

WIT AND WISDOM

GRADE K, MODULE 3, LESSON 2

TEXTS

- *Old Hand Water Pump*, Judson McCranie (<http://witeng.link/0204>)
- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

Prepare

SUMMARY

In this lesson, the class reads *When I Was Young in the Mountains* for the first time, engaging with a new type of text—the informational narrative. This experience forms a bridge between the texts read in Module 2 and those to come in Module 3 as students are able to look at this informational text through a narrative lens, and are prompted to notice and wonder about the author’s life. Students also engage in a New-Read Assessment in which they identify the author and illustrator and the role of each in communicating information in the text.

MATERIALS

- [Handout 2A: Picture Hunt](#)
- Map of the world
- Chart paper for **Wonder Chart** for *When I Was Young in the Mountains*

Lesson 2: At a Glance

Agenda

Launch (7 min.)

Learn (58 min.)

- Listen Actively and Share Observations (15 min.)
- Share Questions (15 min.)
- Engage in New-Read Assessment 1 (15 min.)

Learning Goals

- Use a variety of question words to ask questions about *When I Was Young in the Mountains*.
 - Use the Question Cube to ask questions about the text.
 - Identify the author and illustrator of *When I Was Young in the Mountains*, and their roles in presenting information in the text.
 - Complete New-Read Assessment 1.
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Launch

Access the link for the “Old Hand Water Pump,” and display the image in front of the class (<http://witeng.link/0204>). Do not identify the object. Students share what they notice and wonder about this object now, and the class will revisit it later in the lesson.

Instruct students to Think-Pair-Share, and ask:

- **“What do you notice about this object? Do you think this object is from a long time ago, or now?”**

Use Equity Sticks to call on students to share their observations.

- *I notice it is outside in the ground.*
- *There is a big pipe.*
- *I think it is old because I notice it's really dirty.*
- *I think it's old because it doesn't look shiny and new.*
- *It is outside all alone so I think it is old.*

Instruct students to Mix and Mingle, and ask:

- **“What do you wonder about this object?”**

Use Equity Sticks to call on three to four students to share their questions. Remind students that they will return to this object later in the lesson.

Post and read aloud the Content Framing Question. Explain to students that in this lesson they will encounter a new text, *When I Was Young in the Mountains*, and begin their exploration of “America, Then and Now.”

Remind students that when they first see a text it is helpful to share what they notice and wonder. Listening to one another's ideas can help them think about the text in new ways.

Learn

Listen Actively and Share Observations

WHOLE GROUP

Teacher Note

Students may have varying home life experiences. Note that many of the differences highlighted in the book are due to changes over time but may also be dependent on where one lives. Consider discussing that the changes to home life are not universal; there are still many in this country that use a water pump, go to a one-room school, use an outhouse, or use a wood stove.

Display the front cover of *When I Was Young in the Mountains*. Read the author's name and the illustrator's name aloud. Turn through a few of the pages, allowing students to see the illustrations created by Diane Goode.

Ask:

- **“Which question word do you recognize in the title?”**

Volunteers respond. Continue:

- **“What does the word *when* tell us? When do you think this book takes place?”**
 - *I hear “when.”*
 - *The word when tells us what time it happens.*
 - *I think the book is talking about a long time ago.*
 - *I think the book happened when she was little.*

Read the book aloud with minimal interruptions. Students sit in “listening position” during the read-aloud, focusing their eyes and ears on you as you read.

Ask:

- **“Now that we have read the book, when do you think this book takes place? Is the author talking about now, or about the past? What makes you say that?”**

Volunteers respond.

- *I think it is talking about when she was little.*
- *She says “when I was young” a lot, so I don’t think it is now.*
- *The pictures don’t look like now—they don’t look like my house.*

Instruct students to Think-Pair-Share, and ask:

- **“What did you notice about the text?”**

Use Equity Sticks to call on students to respond.

Tell students that good books have a lot for readers to explore and are worth reading more than once. Explain that students will read the text again and will think about new things they notice.

Divide the class into pairs, and distribute copies of the text. If needed, remind students of the rules and responsibilities of Partner Reading.

Teacher Note

Consider writing small page numbers in *When I Was Young in the Mountains*. Page 1 begins with “When I was young in the mountains, Grandfather came home in the evening...”

