



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Overview



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Unit 1: Building Background Knowledge: Learning about Culture through Literary and Informational Texts

In this unit, students read both informational texts and a *Magic Tree House* book as they learn about the concept of culture generally, and the culture of ancient and modern Japan specifically. They will read *Magic Tree House: Dragon of the Red Dawn*, collecting textual evidence as they begin to explore the question “What is culture?” They explore the concept of culture as the story of a group of people constructed through the generations, which can be evidenced through ancient and modern-day customs and traditions (see “Content Connections,” below). For the mid-unit assessment, students will cite evidence from the text as well as answer

text-dependent questions and define vocabulary words from *Dragon of the Red Dawn*. Students then will collect textual evidence from the accompanying informational text *Exploring Countries: Japan*. They will begin to learn how evidence in literary texts correlates with evidence in informational texts. They will write about ancient and modern Japan in an on-demand informational paragraph. This whole class study of Japan, in Unit 1, prepares students to do similar work in small groups in Unit 2 about other countries’ ancient and modern-day customs and traditions.

Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *Culture is the way of life that has been passed from one generation to the next.*
- *Authors review, examine, and discuss multiple sources to gather information and build knowledge on a topic.*
- *Authors share knowledge on a topic through literary or informational texts.*



Mid-Unit 1 Assessment	<p>Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1 and RL.3.4. Before this assessment, students will have practiced identifying key details while reading each chapter of <i>Magic Tree House: Dragon of the Red Dawn</i>. Students will apply these skills to Chapter 6: “The Banana Tree” from <i>Dragon of the Red Dawn</i> to complete a chart and answer several text-dependent questions, including those that require them to determine the meaning of words and phrases using context clues. Because this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.</p>
End of Unit 1 Assessment	<p>On-Demand Writing of a Research-Based Informational Paragraph</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f. Students reread pages 36–40 of <i>Dragon of the Red Dawn</i> to identify some customs or traditions of ancient Japan. Students then locate additional information about two of these customs and traditions in the nonfiction text <i>Exploring Countries: Japan</i>. They synthesize this information by writing a short paragraph about two customs and traditions from <i>Dragon of the Red Dawn</i> that have remained important in modern-day Japan.</p>



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the cultures of various countries. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 7–8)

- Theme 2: Development, Movement, and Interaction of Cultures: Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art.

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades K–4

- Descriptor 1: Form questions about the world in which we live (page 16).

Key Ideas and Conceptual Understandings, Grade 3, Communities around the World—Learning about People and Places

- Development, Movement, and Interaction of Cultures: 3.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

Texts

1. Mary Pope Osborne, *Magic Tree House #37: Dragon of the Red Dawn* (New York, NY: Random House, 2007), ISBN: 978-0-375-83727-2.
2. Colleen Sexton, *Exploring Countries: Japan* (Minneapolis, MN: Bellwether Media, 2012), ISBN: 978-1-60014-674-9.
3. “Discovering Culture,” written by Expeditionary Learning for instructional purposes.



This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Observing, Reading, and Talking with Peers: A Carousel of Photos and Texts about Culture	<ul style="list-style-type: none"> I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1) I can ask and answer questions to deepen my understanding of informational text. (RI.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can talk with my partner or group to reflect and record what I notice and wonder about pictures and text. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Students' contributions to conversation norms Observations of discussions Mystery Pictures and Excerpts: Personal Reflection recording form 	<ul style="list-style-type: none"> Class Norms for Discussion anchor chart Guiding Questions anchor chart Carousel Brainstorm protocol Think-Pair-Share protocol
Lesson 2	Reading Closely to Build Understanding: "Discovering Culture" Part 1	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from the words and illustrations (Photographs, captions) to understand informational texts. (RI.3.7) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of the article "Discovering Culture" by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the words and illustrations help me understand the concept of culture. I can discuss how the main ideas in this article are conveyed through key details. 	<ul style="list-style-type: none"> Observation of partner discussions Close Reading as Researchers (Main Ideas and Details) recording form 	<ul style="list-style-type: none"> Things Close Readers Do anchor chart Close reading as Researchers: Main Idea and Details anchor chart Think-Pair-Share protocol Carousel Brainstorm protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Reading Closely to Build Understanding: “Discovering Culture” Part 2	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d) 	<ul style="list-style-type: none"> I can answer questions using specific details from “Discovering Culture.” I can choose specific details to answer questions about the text. I can define the social studies concept of culture. I can determine the meaning of key words related to culture using a glossary or dictionary. 	<ul style="list-style-type: none"> Questions from the Text: “Discovering Culture” Word Tracker recording form 	<ul style="list-style-type: none"> Word Tracker anchor chart Things Close readers Do anchor chart Close Readers as Researchers: Main Idea and Details anchor chart Think-Pair-Share protocol
Lesson 4	Reading to Capture the Key Details of a Chapter: <i>Dragon of the Red Dawn</i> Chapters 1 and 2	<ul style="list-style-type: none"> I can answer questions using specific details from literary text. (RL.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapters 1 and 2 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 2 that connect with evidence of ancient Japan’s culture. 	<ul style="list-style-type: none"> Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> –Chapter 2 	<ul style="list-style-type: none"> Structural Features of a Chapter Book anchor chart Structural Features of Informational Text anchor chart Where/Who/What anchor chart Capturing Key Details anchor chart Think-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Reading to Capture the Key Details of a Chapter: <i>Dragon Of the Red Dawn</i> Chapter 3	<ul style="list-style-type: none"> I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapter 3 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 3 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in Chapter 3 of <i>Dragon of the Red Dawn</i>. 	<ul style="list-style-type: none"> Capturing Key Details recording form: Chapter 3 Working with Context Clues recording form: Chapter 3 Exit Ticket: Working with Context Clues 	<ul style="list-style-type: none"> Things Readers Do When Reading Chapter Books anchor chart Capturing Key Details anchor chart Think-Pair-Share protocol
Lesson 6	Capturing the Key Details of a Chapter and Launching the Performance Task: <i>Dragon of the Red Dawn</i> Chapter 5	<ul style="list-style-type: none"> I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can answer questions using specific details from literary text. (RL.3.1) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapter 5 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 5 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in Chapter 5 of <i>Dragon of the Red Dawn</i>. I can answer questions about Chapter 5 of <i>Dragon of the Red Dawn</i> using details from the text. 	<ul style="list-style-type: none"> Capturing Key Details recording form (For Chapter 4 from homework) Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 5 Questions from the text: <i>Dragon of the Red Dawn</i> Chapter 5 	<ul style="list-style-type: none"> Guiding Questions anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Mid-Unit Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55-61)	<ul style="list-style-type: none"> I can answer questions using specific details from literary text. (RL.3.1) I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of pages 55-61 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in pages 55-61 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in pages 55-61 of <i>Dragon of the Red Dawn</i>. I can answer questions about pages 55-61 of <i>Dragon of the Red Dawn</i> using details from the text. 	<ul style="list-style-type: none"> Context Clues: <i>Dragon of the Red Dawn</i> Chapter 5, Part 2 (from homework) Questions from the text: <i>Dragon of the Red Dawn</i> Chapter 5 (from homework) Mid-Unit 1 Assessment Tracking My Progress: Mid-Unit 1 recording form 	<ul style="list-style-type: none"> How Do Authors of Literary Text Reveal Information about a Topic? Anchor chart Capturing Key Details anchor chart Guiding Questions anchor chart How Mary Pope Osborne Teaches Us about Culture anchor chart
Lesson 8	Close Reading Guide: Using Informational Text Features and Learning about Japan's Culture	<ul style="list-style-type: none"> I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) I can use information from the words to understand informational text. (RI.3.7) I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes (W.3.8) 	<ul style="list-style-type: none"> I can use text features to efficiently find information in the text <i>Exploring Counties. Japan</i>. I can use text features to learn new information about Japan. I can accurately record information I find about Japan. 	<ul style="list-style-type: none"> Text Features Scavenger Hunt recording form Word Tracker recording form 	<ul style="list-style-type: none"> Structural Features of Chapter Books (Magic Tree House) anchor chart Structural Features of Informational Text anchor chart Text Feature Scavenger Hunt anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Close Reading as a Researcher: Reading with a Question in Mind	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can prepare myself to participate in discussions. (SL.3.1) 	<ul style="list-style-type: none"> • I can ask and answer questions about Japan and its culture using the information text <i>Exploring Countries: Japan</i>. • I can answer text-dependent questions using specific details from <i>Exploring Countries: Japan</i>. • I can use the glossary to help me understand important words about culture. • I can talk effectively with my partner about what important culture words mean. 	<ul style="list-style-type: none"> • Independent Reading recording form: Chapter 7 (from homework) • Explore Culture recording form • Reading with a Question in Mind recording form • Word Tracker recording form 	<ul style="list-style-type: none"> • Reading with a Question in Mind anchor chart • Word Tracker anchor chart • Guiding Questions anchor chart • Mystery Letter anchor chart
Lesson 10	Using Informational Text: Learning about Japan's Customs	<ul style="list-style-type: none"> • I can ask and answer questions about informational texts. (RI.3.1) • I can use information from the words and illustrations to understand informational texts. (RI.3.7) • I can use a variety of strategies to determine meaning of words and phrases. (RI.3.4) • I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> • I can read with a question in mind to find information about the culture of Japan. • I can record my thinking about Japan's customs in the Exploring Culture recording form. • I can use text features efficiently to help find information about Japan's customs. • I can answer text-dependent questions about the customs of Japan using evidence from the text. • I can use context clues to determine the meaning of words in <i>Exploring Countries: Japan</i>. 	<ul style="list-style-type: none"> • Independent Reading recording form: Chapter 8 (from homework) • Exploring Culture recording form • Working with Context Clues recording form • Japan's Culture anchor chart 	<ul style="list-style-type: none"> • Japan's Culture anchor chart • Mystery Letter anchor chart • Ink-Pair-Share protocol • Think-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Using Informational Text: Learning More about Japan's Culture	<ul style="list-style-type: none"> I can ask and answer questions about informational texts. (RI.3.1) I can use information from the words and illustrations to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can read with a question in mind to find information about the culture of Japan. I can record my thinking about Japan's customs in the Exploring Culture recording form. I can answer text-dependent questions about the customs of Japan using evidence from the text. 	<ul style="list-style-type: none"> Independent Reading recording form: Chapter 9 (from homework) Exploring Culture recording form Japan's Culture anchor chart 	<ul style="list-style-type: none"> Japan's Culture anchor chart Mystery Letter anchor chart Reading with a Question in Mind anchor chart Mix and Mingle protocol Think-Pair-Share protocol
Lesson 12	Discussion Skills: Chalk talk about the Culture of Japan	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can effectively participate in a Chalk Talk about Japan's culture. I can follow our class norms when I participate in a conversation. I can prepare for the conversation by using evidence from informational text. I can seek patterns about the topic being discussed. 	<ul style="list-style-type: none"> Independent Reading recording form: Chapter 10 (from homework) Observations of students actions and writing during the Chalk Talk 	<ul style="list-style-type: none"> How to Hold a Chalk Talk anchor chart Mystery Letter anchor chart Japan's Culture anchor chart Chalk Talk protocol
Lesson 13	Writing a Research-Based Informational Paragraph: The Culture of Japan	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.4) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into established categories. (W.3.8) 	<ul style="list-style-type: none"> I can record details about Japan's customs and traditions on the Culture Research matrix. I can identify criteria for a strong research-based informational paragraph. 	<ul style="list-style-type: none"> Culture Research matrix 	<ul style="list-style-type: none"> Criteria for a Research-Based Informational Paragraph anchor chart Culture Research Matric anchor chart Exploring Culture anchor chart Give One, Get One, Move On ("GoGoMo") protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Writing a Research-Based Informational Paragraph: The Culture of Japan, Continued	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.4) I can express ideas using carefully chosen words. (L.3.3a). 	<ul style="list-style-type: none"> I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer. I can identify criteria for a strong research-based informational paragraph. I can write sentences that are both accurate and interesting. 	<ul style="list-style-type: none"> Culture Research matrix Paragraph Writing Accordion graphic organizer. 	<ul style="list-style-type: none"> Criteria for a Research-Based Informational Paragraph anchor chart Culture research Matrix anchor chart
Lesson 15	On-Demand Assessment: Informational Paragraph on Japan's Culture	<ul style="list-style-type: none"> I can write an informative text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions and details. (W.3.2) I can construct a closing statement on the topic of an informative text. (W.3.2) I can use spelling patterns to spell words correctly. (L.3.2f) I can express ideas using carefully chosen words. (L.3.3) I can use text features to location information efficiently. (RI.3.5) I can answer questions using specific details from literary text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) 	<ul style="list-style-type: none"> I can write an informative paragraph about customs and traditions in Japan. I can find specific information about ancient Japanese culture in a literary text. I can use text features to locate information about modern day Japan efficiently. I can write an opening sentence that identifies my topic. I can support my topic with accurate details from text. I can write a sentence to conclude my paragraph. I can use working and terms to help the reader learn about a custom or tradition of Japan. 	<ul style="list-style-type: none"> End of Unit 1 Assessment 	



