



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 4

Grant funded by:



## Lesson 7: Section 2, *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):** *Mississippi Bridge*


**Resources and Materials:**

- Handout 6.3 Alternatives to Round Robin Reading
- Handout 7.1 Section Two Vocabulary Words in Context
- Handout 7.2 Excerpts for Fluency Practice; pgs. 16-21
- Handout 7.3 Section One Text Dependent Questions
- Handout 7.4 Home work for section one
- Handout 7.5: Pave Vocabulary
- Handout 7.6: Character Map
- [Character Analysis](#)

**Lesson Target(s):**

- Students will understand characters' responses during that time period.
- Students will read closely and find answers explicitly in text.
- Students will analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.
- Students will identify characters, setting, and events in a story or drama.
- 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.

<p><b>Guiding Question(s):</b></p> <ul style="list-style-type: none"> <li>• Where can you find answers explicitly in text?</li> <li>• Can you analyze an author’s words and refer to details and examples needed to support both explicit and inferential question?</li> <li>• Can you describe the characters, setting, and events?</li> <li>• Can you locate sections of a text where characters, settings, or events are described?</li> <li>• Can you use specific details from text to describe characters, settings, or events?</li> </ul>	
<p><b>Vocabulary</b></p>	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Event</li> <li>• Explicit</li> <li>• Inferences</li> <li>• Setting</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <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>
<p><b>In-Context Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Scraped</li> <li>• Sneered</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <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>• Clenched</li> <li>• Lumberin’</li> <li>• Mumbling</li> <li>• Sharecropping</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		
<b>Understanding Lesson Purpose and Student Outcomes:</b> <ul style="list-style-type: none"> <li>✓ Students review the following “I Can Statements” for this lesson, being sure to 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 read closely and find answers explicitly in text.</li> <li>• I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions.</li> <li>• I can identify characters, setting, and events in a story or drama.</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>		
<b>Anticipatory Set/Introduction to the Lesson:</b> <p>Explain to students, again, that the language and punctuation in the novel is not incorrect, but that they are learning to switch uses of language based on context. Ask them again to pretend a person is using this language in a different context.</p> <ul style="list-style-type: none"> <li>✓ Students pick a sentence from pgs. 16-22 that is incomplete or a run-on or a sentence that contains punctuation used for stylistic purposes. Write the sentence in their grammar journal and then rewrite it in a formal manner.</li> <li>✓ Students exchange their work with an elbow partner and their partner will review their work.</li> </ul>		

Randomly choose a sentence from student work to use in guiding a discussion.

Review KWL chart from previous day's work.

State, write, and display the questions of the day so students can keep in mind their main focus for today's reading.

Today's guided questions are:

- What happened with Jeremy's father and Josias? How did Jeremy react? Use textual evidence to support your answer.
- Why do you think Jeremy reacted the way he did? Use textual evidence to support your answer.
- What would you have done, if anything, in that situation? Explain what you would have done or said and why.

**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 and within the text and correct them.

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

- Have students find a different sentence and work with a partner to create a lesson 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 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 words. Read and discuss these words and their meanings in multiple contexts.

- ✓ Use **Handout 7.5: Pave Vocabulary** for the Direct Instruction words. Put students into groups and assign one word to each group to complete.

**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 on pg. 21. 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 entire paragraph.

**Activity 3: Reading Text**

The class reads pages 16-22. 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 7.4: Section Two 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**

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, call each table to 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.

Have a class discussion regarding the events listed and be sure to point out how the characters acted or responded during these events.

- ✓ Have students complete **Handout 6.5: Event Map** to demonstrate comprehension of Section Two.

**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 the section of *Mississippi Bridge* they read today. Review with student's the rules for summarizing a text. Use summaries to gauge students understanding of the lesson.

**Note:** If needed 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 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 will receive an excerpt from today's reading (**Handout 7.4**). From two questions, students choose one to read and then summarize the passage.

**Handout 7.1: Vocabulary in Context for section one, *Mississippi Bridge***

1. Scraped; pg. 17

“Scraped together ever’ penny I could lay by hands on. Had to borrow a little bit, bit it’s gonna be work it, ‘cause I got a job waitin’ on me!”