Read the text a second time, stopping at the following pages for students to share new things they notice. Use Equity Sticks to call on several students to share what they notice at each stopping point.

- Page 6
- Page 12

On page 12 ask:

- **“What do you notice about the object in the illustration? Have you seen something like this before?”**

Volunteers respond.

Display the image of the “Old Hand Water Pump” in front of the class next to the illustration to reinforce that these two objects are the same. Identify the object as a hand water pump, and explain that it is used for pumping water from a well. Tell students that today, many people rely on faucets in their kitchen or bathroom to get hot or cold water with no effort. But before pipes existed to bring water into people’s homes, they relied on pumps like the one in the picture to get water for drinking, cooking, and washing.

Continue reading through the text, stopping at the following pages for students to share new things they notice. Use Equity Sticks to call on students to share what they notice at each stopping point.

- Page 18
- The end

Learn

Share Questions

PAIRS

Ask:

- **“What else helps us think about the text the first time we read a book?”**

Volunteers respond. Confirm that asking questions is another way to help readers think about the text.

Divide students into pairs, and provide a Question Cube and a copy of the text for each pair. Students take turns rolling the Question Cube and using the question word that lands on top to wonder about the text.

Circulate as pairs discuss. Support them as needed in reading the question words, calling attention to key letters and sounds. Encourage pairs to return to the text to develop their questions, and listen in on questions. Choose four to six student-generated questions to record on sticky notes, labeling with students' initials.

- Pairs take turns rolling the Question Cube and asking questions about *When I Was Young in the Mountains*.

Post a blank Wonder Chart for *When I Was Young in the Mountains*. Add students' questions.

Working with one question at a time, students Echo Read the question and Think-Pair-Share about details they remember from the text. Pairs use the following Nonverbal Signals to indicate whether they are able to answer the question:

- Thumbs-up: we remember the answer from the text.
- Thumbs-sideways: we remember part of the answer from the text.
- Thumbs-down: we don't remember the answer.

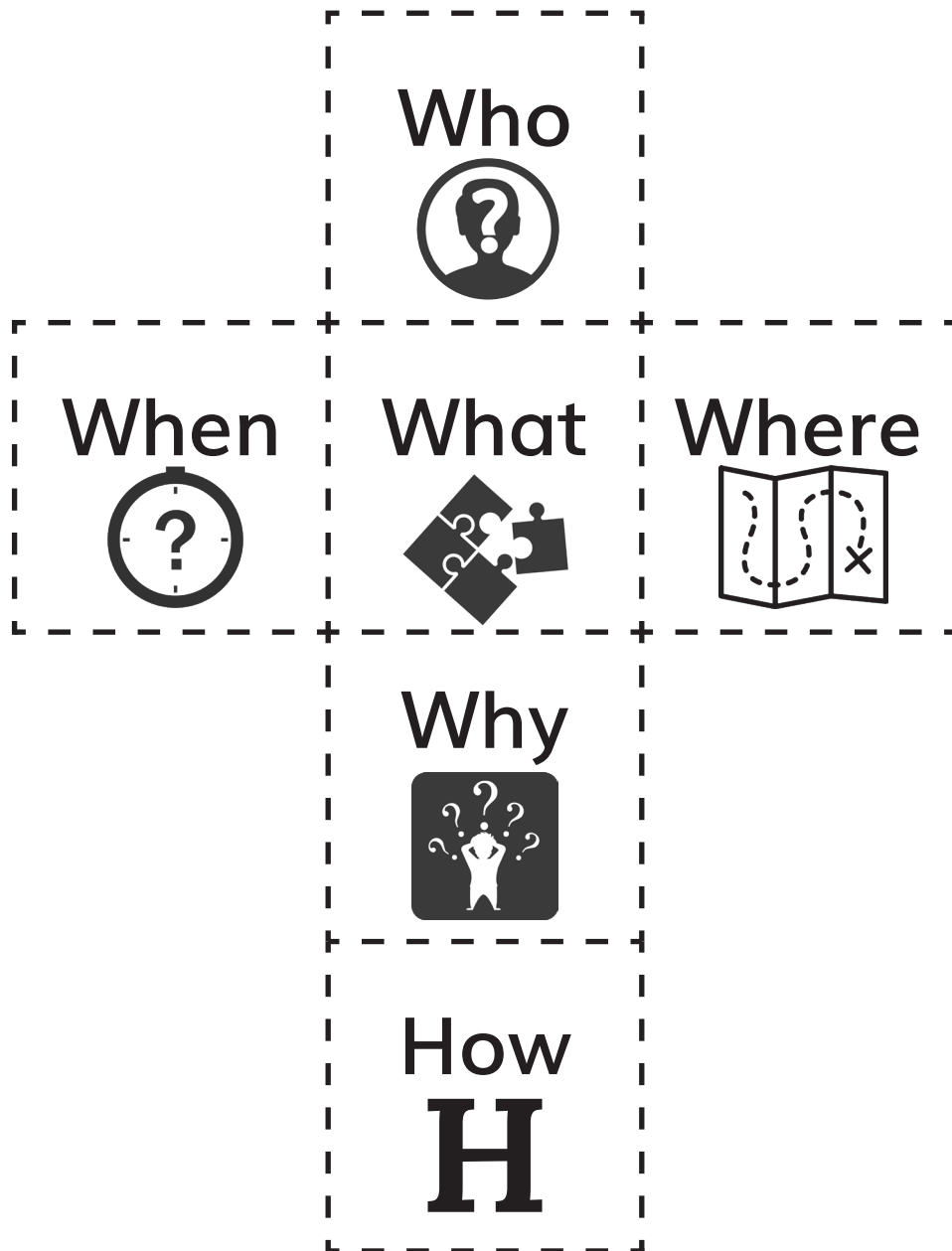
Call on pairs to share their thinking. Return to the text to confirm and clarify students' thinking. Move sticky notes along the progression to indicate the extent to which each question has been answered.