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a guest speaker who has either lived in or spent significant time in Japan.
- Invite an anthropologist who studies ancient and modern cultures to speak with the class.
- Watch short video clips about the culture of Japan.

Fieldwork:

- A local museum that has exhibits on Japanese culture could offer expanded opportunities for learning about Japan's culture.
- If there is a local Japanese cultural center, plan a visit to immerse students in the culture of Japan.

Service:

- Many organizations support recovery efforts from the 2011 Japanese earthquake and tsunami. Research organizations that may be appropriate for your students to learn about.

Optional: Extensions

- With a librarian or media specialist: Study of Japan through storybooks, poems, and other literature.
- With a technology/media specialist: Explore Japan's culture through searches on the computer (e.g., Web sites, online videos, maps, etc.).
- Geography: Research the unique physical features of Japan. Research the different natural forces that affect Japan (e.g., volcanoes, earthquakes, typhoons, tsunamis, etc.).



The calendar below shows reading that is due daily for *Dragon of the Red Dawn*.

Teachers can modify this document to include dates instead of lessons.

Students are responsible for reading chapters in class and at home.

Students will share what they have done in class through various protocols and recording forms.

Due at Lesson #	Chapters read or reviewed in class	Chapters read and recording form completed for homework
4	Prologue, 1–2	Prologue, 1–2
5	3	4 and Capturing Key Details recording form
6	5	5 and Questions from Text recording form
7	6	6
8	Independent Reading recording form introduced	7 and Independent Reading recording form
9	7 (reviewed in class)	8 and Independent Reading recording form
10	8 (reviewed in class)	9 and Independent Reading recording form
11	9 (reviewed in class)	10 and Independent Reading recording form
12	10 (reviewed in class)	



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Grade 3: Module 2B: Unit 1:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the people and culture of Japan. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
<i>Night of the Ninjas</i>	Mary Pope Osborne (author)	Literature	280
<i>A Look at Japan</i>	Helen Frost (author)	Informational	400*
<i>My Japan</i>	Etsuko Watanabe (author)	Informational	420*
<i>The Boy from the Dragon Palace: A Folktale from Japan</i>	Margaret Read MacDonald (author) Sachiko Yoshikawa (illustrator)	Literature	420*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Erika-San</i>	Allen Say (author)	Literature	540
<i>The Funny Little Woman</i>	Arlene Mosel (author) Blair Lent (illustrator)	Literature	570
<i>Tsunami!</i>	Kimiko Kajikawa (author) Ed Young (illustrator)	Literature	620
<i>Japan in Colors</i>	Sara Louise Kras (author)	Informational	640
<i>Japan</i>	Thomas Streissguth (author)	Informational	640
<i>Himeji Castle: Japan's Samurai Past</i>	Jacqueline A. Ball (author)	Informational	650
<i>Cultural Traditions in Japan</i>	Lynn Peppas (author)	Informational	740*
<i>Thea Stilton and the Cherry Blossom Adventure</i>	Thea Stilton (author)	Literature	760
<i>Crow Boy</i>	Taro Yashima (author)	Literature	760

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
<i>Japanese Celebrations: Cherry Blossoms, Lanterns and Stars!</i>	Betty Reynolds (Author)	Informational	830*
<i>Hachiko: The True Story of a Loyal Dog</i>	Pamela S. Turner (author) Yan Nascimbene (illustrator)	Informational	830
<i>K Is for Kabuki: A Japan Alphabet</i>	Gloria Whelan and Jenny Nolan (authors) Oki S. Han (illustrator)	Informational	950*
<i>Momotaro and the Island of Ogres: A Japanese Folktale</i>	Stephanie Wada (author)	Literature	970*
<i>Recipe and Craft Guide to Japan</i>	Juliet Mofford (author)	Informational	970*
<i>Colors of Japan</i>	Holly Littlefield (author) Helen Byers (illustrator)	Informational	1010

*Lexile based on a conversion from Accelerated Reading level.

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Grade 3: Module 2B: Unit 1: Lesson 1

Observing, Reading, and Talking with Peers: A Carousel of Photos and Texts about Culture



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

I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1)
I can ask and answer questions to deepen my understanding of informational text. (RI.3.1)
I can effectively participate in a conversation with my peers and adults (SL.3.1)

Supporting Learning Targets

- I can talk with my partner or group to reflect and record what I notice and wonder about pictures and text.
- I can follow our class norms when I participate in a conversation.

Ongoing Assessment

- Students' contributions to conversation norms
- Observation of discussions
- Mystery Pictures and Excerpts: Personal Reflection recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)B. Practicing Observing Closely: I Notice/I Wonder (5 minutes)2. Work Time<ol style="list-style-type: none">A. Carousel Protocol: Images of Culture (20 minutes)B. Debriefing the Carousel (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Student Written Reflection (5 minutes)B. Debrief (8 minutes)4. Homework<ol style="list-style-type: none">A. Tell an adult you know about the photographs you saw and the text excerpts you read. What will you learn about in the coming weeks?	<ul style="list-style-type: none">• This module opens in a similar way to Module 1, with a Carousel Brainstorm protocol. The Carousel Brainstorm protocol is a simple way to engage students with new content, in this case components of culture, by getting them up moving, thinking, and talking. In this lesson, students look at some images to pique their curiosity. The images will need to pertain to world cultures from countries around the world. Students also examine text excerpts from both literary and informational texts that pertain to the culture of ancient Japan. Do <i>not</i> reveal what the images or excerpts are about.• Do not tell students the guiding questions for the module until the end of the lesson.• During this unit, students will use a variety of recording forms to respond to their reading and develop vocabulary. Consider developing a workable organization system to help students keep track of their materials; a folder, binder, or notebook could be used for this purpose (see the Module Overview, Preparation and Materials section).• In Work Time A, as students have conversations about what they notice and wonder, use the Conversation Criteria checklist to assess their ability to follow the conversation norms. Adapt this checklist to suit your personal preferences. Before the lesson, review the targeted conversation norms to assess students' ability to engage effectively in collaborative discussions.• In advance:<ul style="list-style-type: none">– Locate seven photographs/illustrations to use for the lesson (one for modeling, six for the carousel). Of the six photographs for the carousel, try to find images that show customs and traditions from around the world. The photographs/illustrations could come from magazines or an internet search. They can be of any country you choose. These pictures are intended to arouse curiosity and serve as a “mystery” for the forthcoming study of culture. Note: The pictures do not need to match the excerpts. Do <i>not</i> reveal what the photographs/illustrations are about, or tell students the guiding questions for the module.– Post 12 Carousel Station charts around the room (see sample in supporting materials). Six of the charts will each have one of the photographs/illustrations, with the phrase “What I Notice/What I Wonder” written below the photo/image. Six additional charts will each have one of the excerpts, with the phrase “What I Notice/What I Wonder” written below the excerpt. There will be 12 charts total. See sample in supporting materials.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Post Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4) or create a new chart. During this lesson, students identify norms for a quality classroom conversation (e.g., everyone gets a chance to speak, students ask questions of one another to extend conversation, etc.).– Review: Think-Pair-Share and Carousel Brainstorm protocols (see Appendix).

