



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 4

Grant funded by:



## Lesson 6: Section 1, *Mississippi Bridge*

**Focus Standard(s):** RL 4.1, RL.4.3

**Additional Standard(s):** L.4.1f, L.4.3b, L.4.3c

**Estimated Time:** 90 Minutes

**Text(s):** Class set of *Mississippi Bridge* by Mildred Taylor

**Resources and Materials:**

- Handout 6.1 Section One Vocabulary Words in Context
- Handout 6.2 Excerpts for Fluency Practice; pgs. 7-15
- Handout 6.3 Alternatives to Round Robin Reading
- Handout 6.4 Section One Text Dependent Questions
- Handout 6.5 Event Map
- Handout 6.6 Homework for Section One
- Handout 6.7: Homework for section one, pages 7-15

**Lesson Target(s):**


- Students will use the details and examples in the text to explain or infer meaning.
- Students will read closely and find answers explicitly in text.
- Students will read closely and find answers that require an inference.
- Students will locate sections of a text where characters, settings, or events are described.
- Students will use specific details from text to describe characters, settings, or events.

**Guiding Question(s):**

- How does the author use details and examples in the text to explain or infer meaning?
- Can you locate sections of a text where characters, settings, or events are described?
- Can you use specific details from text to describe characters, settings, or events?

**Note:** This book is not written in chapters, but has been broken up into two sections:

<ul style="list-style-type: none"> <li>• Section 1: Pgs. 7-15</li> <li>• Section 2: Pgs. 15-22 starts at bottom on page 15; “While Miz Hattie was making...”</li> </ul>	
<b>Vocabulary</b>	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• Character</li> <li>• Event</li> <li>• Explicit</li> <li>• Inferences</li> <li>• Setting</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Create pictures/symbols to represent words</li> <li><input type="checkbox"/> Write/discuss using the words</li> <li><input type="checkbox"/> Act out the words or attach movements to the words</li> </ul>
<b>In-Context Vocabulary: Use Handout 6.1</b> <ul style="list-style-type: none"> <li>• Exchanged</li> <li>• Primping</li> </ul>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition</li> <li><input type="checkbox"/> Restatement or synonym</li> <li><input type="checkbox"/> Contrast or antonym</li> <li><input type="checkbox"/> Comparison</li> <li><input type="checkbox"/> Examples</li> <li><input type="checkbox"/> List or series</li> <li><input type="checkbox"/> Cause and effect</li> <li><input type="checkbox"/> Description of inferences</li> </ul>
<b>Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li>• Expectedness</li> <li>• Odd-jobs</li> <li>• Particular</li> <li>• Potbellied Stove</li> <li>• Slur</li> </ul>	<b>Instructional Strategies for Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Write/discuss using the words</li> </ul>

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ Students review the following “I Can Statements” for this lesson. Have them underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> <li>• I can use the details and examples in the text to explain or infer meaning.</li> <li>• I can read closely and find answers explicitly in text.</li> <li>• I can read closely and find answers that require an inference.</li> <li>• I can locate sections of a text where characters, settings, or events are described.</li> <li>• I can use specific details from text to describe characters, settings, or events.</li> </ul> </li> </ul> <p><b>Anticipatory Set/Introduction to the Lesson:</b></p> <ul style="list-style-type: none"> <li>✓ Students pick a sentence from pages 7-15 that is written in informal dialect. They will write the sentence in their grammar journal and rewrite it in a formal manner.</li> <li>✓ Students exchange their work with elbow partner and their partner will review their work. Randomly choose a sentence from student work to use in guiding a discussion and review KWL chart from previous day’s work.</li> </ul> <p>State, write, and display the question of the day so students can keep in mind their main focus for today's reading. Today’s questions are:</p> <ul style="list-style-type: none"> <li>• Using evidence from the text, describe how Rudine was treated vs. how Ms. Mattie was treated when they were looking at the hat.</li> <li>• How do you think Rudine felt?</li> <li>• What does this action tell you about how people were treated during this time?” Use evidence from your reading today to support your answer.</li> </ul>	

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Write down a sentence from the book and ask students to find at least three grammatical errors. Students will correct the sentence in the text.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students find a different sentence and work with a partner to create a mini-lesson in language for that sentence.