Questions ?	Answers in Progress ↔	Complete Answers ✓
<ul style="list-style-type: none">• <i>What is a johnny-house?</i>• <i>Why was her grandma crying?</i>• <i>When was this?</i>• <i>Where do they buy things?</i>• <i>How did they get the water inside?</i>		

Name: _____

Handout 1A: Question Corner Signs

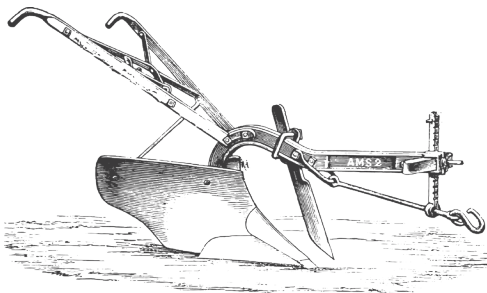
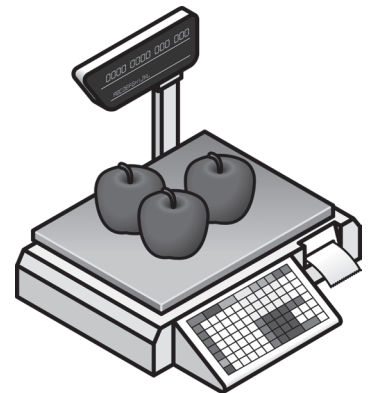
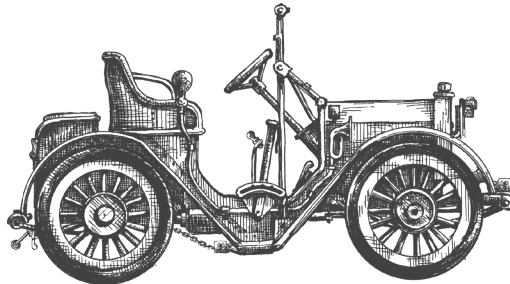
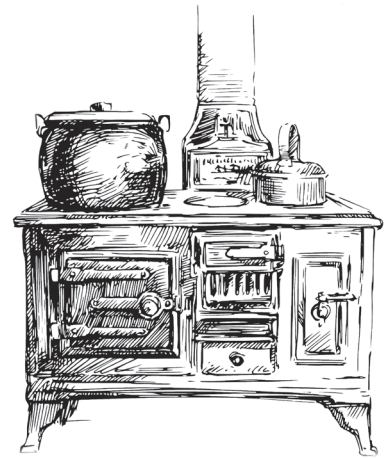
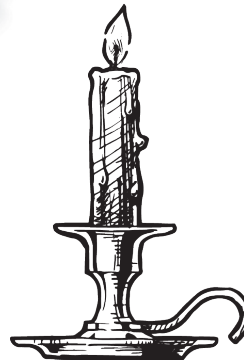
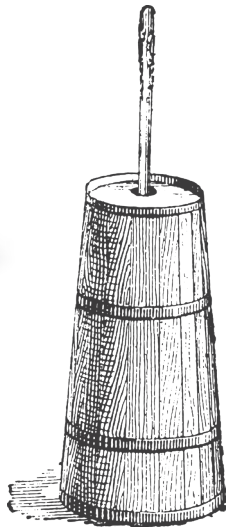
Directions: Cut out the shape below and fold on the dotted lines. Tape along the edges to form a cube. Roll the cube and form a question using the resulting word.