Lesson Vocabulary	Materials
notice, wonder, reflect, norms, record, details, excerpt	<ul style="list-style-type: none">• Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4; one to display)• Document camera• Photograph/illustration for modeling (one for modeling in Opening B; see Teaching Notes)• What I Notice/What I Wonder T-chart (new; co-created with students; see Opening B)• Mystery text excerpt for Opening B (one to display)• Carousel Station charts (12 total; see Teaching Notes and sample in supporting materials)• Markers (one per group of four students; ideally a different color for each group)• Conversation Criteria checklist (from Module 1; provided again here for ease of reference; one for teacher reference)• Mystery Pictures and Excerpts: Personal Reflection recording form (one per student)• Guiding Questions anchor chart (new; teacher-created)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their successful completion of Module 1. They learned a lot and took great strides to become better readers and writers. Tell students it's time to move on to the next module. • Orient students to today's learning targets. Circle the key terms <i>notice</i> and <i>wonder</i>. Ask students to talk with a partner about what these words mean. Ask a few volunteers to share out to check for understanding. • Review the Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4). • Remind students that these are targets they have worked with before. Today they will practice with different pictures, in addition to text excerpts, as they begin their new topic of study as readers and writers. Tell students that they will try to solve a mystery today by looking at pictures and reading excerpts from text. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the pictures and text excerpts. Briefly define <i>excerpt</i> in this context: a short part of a book. 	<ul style="list-style-type: none"> • Provide an illustrated anchor chart of question words (e.g., a clock for <i>when</i>) to assist students needing additional support with learning the structures needed to ask questions. • Consider providing nonlinguistic symbols (e.g., a question mark over a student's head for <i>ask questions</i>, or a magnifying glass over a picture for <i>find</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted targets. • Some students may need other basic vocabulary words clarified: question, conversation, excerpt, mystery.
<p>B. Practicing Observing Closely: I Notice/I Wonder (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Do not tell students the topic of the module. Present it as a mystery for them to puzzle through. • Place students in pairs or ask them to identify a person close to them with whom they can think and talk. • Using a document camera, display one photograph/illustration for modeling, similar to the ones they will see during the Carousel Brainstorm protocol in Work Time. • Briefly review the I Notice/I Wonder process with students (which they should be familiar with from Module 1). For "What I Notice," tell students: "When we look at a picture, or a book, we notice details." Ask students to identify the meaning of the word <i>details</i>. Ask: <ul style="list-style-type: none"> * "What details do you notice about this picture? For example, when I look at this picture, I notice ... [discuss a detail from picture] but it also makes me wonder ... [insert a question]." 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Emphasize the importance of referring directly to what they see in the picture to help students continue to understand the importance of evidence.• Co-create a What I Notice/What I Wonder T-chart. Use Think-Pair-Share protocol. Give students about 30 seconds to think, and then ask them to share with a partner what they noticed. Invite a few volunteers to share with the class the ideas that their partner had. As students share, record their ideas in the What I Notice column on the T-chart.• For “What I Wonder,” ask students now to think of and then share with a partner questions they had about the picture. Record the questions students generate in the What I Wonder column. Use this opportunity to reinforce how to format a question using correct ending punctuation.• Display the mystery text excerpt for Opening B: “The Japanese bow when they greet each other. A bow can also mean ‘thank you’ or ‘I beg your pardon.’ A small group of people, called the Ainu, is native to Japan. Their ancestors are thought to be the first people to live in Japan. Most Ainu live on the island of Hokkaido. They fish and grow food in the same way as their ancestors.”• Use the Think-Pair-Share protocol. Give students about 30 seconds to think, and then ask them to share with a partner what they noticed about the excerpt. Invite a few volunteers to share with the class the ideas that their partner had. Using the same T-chart, record students’ ideas in the What I Notice column of the T-chart.• For “What I Wonder,” ask students now to think of and then share with a partner questions they had about the excerpt. Record the questions students generate in the What I Wonder column.• Note: It is important that students have this supported experience of noticing and wondering about images and text before heading into the carousel. This is the first time excerpts are used with the I Notice/I Wonder carousel.	



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Images of Culture (20 minutes)</p> <ul style="list-style-type: none">• Be sure to have set up 12 Carousel Station charts spread around the classroom:<ul style="list-style-type: none">– The six photographs/illustrations with a T-chart with the phrase “What I Notice/What I Wonder” written below– The six text excerpt charts with a T-chart with the phrase “What I Notice/What I Wonder” written below (see sample in supporting materials)• Do not tell students the topic of the module or what the pictures or excerpts are about. Present this as a mystery for them to puzzle through and wonder about.• Tell students that they will be using Carousel Brainstorm protocol and remind them of their experience with this protocol in Module 1. Explain that there are charts set up around the classroom. Each station has a photograph or image, or a text excerpt chart. All charts have What I Notice/What I Wonder written on them to record students' thinking.• Tell students that they will continue to become great readers during this study, encountering both literary and informational texts. On the excerpt charts, they will find excerpts from both informational and literary text.• Remind students: “When we look at a picture or read from a book, we notice details.” Ask students to identify the meaning of the word “details.” Emphasize the importance of referring directly to what they see in the picture or read in the excerpt to help students continue to understand the importance of evidence, and explain that they will write these details in the What I Notice column of the T-chart.• Remind students that when they “wonder,” they ask questions based on the details they see in the image or read in the excerpt. They will write these questions in the What I Wonder column of the T-chart. Use this opportunity to reinforce how to format a question using correct word order and ending punctuation.• Ask each pair of students to join another pair to form groups of four.• Briefly review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc. Remind students about good conversational norms. Refer back to the work started in Module 1 with the Class Norms for Discussion anchor chart. Tell students that as they are working, you will be watching them and listening to their conversations, and that you will be taking notes about what you see and hear.	<ul style="list-style-type: none">• ELLs can write “notices” in their native language if they don't know a word in English. For students needing additional support, notices can also be drawn, circled, or marked with a sticky note on the pictures.• For students needing additional support to complete multistep directions, provide a step-by-step visual of the protocol.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Each group of four will begin at a different station for the carousel. Give students directions:<ol style="list-style-type: none">1. Look carefully at the photograph or carefully read the excerpt.2. Talk with your group about details you notice in the photograph or details within the excerpt.3. Talk with your group about the questions you wonder about related to the photograph or excerpt.4. Then, <i>after</i> you talk, use your marker to add to the chart in the same way you practiced as a class.5. Remember to use question words for your wonderings: who, what, when, where, why, and how.• Ask students if they have any clarifying questions about the task. Answer questions as needed.• Start each group of four at one of the stations. Distribute one marker to each group.• While students are working, circulate and use the Conversation Criteria checklist to assess how well students are following the conversation norms. Every 2 or 3 minutes, students rotate to a new station. Use the transition points to briefly reinforce the steps of the task. Gauge the time based on discussions groups are having.• After students have completed a couple of the stations, take the opportunity to stop and praise them on their conversation skills, and remind them of expectations if necessary.• Time permitting, repeat until students have interacted with each photograph and excerpt.• Note: It is important to end Work Time A after 20 minutes to allow for sufficient time to debrief the carousel. If students do not get to all charts, leave the charts up for students to visit at other times during the day.	<ul style="list-style-type: none">• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.• Providing models of expected work supports all learners but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Debriefing the Carousel (20 minutes)</p> <ul style="list-style-type: none">• Gather students whole group to debrief the carousel. Since each station had a photograph or excerpt, and a T-chart, consider debriefing the carousel by traveling as a class to each station.• As you debrief each station, ask students to take a few moments to reflect on what's written on the T-chart. Then ask a handful of students to share out what they noticed and wondered.• Focus heavily on what students noticed about each of the images and excerpts. Be purposeful about leading students to state that the photographs are showing things that seem to be in different places around the world. Students may be familiar with the <i>Magic Tree House</i> series and may notice the names Jack and Annie. Confirm that there were some excerpts from a <i>Magic Tree House</i> book, but don't say which one.• If necessary, make summary statements about the excerpts. For example: "With Excerpt 1, it seems as though we're getting an idea about behaviors that we see from people living in China or Japan since the text says they're using chopsticks."• As you move the discussion to each new station, a key instructional move will be to help students look for patterns on the T-charts. If you are physically traveling from station to station, take the T-charts with you and encourage students to look for patterns on the T-charts.• If they are not already assembled, gather students whole group in the normal meeting area of the classroom. Push students to connect the carousel text excerpts and images. Ask:<ul style="list-style-type: none">* "How does what you see in the photographs connect to what you read in the excerpts?"• Think-Pair-Share: Invite students to discuss what the big themes or ideas of this module might be. Model as needed. (For example: "I see many _____, so I think we might be learning about _____.")• Students may want to say that the theme or idea of the module is about Japan. If students try to connect Japan to the module's theme, point out that none of the seven photographs were just about Japan. This should refocus their thinking.• Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw, discussed, and read today. Probe with statements such as: "Why do you think that?" or "How does that fit with what you saw in the pictures and read in the text excerpts?" Remind students that their ideas have to take both the photographs and the excerpts into consideration. This is a good opportunity to emphasize the importance of providing evidence, which will be reinforced throughout the module.	<ul style="list-style-type: none">• If it's not possible for students to visit all stations for the debrief, given the physical limitations of the classroom, make sure to have all station materials with you in the whole-group area for the debrief.



Closing and Assessment	Meeting Students' Needs
<p>A. Student Written Reflection (5 minutes)</p> <ul style="list-style-type: none">Distribute the Mystery Pictures and Excerpts: Personal Reflection recording form to students. Go over the directions and invite students to write about their thinking.	
<p>B. Debrief (8 minutes)</p> <ul style="list-style-type: none">Gather students whole group. Display the Guiding Questions anchor chart. Share the first guiding question for the module:<ul style="list-style-type: none">“What defines culture?”Explain that the images and text students examined today are all examples of the “culture” of different places. Ask: “Based on your observations, what might the term ‘culture’ mean?”Note: It is important that you do not define the term “culture” for students at this point. Lessons 2 and 3 take students on a close read of an informational article about culture. That is when they will begin to learn what this term means.Explain that the class will be doing some work in the next two lessons that will help them understand what the word means, and also what the guiding question means.Share with students that they will return to this question often during the next few weeks. Tell students that they will also learn about how authors share knowledge on a topic through research. Briefly discuss the word “research” with students and show the other guiding questions for the module:<ul style="list-style-type: none">“How do authors conduct research and build knowledge to inform their writing?”“How can authors share knowledge on a topic gained through research?”Post these guiding questions somewhere prominent in the classroom.Mention to students that they will be reading a lot about different countries and cultures as a class. Point out that they also have opportunities to build their expertise by reading even more books on their own.	<ul style="list-style-type: none">Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tell an adult you know about the photographs you saw and the text excerpts you read. What will you learn about in the coming weeks?	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 1

Supporting Materials



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Mystery Text Excerpt for Opening B

The Japanese bow when they greet each other. A bow can also mean “thank you” or “I beg your pardon.”

A small group of people, called the Ainu, is native to Japan. Their ancestors are thought to be the first people to live in Japan. Most Ainu live on the island of Hokkaido. They fish and grow food in the same way as their ancestors.



Mystery Text Excerpts for Carousel Stations

Teacher Directions: Do not identify the texts that each excerpt is taken from. The source is listed here for teacher reference only.

Station 1

(from page 38, *Dragons of the Red Dawn*)

At the entrance, Basho slipped off his sandals. Jack and Annie did the same. They placed their sandals in a row of shoes that other people had left by the door.