**Activity 1: Vocabulary**

✓ Review vocabulary words from previous lessons by playing a Word Wall game. See **Handout 1.4: Word Wall Games** for ideas. Explain that before they read, they will need to be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary using the strategies listed in the “Instructional Strategies for Academic Vocabulary” and “Instructional Strategies for Direct Instruction Text Vocabulary” sections above. Display, read, and discuss these words and their meanings in multiple contexts:

- Particular
- Potbellied Stove
- Expectedness
- Odd-jobs
- Slur

**Activity 2: Reading Fluency**

**Note:** Fluent reading includes accuracy, rate, and prosody. Students must be aware that those three components help them become better readers. Reading slowly tends to make the reader forget what they are reading because they are focusing on the reading word by word. Explain to students that being able to read fluently will help them with comprehension.

**Fluency practice:**

- ✓ Echo read the first paragraph excerpts on **Handout 6.2: Excerpts for Fluency Practice, pages 7-15**. Read one sentence, with fluency and expression, and have students read that sentence back to you using fluency and expression. Once you have done one sentence at a time, chunk the paragraph into three sections and do an echo read again. Once students have practiced, give them an opportunity to choral read the both excerpts.

**Activity 3: Reading Text**

The class reads pages 7-15. As a teacher, you can choose how you want to have students read. Provide a model read or see **Handout 6.3: Alternatives to Round Robin Reading** for other suggestions.

**Activity 4:**

- ✓ As students are reading, have them answer Text Dependent Questions **Handout 6.4: Section One Text Dependent Questions**. Make sure they are rereading the selection to search for the answer. Students can write the page number or paragraph where the evidence was found or use highlighters to mark their findings.
- ✓ Monitor and make note of student progress and participation.

**Activity 5: Understanding the Text**

- ✓ After students have read the assigned text, guide students in a reflection on the pages read. On chart paper, brainstorm events from the reading.
- ✓ Students write event ideas on sticky notes in their table groups. After a few minutes, have students at each table list some event ideas they wrote down. Write their ideas on the chart paper.

Remind students that the information used in their event maps should come from the text read today. They should be able to draw specific details from the text.

- ✓ Guide a class discussion regarding the events listed and be sure to point out how the characters acted or responded during these events.
- ✓ Students complete **Handout 6.5: Event Map** to demonstrate comprehension of Section One.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Give students page numbers for the text dependent questions.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- If students are comfortable with the materials and process, have them create questions and answers from the text.

**Activity 6: Writing**

- ✓ Using **handout 6.6: Summary Graphic Organizer**, students write a summary of *Mississippi Bridge* they read today. Review with students the rules for summarizing a text. Use summaries to gauge students understanding of the lesson.

**Note:** Create an anchor chart with the elements of summarizing for students to review when writing their summary.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Allow the students to use teacher given notes or a summary.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students can infer or use background knowledge to contribute to the assignment.

**Reflection and Closing:**

- ✓ On a sticky note, have students write down whether their predictions were correct so far or not.

**Homework**

- ✓ Students receive a copy of two excerpts from today's reading (**Handout 6.6**) and compare and contrast the two conversations using a Venn Diagram. Students summarize the excerpt.

**Handout 6.1: Vocabulary in Context for section one, *Mississippi Bridge***

## 1. Exchanged; pg. 13

“She greeted him back, then they *exchanged* a few words about Miz Hattie traveling and about how both their families were doing.”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?

## Primping; pg. 15

“Well, it sure is pretty all right, “confessed Miz Hattie, *primping* at herself in the mirror.”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?



**Handout 6.2: Excerpts for Fluency Practice, pages 7-15****(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 10)**

“Now, Rudine, you know I can’t let you try on that hat,” said Mr. John. “You can buy it now, but once you do, you gotta keep it. Can’t be bringing it back for no exchange, not after you done put it on your heard.”