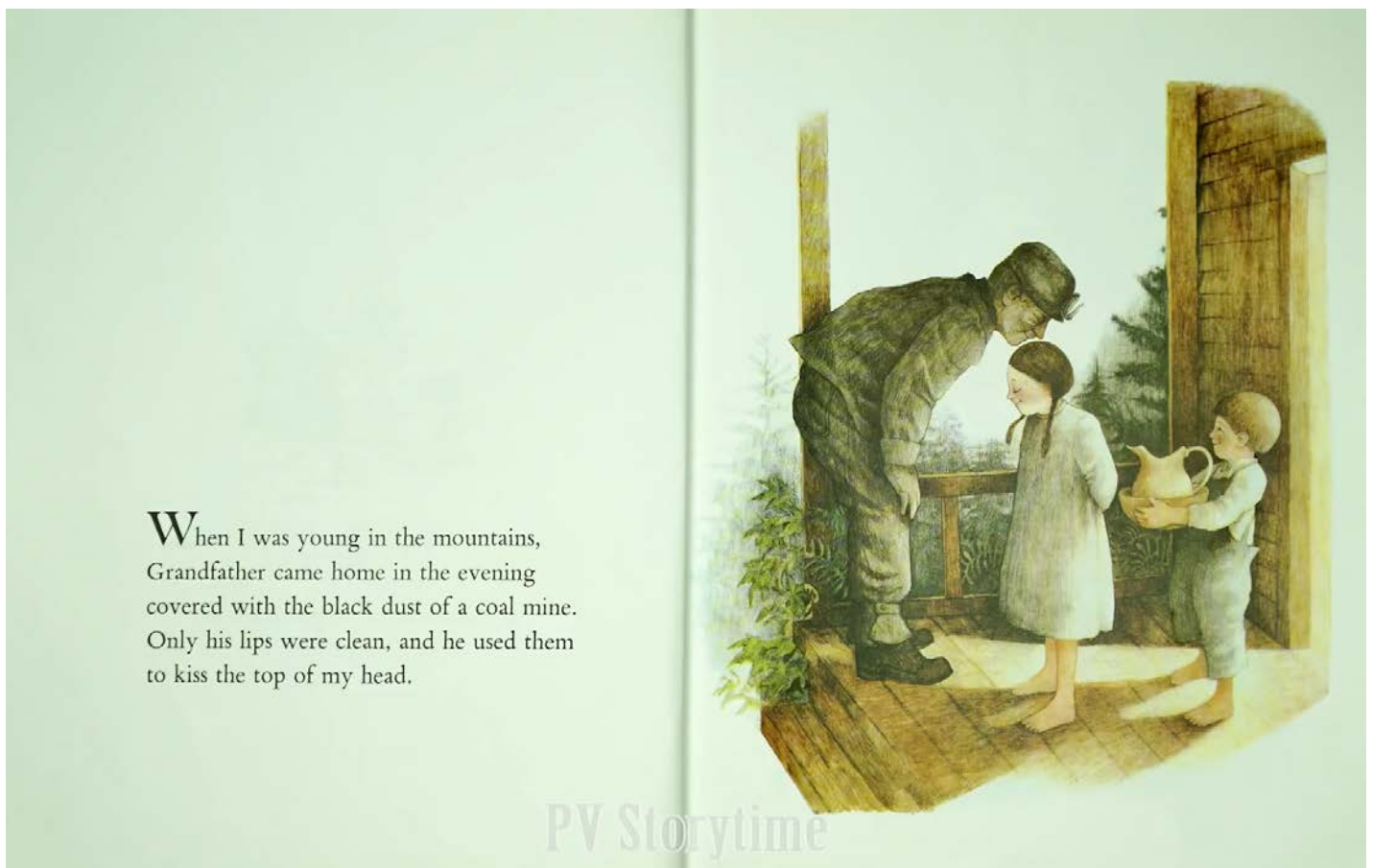
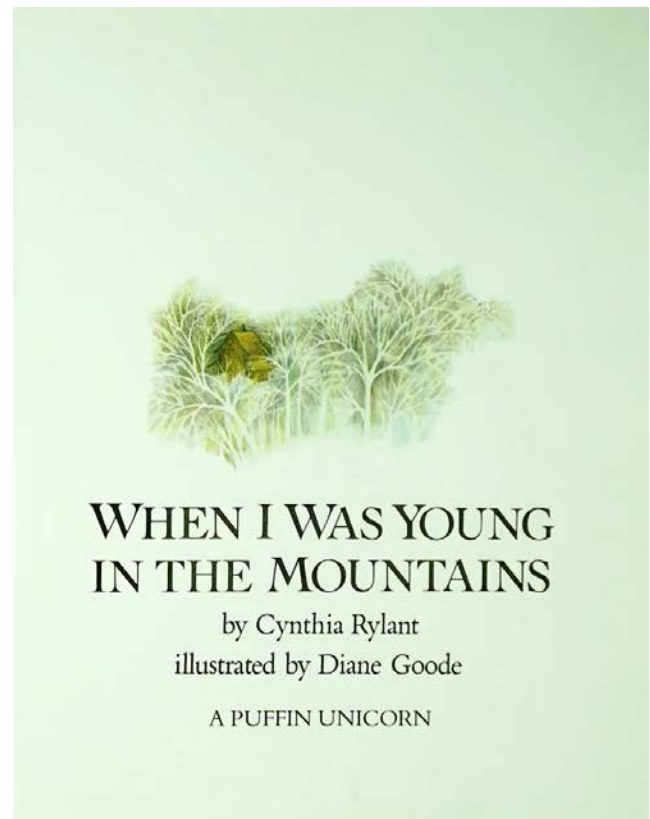
