.1 (5 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: “I can use evidence from both texts to make connections between ‘The Lost Boys of the Sudan’ and A Long Walk to Water.”
- b. Distribute QuickWrite: Make Connections, pg 34 and QuickWrite: Make Connections ▲, pg 35 for students who need extra support.
 - i. “What connections are you making between “The Lost Boys of the Sudan” informational text and A Long Walk to Water? What information is similar in both?”
- c. Using the directions on the student material, ensure students understand what a QuickWrite is. Invite them to work in pairs on their QuickWrite.

Lighter Support:

- Begin the QuickWrite as a class on the board, screen, or document projector with an opening sentence and example of one connection, and then have students finish the QuickWrite in pairs with their own connections. This provides ELLs with a concrete example of the language needed to

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<ul style="list-style-type: none">d. Circulate to monitor and guide students. Note common misconceptions, and take note of a student who has composed an exemplary response.e. Collect students' QuickWrites to analyze for student understanding of the connections between "The Lost Boys of the Sudan" and <i>A Long Walk to Water</i>.f. Repeated routine: invite students to reflect on their progress toward the relevant learning target.	complete the QuickWrite.
<p>Homework:</p> <ol style="list-style-type: none">1. Determine Meaning of Unfamiliar Vocabulary: Students use context and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in "The Lost Boys of the Sudan." Then they record the words and their definitions in the correct section of their vocabulary log.2. Preread Anchor Text: Students should preread chapter 4 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.	<p>Opportunities for Extended Learning:</p> <ul style="list-style-type: none">● For homework that supports the work of contrasting fictional and informational text, invite students to identify an informational and literary text in a home language and/or ask families to discuss examples with them. This will support ELLs by drawing on and honoring their existing linguistic and cultural knowledge.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #6: Launch Independent Research Reading: The Lost Children of Sudan (45 minutes)

Lesson Summary: Students begin the lesson by reading chapter 4 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. Then students briefly analyze setting, characters, and plot, recording their thoughts on anchor charts. Students conclude the lesson by

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choosing independent research reading texts according to a suggested plan. For more details about this lesson click [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 6: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 6, pg 2 (one per student) ● Entrance Ticket: Unit 1, Lesson 6 ▲, pg 3 ● Synopsis: A Long Walk to Water, Chapter 4 , pg 4(one per student) ● Independent reading journals (one per student) ● Homework: Analyze Point of View: A Long Walk to Water, Chapter 4, pg 7-9 (one per student) ● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Vocabulary log (one per student; from Unit 1, Lesson 1, Opening A) ● Online or print dictionaries (including ELL and home language dictionaries; one per small group of students) 	<ul style="list-style-type: none"> ● Lesson 6 Slides ● Entrance Ticket: Unit 1, Lesson 6 (answers for teacher reference) ● A Long Walk to Water illustrations by Jim Averbeck ▲ (optional; see Teaching Notes) ● Independent Reading Sample Plans (see Teaching Notes; download from Tools page) <p>Materials from Previous Lessons:</p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Equity sticks (from Unit 1, Lesson 1, Opening A) ● Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B) ● Setting/Characters/Plot anchor chart (one for display; from Unit 1, Lesson 3, Work Time B) ● Setting/Characters/Plot anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Work Time B)

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	<ul style="list-style-type: none"> Homework Resources (for families) (one for display; from Unit 1, Lesson 1, Closing and Assessment A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> I can demonstrate my understanding of chapter 4 of A Long Walk to Water. (RL.7.1) I can select a research reading text that I want to read. (RI.7.10, RI.7.10) 	<ul style="list-style-type: none"> Work Time A: Sticky notes for recording gist (RL.7.1) Work Time B: Setting/Characters/ Plot anchor chart (RL.7.1, RL.7.3)

Assessment Guidance: Check student gist statements to ensure they understand the chapter. Listen to student book discussions to identify common issues that can be used as whole-group teaching points against the criteria recorded on the Work to Become Ethical People anchor chart.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes hunger and displacement. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.4. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> To support ELLs, this lesson introduces the concept of research, enables students to practice finding the gist, provides opportunities for discussion—which encourages students to hear diverse perspectives—and using evidence to support opinions. ELLs may find choosing independent reading and research reading for homework challenging if they are not familiar with the options in English. Be prepared to offer more guidance in this area or a variety of recommended options at students’ independent reading level. 	
<p>Opening:</p> <p>A. Engage the Learner – L.7.4c (5 minutes)</p> <ol style="list-style-type: none"> Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 6, pg 2 and Entrance Ticket: Unit 1, Lesson 6 ▲, pg 3. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons. 	

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<p>c. With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the word research. Record on the academic word wall with translations in home languages, where appropriate, and invite students to record in their vocabulary logs.</p>	
<p>Work Time</p> <p>A. Read A Long Walk to Water, Chapter 4 - RL.7.1 (15 minutes)</p> <p>a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: <i>"I can demonstrate my understanding of chapter 4 of A Long Walk to Water."</i></p> <p>b. Repeated routine: follow the same process as with previous lessons for students to read chapter 4 of <i>A Long Walk to Water</i>, using the Text Guide: A Long Walk to Water as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: A Long Walk to Water, Chapter 4 document to review the key details from chapter 4. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anch/or chart, Questions about A Long Walk to Water anchor chart.</p> <p>c. Gists:</p> <ol style="list-style-type: none"> i. Nya: stops at home, goes back to pond with little sister Akeer ii. Salva: leaves the old woman's house, joins a new group of people escaping <p>d. Once students have finished reading and reflecting on the chapter, remind them of the question from the entrance ticket, and use total participation techniques to select students to share their responses.</p> <p>e. Invite a student to model for the group how they found the meaning of the word in either a print or online dictionary. Record the meaning on the domain-specific word wall. Ensure students understand that when looking up a definition in the dictionary, there are often multiple definitions of the same word, and so they need to read each one and think about which definition makes the most sense in the given context. Add the steps to the Close Readers Do These Things anchor chart.</p> <p>f. Then ask students to Think-Pair-Share:</p> <ol style="list-style-type: none"> i. "Which habit of character does Nya show when she listens to her mother and takes her sister to the pond? Which habit of character do the Dinka woman and man show when they allow Salva to join their group?" <p>g. Repeated routine: invite students to reflect on their progress toward the relevant learning target.</p>	<p>Lighter Support:</p> <ul style="list-style-type: none"> ● During Work Time A, highlight some key sentences in individual copies of the text in advance. Explain that this keeps the gist in sight for students as they read along. <p>Heavier Support:</p> <ul style="list-style-type: none"> ● During Work Time A, in addition to highlighting some key sentences to help with finding the gist, read some of the selected sentences aloud and explain how they will help with finding the gist of the chapter. <p>Opportunities to Extend Learning:</p> <ul style="list-style-type: none"> ● Allow those students who are identifying the gist and other elements quickly the opportunity to develop their own text-dependent questions about the chapter, related to the setting, characters, and plot as in Lesson 4. Ask these students to share their questions with the group as a way of generating discussion.

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<p>B. Analyze Setting, Characters, and Plot: A Long Walk to Water, Chapter 4 - RL.7.3 (5 minutes)</p> <ol style="list-style-type: none">a. Repeated routine: invite students to help complete the Setting/Characters/Plot anchor chart.	
<p>Closing and Assessment</p> <p>A. Launch Independent Research Reading - RI.7.10 (20 minutes)</p> <ol style="list-style-type: none">a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: <i>"I can select a research reading text that I want to read."</i> <p>B. Launch independent reading. There is a suggested independent reading launch in Independent Reading Sample Plans.</p> <ol style="list-style-type: none">a. At the end of 5 minutes, distribute independent reading journals.b. Tell students they will use this journal to log their independent reading, both choice and research reading, and to answer reading prompts.c. Display the independent reading pages of the Unit 1 Homework Resources (for families), pg. 9-11 , and focus students on the information they need to record using the example on the same page.d. Model how to log independent reading without the prompt. Explain that they will log their research reading in the front of the book and choice reading in the back. Ensure that students understand the difference between independent research reading and choice reading.e. Explain that they will analyze the points of view of Nya and Salva in Chapter 4 of <i>A Long Walk to Water</i> using an organizer like the one they completed in a previous lesson.f. Repeated routine: invite students to reflect on their progress toward the relevant learning target.	<p>Lighter Support:</p> <ul style="list-style-type: none">● Closing: Display a model response for the prompt students will be answering in their journal. Ask students to make connections between the model and the prompt. <p>Heavier Support:</p> <ul style="list-style-type: none">● Closing: For students who will benefit from hearing the texts read aloud multiple times, use a text-to-speech tool such as Natural Reader, SpeakIt! for Google Chrome, or the Safari Reader to record some options for independent and research reading. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari Reader, an online doc will need to be created—for example, a Google Doc, containing the text. Also, offer audiobooks for independent reading. Providing audio support helps ELLs by giving them more than one way to access English text, as listening skills and reading skills in a second language can develop at different rates. For students whose listening skills are

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more developed in English, the audio supports their reading of the text as they follow along. Audio enables students whose English reading skills are more developed to hone their listening skills with the scaffold of the text. As students listen to the audio, they also learn how to pronounce words.

Homework:

1. **Analyze Point of View:** Students complete Homework: [Analyze Point of View: A Long Walk to Water, Chapter 4](#), pg 7.
2. **Preread Anchor Text** Students should preread chapter 5 of A Long Walk to Water in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #7: Analyze Point of View: A Long Walk to Water, Chapter 5 (45 minutes)

Lesson Summary: In this lesson, students read chapter 5 of A Long Walk to Water and then answer text-dependent questions to analyze how setting shapes character and plot and how the author develops and contrasts Nya and Salva's points of view. Additional details about this lesson can be found [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 4: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:

Teacher Materials:

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- Entrance Ticket: Unit 1, Lesson 7, pg 2 (one per student)
- Synopsis: A Long Walk to Water, Chapter 5, pg 3 (one per student)
- Text-Dependent Questions: A Long Walk to Water, Chapter 5, pg 7-9 (one per student and one for display)
- Text-Dependent Questions: A Long Walk to Water, Chapter 5 ▲, pg 10-13
- **Sticky notes** (one of each gist color per student)

Materials from Previous Lessons:

- Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A)
- A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C)
- Affix list (one per student; [see Tools page](#))
- **Online or print dictionaries** (including ELL and home language dictionaries)

- [Lesson 7 Slides](#).
- Entrance Ticket: Unit 1, Lesson 7 (answers for teacher reference)
- Text-Dependent Questions: A Long Walk to Water, Chapter 5 (answers for teacher reference)

Materials from Previous Lessons:

- Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B)
- Academic word wall (one for display; from Unit 1, Lesson 1, Work Time B)
- [Text Guide: A Long Walk to Water](#) (for teacher reference) (from Unit 1, Lesson 2, Work Time A)
- Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B)
- Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B)
- Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A)
- Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A)
- Setting/Characters/Plot anchor chart (one for display; from Unit 1, Lesson 3, Work Time B)
- Setting/Characters/Plot anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Work Time B)
- Point of View anchor chart (one for display; from Unit 1, Lesson 3, Closing and Assessment A)
- Point of View anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Closing and Assessment A)
- Strategies to Answer Selected Response Questions anchor chart (one for display; from Unit 1, Lesson 3, Opening B)

Learning Target(s)

As measured by

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<ul style="list-style-type: none"> • I can identify strategies to determine the meaning of unfamiliar vocabulary. (L.7.4) • I can analyze how the setting shapes the characters and plot in chapters 4 and 5 of A Long Walk to Water. (RL.7.3) • I can explain how the author develops and contrasts the points of view of Marial and Salva in chapter 5 of A Long Walk to Water. (RL.7.6) 	<ul style="list-style-type: none"> • Work Time B: Text-Dependent • Questions: A Long Walk to Water, Chapter 5 (RL.7.1, RL.7.3, RL.7.6, L.7.4)
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Assessment Guidance: During and after the lesson, check students' responses to text-dependent questions and QuickWrites to identify common issues to use as teaching points.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
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Note: The subject matter in this chapter includes war, separation from family, and the threat of wild animals. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:
 Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.