Inside the teahouse, cooks stirred steaming pots over a wood-burning stove. People sat at long low tables, eating with chopsticks and drinking from small cups. Several customers smiled shyly and bowed before Basho.

Station 2

(from page 15, *Exploring Countries: Japan*)

In the countryside, people live in wooden homes on farms or in small towns. Most homes have at least one room styled in the Japanese tradition. Straw mats called *tatami* cover the floor. People sit on cushions and sleep on thick pads called *futons*.

Station 3

(from page 26, *Exploring Countries: Japan*)

The arts have been an important part of life in Japan for hundreds of years. People enjoy going to a traditional theater. They see puppet plays set to music, called *bunraku*. *Kabuki* features lively actors in colorful costumes and makeup. The actors dance and perform the same way ancestors did hundreds of years ago.



Mystery Text Excerpts for Carousel Stations

Station 4

(from pages 44–45, *Dragons of the Red Dawn*)

A large ring had been marked off on the ground with straw. In the middle of the circle, two enormously fat men squatted at opposite sides of the ring. Each man looked as if he weighed more than four hundred pounds. They clapped their hands. They each began stomping his feet.
“Who are they?” said Annie, her eyes wide.

Station 5

(from page 23, *Exploring Countries: Japan*)

Before eating, Japanese people say the word *itadakimasu*. It means “I receive this food.” It is a way to thank the person who cooked the meal.

Station 6

(from page 95, *Dragons of the Red Dawn*)

“Thanks,” said Jack.
“Good-bye,” said Annie.
They both bowed to Basho.
Basho bowed to them. Then the great poet turned and left them. Falling cherry blossoms floated on the wind as he walked away.



Carousel Station Chart
(Sample, for Teacher Reference)

Image or Excerpt here:

What I Notice

What I Wonder



Learning Targets:

- (Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P = Partner, G = Small Group, C = Whole Class)

[illegible]

**Date:**



Guiding Questions Anchor Chart

“What defines culture?”

“How do authors conduct research and build knowledge to inform their writing?”

“How can authors share knowledge on a topic gained through research?”



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 2

Reading Closely to Build Understanding:

“Discovering Culture” Part 1



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can use information from the words and illustrations (photographs, captions) to understand informational texts. (RI.3.7)

I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of the article “Discovering Culture” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the words and illustrations help me understand the concept of culture.
- I can discuss how the main ideas in this article are conveyed through key details.

Ongoing Assessment

- Observations of partner discussions
- Close Reading as Researchers (Main Ideas and Details) recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (5 minutes) B. Engaging the Reader: What Is Culture? (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Rereading on Your Own: Capturing the Gist (20 minutes) B. Reading Again for Important Details: “Discovering Culture” (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Building an Understanding of Culture (6 minutes) B. Revisiting Learning Targets (4 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread “Discovering Culture” 	<ul style="list-style-type: none"> • In this lesson, students are introduced to the concept of culture. They embark on a two-day study of this concept by doing a close reading of the selected informational text about culture. For the purposes of this module, students are focusing on finding evidence of culture through customs and traditions. Students are working not to define what culture is, but to find evidence of it. In Units 1 and 2, students learn about culture through both literary and informational texts. In both units, students are looking for customs and traditions. • Customs: A custom is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly. • Traditions: A tradition is a behavior or action that has been handed down from a previous generation. There are many different types of traditions, including family and religious traditions. • As noted in the Module Overview, this module is designed to connect with social studies topics. It does not fully address the social studies standards, which merit much deeper study during social studies time. • Completion of the Close Reading as Researchers: Main Ideas and Details recording form may prove challenging for students. Be ready to provide additional support for students who struggle. They use this form throughout the module, and will build confidence over time. • Throughout this module, students again discuss their reading in groups. Use purposeful grouping, and consider whether to continue with the same groups as Module 1 or to change them. • It is an expectation that teachers have a clear and purposeful system in place for students to be engaged in independent reading on a consistent and regular basis. As in Module 1, students are encouraged to read additional texts on this topic from the Recommended Texts list (review this in advance) or other books that fit the content of the module from public, school, classroom, or home libraries. There is not time allocated in this lesson to introduce students to some of these books; this activity should be done during another part of the school day as early in Unit 1 as possible. • In advance: <ul style="list-style-type: none"> – Review: Think-Pair-Share protocol and Helping Students Read Closely (see Appendix). – Review: Cold call and Fist to Five in Checking for Understanding Techniques (see Appendix).



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Prepare the Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”) (an enlarged version of the student recording form with this same name; see supporting materials).• Post: Learning targets.

Lesson Vocabulary	Materials
<p>culture, generation, custom, tradition, fact, definition</p> <p>(Note: These words will be explicitly addressed in Lesson 3, when students begin their work with vocabulary.)</p>	<ul style="list-style-type: none">• “Discovering Culture” (article; one per student)• Document camera• Close Reading as Researchers: Main Ideas and Details recording form (for “Discovering Culture”) (one per student)• Things Close Readers Do anchor chart (from Module 1, Unit 1, Lesson 2; or see supporting materials)• Sticky notes (one pack per student; see Work Time A)• Conversation Criteria checklist (from Lesson 1; for teacher use)• Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”) (new; teacher-created; see Teaching Notes)• Photographs/illustrations (from Lesson 1 Carousel Brainstorm protocol; see Closing A)• Mystery text excerpts (from Lesson 1 Carousel Brainstorm protocol; see Closing A)



Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read each target individually with students. Explain that these targets should seem familiar since they worked with informational text when they read <i>My Librarian is a Camel</i> in Module 1.• Give students time to think, then cold call a student to explain what a main idea is. Cold call another student to explain what a key detail is. <p><i>Note: As stated in Lesson 1, do not define culture for students at this time. The purpose of the close reading in this lesson and Lesson 3 is for students to build their understanding of this important term on their own using the text.</i></p>	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This supports visual learners.
<p>B. Engaging the Reader: What Is Culture? (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Tell students that today they are going to read a text that will help them begin to understand culture and the aspects that show evidence of it. Explain that they will be reading literary and informational texts, and they will need to be able to recognize when an author includes information about a country’s culture within a story or article. <p><i>Note: It is important that this text is read fluently and without interruption to acquaint students with the text. As with other read-alouds in this unit, ask students to follow along on their copy of the text.</i></p> <ul style="list-style-type: none">• Distribute the “Discovering Culture” article. Using a document camera, display a copy for students to see. Read aloud slowly, fluently, and without interruption. If students want to talk or ask questions about the text, remind them: “Just like the books and texts we have read before, you will have a chance to reread this article and talk about it later in the lesson and tomorrow as well.”	<ul style="list-style-type: none">• When reading aloud, encourage students to use strategies such as whisper reading to follow along. Ask students to track with their finger and whisper read as you read aloud.



Work Time	Meeting Students’ Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Close Reading as Researchers (Main Ideas and Details) recording form (for “Discovering Culture”). Orient students to this recording form as needed. Point out that like the forms they used during Module 1, the purpose of this type of recording form is to help students take notes and focus on important ideas and details within informational text.• Remind students of the close reading routines they built in Module 1 and briefly display the Things Close Readers Do anchor chart.<ul style="list-style-type: none">– Read, think, and jot notes on my own.– Talk with my group about the text.– Write notes or answer questions about the text.• Give students 10 minutes to reread the text on their own. Circulate and support students as they read. Tell students that as they read, they should underline words that they don’t know and they should stop after each paragraph to record the gist of the section they just read.• As you circulate around the room, remind students to capture unfamiliar words on sticky notes or by underlining them in the text.• After students have read for 10 minutes, stop them in their work. (It’s fine if they did not finish, since they will continue to reread and discuss throughout the lesson.)• Place students in groups. If needed, remind students of the criteria for a quality conversation. Then give students 5 minutes in their groups to discuss what they wrote and marked. Consider posing questions such as: “Do you have similar words underlined?” or “Did you capture a similar gist?” As students work in their discussion groups, continue gathering data on the Conversation Criteria checklist.• After the discussion, ask students to take 3 to 5 minutes to fill in the top box on their Close Reading as Researchers (Main Ideas and Details) recording form (for “Discovering Culture”) about the main idea of this article. Students should not work on the two detail boxes at this time.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.• To support ELL learners and struggling readers, consider creating a chart that represents the reading routine pictorially along with key phrases.• During this Work Time, you may want to pull a small group of students to support in finding evidence from “Discovering Culture.” Some students will need more guided practice before they are ready for independent work.• Consider providing smaller chunks of the text for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.• Consider providing an alternate version of the article that has writing space directly after each paragraph for students to record the gist.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading Again for Important Details: “Discovering Culture” (20 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Direct their attention to the Close Reading as Researchers: Main Ideas and Details anchor chart (for “Discovering Culture”). • Invite a few students to share what they wrote in the top box of their recording form (their thinking about the main idea). • Point out to students that they need to learn everything they can about culture because this will help them read and understand both the literary and informational texts in this module. Explain that they should always try to gather as many <i>facts, definitions</i>, and details as they can while they read. Clarify these terms as needed. • If needed, do a brief guided practice. Invite students to Think-Pair-Share about a detail they noticed in the first two paragraphs that seemed important and why. Listen for students to share details such as: “Culture is passed down from one generation to the next.” • Tell students that they will now read the article again, this time focusing on the details within the text. • Give students 10–13 minutes to reread the text on their own, writing down key details on their recording form. Tell them to wait to answer the question at the bottom. • After 15 minutes, invite students to briefly discuss with their groups: <ul style="list-style-type: none"> * “What key details from the text and illustrations seemed to support the main idea?” * “Has your thinking about the main idea changed?” • Remind students that this kind of reading is what helped them build their expertise in reading about superheroes in Module 1. Encourage all students to share details. • Give students 5 minutes in their groups to discuss what they wrote. As students are in their discussion groups, continue gathering data on the Conversation Criteria checklist. • Direct students’ attention to the Close Reading as Researchers: Main Ideas and Details anchor chart (for “Discovering Culture”). Have students share out details they found and document them on the anchor chart. • Orient students to the question at the bottom of the recording form. Ask them to take 2 minutes to write their answer to this question: <ul style="list-style-type: none"> * “What is culture?” <p><i>Note: Students will have multiple opportunities to revisit this question and refine their thinking. Students will work with the “Discovering Culture” text again in Lesson 3. Either hold on to their articles or have students file them.</i></p>	<ul style="list-style-type: none"> • To support struggling students with vocabulary acquisition, consider providing these learners with index cards with the word or phrase on one side and the definition on the other. Work with these words from time to time at other ELA parts of the school day. • Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their own language. • Encourage partners to employ strategies like whisper reading. Sitting with a partner, students move their hands over the text as they read and whisper the words together. This way, you can visually track the progress of all the students, and the students can support each other. • Providing models of expected work, by doing the first two paragraphs as guided practice, supports all students but especially supports challenged learners.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Building an Understanding of Culture (6 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Give students specific positive feedback for their efforts today reading and learning from a challenging text. Remind students about the article they read today and ask them to think of what they have learned so far about culture.• Display some of the photographs/illustrations from the Carousel Brainstorm protocol in Lesson 1, as well as some of the mystery text excerpts. Give students a few moments to look over the photographs and excerpts on display. Then ask:<ul style="list-style-type: none">* “Why do you think these images and excerpts were chosen as examples of culture?”• Have students do a quick Think-Pair-Share. Give them time to talk and then cold call one or two students to share out. At this point, it’s okay for students to have responses that may lack depth or sophistication since this is a difficult concept.• Repeat the Think-Pair-Share and cold call with the question:<ul style="list-style-type: none">* “What is a specific example of culture?”• Students’ answers may refer to either the article or the images and excerpts from Lesson 1.• Invite students to assist in completing the Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”). Focus on the question at the bottom: “What is culture?” Call on a few volunteers and document their thinking on the anchor chart.• Remind students that knowing about and understanding <i>culture</i> is going to be really useful as they begin reading literary and informational texts about different countries. Build up the excitement about the new learning experience they are about to embark on.• Collect students’ Close Reading as Researchers: Main Ideas and Details recording forms. Review these as an informal assessment. If research folders were created, put these recording forms in their folders after a quick review.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide structure.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This lets ELLs participate in a meaningful way.