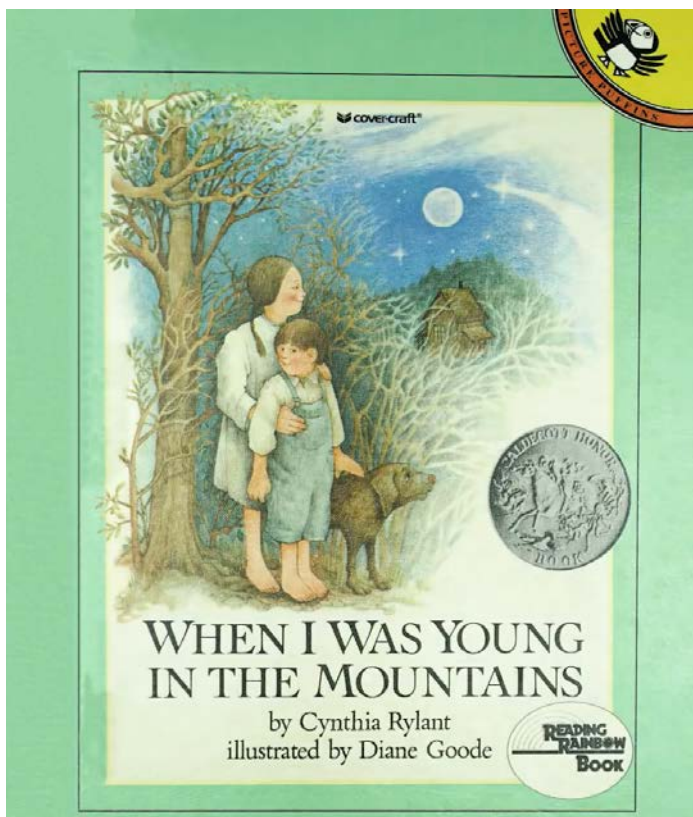