Important Points in the Lesson Itself

- To support ELLs, this lesson provides strategic vocabulary instruction, guidance on revising the sentences, and opportunities to answer text-dependent questions.
- ELLs may find it challenging to identify and address problems in written sentence formation, but it is possible to teach this section of the lesson in a more directed format through preselecting specific sentences for students to work with.

<p>Opening:</p> <p>A. Engage the Learner - L.7.4 (5 minutes)</p> <ol style="list-style-type: none"> Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 7. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: <i>"I can identify strategies to determine the meaning of unfamiliar vocabulary."</i> Once all students have completed the entrance ticket, use total participation techniques to select students to share their responses with the whole group. 	<p>Opportunities to Extend Learning:</p> <ul style="list-style-type: none"> • Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example, during Work Time B, release some students to read the chapter independently and record a gist and take notes about setting, character, plot, and point of view in their reading notebooks. These
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<p>d. Add luscious to the academic word wall with translations in home languages where appropriate, and invite students to add the word to their vocabulary logs.</p> <p>e. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.</p>	<p>students may also begin to answer the text-dependent questions if they have enough time after finishing the reading and taking notes.</p> <ul style="list-style-type: none"> ● Invite students to analyze other points of view in the chapter—for example, Marial’s—and to compare them to Salva’s point of view. (RL.7.6)
<p>Work Time:</p> <p>A. Read A Long Walk to Water, Chapter 5 (15 minutes)</p> <p>a. Repeated routine: follow the same process as with previous lessons for students to read chapter 5 of A Long Walk to Water, using the Text Guide: A Long Walk to Water as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: A Long Walk to Water, Chapter 5, pg 3 document to review the key details from chapter 5. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about A Long Walk to Water anchor chart.</p> <p>b. Gists:</p> <ol style="list-style-type: none"> i. Nya: family moves to lake; must dig hole and wait for water ii. Salva: meets new friend Marial; walk together in lion-country <p>c. Once students have finished reading and reflecting on the chapter, ask students to Think-Pair-Share:</p> <ol style="list-style-type: none"> i. "Which habit of character does Marial show when he understands Salva's loneliness and need to find his family?" <p>B. Analyze Setting, Characters, Plot, and Point of View: A Long Walk to Water, Chapter 5 – RL.7.3, RL.7.6 (20 minutes)</p> <p>a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:</p> <ol style="list-style-type: none"> i. "I can analyze how the setting shapes the characters and plot in chapters 4 and 5 of A Long Walk to Water." ii. "I can explain how the author develops and contrasts the points of view of Marial and Salva in chapter 5 of A Long Walk to Water." 	<p>Lighter Support:</p> <ul style="list-style-type: none"> ● During Work Time A, encourage students to share the group consensus on the gist of the text. <p>Heavier Support:</p> <ul style="list-style-type: none"> ● During Work Time B, when setting up triads to answer the text-dependent questions on chapter 5 of A Long Walk to Water, pair ELLs with native speakers who can effectively model the language necessary for answering the text-dependent questions. Because answering text-dependent questions often requires academic language, which may be less familiar to ELLs, giving them the opportunity to initially work with native speakers can provide valuable scaffolding. This assistance can be removed in later lessons as ELLs become more familiar with the academic language associated with text-dependent questions.

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- b. Group students strategically into triads, and display and distribute Text-Dependent Questions: A Long Walk to Water, Chapter 5, pg 7-9 and/or Text-Dependent Questions: A Long Walk to Water, Chapter 5 ▲, pg 10-13
- c. Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment:

- A. A. Review: Text-Dependent Questions (5 minutes)
 - a. Refocus the students as a whole group, and use a total participation technique to have students share their responses to the text-dependent questions. If time is tight, only review the QuickWrite and Point of View questions. During the share, record student responses on the Setting/Characters/Plot anchor chart and Point of View anchor chart.

Homework:

1. **Determine Meaning of Unfamiliar Vocabulary:** Students use context, word parts, and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 5 of A Long Walk to Water. Then they record the words and their definitions in the correct section of their vocabulary log.
2. **Preread Anchor Text:** Students should preread chapter 6 of A Long Walk to Water in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #8: Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 (45 minutes)

Lesson Summary: In this lesson, students read a new chapter from *A Long Walk to Water*. Then students use strategies to determine the meanings of unfamiliar words, analyze how setting shapes plot and characters, and analyze how the author develops and contrasts points of view, including evidence for the mid-unit assessment. Finally, students self-assess this work, reflecting on their attainment of the learning targets. For additional details about this lesson look [here](#).

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Links: Student and teacher materials for today can be found here: [Lesson 8: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 8, pg 2 (one per student) ● Synopsis: A Long Walk to Water, Chapter 6, pg 3 (one per student) ● Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 (one per student and one for display) ● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lesson:</i></p> <ul style="list-style-type: none"> ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Print or online dictionaries (including ELL and home language dictionaries) 	<ul style="list-style-type: none"> ● Lesson 8 Slides. ● Entrance Ticket: Unit 1, Lesson 8 (answers for teacher reference) ● Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 (answers for teacher reference) (see Assessment download) <p><i>Materials from Previous Lesson:</i></p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Setting/Characters/Plot anchor chart (one for display; from Unit 1, Lesson 3, Work Time B) ● Setting/Characters/Plot anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Work Time B) ● Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A) ● Strategies to Answer Selected Response Questions anchor chart (one for display; from Unit 1, Lesson 3, Opening B)

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	<ul style="list-style-type: none"> ● Point of View anchor chart (one for display; from Unit 1, Lesson 3, Closing and Assessment A) ● Point of View anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Closing and Assessment A) ● Equity sticks
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can identify strategies to determine the meaning of unfamiliar vocabulary. (RL.7.4, L.7.4) ● I can analyze how the setting shapes the characters and plot in chapter 6 of <i>A Long Walk to Water</i>. (RL.7.3) ● I can analyze how an author develops and contrasts the points of view of different narrators in chapter 6 of <i>A Long Walk to Water</i>. (RL.7.6) 	<ul style="list-style-type: none"> ● Opening A: Entrance Ticket: Unit 1, Lesson 8 (L.7.4c) ● Work Time B: Mid- Unit 1 Assessment: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6 (RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.6)
<p>Assessment Guidance: All assessment materials (student prompt and teacher checklist) are included in the Assessment download. When assessing and providing feedback on this assessment, use Work Time B: Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6 (answers for teacher reference).</p>	

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.7, 7.I.B.8, 7.II.B.3, and 7.II.B.4. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> ● To support ELLs, this lesson provides students with opportunities to use strategies to determine the meanings of unfamiliar words, analyze how setting shapes plot and characters, and analyze how the author develops and contrasts points of view to complete a mid-unit assessment. ● ELLs may find completing the mid-unit assessment in the allotted 25 minutes challenging and may need extended time to complete the assessment. 	
<p>A. Engage the Learner - L.7.4c (5 minutes)</p> <p>a. Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 8.</p>	

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<p>b. Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add antelope, wildebeest, and gnu to the domain-specific word wall with translations in home languages where appropriate, and invite students to add the words to their vocabulary logs.</p> <p>c. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.</p>	
<p>Work Time:</p> <p>A. Read A Long Walk to Water, Chapter 6 (10 minutes)</p> <p>a. Repeated routine: follow the same process as with previous lessons for students to read chapter 6 of <i>A Long Walk to Water</i>, using the Text Guide: <i>A Long Walk to Water</i> as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: <i>A Long Walk to Water</i>, Chapter 6, pg 3 document to review the key details from chapter 6. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about <i>A Long Walk to Water</i> anchor chart.</p> <p>b. Gist:</p> <ol style="list-style-type: none"> i. Nya: likes lake: no walk to water; mother hates lake: no house and husband and son in danger ii. Salva: uncle in group, shoots an antelope, all get sick; Marial missing . . . lion? <p>B. Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 (25 minutes)</p> <p>a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:</p> <ol style="list-style-type: none"> i. <i>"I can identify strategies to determine the meaning of unfamiliar vocabulary."</i> ii. <i>"I can analyze how the setting shapes the characters and plot in chapter 6 of A Long Walk to Water."</i> iii. <i>"I can analyze how an author develops and contrasts the points of view of different narrators in chapter 6 of A Long Walk to Water."</i> <p>b. Distribute Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6. Ask students to read the title of the assessment and Turn and Talk to determine the meaning of the word assessment based on context, word parts, and previous experience. Use equity sticks to share the meaning of the word.</p>	<p>Lighter Support:</p> <ul style="list-style-type: none"> ● During Work Time B, while introducing the series of anchor charts that students can refer to during the assessment, select one or two of the charts that are the most useful for ELLs, and read them aloud with brief descriptions of how to potentially use them to help address the text-dependent questions on the assessment. Reading aloud selected charts makes them more accessible to ELLs. <p>Heavier Support:</p> <ul style="list-style-type: none"> ● During Work Time A, do an "information gap" activity with the gist of chapter 6. Write half of a gist statement on the board, and encourage students to fill in the rest themselves on the sticky notes they have been using to record the gist for chapter 6 of <i>A Long</i>

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<p>c. Direct students' attention to the following anchor charts:</p> <ol style="list-style-type: none"> i. Close Readers Do These Things anchor chart ii. Strategies to Answer Selected Response Questions anchor chart iii. Setting/Characters/Plot anchor chart iv. Point of View anchor chart <p>d. Remind students to refer to these anchor charts as they answer the assessment questions.</p> <p>e. Remind students that because this is an assessment, they should complete it independently in silence. Focus students on the Work to Become Ethical People anchor chart, and specifically, on integrity.</p> <p>f. Read aloud the habit of character recorded: <i>"I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do."</i></p> <p>g. Invite students to Turn and Talk to an elbow partner: <i>"Using the anchor chart as a guide, what does integrity mean in your own words?"</i></p> <p>h. Ask students to Think-Pair-Share:</p> <ol style="list-style-type: none"> i. "What does integrity look like? What might you see when someone is showing integrity?" ii. "What does integrity sound like? What might you hear when someone is showing integrity?" iii. "What will help you feel you can succeed at this assessment?" <p>i. Remind students that because they will be reading and answering questions independently for the assessment, they will have to practice integrity.</p> <p>j. Invite students to begin the assessment.</p> <p>k. While they are taking the assessment, circulate to monitor and document their test-taking skills.</p>	<p style="text-align: center;">Walk to Water.</p> <p>Opportunities to Extend Learning:</p> <ul style="list-style-type: none"> ● In Work Times A and B, students may want to read the chapter silently and complete the mid-unit assessment without any instruction. Release them to do this independently if they are ready for it.
<p>Closing and Assessment:</p> <p>A. Reflect on Learning Targets (5 minutes)</p> <ol style="list-style-type: none"> a. Give students specific, positive feedback on their completion of the mid-unit assessment. b. Repeated routine: invite students to reflect on their progress toward the relevant learning targets. c. Incorporate reflection on and awareness of the following academic mindsets: "I can succeed at this" and "My ability and competence grow with my effort." <p>d. Ask students to Think-Pair-Share: <i>"What helped you to be successful at that task? How much effort did you put in on this task? How did your effort affect your learning?"</i></p>	
<p>Homework:</p>	

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1. **Preread Anchor Text:** Students should preread chapter 7 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #9: Introduce Themes: A Long Walk to Water (45 minutes)

Lesson Summary: In this lesson, students continue reading *A Long Walk to Water*, focusing on chapter 7. Then students begin a discussion of themes in relation to the novel. Students conclude the lesson by analyzing a model summary and identifying the components of effective summaries. For additional details about this lesson look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 9: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:

Teacher Materials:

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<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 9, pg 2(one per student) ● Synopsis: A Long Walk to Water, Chapter 7, pg 3 (one per student) ● Sticky notes (one of each gist color per student, and five per student for Closing and Assessment A) ● Common Themes in Literature, pg 4 (one per student and one for display) ● Common Themes in Literature ▲, pg 5 ● Model Summary: A Long Walk to Water, Chapter 6 , pg 7(one per student and one for display) ● Model Summary: A Long Walk to Water, Chapter 6 ▲, pg 9 <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Affix list (one per student; see Tools page) ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Gist sticky notes (from previous lessons) ● Online or print dictionaries (including ELL and home language dictionaries; one per small group of students) 	<ul style="list-style-type: none"> ● Lesson 9 Slides. ● Entrance Ticket: Unit 1, Lesson 9 (answers for teacher reference) ● Chart paper ● Criteria of an Effective Literary Summary anchor chart (example for teacher reference) ● Criteria of an Effective Literary Summary anchor chart (one for display; co-created during Closing and Assessment A) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 2, Opening A) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Setting/Characters/Plot anchor chart (one for display; from Unit 1, Lesson 3, Work Time B) ● Setting/Characters/Plot anchor chart (example for teacher reference) (from Unit 1, Lesson 3, Work Time B)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can identify themes in A Long Walk to Water and how they have developed over the course of the text. (RL.7.1, RL.7.2) ● I can identify the characteristics of an effective summary. (RL.7.1, RL.7.2) 	<ul style="list-style-type: none"> ● Work Time B: Stars and additional themes recorded on Common Themes in Literature handout (RL.7.2) ● Closing and Assessment A: Criteria of an effective summary on sticky notes (RL.7.2)

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Assessment Guidance: Monitor student progress as they note their vocabulary and record the gist for the chapter. Circulate to ensure that students are using the Common Themes in Literature handout effectively.

