



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 1

Introducing *Promises to Keep* and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? (*Promises to Keep*, Pages 6–7)



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

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can make inferences using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can summarize text that is read aloud to me. (SL.5.2)

Supporting Learning Targets

- I can describe the features of a biographical text.
- I can draw inferences about Jackie Robinson from the photographs in the Introduction to *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in *Promises to Keep*.

Ongoing Assessment

- Notice/Wonder/Inference note-catcher
- Gist statement
- Vocabulary cards
- Sticky note evidence flags



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Biography as Informational Text (10 minutes)</p> <p>2. Work Time</p> <p>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</p> <p>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home. Answer homework questions on index cards.</p>	<ul style="list-style-type: none">• This lesson introduces <i>Promises to Keep</i>, the central text the class will read throughout Unit 2. The book affords many opportunities for close reading lessons based on determining how an author uses reasons and evidence (to be introduced in Lesson 2) to support a point or opinion. This first lesson orients students to the book by “reading” the pictures and studying the Introduction.• Throughout this unit, the terms “African American” and “black(s)” are used interchangeably. The language of the lessons reflects the terminology author Sharon Robinson uses within the text <i>Promises to Keep</i>.• Students continue to use their journals from Unit 1 for Units 2 and 3.• In advance: Intentionally place students in groups of four. Students will remain in these groups throughout Unit 2. Be sure to heterogeneously group students so that stronger readers and writers are with students who have difficulty reading complex text.• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.• Post: Learning targets.



Lesson Vocabulary	Materials
notice, wonders, inferences (from Modules 1 and 2A), biography, biographical, introduction; accomplishments, legacy, determination, commitment	<ul style="list-style-type: none">• Document camera• Types of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• <i>Promises to Keep</i> (book; one per student and one for display)• Notice/Wonder/Inference note-catcher (one for display)• Students' journals (from Unit 1)• Index cards (eight per student)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)



Opening	Meeting Students' Needs
<p>A. Biography as Informational Text (10 minutes)</p> <ul style="list-style-type: none"> • Read the first learning target: <ul style="list-style-type: none"> * “I can describe the features of a biographical text.” • Using a document camera, display the Types of Informational Text anchor chart and Features of Informational Text anchor chart, both from Module 2A. If <i>biography</i> is not already listed, add it to both charts. • Ask students to think and then talk with a partner about the definition of this word. Invite a volunteer to share out. Listen for answers that include key elements such as: “about a person’s life,” “true but told like a story,” “about a famous person,” etc. Ask students where they recently saw the prefix “bio-” and look for them to remember the word <i>biodiversity</i> from their study of the rainforest (Module 2A). Remind them that the word root “bio” means life. Tell them that the root <i>graph</i> means “to write,” so <i>biography</i> means to write about someone’s “life.” Continue to reinforce the skill of using word roots to determine word meanings. Help students understand that <i>biographical</i> is the adjective form of <i>biography</i>. Ask students to give examples of other biographies they may have read. • Focus students on the Features of Informational Text anchor chart. Add <i>biography</i> to the left-hand column. Ask them to think about the features of a biography. Invite volunteers to share out. Listen for responses such as: “A narrative, like a story, has a lot of details about a person’s life and times,” “It’s told in chronological order,” “It includes pictures of the person at different ages,” etc. Add these to the center column (Features/Elements). • Then focus students on the right-hand column: How Does It Help the Reader? Ask students to discuss with a partner how these features may help them read and understand the text. Listen for responses such as: “It’s written like a story so it’s easy to follow,” “I like hearing about their childhood,” or “The photos are interesting.” Invite a few partners to share out and add these ideas to the third column of the anchor chart. 	<ul style="list-style-type: none"> • Students may benefit from a mini lesson or review on word types (e.g., nouns, verbs, adjectives, adverbs), followed by a word study of types of words using the vocabulary words taught from <i>Promises to Keep</i>. • Draw pictures to represent key words in the learning target (e.g., a book for <i>text</i>, a stick figure of a person for <i>bio</i>.) Providing visual cues to learning targets can help students understand unknown words or concepts.



Work Time	Meeting Students' Needs
<p>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</p> <ul style="list-style-type: none"> • Enthusiastically introduce students to <i>Promises to Keep</i>, the book they will be reading together for the next few weeks. Hold up a copy of the book for the class to see, and say: <ul style="list-style-type: none"> * “This book is <i>Promises to Keep: How Jackie Robinson Changed America</i> by Sharon Robinson. What kind of book do you think it is?” (Answer: A biography.) * “What features do you predict it will have?” (Answers might include: a narrative structure; details about Jackie Robinson and his times; or information about his childhood.) • Direct students’ attention to the second learning target: <ul style="list-style-type: none"> * “I can draw inferences about Jackie Robinson from the photographs in the Introduction to <i>Promises to Keep</i>.” • Display the Notice/Wonder/Inference note-catcher. Instruct students to take out their students’ journals and to draw the same three-column chart on the next clean page. Check that students remember that <i>notices</i> are what we see and hear directly, <i>inferences</i> are ideas we have based on what we see and hear, and <i>wonders</i> are questions. • Distribute <i>Promises to Keep</i> to the students. Ask them to look at just the front cover, and to record in their note-catchers what they notice, wonder about, and infer from just this picture and the text on the cover. • After a few minutes, have students spread their books open, face down, so they can see the front and back covers are visible as one large photograph. Invite them to enter any additional thoughts in their note-catchers. • Invite students to turn and share their notes with a partner. Circulate, listening for thoughts such as: <ul style="list-style-type: none"> * Notices: “There’s a man, a woman, and three children,” or “The man looks like he’s pointing at something, the author’s last name is Robinson.” * Wonders: “Is the author related to Jackie Robinson?” or “How old is this picture?” * Inferences: “I think it’s a family,” “I think the picture was taken a long time ago,” or “I think that man is Jackie Robinson.” • Tell students that next they will do a Picture Walk through the book. Ask them to page through the book, looking at the pictures and continuing to notice, wonder, and draw inferences from the pictures. Give students 5–7 minutes for their silent Picture Walk. • Again ask students to share what they noticed, inferred, and wondered. Listen to make sure that students understand the distinction between observable data and inferences based on the data. • Ask students what the photographs and captions in a book are called (text features), and why they are important in this book. Listen for answers that indicate understanding that in this book the photographs of people and artifacts tell much of the story. 	<ul style="list-style-type: none"> • Provide copies of <i>Promises to Keep</i> for ELL students in their home languages. • Provide copies of the Notice/Wonder/Inference chart for students who may have difficulty copying it into their journal. • Consider charting students’ comments on a class Notice/Wonder/Inference anchor chart to keep posted throughout Unit 2. • Provide sentence stems for students who may have difficulty with language: “I noticed that _____ . A text feature that is important in this book is _____ .”