Name: _____

Handout 2A: Picture Hunt

Directions: Circle the objects below that match with items in the illustrations of *When I Was Young in the Mountains*.





When I was young in the mountains,
Grandmother spread the table with hot
corn bread, pinto beans and fried okra.



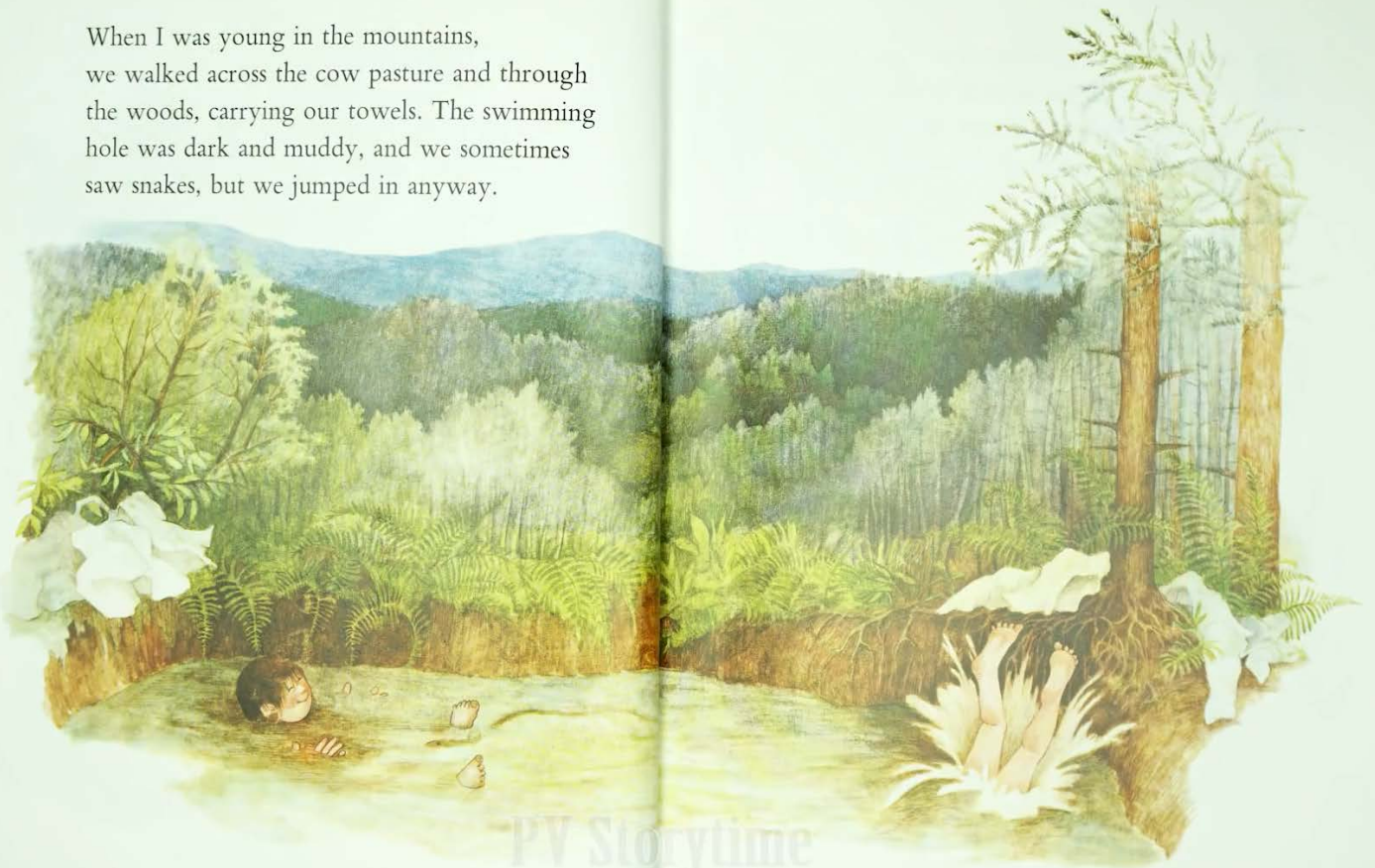
PV Storytime

Later, in the middle of the night,
she walked through the grass with me to the
johnny-house and held my hand in the dark.
I promised never to eat more than one serving
of okra again.