Learning Experiences and Instructional Sequences

Differentiated Strategies & Supports

Note: The subject matter in this chapter includes severe illness of a child, wild animal attacks, and war. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:

Supports guided in part by CA ELD Standard 7.I.B.6.

Important Points in the Lesson Itself

- To support ELLs, this lesson provides opportunities to learn about defining, discussing, and identifying themes, as well as opportunities to begin learning more about the components of effective summaries.
- ELLs may find the introduction of the concepts of themes and summaries challenging if they have not been exposed to these terms in English. The lesson support section offers suggestions for how to make the concept of theme more accessible through focusing on smaller, rather than broader, sections of text, and/or using a simple, well-known story as an initial example for analyzing theme.

Opening:

A. Engage the Learner - L.7.4 (5 minutes)

- a. Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 9., pg 2
- b. Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add over the course of to the academic word wall with translations in home languages where appropriate, and invite students to add the word to their vocabulary logs.
- c. Repeated routine: Follow the same routine as with the previous lessons to review learning targets, reminding students of any learning targets that are similar or the same as in previous lessons.
- d. With students, use the affixes and root to deconstruct the word effective. Then ask them to recall the definition for theme (the message or main idea relevant to the real world that the author wants the reader to take away from reading the literary text). Record words on the academic word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.

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Work Time:

A. Read A Long Walk to Water, Chapter 7 (15 minutes)

- a. Repeated routine: follow the same process as with previous lessons for students to read chapter 7 of A Long Walk to Water, using the Text Guide: A Long Walk to Water as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: A Long Walk to Water, Chapter 7 document to review the key details from chapter 7. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about A Long Walk to Water anchor chart.
- b. Gists:
 - i. Nya: Akeer—bad stomach ache, can kill children/elderly; walk her long way to clinic?
 - ii. Salva: scared of lions, uncle will protect; reach Nile and make boats
- c. Once students have finished reading and reflecting on the chapter, ask students to Think-Pair-Share:
 - i. “Which habit of character does Nya’s family demonstrate when they decide how best to help her sick sister? How does this habit of character help them?”
 - ii. Which habit of character does the group that Salva and his uncle are traveling with show when they build boats to cross the Nile? How does this habit of character help them?” (Possible response: Both Nya’s family and Salva’s group show collaboration and its effectiveness for solving their problems.)
- d. Repeated routine: invite students to help complete the Setting/Characters/Plot anchor chart. Refer to Setting/Characters/Plot anchor chart (example for teacher reference) for answers.

B. Introduce Theme – RL.7.2 (15 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: “*I can identify themes in A Long Walk to Water and how they have developed over the course of the text.*”
- b. Ensure students are clear that a theme is the message or main idea relevant to the real world that the author wants the reader to take away from reading a

Lighter Support:

- In the second half of Work Time B, do the processes of sorting the gist sticky notes into general themes and specific instances, as a guided whole-class activity with a two-column chart, providing students with a visual for distinguishing between general themes and specific instances.

Heavier Support:

- Make the last task in Work Time B—starring themes relevant to A Long Walk to Water—more manageable for ELLs by making the activity more specific and focused. This can be done by starring the themes on the Common Themes in Literature handout in advance, so that partners can pick one or two of the preselected themes to discuss and share evidence for from the text. This task is as challenging as the original task specified in the lesson but is more accessible to ELLs because they do not need to sort through the unfamiliar language on the Common Themes in Literature handout.

Opportunities to Extend Learning:

- Encourage those students identifying themes with ease in Work Time B to begin discussion of how they are developed. Also, students can begin experimenting with connecting theme to other elements of the story that help to develop themes, such as character and

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literary text. It can also be thought of as the message of the story—a lesson or truth that can apply to the story itself and to the world outside of the book.

- c. Explain that a theme is conveyed in a book but is bigger than the book alone. As the class arrives at the definition, record it on the board for students to see. Explain that, often, similar themes show up in many different stories, poems, dramas, or novels. Tell students that in a moment, they will get to think more about some possible themes for *A Long Walk to Water*.
- d. Next, tell students that together they will discover how to find the possible themes of a story. Explain that the first step is finding the central ideas the author keeps returning to in a story. Have students lay out their gist sticky notes on their desks, organizing them by ideas that keep coming up in *A Long Walk to Water*. Call on volunteers to share their responses, and note them on the board. (Responses will vary but may include the general ideas of “harsh nature, people working together, war,” as well as more specific ideas such as “the desert makes it challenging to get water, Salva is having difficulty because he is young,” etc. Both overly specific and general ideas will be useful in the next step for determining a theme.) If necessary, model examining several gists and stating the central idea that connects them.
- e. Once a list is generated of ideas and events that are discussed often in the book, tell students that the next step in determining theme is deciding which of these ideas can apply in many different situations outside the book and would therefore be suitable as a theme.
- f. Have students organize their gist sticky notes by ideas and discuss with partners the ideas that are specific to the book and those that can apply in many different situations. If necessary, prompt with questions such as the following:
 - i. “What do the characters learn?”
 - ii. “What does the author want us to understand about war/collaboration/nature?”
- g. Ask for volunteers to share their responses. If necessary, model stating a theme based on one of the central ideas of the text. For example, one theme the text conveys is “war changes everything.” ▲
- h. Display and distribute *Common Themes in Literature and Common Themes in Literature* ▲ as necessary for students who need extra support. The differentiated handout supports students’ understanding of common themes with images. ▲ Tell students that this list does not have all possible themes, but includes many common ones.

setting. (RL.7.2)

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- i. Invite students to work with a partner and to draw a star or a symbol next to those themes on their handouts that they see evidence of in *A Long Walk to Water* and to add the other themes they have already identified.
- j. After 5 minutes, use total participation techniques to select students to share with the whole group. (Responses will vary, but may include: “Nature can present many challenges to humans.” “Family is our most important support.” “Dangerous situations can make people become leaders.”)
- k. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment:

A. Analyze a Model Summary – RL.7.2 (10 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: “I can identify the characteristics of an effective summary.”
- b. Be transparent about why and how we use summaries. Explain that summaries help us remember what is most important about something we have read or seen. Provide a concrete example of a summary related to something in students’ own lives before introducing how to summarize the text. For example, have someone state what they did on the weekend, and then give a short summary of what they said. Then ask students to volunteer a summary of an event from their weekend, or have partners share summaries. Finish this example by explaining that the summaries students have just given from their own lives can help them begin to understand what it means to summarize text, as they will do in the upcoming lesson. ▲
- c. Remind students that analyzing a model piece of writing can give them an idea of the key features of that type of writing.
- d. Display and distribute *Model Summary: A Long Walk to Water, Chapter 6, Model Summary, A Long Walk to Water, Chapter 6* ▲ as necessary for students who need additional support, and explain that this is a summary of the pages they are discussing. Read it aloud for the whole group as students read along silently.
- e. Invite students to work in pairs to record what they notice on sticky notes—one idea per sticky note.
- f. Circulate to listen to student discussions and to identify common misconceptions to use as whole-group teaching points.

Lighter Support:

- Closing: Begin recording ideas about the Model Summary on sticky notes as a whole class before releasing students to do this in pairs, providing a more concrete and accessible model of what they will need to do.

Heavier Support:

- Closing: Structure the Closing task, in which students work in pairs to record what they notice about the model summary, differently to make it more accessible to ELLs. Instead of having students identify anything they notice about the model summary, pre-highlight particular sections, phrases, or parts of the summary students should pay attention to. Ask them to make specific observations about one or two of these areas. This support helps ELLs because it reduces the amount of language they need to process in a short period of time, without diminishing the challenge of the task or the quality of language interaction associated with it.

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- g. After 5 minutes, refocus the whole group and invite students to share their ideas with the whole group. As students share, record their responses on the Criteria of an Effective Literary Summary anchor chart. See Criteria of an Effective Literary Summary anchor chart (example for teacher reference), and ensure all of the criteria are represented on the student anchor chart.
- h. Repeated routine: invite students to reflect on their progress toward the relevant learning target.
- i. Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Opportunities for Extended Learning:

- In Closing and Assessment A, invite students to write a summary of chapter 6 without analyzing a model and then to revise their first attempt after analyzing the model and generating criteria. (RL.7.2)

Homework:

1. **Independent Research Reading:** Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #10: Analyze Development of Theme: A Long Walk to Water, Chapter 7 (45 minutes)

Lesson Summary: In this lesson, students analyze the author's use of language in greater detail through a language dive. Then students delve deeper into analyzing theme and summary in chapter 7 of A Long Walk to Water. They answer text-dependent questions to help guide their discussion of the theme and strategies for writing a summary. Finally, students share their summaries in pairs. You can find additional details about this lesson [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 10: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

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Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 10 (one per student) ● Language Dive: A Long Walk to Water, Page 44 note-catcher (one per student and one to display) ● Language Dive: A Long Walk to Water, Page 44 sentence chunk strips (one per pair of students) ● Themes and Summary: A Long Walk to Water, Chapter 7 (one per student and one to display) ● Themes and Summary: A Long Walk to Water, Chapter 7 ▲ ● Homework: Themes and Summary: A Long Walk to Water, Chapter 7 (one per student; in unit download) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Common Themes in Literature handout (one per student and one for display; from Unit 1, Lesson 9, Work Time B) ● Model Summary: A Long Walk to Water, Chapter 6 (one per student and one for display; from Unit 1, Lesson 9, Closing and Assessment A) ● Online or print dictionaries (including ELL and home language dictionaries; one per each small group of students) 	<ul style="list-style-type: none"> ● Lesson 10 Slides. ● Entrance Ticket: Unit 1, Lesson 10 (answers for teacher reference) ● Language Dive Guide: A Long Walk to Water, Page 44 (for teacher reference) ● Language Dive: A Long Walk to Water, Page 44 note-catcher (for teacher reference) ● Red and blue markers ● Themes and Summary: A Long Walk to Water, Chapter 7 (example for teacher reference) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Academic word wall (one for display; from Unit 1, Lesson 2, Opening A) ● Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B) ● Criteria of an Effective Literary Summary anchor chart (one for display; from Unit 1, Lesson 9, Closing and Assessment A)

Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can identify how themes in A Long Walk to Water have developed in chapter 7. (RL.7.2) ● I can write an objective summary of chapter 7 of A Long Walk to Water. (RL.7.2) 	<ul style="list-style-type: none"> ● Work Time A: Language Dive: A Long Walk to Water, Page 44 note-catcher (RL.7.2) ● Work Time B and C: Themes and Summary: A Long Walk to Water, Chapter 7 (RL.7.1, RL.7.2)

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Assessment Guidance: Listen and engage with students during the Language Dive activity to ensure that students are completing the activity effectively. In Work Times B and C, circulate to support students as they complete their note-catcher and write their summaries. Collect completed handouts to review after the lesson to identify common issues with RL.7.2 to use as teaching points in the next lesson.