Closing and Assessment (continued)	Meeting Students’ Needs
<p>B. Revisiting Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Display today’s learning targets. Direct students to read the targets to themselves silently. Use Fist to Five as a check for success with each target individually.• Ask students to think about today’s lesson and all the work they did. Invite students to Think-Pair-Share: “What was most helpful to you today as a learner in meeting your learning targets?”	<ul style="list-style-type: none">• Monitor students’ responses during Closing and Assessment B and note target(s) that seemed to be a sticking point for students. Clarify the meaning of each target as needed to ensure that the wording of the target was clear. Make sure to check in with students who indicate lack of success with the targets at another point in the school day.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread “Discovering Culture.”	



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Grade 3: Module 2B: Unit 1: Lesson 2

Supporting Materials



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“Discovering Culture”

Culture refers to a group’s way of life, or how they do things. The culture of a community is the way of life for a group that has been passed from one **generation** to the next.

Every community in the world has a culture. Culture is reflected in how a community—a group of people—has lived in the past and how they live now. It is a collection of many things like the members of the community, languages spoken, customs and traditions, and religious beliefs and practices. These are preserved in the present, and given to future generations. From ancient civilizations to the present, there are ways to discover what a group of people believe in, what they value as important, and how they live their lives.

A **custom** is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly. Customs are one way to learn about a community’s culture. For example, in America when people meet for the first time, it is a custom to shake right hands firmly, make eye contact, and introduce yourself. It is also a custom in the United States to stand, face the flag, and place your right hand over your heart when the “Pledge of Allegiance” is recited. Some cultures have customs that are special ways of celebrating birthdays or specific ways to greet each other.

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English tradition of dancing around the maypole

“Pledge of Allegiance”

Fireworks on the Fourth of July



“Discovering Culture”

A **tradition** is a behavior or action that has been handed down from a previous generation. There are many different types of traditions. Examples include family traditions, social traditions, patriotic traditions, and religious traditions. The traditions of a group or community can tell a lot about their culture. Traditions can often relate to the way a holiday is celebrated. For example, May Day is a spring holiday celebrated in many countries in the northern hemisphere, and one May Day tradition is to dance in costume around a Maypole. The Matabele women in Zimbabwe, Africa, are known for their detailed beadwork. It is a tradition for this skill to be passed from generation to generation, and it helps them make a living.

Customs and traditions are some ways to find evidence of a community’s culture. Each of these captures part of ‘the story’ that allows us to know what a group of people believes in, what they value as important, and how they live their lives.

Glossary	
culture:	the way of life for a group that has been passed from one generation to the next
custom:	a common practice followed by people in a group; a way of doing something that is repeated
generation	all the people living at the same time or of approximately the same age
tradition:	a behavior or action handed down from a previous generation

Discovering Culture

Written by Expeditionary Learning for Instructional Purposes



Close Reading as Researchers: Main Idea and Details Recording Form
(for “Discovering Culture”)

Main idea of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: *What is culture?*



Close Reading as Researchers: Main Idea and Details Recording Form
(for “Discovering Culture”)
(Answers, for Teacher Reference)

Main idea of the text
Culture is about how people live and what’s important to them. Culture is passed down from one generation to the next. There are many things that are part of a community’s culture.
Key details from the text that help me understand the main idea
Customs are one way to discover culture. Customs are an accepted way to act or behave. Yodeling is one example of the Swiss culture. Traditions are another way to discover culture. Traditions are repeated over time. A tradition like celebrating May Day is an example of a community’s culture.
Key details from the illustrations that help me understand the main idea
Custom: yodeling Traditions: dancing in around the maypole, fireworks on the Fourth of July

Revisiting the main idea: *What is culture?*

Culture is about what a group of people believe in and feel is important to them. There are many things that show what a country or group’s culture is. Cultural heritage is passed down from one generation to the next.



Things Close Readers Do Anchor Chart

(If the Module 1 anchor chart no longer exists, create a new anchor chart with the following points, along with any other strategies you want your students to consistently use.)

- We reread the text multiple times.
- We reread first for gist.
- Then we identify unfamiliar words.
- Then we think about the main idea and details.
- We read again to answer the questions.
- We ask ourselves question



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Grade 3: Module 2B: Unit 1: Lesson 3

Reading Closely to Build Understanding:

“Discovering Culture” Part 2



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

I can ask questions to deepen my understanding of informational text. (RI.3.1)

I can answer questions using specific details from informational text. (RI.3.1)

I can determine the meaning of unknown words in informational text. (RI.3.4)

I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)

I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d)

Supporting Learning Targets

- I can answer questions using specific details from “Discovering Culture.”
- I can choose specific details to answer questions about the text.
- I can define the social studies concept of culture.
- I can determine the meaning of key words related to culture using a glossary or dictionary.

Ongoing Assessment

- Questions from the Text: “Discovering Culture”
- Word Tracker recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Things Close Readers Do (3 minutes)Unpacking Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (30 minutes)Introducing Word Trackers (20 minutes)Closing and Assessment<ol style="list-style-type: none">3-2-1 Exit Ticket (4 minutes)Homework<ol style="list-style-type: none">Complete Questions from the Text “Discovering Culture”Share Words from your Word Tracker with someone at home.	<ul style="list-style-type: none">This is the second of two lessons focusing on a close read of the informational text “Discovering Culture.” Students continue to work with the concept of culture and finding evidence of it. The goal of this lesson is to help students develop a firmer grasp on the challenging concept of culture, with an understanding of what defines culture. This aligns directly with the guiding questions for the module.As in Lesson 2, students discuss the text in groups. Consider keeping the same groupings for the whole unit to allow students to build a rapport and a productive working relationship.The purpose of the vocabulary work in this lesson is to encourage students to carefully attend to words. While it is important to give students opportunities to practice finding the meaning of words in context, there are times when they need to navigate through a glossary or dictionary to know the meaning of a word (L.3.4d). It is not necessary for students to memorize these words, nor is there a need to quiz them, but students do need to have a deeper awareness of words they don’t know and strategies to help them find the meaning of any unknown words.Consider creating an Interactive Word Wall so students can refer to these words throughout the unit.Be sure to limit Work Time A to 30 minutes so there is enough time to for Work Time B, which establishes a new vocabulary routine. Students’ homework includes time for them to finish Questions from the Text: “Discovering Culture” (begun in Work Time A).In advance:<ul style="list-style-type: none">Prepare the Word Tracker anchor chart (an enlarged version of the student recording form with this same name; see supporting materials).Review: Think-Pair-Share protocol and Helping Students Read Closely (see Appendix).Review: Cold call in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
glossary, definition, culture, generation, custom, tradition	<ul style="list-style-type: none">• Document camera• Things Close Readers Do anchor chart (from Lesson 2; one to display)• Close Readers as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”) (from Lesson 2; one to display)• “Discovering Culture” (from Lesson 2; one per student)• Close Reading as Researchers: Main Idea and Details recording form (for “Discovering Culture”) (from Lesson 2; one per student)• Questions from the Text: “Discovering Culture” (one per student)• Word Tracker recording form (one per student)• Word Tracker anchor chart (new; teacher-created; see Teaching Notes)• Dictionaries (preferably one per student, but at least one per pair)• 3-2-1 Exit Ticket (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Things Close Readers Do (3 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Using a document camera, display the Things Close Readers Do anchor chart. Ask students to read the chart aloud with you.• Invite students to look at the anchor chart and reflect back on the work they did in Lesson 2. Invite students to think and then talk with a partner:<ul style="list-style-type: none">* “Where are we in terms of reading this text closely?”• Then cold call a few students to share out their thinking. Listen for them to notice that they have read for gist and are ready to reread and answer questions. Emphasize that close reading is not a formulaic set of steps.	<ul style="list-style-type: none">• Using total participation techniques such as cold call or equity sticks encourages a wider range of voices in whole class shares.
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Orient students to the learning targets:<ul style="list-style-type: none">* “I can answer questions using specific details from ‘Discovering Culture.’”* “I can choose specific details to answer questions about the text.”* “I can define the social studies concept of culture.”* “I can determine the meaning of key words related to culture using a glossary or dictionary.”• Invite students to think and share with a partner about possible definitions of <i>culture</i>. Tell students that their hard work in Lesson 2 has helped them have a clearer understanding of what culture is and how to find evidence of it.• Tell students: “Today we will continue to work with the informational text “Discovering Culture” to complete our close reading cycle and learn more about culture.”	