**(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 15)**

“Hat like that sure ‘nough would put a little sunshine in this gloom,” said Mr. Wallace. “Why don’t you go ‘head try it on, Miz Hattie? It sure would set well on your fine head of hair.”

Miz Hattie turned plumb red. “Go on with you now, John Wallace! Can’t much afford it anyway, not in these hard times.”

“Well, it won’t hurt nothin’ t’ try it on. There’s a mirror right over here.” He handed her the hat. “Go on, Miz Hattie, brighten up the place. It be a joy to see you in it.”

Miz Hattie took the hat and placed it on that mop of red hair of hers. She pinned it down with a huge stickpin. Rudine and her mama were still in the store. I seen them watching.

### Handout 6.3: Alternatives to Round Robin/Reading

**Break-in Read.** One group of students or the teacher starts reading orally. All other students follow along silently. The teacher interrupts in mid-sentence or mid-passage to switch which group will read orally next.

**Choral Reading.** The whole class or group reads a portion of the text together. This approach gives less able readers a chance to imitate and practice appropriate oral reading.

**Echo Reading.** The teacher reads first, then students echo matching the fluency and emphasis. Usually one sentence is read at a time.

**Everyone Read To.** This format allows everyone to do initial reading individually and aloud, while the teacher provides support. The teacher gives students a purpose for reading and tells how much is to be read. After the section is read, the teacher follows up with questions about the section. Students discuss the questions in pairs or a small group. With this strategy everyone reads the text individually in whatever way is appropriate in order to find out specific information they will share with a partner or their group.

**Impress Reading.** The teacher *and* students read a passage aloud at the same times. The students are simultaneously hearing a good model and mimicking that model. This direct, guided practice helps with impression, pacing, and fluency.

**Inquiry Reading.** Students read silently for a purpose. The teachers give the students a question to answer or an answer they have to find support for from the text.

**It's All In How You Phrase It.** Teacher prepares phrases – prepositional phrases, dependent clauses, quotations, etc. -- students may have difficulty reading in a passage. Prior to reading, students practice the phrases prior to reading from flashcards, handouts, or chorally.

**Paired or Partner Read.** One partner reads and the other partner listens. Usually each reads a sentence or a paragraph at a time to complete a passage. *The listener has a job to highlight, underline, or point to the passage being read.* Partners read and then ask questions of each other or share highlighted information at the end of the reading. This can be done with triads as well – one reads, one highlights, and one summarizes what was read at the end of the reading.

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**Playschool Groups.** Used for rereading, students are divided into groups with mixed ability readers. One student acts as the teacher keeping group on track, asking questions, assigning reading, etc. Students then read for a purpose: acting out a story, completing graphic organizer, discussing story elements, etc.

**Readers' Theater.** When reading a story or play, students are assigned different parts to read aloud. One student or pairs or triads read the individual parts or dialogue.

**Sticky Note.** Partners are given sticky notes to mark things they want to remember. There are a limited number of notes and partners have to decide together what to mark as important, interesting, or confusing.

**Stop and Jot.** Read to a certain point, stop and have students write.

**Three Ring Circus.** Teacher assigns a variety of reading arrangements. Some students read in partners, some individually, some in triads, etc.

**Two Read Then One Reads.** Partners read passage chorally. Then one partner rereads passage.

**Whisper Read.** Similar to Everyone Read To, students read aloud, but in a whisper. The teacher monitors the group or class to see and hear who is reading for themselves. This is an effective strategy for a small group.

**You Decide.** Partners can read passage together in any way they decide.

**Handout 6.4: Section One Text Dependent Questions (pg. 7-15)**

1. Using evidence from the text, describe how Rudine was treated vs. how Ms. Mattie was treated when they were looking at the hat.

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2. What does this action reveal about how people were treated during this time? Use evidence from the text to support your answer.

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3. What do you think Jeremy Simms looks like? Use evidence from the text to support your answer.