Learning Experiences and Instructional Sequences

Differentiated Strategies & Supports

Note: The subject matter in this chapter includes severe illness of a child, wild animal attacks, and war. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:

Supports guided in part by CA ELD Standard 7.I.B.6.

Important Points in the Lesson Itself

- To support ELLs, this lesson provides opportunities to do a Language Dive and deepens students' understanding of theme in literary text and the processes of writing summaries.
- ELLs may find the distinction between themes and summaries emphasized in this lesson challenging if they have not been exposed to these terms. The opportunity for modeling this distinction with a simple, well-known story, such as the one used in the previous lesson, should be useful.

Opening:

A. **Engage the Learner** - L.7.2a (5 minutes)

- a. Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 10.
- b. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- c. With students, deconstruct the word objective (not influenced by personal feelings; factual). Ask if students are familiar with the term subjective and how these two words might be related. (Subjective has to do with the personal, or first-person, whereas objective has to do with objects, or the outside world.) Add objective and subjective to the academic word wall with translations in home languages where appropriate, and invite students to add the words to their vocabulary logs.
- d. Focus students on the entrance ticket question. Use a total participation technique to select a student to add the correct punctuation to the sentence and to explain why the sentence needs that punctuation: "He clung to Uncle like a baby or a little boy, hanging on to hand or shirttail whenever he could, never letting Uncle get farther than an arm's length away."

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- e. Briefly review how the phrase between the two commas could be taken out and the meaning of the sentence would remain the same. The phrase between the commas adds a description of how Salva clung to his uncle.

Work Time:

A. **Language Dive:** *A Long Walk to Water*, Page 44 - RL.7.2 (10 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: *"I can identify how themes in A Long Walk to Water have developed in chapter 7."*
- b. Tell students they will now participate in a Language Dive to improve their abilities to read closely, break down sentences, and learn new vocabulary words. Explain to students that the Language Dive allows them to analyze, understand, and use the language of academic sentences, which can sometimes seem difficult to understand but become clearer with practice.
- c. Ask students to retrieve their copies of *A Long Walk to Water* and turn to page 44. Reread the first paragraph as they follow along.
- d. Focus students on the sentence: "Every time Salva delivered a load of reeds, he would pause for a few moments to admire the skills of the boat builders."
- e. Distribute the Language Dive: *A Long Walk to Water*, Page 44 note-catcher and Language Dive: *A Long Walk to Water*, Page 44 sentence chunk strips. Guide students through the Language Dive Guide: *A Long Walk to Water*, Page 44 (for teacher reference). Refer to the guide for how to implement the Language Dive and note-catcher and the Language Dive: *A Long Walk to Water*, Page 44 note-catcher (for teacher reference) for possible student responses. Remind students that the Language Dive allows them to analyze, understand, and use the language of academic sentences, which can sometimes seem difficult to understand but become clearer with practice.
- f. Use the Language Dive Guide: *A Long Walk to Water*, Page 44 to facilitate the conversation with questions about specific meaning and language structures.
- g. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

B. **Analyze Themes:** *A Long Walk to Water*, Chapter 7 – RL.7.2 (15 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: *"I can identify how themes in A Long Walk to Water have developed in chapter 7."*
- b. Remind students that in the previous lesson, they discussed theme (the message of the story, a lesson or truth that can apply to the story itself and to the world outside of the book). They also examined a model summary and identified criteria to add to the Criteria of an Effective Literary Summary anchor chart.

Lighter Support:

- During the Language Dive in Work Time A, practice the structures, extending them with additional connecting or modifying structures. For example, in the Practice Focus Structure section, where students work with the sentence frame "I admire the skills of _____," have them initially complete the sentence with the name of a character or a group of characters in *A Long Walk to Water* (e.g., Nya, the Jur-chol people whom Salva meets). Then ask them to add a reason to the end of their sentence with the addition of the conjunction because (e.g., "I admire the skills of the Jur-chol people because they know how to find honey."). Extending a clause with a conjunction is useful to ELLs because it shows them how to build and extend the meaning of their ideas in English by

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- c. Remind students that when something develops, it builds over time, and to see how a theme develops, it's important to track the theme across the novel to see how it builds from chapter to chapter.
- d. Invite students to retrieve their Common Themes in Literature handout and to remind themselves of the themes they marked or added.
- e. Invite students to work in pairs to identify a theme they saw in chapter 7. They can briefly reread the chapter if necessary.
- f. Display and distribute Themes and Summary: A Long Walk to Water, Chapter 7 and Themes and Summary: A Long Walk to Water, Chapter 7 ▲ as necessary for students who need extra support. The differentiated note-catcher supports students' analysis with sentence starters. ▲ Read the directions for Part I and review the note-catcher with students to make sure they understand how and why they are completing it.
- g. Think-Pair-Share:
 - i. *"What are you going to record in the first column? How does that information connect to the information in the second column? How do the rows relate to each other?"* (Possible response: I will record evidence of a theme in the first column. Then in the second column, I will explain how the evidence shows the theme and how the theme has changed from the evidence in the row before.)
- h. Then invite students to work in pairs to choose one of the themes in chapter 7 of which they have seen evidence in multiple chapters of the novel.
- i. Invite students to identify evidence of their chosen theme in the novel so far, including chapter 7, recording the evidence in the first column on their note-catcher. Tell students to ignore the second column for now.
- j. After 10 minutes, refocus the whole group. Invite students to read the column header of the second column: How has the author developed the theme from the last time it was evident? How has the way the theme has been conveyed changed from the last example?
- k. Invite students to work in pairs to complete the second column of their note-catcher, thinking about how the author has developed the theme by conveying it differently from chapter to chapter. Emphasize that this analysis is new, so students should try their best for now.
- l. After 5 minutes, refocus the whole group. Use total participation techniques to select students to share their theme and their thinking about how the author has developed that theme with the whole group. Refer to Themes and Summary: A Long Walk to Water, Chapter 7 (example for teacher reference) for an example of what to listen for. If students are far off course, use the example provided as a think-aloud, and invite students to go back to their second column and try again based on their new learning.
- m. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

linking clauses with particular conjunctions.

Heavier Support:

- During the Language Dive in Work Time A, students deconstruct by responding to questions about the gist of the sentence and chunks, assisted by visuals, acting out, sketching, and sentence frames.

Opportunities to Extend Learning:

- In Work Time A, allow students the opportunity to share work with partners and give and receive feedback before convening as a whole group. In Work Time B, students can also generate their own text-dependent questions to help guide discussion in their groups.
- In Work Time B, invite students to track the development of other themes evident in chapter 7. (RL.7.2)

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<p>C. Write a Summary: <i>A Long Walk to Water</i>, Chapter 7 - RL.7.2 (10 minutes)</p> <ol style="list-style-type: none">Review the appropriate learning target relevant to the work to be completed in this section of the lesson: "I can write an objective summary of chapter 7 of <i>A Long Walk to Water</i>."Focus students on the final question of the handout <i>Themes and Summary: A Long Walk to Water</i>, Chapter 7, and invite them to retrieve and refer to the <i>Model Summary: A Long Walk to Water</i>, Chapter 6 to briefly review against the criteria on the <i>Criteria of an Effective Literary Summary</i> anchor chart.Invite students in their pairs to label themselves A and B. Set a 30-second timer. Tell students that each student will orally summarize chapter 7 in no more than 30 seconds to their partner, with B going first. Repeat with partner A.Remind students as they write their summaries, where appropriate, to use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. Remind students also of the link between theme and summary.Circulate to support students as they write their summaries, and identify common issues to use as teaching points for the whole group.Repeated routine: invite students to reflect on their progress toward the relevant learning target.	
<p>Closing and Assessment:</p> <p>A. Pair Share: Summaries (5 minutes)</p> <ol style="list-style-type: none">Invite students to share their summaries with a new partner and to provide feedback to their new partner using the criteria on the <i>Criteria of an Effective Literary Summary</i> anchor chart. For example, "<i>I notice that you state the theme in your summary, but I'm not sure there is a brief overview of what happens in the chapter.</i>"	
<p>Homework:</p> <ol style="list-style-type: none">Answer Questions: Students complete Homework: Themes and Summary: A Long Walk to Water, Chapter 7.Pre-read Anchor Text: Students should pre-read chapter 8 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.	

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

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Lesson #11: Analyze Development of Theme: A Long Walk to Water, Chapter 8 (45 minutes)

Lesson Summary: In this lesson, students continue their work analyzing theme and writing summaries of A Long Walk to Water, focusing on chapter 8. Students answer text-dependent questions to help guide their discussion of the theme and strategies for writing a summary. Finally, students have an opportunity to give and receive feedback on their summaries and implement revisions. To learn more details about this lesson look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 11: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none">● Entrance Ticket: Unit 1, Lesson 11 (one per student)● Synopsis: A Long Walk to Water, Chapter 8 ▲● Themes and Summary: A Long Walk to Water, Chapter 8 (one per student and one for display)● Themes and Summary: A Long Walk to Water, Chapter 8 ▲● Sticky notes (one of each gist color per student)● Homework: Summary and Theme: A Long Walk to Water, Chapter 8 (one per student;) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none">● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C)● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A)● Model Summary: A Long Walk to Water, Chapter 6 (one per student; from Unit 1, Lesson 9, Closing and Assessment A)● Common Themes in Literature (one per student and one for display; from Unit 1, Lesson 9, Work Time B)	<ul style="list-style-type: none">● Lesson 11 Slides.● Entrance Ticket: Unit 1, Lesson 11 (answers for teacher reference)● Synopsis: A Long Walk to Water, Chapter 8 (example for teacher reference)● Themes and Summary: A Long Walk to Water, Chapter 8 (example for teacher reference) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none">● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A)● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B)● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B)● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A)● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A)

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	<ul style="list-style-type: none"> Criteria of an Effective Literary Summary anchor chart (one for display; from Unit 1, Lesson 9, Closing and Assessment A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> I can identify how themes in <i>A Long Walk to Water</i> have developed in chapter 8. (RL.7.2) I can write an objective summary of chapter 8 of <i>A Long Walk to Water</i>. (RL.7.2) 	<ul style="list-style-type: none"> Work Times B and C: Themes and Summary: <i>A Long Walk to Water</i>, Chapter 8 (RL.7.1, RL.7.2)

Assessment Guidance: In Work Times B and C, circulate to support students as they complete their note-catcher and write their summaries. Collect completed handouts to review after the lesson to identify common issues with RL.7.2 to use as teaching points before the assessment in the next lesson.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes sickness and water scarcity issues. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learner: Supports guided in part by CA ELD Standard 7.I.B.6. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> To support ELLs, this lesson provides opportunities for students to work with theme in literary text, write summaries, answer text-dependent questions, and collaborate in small groups. ELLs may find the processes of analyzing theme and writing summaries in English challenging if they are not familiar with the language associated with these complex tasks. The design of the lesson—including modeling, gradual release of responsibility, and small group/peer work—provides support for these complex tasks. 	
<p>Opening: A. Engage the Learner - L.7.2a (5 minutes)</p> <ol style="list-style-type: none"> a. Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 11. 	