Work Time (continued)	Meeting Students' Needs
<p>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be in groups of four during this unit as they work with this text. Place students in their groups and invite them to turn to the Introduction in <i>Promises to Keep</i> (page 6). • Ask students for the meaning of the word <i>introduction</i>, and listen for answers such as: “beginning.” Be sure they mention the connection to the word <i>introduce</i>. Listen for comments such as: “Introduction has the suffix -tion added to the word <i>introduce</i>. <i>Introduce</i> is a verb, and <i>introduction</i> is a noun.” Reinforce using word roots to determine word meaning. • Tell students that they will now read the Introduction to the book. Read pages 6 and 7 of <i>Promises to Keep</i> aloud as students read along silently in their heads. • Give students a few minutes to talk in their groups about the gist of the Introduction. Then ask them to write a gist statement on the next page of their journals. • Cold call several students to share their thinking with the whole group. Listen for ideas such as: “Jackie Robinson was a great baseball player and a great man,” and “Sharon Robinson, Jackie Robinson’s daughter, wrote this book because she loved and admired her dad very much.” • Give students time to reread the Introduction on their own. Direct them to record additional notes in their Notice/Wonder/Inference note-catchers. • Circulate around the classroom as they work, ensuring that students are recording notes such as the following: <ul style="list-style-type: none"> * Notice: “The author of the book, Sharon Robinson, is Jackie Robinson’s daughter,” or “Jackie Robinson was elected into the Baseball Hall of Fame.” * Wonder: “Why did Jackie Robinson retire from baseball when Sharon was six?” or “Why is Jackie Robinson so famous?” * Inference: “Sharon Robinson loved her dad,” or “Jackie Robinson was a great man.” • Cold call on a few students to share their answers with the whole class. Collect journals to review. 	<ul style="list-style-type: none"> • Consider grouping students at tables strategically so that stronger readers and writers are at tables with those students who struggle with grade-level text so peers may support one another during group reads and discussions. • To support visual learners, chart students’ comments on a class Notice/Wonder/Inference chart.



Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> • Read the third learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from <i>Promises to Keep</i>.” • Ask students to locate the following words in the Introduction: <ul style="list-style-type: none"> – <i>accomplishments</i> (page 6, Paragraph 2, Line 1) – <i>legacy</i> (page 6, Paragraph 2, Lines 2 and 3) – <i>determination</i> (page 7, first full paragraph, Line 9) – <i>commitment</i> (page 7, Paragraph 4, Line 6) • Distribute four index cards to each student and tell them to write one of these words on each card. Refer to the Vocabulary Strategies anchor chart (from Unit 1, Lesson 1 of this module), and ask students to use the strategy of reading the sentences around these words to try to figure out their meanings from context clues. Then have them turn and talk with a neighbor about the meanings. • Finally, cold call students to share their definitions with the class. Correct misunderstandings and write the accurate definitions on the white board as the students supply them: <ul style="list-style-type: none"> – <i>accomplishments</i>: achievements – <i>legacy</i>: something (either good or bad) that is handed down from the past – <i>determination</i>: extreme drive to do or accomplish something – <i>commitment</i>: a sense of loyalty or strong belief in an idea • Ask students to draw a picture for each to show what the words mean and write the definitions on the backs of the cards. • Point out that these words will be particularly important to understand Jackie Robinson’s life. 	<ul style="list-style-type: none"> • Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own. • Consider prewriting the vocabulary words on the cards for students who struggle with writing. • Consider providing additional time to complete vocabulary cards at different parts during the day.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Review the learning targets. Ask students to think of one piece of evidence that indicates that they met one of the learning targets, and to share their thought with a neighbor. Ask a few students to share their neighbor's idea with the class. Give each student four index cards for their homework. 	<ul style="list-style-type: none"> Provide framework options for students to choose from to provide evidence.: "One thing I was able to infer about Jackie Robinson was _____." "Some of the text features in the book <i>Promises to Keep</i> are _____." "I was able to figure out the meaning of the word _____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home. On one of your index cards, write an answer to the question: "What does Sharon Robinson admire about her father, Jackie Robinson?" Name at least three things and use at least one of today's vocabulary words in your answer. On three new index cards, record these three words: <i>biography</i>, <i>biographical</i>, <i>introduction</i>. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your four index cards as an admit ticket to the next class. 	<ul style="list-style-type: none"> Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text. Consider prewriting the focus question for the rereading and the vocabulary words on index cards for students who struggle with writing. Students who struggle with language may need to dictate the answer to their focus question and the definitions of their vocabulary words to someone at home.



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Supporting Materials



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Notice/Wonder/Inference Note-catcher

Notice	Wonder	Inference