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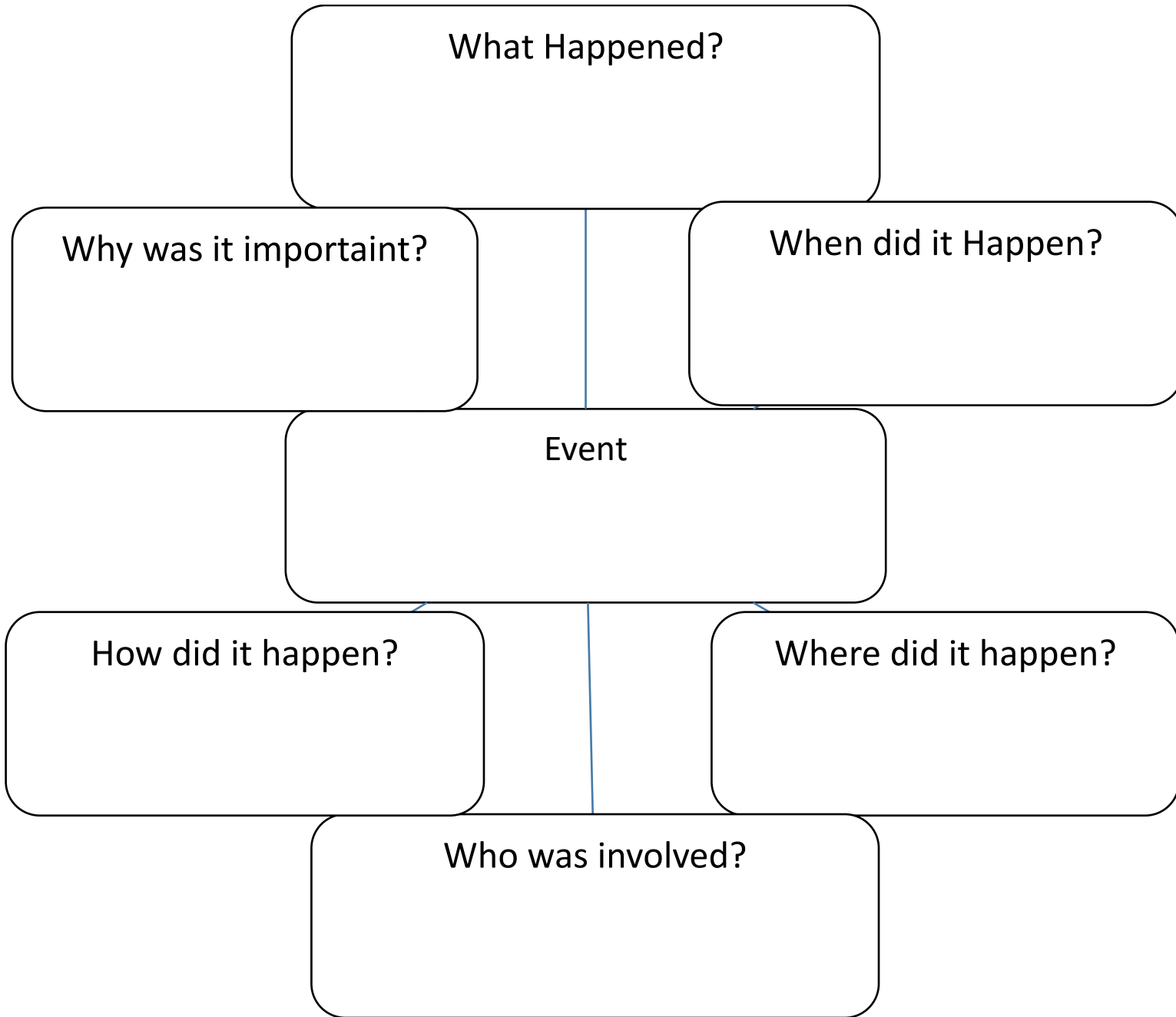
4. What words does the author use to describe the outside of Wallace's store? Use evidence from the text to support your answer.