Work Time	Meeting Students’ Needs
<p>A. Answering Text-Dependent Questions (30 minutes)</p> <ul style="list-style-type: none"> • Direct students to the posted Close Reading as Researchers: Main Ideas and Details anchor chart (for “Discovering Culture”) that they created in Lesson 2. • Remind students that they have already heard or read this text four times: the read-aloud for enjoyment and to get the flow of the passage, once on their own and with groups to get the gist and find unfamiliar vocabulary, on their own and with groups to find and record important details and think about the meaning of culture, and then a fourth time for homework. • Redistribute or ask students to locate their article “Discovering Culture” as well as their Close Reading as Researchers: Main Idea and Details recording form (for “Discovering Culture”) (from Lesson 2). • Distribute Questions from the Text: “Discovering Culture.” Review with students the process they went through to answer questions about other texts they have read this year. <ul style="list-style-type: none"> – First, read the questions. – Then, read the entire text again, keeping the questions in mind. – When you find details that could be used as evidence to answer a question, underline that sentence or section of the text. – Talk about your answers before writing complete sentences. • If needed, ask for students to explain why each of the steps is needed. Review the word “evidence” with the class: something we use to prove an idea we have. • Give students 10 minutes to reread the text on their own. Circulate and support students in finding evidence. Students should be encouraged to underline the evidence they find and notate which question the evidence can be used to answer by jotting the question’s number in the margin. • After 10 minutes, place students in groups. Then ask students to take 5 minutes to discuss with their group the evidence they found for each question. They don’t need to write their answers down yet. • Direct students to write their answers to the questions from the text independently. Give students time to write their answers. If needed, briefly review how to write answers using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.) Invite a volunteer to model if needed. 	<ul style="list-style-type: none"> • Consider allowing students to draw their answers to questions when appropriate. This allows all students to participate in a meaningful way. • Consider writing and displaying steps to answering text-dependent questions and use nonlinguistic symbols to match each step. Students can return to steps to make sure they are on track. • During this Work Time, you may want to pull a small group of students to support in finding evidence from the article “Discovering Culture.” Some students will need more guided practice before they are ready for independent work. • Some students may benefit from receiving direct support to answer the text-dependent questions. Consider allowing these students to address one question at a time. Read the question, look for and underline evidence, and then answer the question. • Oral rehearsal is another technique that may benefit struggling students in answering the text-dependent questions.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">After about 10 minutes, stop students in their work. They will get to finish their answers for homework. <p><i>Note: Hold to the timing allocated for Work Time A in order to get to the remainder of the lesson.</i></p>	<ul style="list-style-type: none">When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.
<p>B. Introducing Word Trackers (20 minutes)</p> <ul style="list-style-type: none">Refocus students whole group. Introduce the word tracker vocabulary routine, reminding students how important it is to build their word power. One way they will do this is by carefully recording important words and definitions. We are going to do this using a word tracker.Distribute the Word Tracker recording form and show students the Word Tracker anchor chart (which looks just like their Word Tracker recording form).Project the text “Discovering Culture.” Direct students to the bold word <i>generation</i>.On the anchor chart, model how to complete each column of the Word Tracker recording form using the word “generation”:<ol style="list-style-type: none">In Column 1 (Vocabulary Word) of the anchor chart, write “generation” (on students’ sheets, the three preselected words already appear).Show students how to find the <i>definition</i> in the <i>glossary</i> at the bottom of page 2 of the text. In Column 2 of the anchor chart, write the definition as it appears in the glossary (giving students 1–2 minutes to write the glossary definition on their page).Tell students that they should then think about the meaning in their own words. Invite students to turn and tell a partner what the word “generation” means to them. Ask a few students to share out their definition. In Column 3 of the anchor chart, students should write a simplified version of the definition in Column 2 using their own words. Students may give a definition such as: “This word means all the people that are around the same age as each other.”Ask students to follow the same process with the words <i>custom</i> and <i>tradition</i>. Circulate and provide assistance as needed. Make sure that each student fills out Column 3 of the anchor chart for the preselected words.	<ul style="list-style-type: none">Providing models of expected work supports all learners but especially supports challenged learners.Closely monitor students who have difficulty with near-point copying.If students are using dictionaries, consider working with a small group to help them find the needed word(s).



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Next, ask students to look at the words they underlined in “Discovering Culture” in Lesson 2. Ask:<ul style="list-style-type: none">* “Are there other words you underlined yesterday when you were reading the text?”• Invite a few volunteers to share their responses with the group. As students share, you can record their words/phrases in Column 1 of the anchor chart, placing each word/phrase in its own box in Column 1. For this activity, it’s recommended that you focus on Tier 3 (content-specific) words, as this will better assist students in gaining an understanding of culture.• Place students in pairs or small groups to work on Columns 2 and 3 of their Word Tracker recording form for the words/phrases just added. Students should have their text and also have access to a student-level dictionary. Encourage students to be more time efficient by using the dictionary guide words. (Each student could be responsible for finding one of the words in the dictionary and then they share the definition they found with the members of their group.)• Gather students whole group. Invite a few volunteers to share the definitions they found and then record these on the anchor chart. (It is not necessary to record anything in Column 3 since these are individual to each student.)• Tell students that they will use Word Tracker recording forms again later in this unit and in Unit 2. They will keep paying attention to important social studies words about culture, as well as other important words that will help them as readers. These vocabulary words will help them build word power and learn lots of new information about the culture of people and places around the world.	



Closing and Assessment	Meeting Students’ Needs
<p>A. 3-2-1 Exit Ticket (4 minutes)</p> <ul style="list-style-type: none">• Gather students whole group and congratulate them on their hard work with close reading and vocabulary.• Distribute the 3-2-1 Exit ticket and review each prompt. Give students a few minutes to complete the exit ticket.• If time permits, ask students to share out one idea from their exit ticket with a partner.	<ul style="list-style-type: none">• It may be necessary to assist some students with the writing of the 3-2-1 Exit ticket given the short time frame provided.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete any answers to Questions from the Text: “Discovering Culture” that you didn’t finish in class.• Share words from your Word Tracker that you learned about today with someone at home.	





Questions from the Text: “Discovering Culture”

Name:

Date:

Text Dependent Questions

1. According to the article, what can **traditions** tell us about a group’s culture? Use details from the text to support your answer.

2. According to the article, what is a **custom**? Use details from the text to support your answer.

3. According to the article, what can **customs and traditions** tell us about a community or country? Use details from the text to support your answer.

4. What does **culture** mean (in your own words)?



Questions from the Text: “Discovering Culture”
(Answers, for Teacher Reference)

Text-Dependent Questions

1. According to the article, what can **traditions** tell us about a group’s culture? Use details from the text to support your answer.

According to the article, traditions can tell about a behavior of a group that has passed down. There are different types of traditions like family traditions and patriotic traditions. Traditions can tell us about what holidays a group celebrates and the ways the holidays are celebrated. Traditions can tell us a lot about what is important to a group or country.

2. According to the article, what is a **custom**? Use details from the text to support your answer.

According to the article, a custom is an accepted way of behaving or acting by a group of people. Customs are things that people do regularly. Customs can be how people greet each other like a firm handshake in America.

3. According to the article, what can **customs and traditions** tell us about a community or country? Use details from the text to support your answer.

According to the article, customs and traditions can tell us what the community or country values or holds as important and special. They can tell us what the people believe in and how they live.

4. What does **culture** mean (in your own words)?

**Answers will vary by student. Possible responses could be:
Culture is how people share what they do and what they celebrate.
Culture is passing down how to act and what to do from one family member to another.**



Word Tracker Recording Form

Vocabulary word or phrase	Definition	Definition in my own words
generation		
custom		
tradition		



Word Tracker Recording Form
(Answers, for Teacher Reference)

Vocabulary word or phrase	Definition	Definition in my own words
generation	all the people living at the same time or of approximately the same age	answers will vary by student
custom	a common practice followed by people in a group; a way of doing something that is repeated	answers will vary by student
tradition	a behavior or action handed down from a previous generation	answers will vary by student



3-2-1 Exit Ticket

3 vocabulary words I learned more about today:

1. _____

2. _____

3. _____

2 things I learned about culture today:

1. _____

2. _____

1 thing I know about a glossary:

1. _____



EXPEDITIONARY
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Grade 3: Module 2B: Unit 1: Lesson 4

Reading to Capture the Key Details of a Chapter:

Dragon of the Red Dawn Chapters 1 and 2



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

- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can answer questions using specific details from literary text. (RL.3.1)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can determine the key details of Chapters 1 and 2 by identifying the important parts of the chapter (who/where/what).
- I can identify and record key details in Chapter 2 that connect with evidence of ancient Japan's culture.

Ongoing Assessment

- Capturing Key Details recording form: *Dragon of the Red Dawn* Chapter 2



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Taking a Book Walk of <i>Dragon of the Red Dawn</i> (8 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading Chapter 1 and Introducing Where/Who/What (10 minutes) B. Reading Chapter 2 and Introducing Capturing Key Details (15 minutes) C. Tracking Evidence of Culture through Chapter 2 (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Jack's Research Book (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Tell someone at home about the chapters we read today. B. Explain to someone at home how <i>Dragon of the Red Dawn</i> will help you learn about the culture of ancient Japan. 	<ul style="list-style-type: none"> • In this lesson, students begin reading <i>Magic Tree House: Dragon of the Red Dawn</i> together. Based on the needs of your class, this “launch” lesson may run longer than 60 minutes. Consider continuing at another time during the day, or breaking this lesson into two class sessions. • When launching this historical fiction chapter book, it is important to emphasize to students how the author did research before crafting the story. This module uses the <i>Magic Tree House</i> book both to introduce students to this highly popular chapter book series by Marty Pope Osborne and as a “springboard” into learning more about culture. Students do consider the main events in each chapter (aligned with RL.3.1) and do examine Jack and Annie’s character (with a particular focus on Jack as a “researcher”). But this module does not involve an extensive study of author’s craft in literary text. As you launch students’ work with <i>Dragon of the Red Dawn</i>, strive to simultaneously engage students in the story itself and begin to lay the groundwork that stories like the <i>Magic Tree House</i> books begin with real research. • <i>Dragon of the Red Dawn</i> is number 37 in the <i>Magic Tree House</i> book series. This specific book in the series was chosen based on its text complexity and on how it connects to the NYS content frameworks (in terms of helping students learn about culture, specifically customs and traditions). Some students may have read this text before, and now will be rereading to think about what the story teaches us about culture in ancient Japan. Other students may be totally new to this series, and may get hooked. Consider encouraging these students to read other <i>Magic Tree House</i> books during independent reading, perhaps beginning with book number one. • This lesson includes a new Structural Features of a Chapter Book (Magic Tree House) anchor chart. This will be used to contrast with the Structural Features of Informational Text anchor chart later in the unit. Be sure to clarify for students that not all chapter books have identical structures: This anchor chart is just to give a general sense of how the <i>Magic Tree House</i> books are structured differently from the informational texts students will read later. • In advance: Preview the final performance task (see separate stand-alone teacher-facing document) to understand more fully the research-based letter students will write to Mary Pope Osborne. • Throughout the module, students can work in reading partnerships to support struggling readers. For students who need even more support, consider the following:



Agenda	Teaching Notes (continued)
	<ol style="list-style-type: none">1. Pull several partnerships together for guided support during their reading.2. Devote an instructional aide or another adult's time to supporting students while they read the chapters aloud. This gives students guidance for both decoding and comprehension.3. After students have made a first attempt on their own, find another time in the day to review sticking points they had and support their comprehension. <ul style="list-style-type: none">• Certain chapters of <i>Dragon of the Red Dawn</i> are designated to be read as homework. For students needing more support, arrange for other accommodations (e.g. support from a teaching aide during another part of the school day), so they do not fall behind on the reading.• Consider preparing audio recordings of the texts used in the module.• There are many methods of checking for understanding whether individual students have met a learning target. Fist to Five is one common technique. Other engaging, quick techniques include: Thumb-O-Meter; Glass, Bugs, Mud; Red Light, Green Light; Sticky Bars; Learning Line-ups; Human Bar Graph; and Table Tags. Depending on the purpose, any of these techniques can be used for students to self-assess their level of understanding while also letting you check their progress. For descriptions, see Checking for Understanding Techniques in the Appendix.• In advance:<ul style="list-style-type: none">– Create Structural Features of a Chapter Book (Magic Tree House) anchor chart.– Consider preparing the Mary Pope Osborne quote on a chart to display throughout the module.– Review: Think-Pair-Share protocol and cold call in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
ancient, prologue, historical fiction, setting, characters, events, custom, tradition, passport, imperial	<ul style="list-style-type: none">• Document camera• <i>Dragon of the Red Dawn</i> (book; one per student and one for teacher use)• Mary Pope Osborne quote (one to display)• Structural Features of a Chapter Book (Magic Tree House) anchor chart (new; teacher-created; see supporting materials)• Where/Who/What anchor chart (new; teacher-created from Part 1 of the Capturing Key Details recording form)• Capturing Key Details anchor chart (new; teacher-created from the recording form with this same name)• Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 2 (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Taking a Book Walk of <i>Dragon of the Red Dawn</i> (8 minutes)</p> <ul style="list-style-type: none"> Using a document camera, project the cover of the book <i>Dragon of the Red Dawn</i>. Ask students to indicate whether they are familiar with this series. Consider inviting a few students to share what they know about the <i>Magic Tree House</i> books. Do not give too much about the book away: just tell students that this literary text is one that many young people have loved. It is one of many books written by Mary Pope Osborne about a brother and sister who go on exciting adventures. Mary Pope Osborne wanted to create an exciting chapter books for readers. While they read this book, students get to think about these adventures, including getting to learn about different cultures by reading about how Jack and Annie interact with the people, the customs, and the traditions in that country. Introduce the concept of <i>historical fiction</i> (which will be reinforced throughout the module): this is an imaginary story set in a real time and place. Tell students that the setting of <i>Dragon of the Red Dawn</i> is ancient Japan. Clarify briefly for students the meaning of the word <i>ancient</i>. Point out that the author, Mary Pope Osborne, always did a lot of research about the countries where her books take place. Project the Dear Reader letter from Mary Pope Osborne (precedes the table of contents). Read the letter aloud to students. Then, highlight this Mary Pope Osborne quote by reading it aloud again: <ul style="list-style-type: none"> * "I wanted to live in the scenes the artists created. I wanted to ride on the fishing boat, sip tea in a teahouse, see cherry-blossom petals float down a river. When I'm writing a book, I feel as if I am living in another place and time." Have students Think-Pair-Share: <ul style="list-style-type: none"> * "How can this chapter book help you learn about ancient Japan's culture?" Gather students whole group. Distribute one copy of <i>Dragon of the Red Dawn</i> to each student. Tell students this is the special book that they will read together. For the first two chapters, they follow along as the text is read aloud to them. In future chapters, they will get to read the text on their own. Invite students to take a Book Walk. Encourage them to notice the book's structure by flipping through pages, noticing chapter headings and illustrations. Tell students they won't be reading the book right now but may be pausing at places that look interesting. Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * "What did you notice about the structure of this book?" 	<ul style="list-style-type: none"> Using total participation techniques such as cold call or equity sticks encourages a wider range of voices in whole class shares.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Students likely will notice things like the prologue, the letter from the author, the table of contents (with titled chapters), illustrations in each chapter, and additional information and activities (at the back). Chart students' responses on a new Structural Features of a Chapter Book (Magic Tree House) anchor chart. Clarify as needed the purpose or role of these different structural components. (Keep this chart posted. Students will revisit it again specifically in Lesson 8 when they do a Book Walk with the informational text <i>Exploring Countries: Japan</i>.) Direct students' attention to the <i>prologue</i>. Ask if any students know what this word means; define it for them if necessary. Briefly explain the purpose of prologues in general and why this prologue specifically is important. (Since this is number 37 in the <i>Magic Tree House</i> series, students need to have the background that is established in the prologue to set the scene of this new adventure for Jack and Annie. (See Teaching Notes.) Read the prologue aloud to students. To avoid confusion, briefly review the characters mentioned in the prologue. Ask: <ul style="list-style-type: none"> * "Who are Jack and Annie? (the main characters who live in Frog Creek, Pennsylvania, and travel to real places back in time)" * "Who are Teddy and Kathleen?" (young sorcerers who assist Morgan le Fay) * "Who is Morgan le Fay?" (the magical librarian from the legendary realm of Camelot) * "Who is Merlin?" (the magician of Camelot) 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Read the targets aloud or invite a volunteer to do so. <ul style="list-style-type: none"> * "I can determine the key details of Chapters 1 and 2 by identifying the important parts of the chapter (who/where/what)." * "I can identify and record key details in Chapter 2 that connect with evidence of ancient Japan's culture." Then invite students to talk with a partner about today's work as readers. Focus students whole group. Ask students to discuss what they think they might do to reach the first target. Help students identify that they will read Chapter 1 of <i>Dragon of the Red Dawn</i> so they can think about the important parts of this chapter. Point out that the second target relates to the work students have been doing with culture and finding evidence of culture in Lessons 2 and 3. Use Fist to Five as a check for understanding of these two learning targets. 	



Work Time	Meeting Students' Needs
<p>A. Reading Chapter 1 and Introducing Where/Who/What (10 minutes)</p> <ul style="list-style-type: none">• Ask students to read along in their books as you read Chapter 1 aloud, fluently, with expression, and without interruption.• Display the Where/Who/What anchor chart. Explain to students that when reading a chapter book, it's important for readers to keep track of important parts of the chapter: where the action is (setting), who the important characters are, and what the most important events are. Clarify the meaning of the words <i>setting</i>, <i>characters</i>, and <i>events</i> as needed. Explain to students that they will be using a two-part recording form as they read <i>Dragon of the Red Dawn</i>. This recording form will be an important tool to help them follow the story as it unfolds chapter by chapter. Point out to students that Part 1 of that recording form looks just like this anchor chart.• Taking the questions one at a time, ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What is the <i>setting</i> of this chapter? In other words, when and where does this chapter take place?"* "Who are the important <i>characters</i> in the chapter?"* "What are the most important <i>events</i> in this chapter? In other words, what happens?"• As students share, record their responses on the Where/Who/What anchor chart.• Tell students that you want them to really get familiar with this chart, since it is just like part of a recording form they will be using (Part 1 of the Capturing Key Details recording form) in Work Time B. Ask students to look over the anchor chart and then discuss:<ul style="list-style-type: none">* "In looking at this anchor chart, do you feel the information that we wrote captures the key details of Chapter 1?"	<ul style="list-style-type: none">• Reading aloud to students as they read along helps build their fluency. ELLs and struggling ELA students benefit from hearing a text read aloud before they read it on their own.• All students developing academic language will benefit from direct instruction of academic vocabulary.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in meaningful way.• Provide nonlinguistic symbols (e.g., a person for <i>character</i>) to assist ELLs and other struggling readers in making connections with the headings on the Where/Who/What anchor chart.• The anchor chart provides a model of expected work. This supports all students but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Chapter 2 and Introducing Capturing Key Details (15 minutes)</p> <ul style="list-style-type: none">• Tell students that you will now read Chapter 2 aloud as they again follow along. Invite them to keep the where/who/what categories in mind as they listen. After they read the chapter, they will again work together to complete the chart.• Read Chapter 2 aloud, fluently, with expression, and without interruption. Stop at page 15 after the word <i>passports</i> is mentioned the first time to briefly ask:<ul style="list-style-type: none">* “Think about where the chapter is taking place right now. Is it the same as Chapter 1? What are passports?”• Make sure students correctly identify that Jack and Annie are now in ancient Japan in a beautiful garden (the Imperial Garden) outside the Imperial Palace. Define <i>imperial</i> for students: “Imperial” means that it relates to emperors or empires. It is something for kings, queens, or emperors. Finish reading the remaining pages of Chapter 2 without any additional stops.• Display the Capturing Key Details anchor chart and ask students what they notice. Listen for them to recognize that the upper part of this anchor chart is the Where/Who/What anchor chart used earlier with Chapter 1.• Distribute the Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 2 to students (which looks exactly like the anchor chart).• Work with students to fill out Part 1 of the recording form for Chapter 2. As suggestions are shared, record them on the anchor chart for students to copy onto their recording forms.	