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- b. Once students have completed their entrance tickets, use a total participation technique to review their responses: "Which of these shows the correct punctuation of a sentence from chapter 8 of *A Long Walk to Water*?" (D. Those he could reach, though, he scratched until they bled.)
- c. Remind students that this is called an interrupter because it breaks up the flow of the sentence. Explain that writers should always use commas to separate interrupters from the rest of the sentence.
- d. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time:

A. Read *A Long Walk to Water*, Chapter 8 (15 minutes)

- a. Repeated routine: follow the same process as previous lessons for students to read chapter 8 of *A Long Walk to Water*, using the Text Guide: *A Long Walk to Water* as necessary. For struggling readers only, if they do not finish reading the chapter within the allotted time, use the Synopsis: *A Long Walk to Water*, Chapter 9 ▲ as needed to ensure these students are able to practice paragraph writing later in the lesson. ▲ Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about *A Long Walk to Water* anchor chart.
- b. Gist:
 - i. Nya: Akeer better but must boil water and can't—not enough
 - ii. Salva: stay in middle of Nile with mosquitos, eat well, about to go in desert—hardest part yet

B. Analyze Themes: *A Long Walk to Water*, Chapter 8 – RL.7.2 (10 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: "I can identify how themes in *A Long Walk to Water* have developed in chapter 8."
- b. Remind students that in the previous lessons, they discussed theme (the message of the story, a lesson or truth that can apply to the story itself and to the world outside of the book). They also examined a model summary and identified criteria to add to the Criteria of an Effective Literary Summary anchor chart.

Lighter Support:

- Model the final steps of Work Time B as a whole class activity before releasing students to do it independently with partners. As a class, choose a theme from chapter 7, then fill in evidence for that theme from chapter 8, and then have partners do the same thing independently. This gradual release of responsibility provides ELLs with a concrete model for directions, which may be difficult to follow if only explained and not demonstrated.

Heavier Support:

- During Work Time B, the task of identifying themes and then articulating how they have developed across chapters can be made more manageable for ELLs by identifying some common themes in chapter 7 as a whole group, or by sharing a list of common themes in chapter 7 with students and having partners look for evidence of how one of these themes develops in other chapters.

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- c. Remind students that when something develops, it builds over time; it's important to track the theme across the novel to see how it builds over time from chapter to chapter.
- d. Invite students to retrieve their Common Themes in Literature handout and to remind themselves of the themes they marked or added.
- e. Invite students to work in pairs to identify a theme they saw in chapter 8. They can briefly reread the chapter if necessary.
- f. Display and distribute Themes and Summary: A Long Walk to Water, Chapter 8 and Themes and Summary: A Long Walk to Water, Chapter 8 ▲ as necessary for students who need extra support. The differentiated handout supports students' analysis and writing with sentence starters and images. ▲ Read the directions for Part I, and invite students to work in pairs to choose one of the themes in chapter 8 of which they have seen evidence in multiple chapters of the novel.
- g. Invite students to identify evidence of their chosen theme in the novel so far, including chapter 8, recording the evidence in the first column on their handout. As in the previous lesson, tell students to ignore the second column for now.
- h. Refocus the whole group. Invite students to read the column header of the second column: How has the author developed the theme from the last time it was evident? How has the way the theme has been conveyed changed from the last example?
- i. Invite students to work in pairs to complete the second column of their note-catcher, thinking about how the author has developed the theme by conveying it differently from chapter to chapter.
- j. After 5 minutes, refocus the whole group. Use total participation techniques to select students to share their theme and their thinking about how the author has developed that theme with the whole group. Refer to Themes and Summary: A Long Walk to Water, Chapter 8 (example for teacher reference) for an example of what to listen for. If students are far off course, use the example provided as a think-aloud, and invite students to go back to their second column and try again based on their new learning.
- k. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Making language-rich tasks more manageable for ELLs by focusing the task on fewer independent steps or activities scaffolds the task without diminishing opportunities for students to grapple with complex language. Closing: Provide sentence frames for ELLs to use when they give feedback about summaries if they are struggling to generate the metacognitive, academic language necessary to do this task. Sentence frames based on the Criteria of an Effective Literary Summary anchor chart might include the following:

- I notice that your short summary is mostly about _____.
- This _____ is where you state the main idea.
- Your summary seems objective because _____.

Opportunities to Extend Learning:

- Invite students to track the development of more than one theme evident in chapter 8. (RL.7.2)

C. **Write a Summary:** *A Long Walk to Water*, Chapter 8 - RL.7.2 (10 minutes)

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- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: *"I can write an objective summary of chapter 8 of A Long Walk to Water."*
- b. Focus students on the final question, invite them to retrieve and refer to the Model Summary: *A Long Walk to Water*, Chapter 6, and briefly review against the criteria on the Criteria of an Effective Literary Summary anchor chart. Remind students also of the link between theme and summary.
- c. Invite students in their pairs to label themselves A and B. Set a 30-second timer. Tell students that each student will have a chance to orally summarize chapter 8 in no more than 30 seconds to their partner, with B going first. Repeat with partner A.
- d. Remind students as they write their summaries to use interrupters, where appropriate, to break up the flow of the sentence.
- e. Circulate to support students as they write their summaries, and identify common issues to use as teaching points for the whole group.
- f. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessments:

A. A. Pair Share: Summaries - SL.7.1 (5 minutes)

- a. Invite students to share their summaries with a different partner and to provide feedback to their new partner using the criteria on the Criteria of an Effective Literary Summary anchor chart. For example, *"I notice that you state the theme in your summary, but I'm not sure there is a brief overview of what happens in the chapter."*

Lighter Support:

- Closing: Model providing feedback on summaries with a student volunteer. Write down on a chart a summary of the steps entailed in the feedback model so students can replicate them. Seeing feedback acted out in a model and then described sequentially in a quick summary of the model supports ELLs by providing them with more than one way to access the language in the directions.

Opportunities to Extend Learning:

- In Closing and Assessment A, allow students the opportunity to share work with partners and give and receive feedback before convening as a whole group.

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Homework:

1. **Text-Dependent Questions** : Students complete Homework: Summary and Theme: *A Long Walk to Water*, Chapter 8, answering questions related to the use of language to develop tone and theme.
2. **Preread Anchor Text**; Students should preread chapter 9 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #12: End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9 (45 minutes)

Lesson Summary: In Part I of the end of unit assessment, students demonstrate their understanding of how authors develop theme as well as write an objective summary of a chapter of text. First, students read chapter 9 of *A Long Walk to Water*. Then students work on Part I of the end of unit assessment, in which they answer questions related to the development of theme in chapter 9 as well as throughout the novel and write a brief summary of the chapter. For additional details about this lesson look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 12: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:

Teacher Materials: ([Detailed Lesson #2 Steps from EL Education](#);)

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<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 12 (one per student) ● Synopsis: A Long Walk to Water, Chapter 9 ▲ ● End of Unit 1 Assessment, Part I: Analyze Development of Theme: A Long Walk to Water, Chapter 9 (one per student and one for display; see Assessment download) ● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Chapter 6 (one per student; returned with feedback; from Unit 1, Lesson 8) ● A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● Common Themes in Literature handout (one per student and one for display; from Unit 1, Lesson 9, Work Time B) ● Strategies to Answer Selected Response Questions anchor chart (from Unit 1, Lesson 3, Opening B) ● Online or print dictionaries (one per student; including ELL and home language dictionaries; one per small group of students) 	<ul style="list-style-type: none"> ● Lesson 12 Slides ● Entrance Ticket: Unit 1, Lesson 12 (answers for teacher reference) ● End of Unit 1 Assessment, Part I: Analyze Development of Theme: A Long Walk to Water, Chapter 9 (example for teacher reference) (see Assessment download) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B) ● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) ● Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) ● Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Effective Learners anchor chart (one for display; from Unit 1, Lesson 5, Work Time A) ● Work to Become Effective Learners anchor chart (example for teacher reference) (from Unit 1, Lesson 5, Work Time A) ● Criteria of an Effective Literary Summary anchor chart (one for display; from Unit 1, Lesson 9, Closing and Assessment A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> ● I can identify how themes in A Long Walk to Water have developed in chapter 9. (RL.7.2) ● I can write an objective summary of chapter 9 of A Long Walk to Water. (RL.7.1, RL.7.2) 	<ul style="list-style-type: none"> ● Opening A: Entrance Ticket: Unit 1, Lesson 12 ● Work Time B: End of Unit 1 Assessment, Part I: Analyze Development of Theme: A Long Walk to Water, ● Chapter 9 (RL.7.1, RL.7.2, RL.7.10)
<p>Assessment Guidance: All assessment materials (student prompt and teacher checklist) are included in the Assessment download. When assessing and providing feedback on this assessment, use the answer key and sample student responses.</p>	

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Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes passage through a desert, which involves starvation, dehydration, and the deaths of strangers. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standard 7.I.B.6. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> To support ELLs, this lesson provides opportunities for students to answer text-based questions about theme, write summaries, and complete a written assessment to demonstrate their understanding of these tasks. ELLs may find completing the summary section of the assessment challenging if they are not familiar with some of the language commonly used to connect thoughts. The design of previous lessons, which model and practice writing summaries, provides support for doing so in the context of an assessment. 	
<p>Opening:</p> <p>A. Return Mid-Unit 1 Assessments (5 minutes)</p> <ol style="list-style-type: none"> As students enter the classroom, invite them to respond to the questions on Entrance Ticket: Unit 1, Lesson 12 using their Mid-Unit 1 Assessment: Analyze Setting and Plot: <i>A Long Walk to Water</i>, Chapter 6 with feedback. Circulate as students review their feedback, and offer guidance and support as necessary. Once all students are ready, invite them to share their "stars" and "stairs" with a partner. Remind students that everyone is working toward individual goals and that learning is about continued growth and development. <p>B. Engage the Learner (5 minutes)</p> <ol style="list-style-type: none"> Repeated routine: follow the same routine as with the previous lessons to review learning targets reminding students of any learning targets that are similar or the same as in previous lessons. 	<p>Lighter Support:</p> <ul style="list-style-type: none"> Invite a student to paraphrase the key points of the distinction between discussing theme and summarizing. After one student has offered a paraphrase, encourage other students to build on his or her paraphrase with the following Conversation Cues: <ul style="list-style-type: none"> Who can repeat what your classmate said? She said _____. Who can tell us what your classmate said in your own words? He said that _____. These opportunities to paraphrase complex ideas provide ELLs with opportunities to stretch their listening and speaking skills and their capacity to manipulate academic language.

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	<p>Heavier Support:</p> <ul style="list-style-type: none">● To set themselves up for success for the end of unit assessment, students need to generalize the skills that they learned from previous sessions. Before administering the assessment, activate their prior knowledge by recalling the learning targets from previous sessions and the summary writing that they have already completed. Additionally, present the directions for the assessment both visually and verbally. Facilitate comprehension by displaying a map of the assessment parts.
<p>Work Time:</p> <p>A. Read <i>A Long Walk to Water</i>, Chapter 9 (10 minutes)</p> <ol style="list-style-type: none">a. Repeated routine: follow the same process as previous lessons for students to read chapter 9 of <i>A Long Walk to Water</i>, using the Text Guide: <i>A Long Walk to Water</i> as necessary. For struggling readers only, if they do not finish reading the chapter within the allotted time, use the Synopsis: <i>A Long Walk to Water</i>, Chapter 9 ▲ as needed to ensure these students are able to practice paragraph writing in the assessment later in the lesson. ▲ Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about <i>A Long Walk to Water</i> anchor chart.b. Gists:<ol style="list-style-type: none">i. Nya: strangers come to village to talk to chief about waterii. Salva: can't make it through desert but uncle tells him to walk step by stepc. Focus students on the Work to Become Effective Learners anchor chart, especially on persevere.	<p>Opportunities to Extend Learning:</p> <ul style="list-style-type: none">● In Work Time B, encourage those students who finish their end of unit assessments early to revise their short answer responses using the criteria they generated in the Criteria of an Effective Literary Summary anchor chart.● Invite students to track the development of more than one theme evident in Chapter 9. (RL.7.2)

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- d. Read aloud the habit of character recorded: “I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.” I
- e. Invite students to Turn and Talk to their partner. Then cold call students to share:
 - i. “Using the anchor chart as a guide, what does persevere mean?” (working hard through difficult tasks; not giving up)
 - ii. “What does persevering look like? What might you see when a person is persevering?” See Work to Become Effective Learners anchor chart (example for teacher reference).
 - iii. “What does persevering sound like? What might you hear when a person is persevering?” See Work to Become Effective Learners anchor chart (example for teacher reference).
- f. As students share, record their responses in the appropriate column on the Work to Become Effective Learners anchor chart.
- g. Then ask students to Think-Pair-Share:
 - i. “Which characters demonstrate perseverance in this chapter? How do they persevere?” (Salva and the other members of the groups demonstrate perseverance when they don’t give up and keep walking through the desert. Salva’s uncle helps him persevere by encouraging him to go one step at a time.)