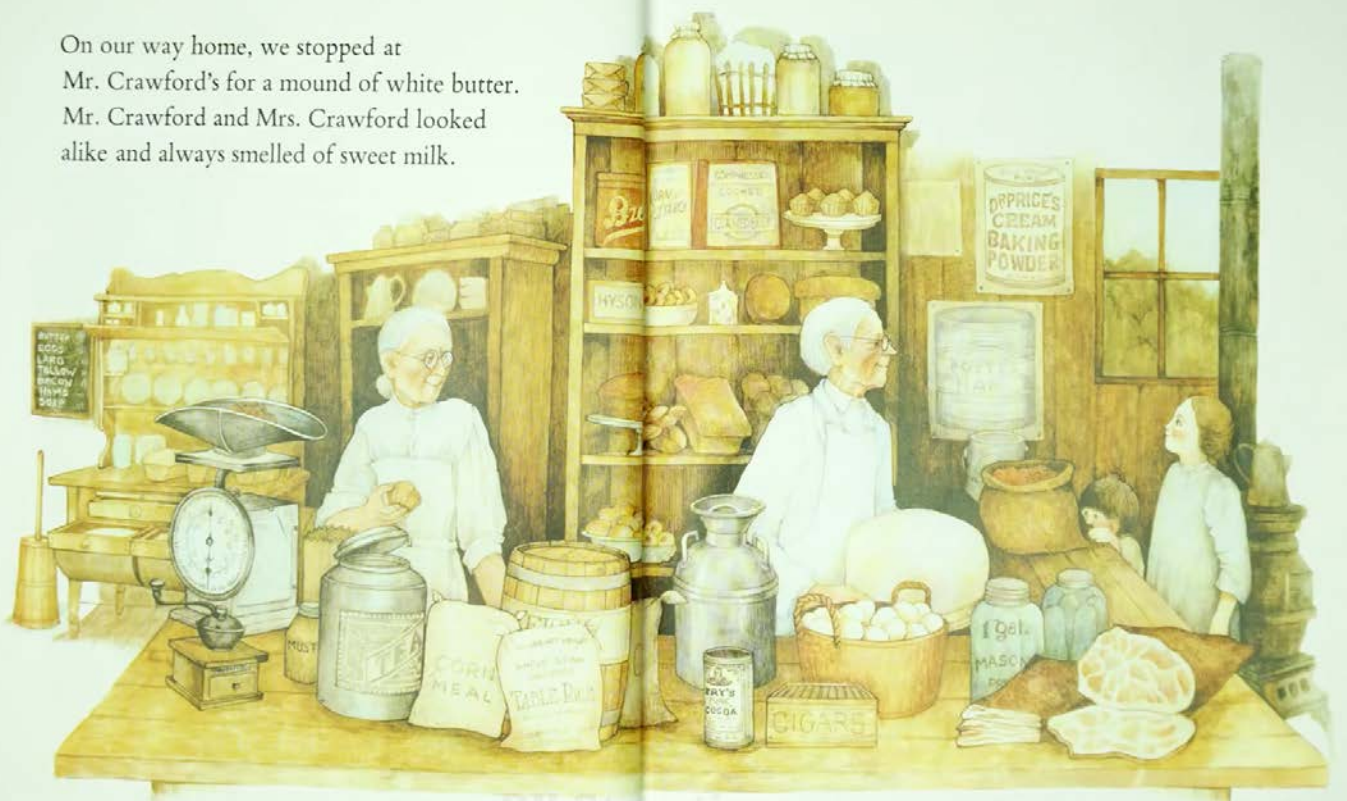


PV Storytime

When I was young in the mountains,
we walked across the cow pasture and through
the woods, carrying our towels. The swimming
hole was dark and muddy, and we sometimes
saw snakes, but we jumped in anyway.



On our way home, we stopped at
Mr. Crawford's for a mound of white butter.
Mr. Crawford and Mrs. Crawford looked
alike and always smelled of sweet milk.



When I was young in the mountains,
we pumped pails of water from the well at
the bottom of the hill, and heated the water
to fill round tin tubs for our baths.

