

Lesson Planner for Close Reading



Text: "She Was *THAT* Kind of Lady"

Purpose: Deep understanding of the text

Before Reading

Clues based on cover illustration—or . . . :

N/A

Clues based on page layout (columns, stanzas, bolded words, etc.):

- The text is broken into parts that are numbered (shows how much to read at one time; where to pause to think)

Clues based on title, author:

- Was let's you know this is in the past; It sounds like this lady is no longer living
- Notice the word *lady*—so this must be about a woman, a grown-up
- Notice the word *THAT* is written in all capital letters and it's in italics, so it must be important, too.
- When you say someone is *that* kind of boy or *that* kind of girl, you usually have some trait or behavior in mind that you're referring to; Look for *that* behavior or trait for this lady

Probable text type (literary or informational), possible genre:

- No clues to indicate this is informational, so it's probably literary; can't tell the genre

During Reading

*Reading anchor standards are identified in parentheses next to each question

Questions students should ask themselves for each chunk of text:

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-up: Text-dependent questions for the teacher to ask about each chunk of text:

First chunk:

- Who is telling this story? (granddaughter) (1)*
- What do you know about this lady so far? (many details provided) (1)
- What does the author want you to understand? (Grandma wasn't "cool," but this doesn't seem to be a bad thing.) (3)
- What strategy do you think the author wants us to use here? Why? (picturing; lots of details to create picture in your mind) (5)

Second chunk:

- What word does the author repeat in the first couple of sentences that stands out? Why do you think the author repeats these words? (plain; plain is a good word to describe Gram) (5)
- What are the details in this section mostly about? (1) (doing the wash)
- Doing the wash isn't very exciting. Why do you think the author spent so much time describing this? (shows that Gram's life wasn't very exciting by most standards; helps us in understanding the time period) (3)
- Does the author seem to be telling the story here from the point of view of a child or an adult? What makes you think this? (child's point of view; long-ago memories) (1)
- What about the last line of this chunk? Are you beginning to understand what "that" means? (The author used a line from this chunk as the title; seeing that Gram is a simple and good lady) (5, 2)
- What are you learning in this chunk about Gram's point of view on life? What makes you think this? (didn't need fancy things; liked her old ways) (6)

Third chunk:

- What are you learning about Gram here? (worked in the family grocery store 43 years; gave granddaughter popsicle) (1)
- What is the author trying to show us here? (Gram's generosity) (3)
- How many people in Gram's life have you met so far? (2—Pop and granddaughter) (1)
- What does it mean to give someone "a hand"? (help them out) (4)

Fourth chunk:

- What is this chunk mostly about? (the food Gram made) (1)
- Why is the word *real* in quotes? (Some people don't consider staying home and cooking a "real" job.) (5)
- What senses does the author want us to use here? (picturing, smelling) (5)
What words lead us to these senses? (peaches, roast beef, fried chicken, pickles) (4)
- Any words you don't understand here? (maybe *Victorian*, *succotash*, *pie face*, *chili sauce*, *lemon meringue*) (4)
- Are you beginning to get a more complete picture of this time and place? Describe it. (3)
- How does this chunk fit with the Chunk 3 above? (both about Gram's hard work and generosity) (5)
- Do you have anything to add for "that" kind of lady? (generosity, thoughtfulness) (3)

Fifth chunk:

- What is this section mostly about? (driving) (1)
- Does this change your thinking about Gram? How? (Gram liked to feel special, important; although she mostly fulfilled traditional female roles, she was strong, smart, independent.) (3)
- What words lead you to this new thinking? ("felt like a queen"; Cadillac; perched; guided; didn't mind being alone) (4)

Sixth chunk:

- What is the author giving you information about in this chunk? (1) (Gram and her porch)
- The author uses hyperbole (exaggeration) in this chunk and also in the chunk above. What is getting exaggerated? Why is the author doing this? (longest fins in the world; every problem in the universe—makes the point that the fins were really big and there were lots of problems) (4)
- Does this part confirm anything you already know about "that lady"? Does it add anything new? (confirms generosity; adds friendliness) (3)

Seventh chunk:

- What details is the author sharing here? (rice pudding, smile) (1)
- What does it mean to "collect people"? (lots of friends) (4)
- Why do you think the author included this information? (She was kind to others, so they were kind to her) (6)

Eighth chunk:

- What is happening in this part of the text? (Gram is telling stories to her great granddaughter) (1)
- What interesting punctuation do you see at the beginning of this chunk? What are these called? What is the author trying to show here? (ellipses; showing the passing of time) (5)
- How can you tell time has passed? (little girl now was the great granddaughter) (1)
- Why does the author include these stories (more details about Grams' simple life; hardships; small details that were memorable to her; showed Gram's point of view—that she just accepted that life was like this, even the disappointing parts; she didn't complain) (6)

Ninth chunk:

- What are you finding out here? (granddaughter and family now lived with Gram) (1)
- Why does Gram call herself "the old gray mare"? What is she referring to when she says this? (This refers to the old song lyrics: "The old gray mare, she ain't what she used to be..." Just like the old gray mare, Gram feels old.) (9)
- Again the author repeats the line, "She was that kind of lady." What kind of lady is that? (many traits evident by now) (3)

In this part of the text, you get a more direct view of the granddaughter's (author's) feelings about her grandmother. What are those feelings and how are these feelings shown? (feels lots of love; moved in to care for her and her house) (2)

After Reading

(Depending on time available, some tasks below may not be completed on same day as first close reading)

Follow-up tasks for close reading:

1. Important words to talk about the text:

(whole class—quick oral response)

Words *in* the text: Gram, porch, old fashioned, people, stories

Words *about* the text: generosity, kindness, admired

2. Theme/lesson/message:

(Turn and talk with partner; whole class share)

Theme about Gram:

- *Happiness comes from the simple things in life and from giving to others;*

Theme about the granddaughter:

- *Sometimes the people we admire most aren't those who accomplish great deeds, but those who live their lives with kindness toward others.*

3. Summary or gist statement:

(whole class—quick oral response)

Create a gist statement:

- *A kind, generous grandmother who was happy with simple things in life was loved and admired by her family and friends.*

4. Structure and genre:

(small group collaborative activity; see "Talk it out" below)

Memoir: A collage of memories about someone special to the author, showing how the subject related to the time and place in which she lived, and the important people in her life

5. Optional: Additional task related to this text or students' skill needs:

Not included for this initial close reading

Talk it out:

Noticing Text Structure and Genre (complete template in small groups)

[Written task]

Not included for this initial close reading