B. End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9 (20 minutes)

- a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - i. “I can identify how themes in *A Long Walk to Water* have developed in chapter 9.” (RL.7.2)
 - ii. “I can write an objective summary of chapter 9 of *A Long Walk to Water*.” (RL.7.1, RL.7.2)
- b. Tell students that, for this part of the assessment, they will analyze how themes are developed in chapter 9 of *A Long Walk to Water* and examine how the author develops themes throughout the text. They will also write an objective summary to show their understanding of the chapter.
- c. Distribute End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9.

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- d. Read the prompt aloud as students follow along, reading silently. Answer clarifying questions.
- e. Focus students on the Work to Become Effective Learners anchor chart, and review perseverance and what this looks and sounds like. Remind students that as they will be reading and answering questions independently for the assessment, they may need to practice perseverance.
- f. Remind students that since this is an assessment, they should complete it independently in silence.
- g. Invite students to begin the assessment. Remind them to refer to the following resources:
 - i. Common Themes in Literature handout
 - ii. Criteria of an Effective Literary Summary anchor chart
 - iii. Strategies to Answer Selected Response Questions anchor chart
- h. While students are taking the assessment, circulate to monitor and document their test-taking skills.

Closing and Assessment:

A. Reflect on Learning Targets (5 minutes)

- a. Repeated routine: invite students to reflect on their progress toward the relevant learning targets.
- b. Incorporate reflection on and awareness of the following academic mindsets: "I can succeed at this" and "My ability and competence grow with my effort."
- c. Ask students to Think-Pair-Share:
 - i. "What helped you to be successful at this assessment? How much effort did you put in on this task? How did your effort affect your learning?"
(Possible responses: I was successful on the assessment because I focused and worked hard. I persevered even though it was hard.

Homework:

1. **Preread Anchor Text:** Students should preread chapter 10 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?

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- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lesson #13: Generate Discussion Norms (45 minutes)

Lesson Summary: In this lesson, students continue their work examining how theme is developed in *A Long Walk to Water*. Then students work together to generate discussion norms based on reflections of their own previous text-based discussions and observations of a group discussion. For additional details look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 13: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none"> ● Entrance Ticket: Unit 1, Lesson 13 (one per student) ● Synopsis: <i>A Long Walk to Water</i>, Chapter 10 (one per student) ● Themes: <i>A Long Walk to Water</i>, Chapter 10 (one per student and one for display) ● Themes: <i>A Long Walk to Water</i>, Chapter 10 ▲ ● Homework: Text-Dependent Questions: A Long Walk to Water, Chapter 10 (one per student) ● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A) ● <i>A Long Walk to Water</i> (text; one per student; from Unit 1, Lesson 1, Work Time C) ● Online or print dictionaries (including ELL and home language dictionaries; one per small groups of students) 	<ul style="list-style-type: none"> ● Lesson 13 Slides. ● Entrance Ticket: Unit 1, Lesson 13 (answers for teacher reference) ● Themes: <i>A Long Walk to Water</i>, Chapter 10 (example for teacher reference) ● Chart paper ● Discussion Norms anchor chart (example for teacher reference) ● Discussion Norms anchor chart (one for display; co-created during Work Time C) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none"> ● Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A) ● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A) ● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A) ● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B)

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	<ul style="list-style-type: none"> • Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B) • Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A) • Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A) • Work to Become Effective Learners anchor chart (one for display; from Unit 1, Lesson 5, Work Time A) • Work to Become Effective Learners anchor chart (example for teacher reference) (from Unit 1, Lesson 5, Work Time A)
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Learning Target(s)	As measured by
<ul style="list-style-type: none"> • I can identify how themes in A Long Walk to Water have developed in chapter 10. (RL.7.2) • I can generate norms for a productive discussion. (SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c) 	<ul style="list-style-type: none"> • Work Time A: Themes: A Long Walk to Water, Chapter 10 (RL.7.1, RL.7.2) • Work Time C: Discussion Norms anchor chart (SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c)

Assessment Guidance: In Work Time A, use the text-dependent question guide to monitor student progress. In Work Time C, keep track of student progress on the Discussion Norms anchor chart.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes the violent death of a family member, hunger, and dehydration. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.1.A.1, 7.1.A.3, 7.1.B.5, and 7.1.B.6. Important Points in the Lesson Itself</p>	

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- To support ELLs, this lesson provides opportunities for students to answer text-based questions about theme and to participate in and/or closely observe text-based discussion.
- ELLs may find participating in and/or closely observing text-based discussion challenging if they have not been exposed to the language used in such discussions, and all communication from ELLs during discussion should be encouraged as successful risk taking.

Opening:

A. Engage the Learner (5 minutes)

- a. Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 13. Students will review their responses to the entrance ticket in Work Time C.
- b. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- c. With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the words norms (models or standards to follow), generate (make or bring into being), and productive (capable of making something). Record words on the academic word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.

Work Time:

A. Read *A Long Walk to Water*, Chapter 10 - RL.7.1 (15 minutes)

- a. Repeated routine: follow the same process as with previous lessons for students to read chapter 10 of *A Long Walk to Water*, using the Text Guide: *A Long Walk to Water* as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: *A Long Walk to Water* document to review the key details from chapter 10. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about *A Long Walk to Water* anchor chart.
- b. Gists:
 - i. Nya: strangers say they will find water in between two trees
 - ii. Salva: one day from camp, uncle will leave to fight, soldiers kill uncle
 - iii. B. Analyze Themes: *A Long Walk to Water*, Chapter 10 – RL.7.2 (5 minutes)

B. Analyze Themes: *A Long Walk to Water*, Chapter 10 – RL.7.2 (5 minutes)

- a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson: *“I can identify how themes in A Long Walk to Water have developed in chapter 10.”*

Opportunities to Extend Learning:

- Ask groups that complete the reading and analysis more quickly in Work Times A and B to begin generating and noting ideas for extending discussion and to reflect on whether those ideas led to any revision of their answers. (SL.7.1)
- Select student volunteers to participate in a model discussion.

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- b. Repeated routine: analyze the development of theme on Themes: A Long Walk to Water, Chapter 10 and Themes: A Long Walk to Water, Chapter 10 ▲ as necessary for students who need extra support. The differentiated note-catcher supports students' analysis with sentence starters. ▲ Refer to Themes: A Long Walk to Water, Chapter 10 (example for teacher reference).
- c. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

C. Generate Discussion Norms – SL.7.1 (15 minutes)

- a. Review the appropriate learning target relevant to the work to be completed in this section of the lesson: *"I can generate norms for a productive discussion."*
- b. Inform students that they will now work on generating discussion norms as a class in order to help them prepare for the text-based discussion for the end of unit assessment. Introduce the prompt for the end of unit assessment:
 - i. "How do Salva and Nya overcome adversity?"
 - ii. "What themes might the author be developing through these characters?"
- c. Tell students that they will observe a group of their peers discuss the following prompt:
 - i. "How has Salva's uncle helped him survive so far? What does it mean to the story that he will no longer be with him?"
- d. Ask the students observing the conversation to take special note of those times that their peers asked one another to explain their thinking more or to add on to what they were saying.
- e. Ask the model group to conduct their text-based discussion for 5 minutes.
- f. Ask students to partner up, and guide them through an intentional Think-Pair-Share, ensuring that each partner has time to think, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to build deeper understanding. ▲ Cold call students to share their responses with the whole group to the following question:
 - i. "What did this group do well when discussing their text-dependent questions? What should we be mindful of whenever we participate in group discussions? Why?"
(Responses will vary.)
- g. As students share, capture their responses on the Discussion Norms anchor chart. Refer to Discussion Norms anchor chart (example for teacher reference) as necessary.
- h. Invite students to return to the entrance tickets they completed and look over their responses to the activity they did as they entered class, responding to the questions:
 - i. *"What are some words or phrases you can say to hear more about what your partner or group member is saying in a discussion? What are some words or phrases that stop the discussion?"* (Possible response: Can you tell me more about that? Can you explain that? I don't agree. That's ridiculous. I don't get it.)

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- i. Lead a whole class discussion of student responses, asking the following questions for further guidance:
 - i. *“How could the discussion you just observed have been improved? How can your own group discussions have been improved? Are there any norms we could add to make our collaborative discussions more effective?”* (Responses will vary.)
- j. Create a chart with two columns at the bottom of the Discussion Norms anchor chart, with “Cues” in one and “Responses” in the other. As students share, capture their responses on the Discussion Norms anchor chart.
- k. Continue the discussion by asking students:
 - i. *“In your own discussions, or in the one you just observed, how did people encourage someone else to clarify when they didn’t understand?”* (Responses will vary.)
 - ii. *“What questions can you ask when you don’t understand what someone is saying?”* (Possible response: *I don’t understand. Can you explain that? What did you mean when you said . . . ?*)
 - iii. *“How did you find out more about the ideas of others? What questions can you ask when you want to find out more?”* (Possible response: *Can you say more about that? Can you explain that?*)
- l. As students share, capture their responses in the “Cues” column at the bottom of the Discussion Norms anchor chart. Refer to the Discussion Norms anchor chart (example for teacher reference) as necessary.
- m. Ask students to consider:
 - i. *“How can you respond when you are asked to clarify or to elaborate on an idea?”* (Possible response: *Sure, I meant . . . Yes, here’s an example . . .*)
- n. As students share, continue capturing their responses in the “Responses” column at the bottom of the Discussion Norms anchor chart.
- o. Share with students any of the conversation cues listed on the example anchor chart that they have not yet arrived at as a group, and inform students that these conversation cues can be used to help one another expand and clarify responses, which will help all students talk and be understood, just as the examples they generated on their own.
- p. Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment

- A. Reflect on Habits of Character (5 minutes)
 - a. Focus students on the Work to Become Effective Learners anchor chart, especially on take initiative.

Lighter Support:

- Closing: After providing students with directions on what to look for in the

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- b. Read aloud the habit of character recorded: *"I take initiative. This means I see what needs to be done and take the lead on making responsible decisions."*
- c. Invite students to Turn and Talk to their partner. Then cold call students to share:
 - i. "Using the anchor chart as a guide, what does take initiative mean?" (doing good things without being asked)
 - ii. "What does taking initiative look like? What might you see when a person is taking initiative?" See Work to Become Effective Learners anchor chart (example for teacher reference).
 - iii. "What does taking initiative sound like? What might you hear when a person is taking initiative?" See Work to Become Effective Learners anchor chart (example for teacher reference).
- d. As students share, record their responses in the appropriate column on the Work to Become Effective Learners anchor chart.
- e. Tell students that they will take initiative during their end of unit discussions.

conversation, repeat, rephrase, or write out the directions as well. This repetition of directions for an unfamiliar task provides ELLs with more than one opportunity to understand new language for unfamiliar tasks.

Heavier Support:

- Closing: During text-based discussions, encourage all communication from ELLs as successful risk taking, allowing them to grapple but rephrasing what they say if necessary. Remind them to rely on the language tools provided during this and previous lessons.