PV Storytime



Afterward we stood in front of the
old black stove, shivering and giggling,
while Grandmother heated cocoa on top.





When I was young in the mountains,
we went to church in the schoolhouse
on Sundays, and sometimes walked with the
congregation through the cow pasture
to the dark swimming hole, for baptisms.

PV Storytime

My cousin Peter was laid back into the
water, and his white shirt stuck to him,
and my Grandmother cried.



PV Storytime



When I was young in the mountains,
we listened to frogs sing at dusk and awoke
to cowbells outside our windows. Sometimes
a black snake came in the yard, and my
Grandmother would threaten it with a hoe.

PV Storytime



If it did not leave, she used the hoe
to kill it. Four of us once draped a very
long snake, dead of course, across our necks
for a photograph.

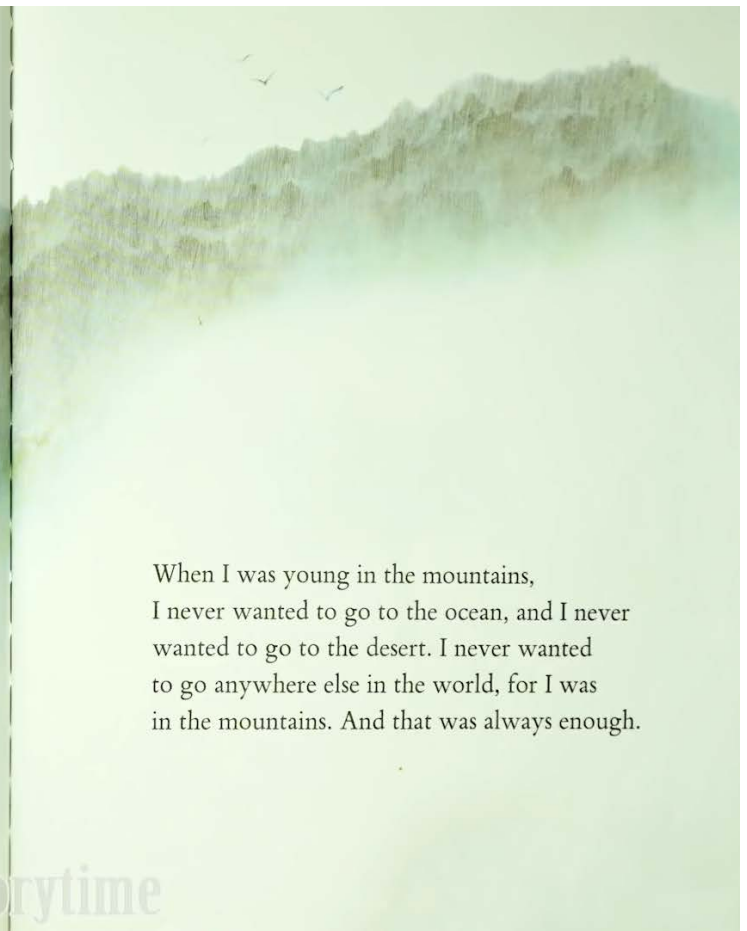


PV Storytime

When I was young in the mountains,
we sat on the porch swing in the evenings,
and Grandfather sharpened my pencils with his
pocketknife. Grandmother sometimes shelled
beans and sometimes braided my hair. The dogs
lay around us, and the stars sparkled in the sky.
A bobwhite whistled in the forest.
Bob-bob-bobwhite!



When I was young in the mountains,
I never wanted to go to the ocean, and I never
wanted to go to the desert. I never wanted
to go anywhere else in the world, for I was
in the mountains. And that was always enough.



Grade K Module 3 Assessment 2: New Read Assessment 1
When I Was Young in the Mountains, Cynthia Rylant

Look at the front cover of *When I Was Young in the Mountains*.

1. Drag and drop the correct word to complete each sentence.

The **1** is the person who wrote
the words in the book.

The **2** is the person who drew
the pictures in the book.

⌵ illustrator

⌵ author

2. Drag and drop the correct word to complete each sentence.

Hint: Look for the names on the front cover of the book.

The author of *When I Was Young in the Mountains* is

1

The illustrator of *When I Was Young in the Mountains* is

2

⌵ Diane Goode

⌵ Cynthia Rylant