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Handout 6.5: Event Map



Handout 6.6: Summary Graphic Organizer

Sombody

Wanted

But

So

Then

**Handout 6.7: Homework for section one, pages 7-15**

(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 10)

“Now, Rudine, you know I can’t let you try on that hat,” said Mr. John. “You can buy it now, but once you do, you gotta keep it. Can’t be bringing it back for no exchange, not after you done put it on your heard.”

(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 15)

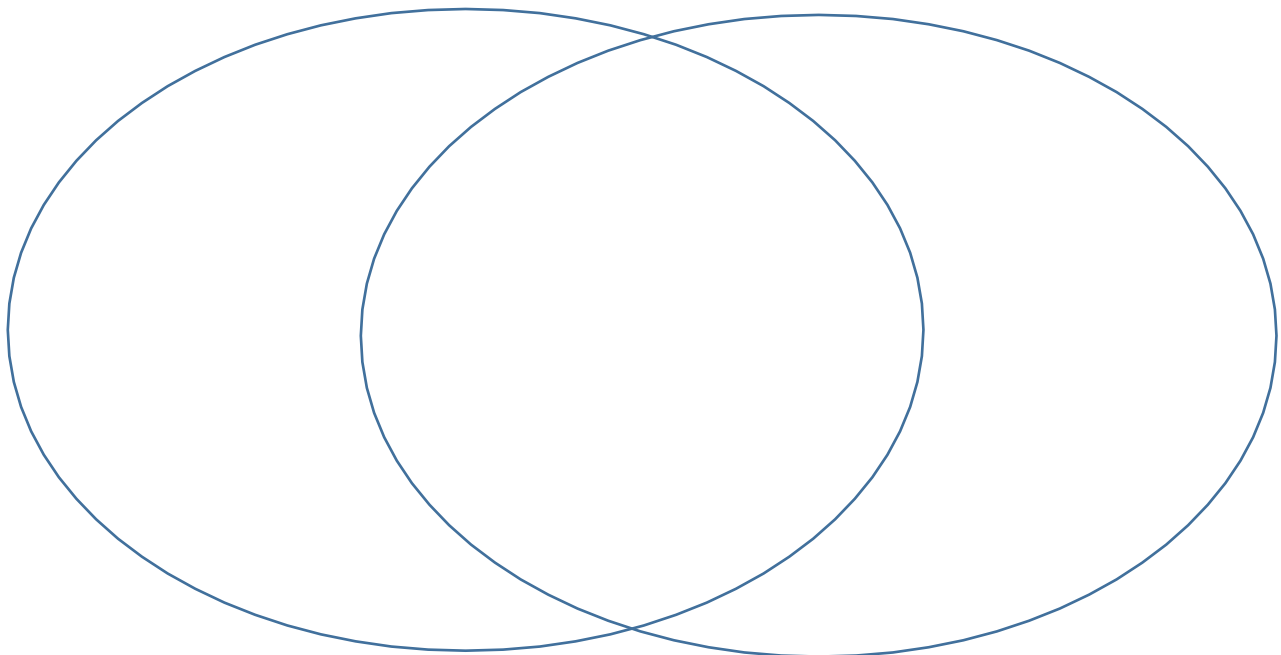
“Hat like that sure ‘nough would put a little sunshine in this gloom,” said Mr. Wallace. “Why don’t you go ‘head try it on, Miz Hattie? It sure would set well on your fine head of hair.”

Miz Hattie turned plumb red. “Go on with you now, John Wallace! Can’t much afford it anyway, not in these hard times.”

“Well, it won’t hurt nothin’ t’ try it on. There’s a mirror right over here.” He handed her the hat. “Go on, Miz Hattie, brighten up the place. It be a joy to see you in it.”

Miz Hattie took the hat and placed it on that mop of red hair of hers. She pinned it down with a huge stickpin. Rudine and her mama were still in the store. I seen them watching.

Use the Venn Diagram below to compare and contrast how Mr. John treated Rudine and Miz. Hattie. In your reading notebook, summarize these excerpts.



For training or questions regarding this unit,  
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