Homework:

1. **Text-Dependent Questions:** Students complete Homework: Text-Dependent Questions: *A Long Walk to Water*, Chapter 10, answering questions related to the use of language to develop tone and theme.
2. **Preread Anchor Text:** Read Anchor Text: Students should preread chapter 11 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

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Lesson #14: Prepare for Text-Based Discussion: Themes: A Long Walk to Water (45 minutes)

Lesson Summary: In this lesson, students read chapter 11 of *A Long Walk to Water* and record vocabulary words and the gist of the chapter. Then students prepare for the end of unit text-based discussion, in which they analyze how themes develop in *A Long Walk to Water*. For additional details look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 14: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:	Teacher Materials:
<ul style="list-style-type: none">● Entrance Ticket: Unit 1, Lesson 14 (one per student)● Synopsis: <i>A Long Walk to Water</i>, Chapter 11 (one per student)● Prepare for a Text-Based Discussion: Themes: <i>A Long Walk to Water</i> note-catcher (one per student and one for display)● Prepare for a Text-Based Discussion: Themes: <i>A Long Walk to Water</i> note-catcher ▲● Quote Accurately from the Text (one per student)● Sticky notes (one of each gist color per student) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none">● Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A)● <i>A Long Walk to Water</i> (text; one per student; from Unit 1, Lesson 1, Work Time C)● Themes and Summary: <i>A Long Walk to Water</i>, Chapter 7 (one per student; from Unit 1, Lesson 10, Work Time B)● Themes and Summary: <i>A Long Walk to Water</i>, Chapter 8 (one per student; from Unit 1, Lesson 11, Work Time B)● Themes: <i>A Long Walk to Water</i>, Chapter 10 (one per student; from Unit 1, Lesson 13, Work Time B)● Online or print dictionaries (including ELL and home language dictionaries)	<ul style="list-style-type: none">● Lesson 14 Slides.● Entrance Ticket: Unit 1, Lesson 14 (answers for teacher reference)● Prepare for a Text-Based Discussion: Themes: <i>A Long Walk to Water</i> note-catcher (example for teacher reference) <p><i>Materials from Previous Lessons:</i></p> <ul style="list-style-type: none">● Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A)● Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)● Text Guide: A Long Walk to Water (for teacher reference) (from Unit 1, Lesson 2, Work Time A)● Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B)● Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B)● Questions about <i>A Long Walk to Water</i> anchor chart (one for display; from Unit 1, Lesson 2, Work Time A)● Questions about <i>A Long Walk to Water</i> anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A)● Discussion Norms anchor chart (one for display; from Unit 1, Lesson 13, Work Time C)

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Learning Target(s)	As measured by
<ul style="list-style-type: none"> I can identify how themes in A Long Walk to Water have developed in chapter 11. (RL.7.2) I can prepare for a text-based discussion about how themes are developed in A Long Walk to Water. (RL.7.2, SL.7.1) 	<ul style="list-style-type: none"> Work Time A: Prepare for a Text- Based Discussion: Themes: A Long Walk to Water note-catcher (RL.7.1, RL.7.2, SL.7.1)
<p>Assessment Guidance: Review students’ note-catchers to ensure that they are fully prepared for the discussion.</p>	

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
<p>Note: The subject matter in this chapter includes burial of a family member and introduction to a refugee camp. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.</p> <p>Supporting English Learners: Supports guided in part by CA ELD Standards 7.1.A.1, 7.1.A.3, 7.1.B.5, and 7.1.B.6. Important Points in the Lesson Itself</p> <ul style="list-style-type: none"> To support ELLs, this lesson provides opportunities for students to gather evidence for answering and discussing text-dependent questions related to theme and character development. ELLs may find getting and giving feedback about the text-based discussion note-catchers challenging because they may not know the phrases and language used for getting and giving feedback on theme. Therefore, use the lighter and heavier supports listed below to support this work. 	
<p>Opening:</p> <p>A. Engage the Learner - W.7.8 (5 minutes)</p> <ol style="list-style-type: none"> Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 14. Students will review their responses to the entrance ticket in Work Time B. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons. 	

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- c. With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the words discussion (talking about something in a formal or serious way) and text-based (using or referring to a text or reading). Record on the academic word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.

Work Time:

A. Read *A Long Walk to Water*, Chapter 11 (15 minutes)

- a. Repeated routine: follow the same process as with previous lessons for students to read chapter 11 of *A Long Walk to Water*, using the Text Guide: *A Long Walk to Water* as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: *A Long Walk to Water*, Chapter 11 document to review the key details from chapter 11. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about *A Long Walk to Water* anchor chart.
- b. Gists:
- Nya: village clears land; how will water come from dry ground?
 - Salva: makes it to camp, very crowded, looks for family, sees mother?
- c. Once students have finished reading and reflecting on the chapter, ask them to Think-Pair-Share:
- "Which habits of character did you see in this chapter? Who demonstrated them? What did they look and sound like?" (Possible response: Nya's fellow villagers collaborate to prepare the space for water. Also, Salva perseveres to make it to the camp even though it is hard and his uncle and friend and family are not there to help him.)

B. Prepare for a Text-Based Discussion – RL.7.2 (15 minutes)

- a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
- "I can identify how themes in *A Long Walk to Water* have developed in chapter 11."
 - "I can prepare for a text-based discussion about how themes are developed in *A Long Walk to Water*."
- b. Distribute and display the Prepare for a Text-Based Discussion: Themes: *A Long Walk to Water* note-catcher and Prepare for a Text-Based Discussion: Themes: *A Long Walk to Water* note-catcher ▲ as necessary for students who need extra support. The differentiated note-catcher supports students' analysis with sentence starters. ▲

Lighter Support:

- In Work Time B, invite a student to paraphrase the directions for using the note-catcher to find text-based evidence in more comprehensible language.

Heavier Support:

- In Work Time B, write and post a numbered list of the steps for finding evidence to fill in the note-catcher. This will provide a visual for the directions which ELLs can refer back to as they work in case they did not understand all of the oral directions for filling out the note-catcher.

Opportunities to Extend Learning:

- In Work Time B, release students to read and complete their note-catcher independently.
- Challenge students to

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- c. Read, reread, and rephrase the prompt at the top of the note-catcher aloud for the group:
 - i. *“How do Salva and Nya overcome adversity?”*
 - ii. *“What theme might the author be developing through these characters?”*
- d. Tell students that in this lesson, they will be gathering evidence from the novel to answer this prompt in preparation for discussing this prompt. If necessary, for support, ask students to Think-Pair-Share about what they need to do in order to complete the note-catcher. During the share, record accurate student responses on the board. (We have to review our notes and the novel to see how Salva and Nya overcome problems. Then we have to record this and the evidence or examples of this on our note-catcher. Then we have to review these examples and decide what theme the author is developing. We record this theme on our note-catcher and find more evidence to support this theme.) ▲
- e. Review the entrance ticket activity:
 - i. “Linda Sue Park shows the group’s collaboration when she writes, ‘Immediately, the group began making preparations to cook and eat the bird’” (61).
 - ii. “This is a quote from *A Long Walk to Water*. Looking at this model, what are two criteria you might generate for quoting accurately from the text?”
- f. Use total participation techniques to select students to share their ideas with the whole group. (Responses will vary but may include the following: comma before quotation mark, page number without “p.” in parentheses after quotation mark, and period after parentheses.)
- g. Display and distribute the Quote Accurately from the Text handout, and invite students to note the ones they identified within the class and to add anything they found that isn’t represented. Tell students that when recording evidence from the text on their note-catcher today, they should use these criteria to quote accurately.
- h. Because this is part of the assessment, students should complete the note-catcher independently. However, if students need support, they can work with a partner. ▲ Invite those who want to work with someone to move to a certain area of the room to pair up with someone else who wants to work with a partner. Invite students to verbally complete the note-catcher in home language groupings. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English.
- i. Invite students to begin working. Remind them to retrieve and refer to their note-catchers from previous lessons:
 - i. Themes and Summary: *A Long Walk to Water*, Chapter 7
 - ii. Themes and Summary: *A Long Walk to Water*, Chapter 8
 - iii. Themes: *A Long Walk to Water*, Chapter 10

make claims about and find evidence for multiple themes that may or may not be related to adversity (RL.7.2). Then, if they finish their note-catcher early, they can form a small group and begin to discuss their note-catcher, respectfully challenging one another’s claims and evidence, pushing one another to make clearer, stronger claims and use the most effective evidence. Provide students with feedback on their discussion, and then in Closing and Assessment A, release them to join other groups of students to guide the note-catcher sharing and discussion.

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- j. Circulate to support students in completing their note-catcher. If students are struggling, pull them into a small group and work with them to identify themes and their development in chapter 11 of *A Long Walk to Water*. Ask supporting questions to guide student thinking:
- “What obstacles, problems, or adversity does Salva face?” (He must run away from home. He doesn’t have his family. The war and animals are dangerous. He doesn’t have enough food.)
 - “How does he overcome these?” (He trusts and relies on others. He keeps walking. He takes each problem one step at a time.)
 - “What obstacles, problems, or adversity does Nya face?” (She has to walk a long way or dig a long time for water. The ground has thorns, and there is fighting around her. The water they have makes them sick.)
 - “How does she overcome these?” (She works hard. She keeps trying even when it is hard. She perseveres.)
 - “What message about life is the author making through these characters?” (Even when things are difficult, if you persevere, you can succeed. Nature sometimes overpowers people. Collaboration can help solve big problems. You can succeed at something big if you take it one step at a time.)
 - “What evidence from the novel shows that the author is giving this message?” (Responses will vary.)
- k. Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment:

A. Peer Feedback - SL.7.1 (10 minutes)

- Explain that students will now share their note-catchers with one or more classmates to get feedback on their claims (statements about theme) and their evidence to support their claims. Note that this is a chance to practice their discussion norms and ideas before the assessment in the following lesson.
- Focus students on the Work to Become Ethical People anchor chart, specifically on compassion.
- Read aloud the habit of character recorded: "I show compassion. This means I notice when others are sad or upset and try to help them."
- Invite students to Turn and Talk to an elbow partner: "Using the anchor chart as a guide, what does compassion mean in your own words?" (being sensitive to others' feelings and helping them when they need it)
- Ask students to Think-Pair-Share:

Lighter Support:

- Closing: Work with a student volunteer to model giving feedback and then write down some of the key phrases that were used. Students can use these phrases themselves when giving and receiving feedback. Combining modeling with a written chart supports ELLs by demonstrating the language they need to

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- i. "What does compassion look like? What might you see when someone is showing compassion toward someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).
 - ii. "What does compassion sound like? What might you hear when someone is showing compassion to someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).
- f. Remind students to refer to the following anchor charts to guide them in respectfully challenging their peers to make strong, clear claims and provide strong, applicable evidence.
- i. Discussion Norms anchor chart
 - ii. Work to Become Ethical People anchor chart
- g. If necessary, model with a volunteer, sharing from each other's note-catchers and respectfully challenging each other's claims and evidence. Use the cues and responses from the Discussion Norms anchor chart.
- h. Incorporate reflection on and awareness of the following academic mindset: "I belong in this community."
- i. "How does compassion help you feel a sense of belonging to our classroom community?" (Possible response: When people treat me with compassion, kindness, and understanding, I feel like I belong to this class, that I am welcome here.)

complete a task in multiple ways.

- Also, remind students of the Conversation Cues they can use to help keep the conversation going with their partner if they are unsure of the language they need to extend and deepen their feedback conversation:
 - Can you say more about that?
 - Can you give an example?
 - So do you mean . . . ?

Heavier Support:

- Closing: For students who need more support with participating in partner feedback, provide sentence frames for replying to the three Conversation Cues suggested under Lighter Support:
 - Sure, I think that _____.
 - OK, one example is _____.
 - You've got it./No, sorry, that's not what I mean. I mean _____.

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- Closing: Model how to use the sentence frames to respond to the Conversation Cues with examples that apply to the text-based discussion feedback task before expecting students to use the frames themselves.

Homework:

1. **Preread Anchor Text:** Students should preread chapter 12 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

Lessons #15-16: End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: A Long Walk to Water (45 minutes)

Lesson Summary: In this lesson, students read chapter 12 of *A Long Walk to Water*, updating their Text-Based Discussion note-catcher with themes and evidence from chapter 12. Finally, students complete the end of unit assessment, in which they participate in a group discussion about themes in *A Long Walk to Water*, quoting accurately from the text. For additional details about this lesson look [here](#).

Links: Student and teacher materials for today can be found here: [Lesson 15-16: Supporting Materials](#); all homework for Unit 1 can be found here: [Unit 1 Homework](#); additional materials needed are listed in **bold** and/or linked below.