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

Sneered; pg. 20

“Pa sneered, just like he know’d that all the time. R.W. and Melvin, they gone to grinning a Josias’s humiliation and started mumbling.”

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



**Handout 7.2: Excerpts for Fluency Practice; pgs. 16-21**

I ain't liked the way Pa done talked to Josias. Josias was a nice man. He wasn't hurting nobody. But I know'd that was the way for Pa and the other men to talk that way to Josias and for Josias to take it. Colored folks seemed always to have to take that kind of talk. One time I seen Pa and Melvin and R.W. and a whole bunch drag a colored man down the road, beat him till he ain't hardly had no face on him 'cause he done stood up for himself and talked back. That ain't never set right with me, the way Pa done. It wasn't right and I just know'd that, but I ain't never let Pa know how I feeling, 'cause Pa he could get awful riled and riled quick. Last think a body wanted to do, blood or not, was to get on Pa's wring side. You got on Pa's wrong side and you done had it.

**Handout 7.3: Section Two Text Dependent Questions (pg. 7-15)**

1. Jeremy heard and saw the confrontation between his father and Josias. How did Jeremy react to the situation? Use evidence from the text to support your answer.

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2. Describe a character in the story using specific details from the text. Use evidence from the text to support your answer.

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3. Describe what happened in the story when Josias told the men he had a lumbering job. Use evidence from the text to support your answer.

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4. What words let you know what Josias was thinking during that conversation? Use evidence from the text to support your answer.

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**Handout 7.4: Homework for section two, pages 15-22**

(Excerpt from *Mississippi Bridge* by Mildred Taylor, Pg. 21)

Josias, he got what he come in for and gone out again. I waited a few minutes, then I gone out too. I ain't liked the way Pa done talked to Josias. Josias was a nice man. He wasn't hurting nobody. But I know'd that was the way for Pa and the other men to talk that way to Josias and for Josias to take it. Colored folks seemed always to have to take that kind of talk. One time I seen Pa and Melvin and R.W. and a whole bunch drag a colored man down the road, beat him till he ain't hardly had no face on him 'cause he done stood up for himself and talked back. That ain't never set right with me, the way Pa done. It wasn't right and I just know'd that, but I ain't never let Pa know how I feeling, 'cause Pa he could get awful riled and riled quick. Last think a body wanted to do, blood or not, was to get on Pa's wring side. You got on Pa's wrong side and you done had it.

Read the two questions and pick ONE question to answer.

1. Describe Pa using specific details from the excerpt.

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2. What was Jeremy thinking? How do you know?

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In your reading notebook, write a summary of this excerpt.

Handout 7.5: Pave Vocabulary

PAVE Map

Sentence from the text:

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Word

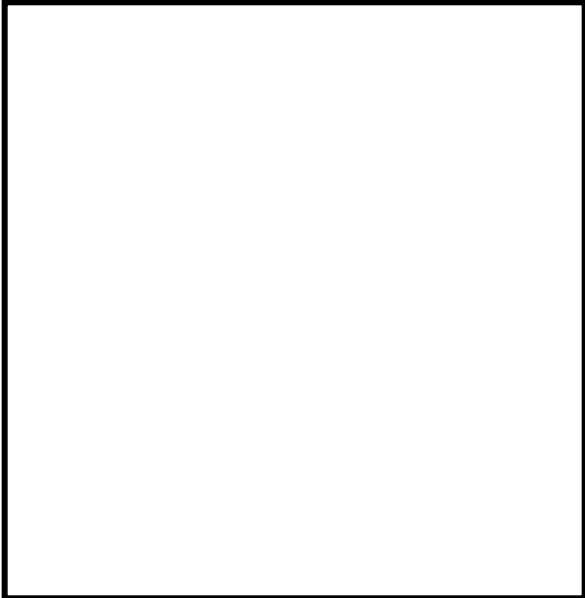
Predicted Definition:

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Association or Symbol

One Good Sentence of My Own:

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Verified Dictionary Definition:

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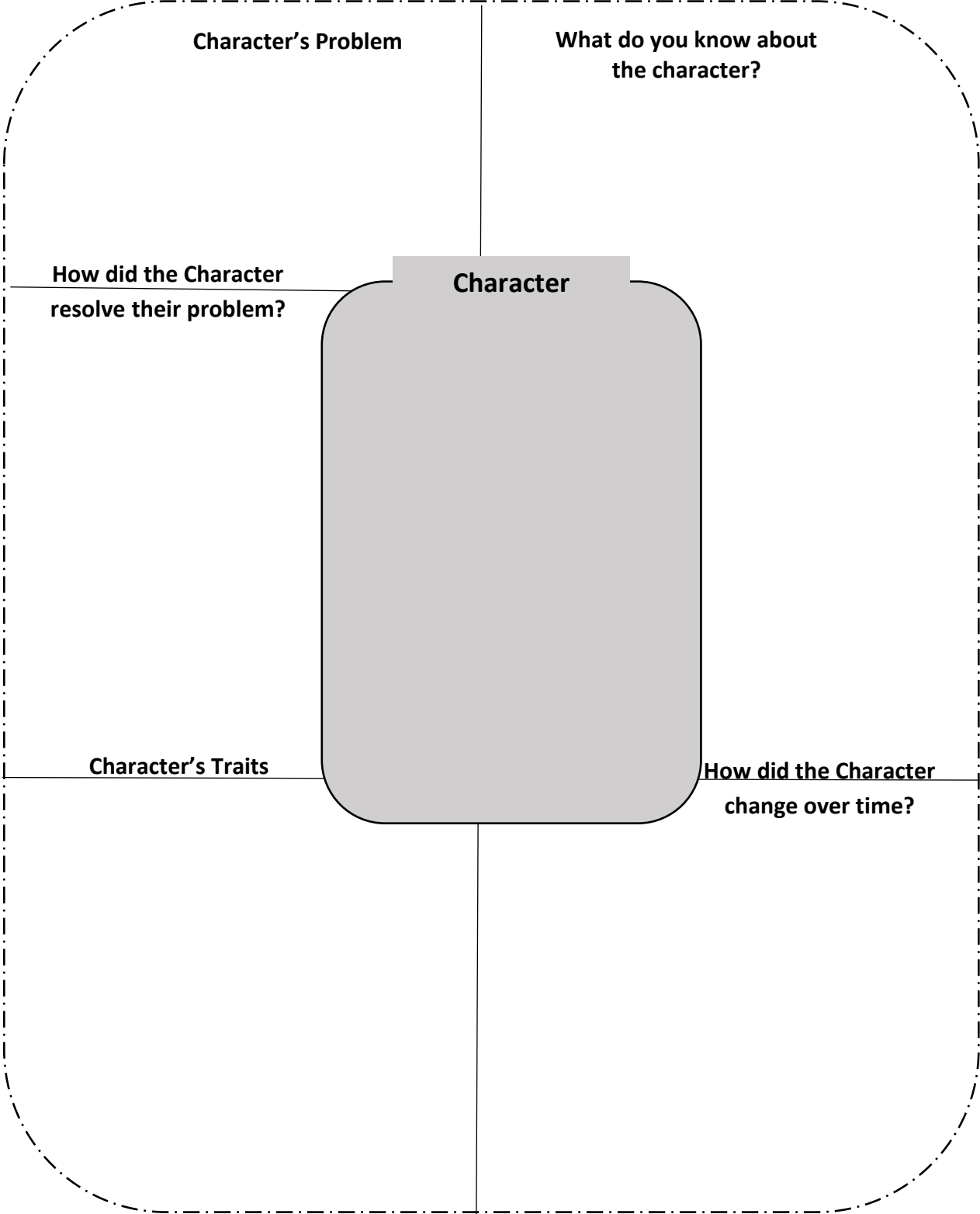
Another Good Sentence of My Own:

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Handout 7.6: Character Map

Title: \_\_\_\_\_ Author: \_\_\_\_\_



For training or questions regarding this unit,  
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