Student Materials:

Teacher Materials:

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- Entrance Ticket: Unit 1, Lesson 15 (one per student)
- Synopsis: A Long Walk to Water, Chapter 12 ▲
- Peer Critique note-catcher (one per student and one for display)
- Track Progress: Collaborative Discussion (one per student and one for display)
- Track Progress folders (one per student; see Teaching Notes)
- [End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes](#): A Long Walk to Water (one per student and one for display)
- **Sticky notes** (one of each gist color per student; additional ones to track progress)

Materials from Previous Lessons:

- Vocabulary log (one per student; from Unit 1, Lesson 2, Opening A)
- A Long Walk to Water (text; one per student; from Unit 1, Lesson 1, Work Time C)
- Quote Accurately from the Text (one per student; from Unit 1, Lesson 14, Work Time B)
- Prepare for a Text-Based Discussion: Themes: A Long Walk to Water note-catcher (one per student; from Unit 1, Lesson 14, Work Time B)

- [Lesson 15-16 Slides](#).
- Entrance Ticket: Unit 1, Lesson 15 (answers for teacher reference)
- Red and blue markers
- [End of Unit 1 Assessment teacher scoring materials](#)

Materials from Previous Lessons:

- Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)
- [Text Guide: A Long Walk to Water](#) (for teacher reference) (from Unit 1, Lesson 2, Work Time A)
- Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Opening B)
- Work to Become Ethical People anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Opening B)
- Questions about A Long Walk to Water anchor chart (one for display; from Unit 1, Lesson 2, Work Time A)
- Questions about A Long Walk to Water anchor chart (example for teacher reference) (from Unit 1, Lesson 2, Work Time A)
- Discussion Norms anchor chart (one for display; from Unit 1, Lesson 13, Work Time C)
- Discussion Norms anchor chart (example for teacher reference) (from Unit 1, Lesson 13, Work Time C)
- Quote Accurately from the Text anchor chart (one for display; from Unit 1, Lesson 14, Work Time B)
- Work to Become Effective Learners anchor chart (one for display; from Unit 1, Lesson 5, Work Time A)
- Work to Become Effective Learners anchor chart (example for teacher reference) (from Unit 1, Lesson 5, Work Time A)
- Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 4, Opening A)

Learning Target(s)

As measured by

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<ul style="list-style-type: none"> • I can quote accurately from the text to support my ideas during a text-based discussion. (RL.7.1) • I can follow discussion norms to have an effective text-based discussion. (SL.7.1a, SL.7.1b, SL.7.1c) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lessons 15–16 • Work Time C: End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: A Long Walk to Water (RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c) • Closing and Assessment A: Track Progress: Collaborative Discussion
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Assessment Guidance: Assessment materials (student copy, answer key, student exemplar, teacher checklist) are included in the Assessment download. When assessing and providing feedback to students on this assessment, use the Collaborative Discussion checklist to complete the student Track Progress recording form. Optionally make notes in the appropriate column for each criterion in a different color from student responses. There is also space provided to respond to student comments. In this assessment, students are tracking progress toward anchor standard: SL.1: By the end of Grade 12, I will be able to: prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing my own clearly and persuasively.

Learning Experiences and Instructional Sequences	Differentiated Strategies & Supports
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Note: The subject matter in this chapter includes death of family members, armed soldiers, a refugee camp, and threat of wild animals. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Supporting English Learners:
 Supports guided in part by CA ELD Standards 7.1.A.1, 7.1.A.3, 7.1.B.5, and 7.1.B.6.
 Important Points in the Lesson Itself

- To support ELLs, these lessons provide opportunities for students to participate in a Language Dive, continue working with a text-based discussion note-catcher, and participate in a discussion of theme, which serves as part of the end of unit assessment.
- ELLs may find filling out the Peer Critique note-catcher during Work Time B challenging because it may be difficult for them to follow a quick-moving discussion in English while simultaneously taking notes on the discussion. If so, use the lighter and heavier supports below to scaffold this activity.

<p>Opening:</p> <p>A. Engage the Learner (5 minutes)</p> <ol style="list-style-type: none"> Repeated routine: students respond to questions on Entrance Ticket: Unit 1, Lesson 15. Once students have completed their entrance tickets, use a total participation technique to review their responses. 	
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<p>b. Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.</p> <p>c. With students, use the vocabulary strategies on the Close Readers Do These Things anchor chart to deconstruct the words quote (to repeat a passage or information from a source), support (to provide evidence or proof for), norms (a model or standard that is generally followed), and effective (successful, useful). Record on the academic word wall with translations in home languages, where appropriate, and invite students to record words in their vocabulary logs.</p>	
<p>Work Time:</p> <p>A. Read <i>A Long Walk to Water</i>, Chapter 12 – SL.7.1 (15 minutes)</p> <p>a. Repeated routine: follow the same process as previous lessons for students to read chapter 12 of <i>A Long Walk to Water</i>, using the Text Guide: <i>A Long Walk to Water</i> as necessary. If students do not finish reading the chapter within the allotted time, use the Synopsis: <i>A Long Walk to Water</i>, Chapter 12 ▲ as needed to ensure these students are able to practice paragraph writing later in the lesson. ▲ Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the gist on sticky notes using the following resources as appropriate: vocabulary logs, Work to Become Ethical People anchor chart, and Questions about <i>A Long Walk to Water</i> anchor chart.</p> <p>b. Gists:</p> <ol style="list-style-type: none"> i. Nya: crane comes; villagers making gravel; Nya still walks to pond ii. Salva: family dead; at camp for 6 years; soldiers chase to river with crocodiles <p>c. Once students have finished reading and reflecting on the chapter, ask them to Think-Pair-Share:</p> <p>d. “Which habits of character did you see in this chapter? Who demonstrated them? What did they look or sound like?” (Possible response: Nya’s fellow villagers continue to collaborate to make gravel for the well. Also, Salva perseveres to study, find work, and braves the Gilo River.)</p> <p>e. Invite students to update their Prepare for a Text-Based Discussion: Themes: <i>A Long Walk to Water</i> note-catcher with additional evidence from chapter 12 as appropriate.</p>	<p>Lighter Support:</p> <ul style="list-style-type: none"> ● During Work Time B, when students fill out the Peer Critique note-catcher, give them the option of focusing on a few students or all the students participating in the conversation. Focusing on just a few students will make the task more manageable for ELLs, who may have trouble simultaneously following a fast-paced discussion and recording notes on all the participants. <p>Heavier Support:</p> <ul style="list-style-type: none"> ● During Work Time B, instead of using the Peer Critique note-catcher, provide students with a short list of things they should be able to observe their peers doing during conversation, and have them check off the behaviors when they notice them. The list might include using examples from the text to support ideas, following discussion norms, adding more about their ideas or others' ideas, etc. Using the list instead of the Peer Critique note-catcher allows ELLs to focus their attention on understanding the

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B. End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water* (55 minutes)

- a. Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - i. "I can quote accurately from the text to support my ideas during a text-based discussion."
 - ii. "I can follow discussion norms to have an effective text-based discussion."
- b. Distribute End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water*.
- c. Read aloud the directions for each part of the assessment as students silently follow along. Read, reread, and rephrase. Answer clarifying questions.
- d. Tell students that while they are waiting to participate in the discussion, they are to assess their peers' (as a group) use of discussion norms and cues as well as the strength of their claims and evidence on the Peer Critique note-catcher. Distribute the note-catcher and read it aloud, asking students to follow along and annotate for new and important ideas. If necessary, model completing the note-catcher by asking volunteers to simulate a discussion, using a Think Aloud and filling in the applicable columns. Ensure students understand that rather than focusing on one individual student, students on the outside of the fishbowl should be looking across the whole group for evidence of norms to provide feedback.
- e. Focus students on all of the characteristics on the Work to Become Ethical People anchor chart (respect, compassion, and empathy) in preparation for the discussion. Review what each characteristic looks and sounds like.
- f. Focus students on the Discussion Norms anchor chart, specifically on the cues and responses. Remind them that a discussion is not just about saying what they want to say and then they are done. Effective participation is about listening to others and asking and answering questions to be completely clear about what others are saying and to clarify their own points.
- g. Also, direct students' attention to the Quote Accurately from the Text handout. As necessary, review different examples of quoting accurately from the novel during a discussion.
- h. Ensure all students understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves.

conversation, since they will not need to listen and write simultaneously.

Opportunities to Extend Learning:

- In Work Time B, encourage students who can confidently participate in a discussion to be in the first discussion group so that they can model the discussion norms and cues as well as quoting accurately from the text to support strong claims. Challenge these students to focus on multiple themes that may or may not be related to adversity in order to allow the second group to have fresh material to discuss.

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- i. Begin the fishbowl conversation. Invite the first group of students (roughly half the class) to sit in the center circle with their novels and note-catchers, and begin the discussion. Allocate each group 25 minutes for discussion.
- j. Invite the remaining students to sit in the outer circle with the Peer Critique note-catcher, and observe and assess the discussion.
- k. Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment:

A. Track Progress (15 minutes)

- a. Give students specific positive feedback on their completion of the end of unit assessment. (Example: "I heard a lot of you asking clarifying questions or questions to find out more.")
- b. Focus students on the Work to Become Effective Learners anchor chart, especially on responsibility.
- c. Read aloud the habit of character recorded: "I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions."
- d. Invite students to Turn and Talk to their partner. Then cold call students to share:
 - i. "Using the anchor chart as a guide, what does responsibility mean?" (taking charge of myself)
 - ii. "What does responsibility look like? What might you see when a person is taking responsibility?" See Work to Become Effective Learners anchor chart (example for teacher reference).
 - iii. "What does responsibility sound like? What might you hear when a person is taking responsibility?" See Work to Become Effective Learners anchor chart (example for teacher reference).
- e. Record students' responses in the appropriate column on the Work to Become Effective Learners anchor chart.
- f. Tell students that they will take responsibility for their own learning as they track their progress.
- g. Give students specific positive feedback on their completion of the end of unit assessment. (Example: "I was pleased to see a lot of you referring back to your texts to find details.")
- h. Distribute Track Progress: Collaborative Discussion, Track Progress folders, and sticky notes. Tell students that successful learners keep track of and reflect on their own learning and that they will be completing a form like this after most of

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their assessments. Tell students that this helps to build responsibility for their work and learning. Select volunteers to read aloud each criterion for the whole group. After hearing each one read aloud, invite students to Turn and Talk with an elbow partner:

- i. "What does that criterion mean in your own words?" (Responses will vary.)
- i. Read the directions aloud for students, and answer clarifying questions. Explain the scale and what each number represents. They should give themselves a 3 if they think they have achieved that criterion in their reading of new texts, a 4 if they think they have done even more than the criterion asks, a 2 if they think they are nearly there but not quite, and a 1 if they think they still have a lot of work to do.
- j. Distribute sticky notes. Tell students the sticky notes are for them to find evidence in their assessment work of the following criteria:
 - i. SL.7.1a: I came to the discussion prepared with ideas and evidence to the prompt.
 - ii. SL.7.1a: I referred to my evidence in the discussion and reflected on ideas in the discussion.
- k. Guide students through completing question 1 of the Track Progress form. If this is the first time students have completed this form, they may not be able to answer this question. In this situation, tell students to leave it blank and explain that the next time they fill out the same form, they should be able to answer this question. If students completed these forms in Grade 6, they will be able to look back to their Grade 6 forms.
- l. Point out the Teacher Response part under question 2, and tell students that after class, each student's reflection will be reviewed and feedback about their progress toward the skill will be added.
- m. Direct students' attention to question 3 on the form, and select a volunteer to read it aloud for the group: "How can I improve next time?"
- n. Invite students to reflect on their own or with a partner on how they can improve on this skill in the future. Select volunteers to share with the group. Invite students to record their thinking in the appropriate spot on the Track Progress form. Invite students to place the form in their Track Progress folder, and collect students' folders.
- o. Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

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Homework:

1. **Independent Research Reading:** Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.

Equity Pause: Teacher Reflection After the Lesson

- Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?