Work Time (continued)	Meeting Students' Needs
<p>C. Tracking Evidence of Culture through Chapter 2 (20 minutes)</p> <ul style="list-style-type: none"> • Display and read aloud the Mary Pope Osborne quote: <ul style="list-style-type: none"> * “Whenever I start work on a new <i>Magic Tree House</i> book, I begin the great adventure of research. I visit libraries, the Internet, bookstores, and museums. I talk to people who are knowledgeable about my subject, and if I’m able, I visit the place where the story occurs.” —From <i>Carnival at Candlelight: Author’s Research Note</i> • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does Mary Pope Osborne do to research a book? If Mary Pope Osborne wanted information about a country’s culture, what kinds of information might she be looking for?” • Explain to students that when an author is writing a historical fiction book, he or she must conduct research. A historical fiction text is one that has made-up characters and plots but takes place in a real, ancient setting. That’s the only way to guarantee that the information they include as part of the story is accurate and true. Tell students that the author, Mary Pope Osborne, wanted us to feel like we were in ancient Japan with Jack and Annie. To do that, she had to include accurate details about what life was like in that time period and what the people living there held dear and considered important. She had to research before she could write. • Display the Capturing Key Details anchor chart again. This time, have students focus on Part 2 on the lower half of the recording form. Ask: “What do you notice?” Direct students to briefly share their observations with a nearby partner. • Then, ask students to respond to the following question: <ul style="list-style-type: none"> * “What kind of information goes in the first column?” • Remind students that <i>customs</i> and <i>traditions</i> were words they encountered in the Carousel Brainstorm protocol in Lesson 1, and again in the article they read about culture in Lessons 2 and 3. • Focus students on the final column and ask: <ul style="list-style-type: none"> * “What kind of information goes in the second column?” 	<ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that you will be reading Chapter 2 aloud a second time, and this time they need to be very actively listening and looking for evidence of customs or traditions in ancient Japan that Mary Pope Osborne placed within the chapter.• Show students how to use a silent signal to indicate they heard a custom or tradition. Consider having students put thumbs at their hearts to signal they heard a custom or tradition in ancient Japan during the second read.• Begin reading Chapter 2 aloud for a second time. Direct students to use the appropriate hand gesture if they think there is a custom or tradition mentioned.• As students offer suggestions, record their responses on the Capturing Key Details anchor chart. Help students become familiar with the recording form. Direct students to fill in the same information on their recording form that you write on the anchor chart. <p><i>Note: Hold on to this anchor chart for Lesson 7.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Jack's Research Book (5 minutes)</p> <ul style="list-style-type: none"> Remind students that Teddy gave Jack and Annie a book called <i>A Journey to Old Japan</i> in Chapter 1. Ask: <ul style="list-style-type: none"> * "Why did Teddy give them the book?" Listen for students to note that the book was needed to help transport Jack and Annie from Frog Creek Woods, Pennsylvania, to ancient Japan. But the other reason Teddy gave them the book is because it's full of information about where they are: ancient Japan. Have students work with a partner to revisit the places in Chapter 2 when Jack is reading information from the book on Japan. If students are struggling, point out that this is signaled in the text by indentations and bold print. Invite a few volunteers to share when in Chapter 2 Jack read from the book on Japan. Encourage students to point to specific examples. Connect back to the learning targets. Remind students that just as Jack and Annie are learning about an ancient culture by reading a text, we are learning as well by reading about their adventures. Reread the learning targets. Ask for a Fist to Five on how students felt they did in meeting the targets today. 	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a sentence frame or starter or a cloze sentence to assist with language production and provide structure.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Tell someone at home about the chapters we read today. (If possible, let students take home their Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 2). Explain to someone at home how <i>Dragon of the Red Dawn</i> will help you learn about the culture of ancient Japan. <p><i>Note: Be sure to emphasize the importance of students returning the book to school the next day.</i></p>	<ul style="list-style-type: none"> Consider ways to allow students to listen to <i>Dragon of the Red Dawn</i> at home (on audiobooks or read aloud by a caregiver) as students read along silently.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 4

Supporting Materials



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Mary Pope Osborne Quote

“Whenever I start work on a new *Magic Tree House* book, I begin the great adventure of research. I visit libraries, the Internet, bookstores, and museums. I talk to people who are knowledgeable about my subject, and if I’m able, I visit the place where the story occurs.”

—From *Carnival at Candlelight: Author’s Research Note*



Structural Features of a Chapter Book (Magic Tree House) Anchor Chart
(For Teacher Reference)

1. Dedication
2. Dear Reader letter
3. Table of Contents
4. Prologue
5. Chapters with titles
6. Additional information
7. Activities
8. Preview of next book in series



Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 2

Name: _____

Date: _____

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan? How do those help you learn about the culture?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text



Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 2

(Answers, for Teacher Reference)

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
The Imperial Garden outside the Imperial Palace in Edo, Japan	Jack and Annie Samurai	Jack and Annie arrive in ancient Japan using the tree house and use Jack's research book to learn a little bit about where they are. They discover they need a passport to travel safely since outsiders are not welcome in Japan. They see a shogun traveling with his samurai. They decide to leave the garden and head into Edo. They get chased by the samurai and saved by a man who pretends to know them.

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan? How do those help you learn about the culture?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text
wearing kimonos	p. 13
carrying a passport	p. 15
procession of the shogun	p. 16–18



EXPEDITIONARY
LEARNING

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

Reading to Capture the Key Details of a Chapter:

Dragon of the Red Dawn Chapter 3



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

- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can determine the key details of Chapter 3 by identifying the important parts of the chapter (who/where/what).
- I can identify and record key details in Chapter 3 that connect with the culture of ancient Japan.
- I can use context clues to determine the meaning of words in Chapter 3 of *Dragon of the Red Dawn*.

Ongoing Assessment

- Capturing Key Details recording form: Chapter 3
- Working with Context Clues recording form: Chapter 3
- Exit Ticket: Working with Context Clues



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reading Chapter Books (4 minutes)B. Unpacking Learning Targets and Reviewing Capturing Key Details Recording Form (6 minutes)2. Work Time<ol style="list-style-type: none">A. Capturing the Key Details of Chapter 3 (30 minutes)B. Working with Context Clues: Chapter 3 Words (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Working with Context Clues (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 4 and complete the Capturing Key Details recording form.B. Complete context clues work for the word “pedestrians.”	<ul style="list-style-type: none">• This lesson includes a structure of partner reading. Students sit side-by-side with a partner, and each reads the text silently and independently. Students then discuss what they read with their partners. They do not read the text aloud to each other; rather, they have someone next to them to support their reading. Partner students strategically; pair students with similar reading skills who can work well together. This allows you to support the struggling reader partnerships during independent reading time. It also allows students who read at about the same pace to discuss the text at similar points in the story. Plan these partnerships ahead of time. For this partner reading experiences, you may need to have different groupings from those established at the outset of the module.• In advance: Prepare Things Readers Do When Reading Chapter Books anchor chart.• Post: Learning targets.



Lesson Vocabulary	Materials
context clues; seek (25), foreigners (25), harmony (25), pedestrians (33), briskly (26), moat (27)	<ul style="list-style-type: none"> • Things Readers Do When Reading Chapter Books anchor chart (new; co-created with students during Opening A) • Capturing Key Details anchor chart: <i>Dragon of the Red Dawn</i> Chapter 2 (from Lesson 4) • <i>Dragon of the Red Dawn</i> (book; one per student and one for teacher use) • Document camera • Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 3 (one per student) • Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 3 (one per student) • Exit Ticket: Working with Context Clues (one per student) • Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 4 (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reading Chapter Books (4 minutes)</p> <ul style="list-style-type: none"> • Give students specific positive feedback on their work so far reading two chapters of <i>Dragon of the Red Dawn</i> and learning how to complete a new recording form. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What do thoughtful readers need to do when reading chapter books?” • Provide sentence frames to support students’ conversation: “Readers need to _____ when they read chapter books.” • Cold-call a few students to share their ideas and track their comments on the Things Readers Do When Reading Chapter Books anchor chart. Students may mention behaviors such as: <ul style="list-style-type: none"> • When listening to the chapter book read aloud, think about the gist, or what the chapter is mostly about. • When reading a chapter on your own, think about the main components: the setting (where), character(s) (who), and important events (what). • When starting a new chapter, you may want to reread the last page of the chapter that came before to refresh your memory. • Remind students that throughout this year, they are building their reading powers; this is one part of that larger goal. 	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and Reviewing the Capturing Key Details Recording Form (6 minutes)</p> <ul style="list-style-type: none"> • Read aloud the first and second learning targets. <ul style="list-style-type: none"> * “I can determine the key details of Chapter 3 by identifying the important parts of the chapter (who/where/what).” * “I can identify and record key details in Chapter 3 that connect with the culture of ancient Japan.” • Point out that these are very similar to targets from the previous lesson, when students worked with Chapters 2. Ask students to show their understanding of the target by using a Fist to Five. • Ask students to recall the name of the new recording form they began using yesterday in Chapter 2. After the recording form has been named, briefly display the Capturing Key Details anchor chart: <i>Dragon of the Red Dawn</i> Chapter 2 (from Lesson 4). • Focus on the third target. Read it aloud with students: <ul style="list-style-type: none"> * “I can use context clues to determine the meaning of words in Chapter 3 of <i>Dragon of the Red Dawn</i>.” • Point out that students are going to be practicing a strategy that readers use to help figure out new or unknown words. We will be focusing on <i>context clues</i>. Ask for a volunteer to share what they know about context clues. Clarify for students that context clues are the words or phrases around an unknown or new word that help us figure out what it means. Students will be going through a process to practice using context clues to figure out unknown words. • Briefly review the meaning of the word “culture” with students, as well as the evidence students are looking for: <ul style="list-style-type: none"> * “Culture is a group’s ‘way of life’ or how they do things.” * “Culture can be evidenced through a country’s customs or traditions.” • Again display the Capturing Key Details anchor chart: <i>Dragon of the Red Dawn</i> Chapter 2 (from Lesson 4). Focus on Part 2 of the recording form. Remind students that this part of the recording form is a way for them to keep track of discoveries related to ancient Japan’s culture. • Ask students what was revealed in Chapter 2 about ancient Japan’s culture. Listen for answers like: <ul style="list-style-type: none"> – “kimonos” – “straw sandals” – “shogun as military ruler” – “samurai warriors as guards” 	<ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Providing models of expected work supports all students but especially supports challenged learners. • Support struggling readers by having them work with a partner during independent reading time.



Work Time	Meeting Students' Needs
<p>A. Capturing the Key Details of Chapter 3 (30 minutes)</p> <ul style="list-style-type: none">• Have students take out their <i>Dragon of the Red Dawn</i> books and direct them to turn to Chapter 3 (page 22).• Begin to read Chapter 3 aloud, fluently, with expression, and without interruption.• Using a document camera, project a blank Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 3 and distribute one to each student. Reorient students to the structure of this recording form by asking:<ul style="list-style-type: none">* “Look at the first part of the recording form. What do you have to do? Why?”* “Look at the second part of the recording form. What information will you record here?”• Tell students they will be using this recording form again but with Chapter 3.• Tell them next they will be reading Chapter 3 again with a partner. For some students, this may be a different partner than for the other work done so far in this module. Direct partnerships to spread out around the classroom and sit side-by-side or back-to-back. Explain that each student will read the text silently and independently, but may ask their partner for help if needed. They do not read the text aloud to each other. By sitting side-by-side or back-to-back, they have someone near them to support their reading if needed. Tell students that after they read, they will work with their partners on completing the Capturing Key Details recording form.• When both partners have finished reading, they should work together to complete the Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 3. <p><i>Note: Keep a solid student sample of the Capturing Key Details recording form: Dragon of the Red Dawn Chapter 3 (or a copy) for use in Lesson 7.</i></p>	



Work Time (continued)	Meeting Students' Needs
<p>B. Working with Context Clues: Chapter 3 Words (15 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Say: “As you know, it is important for readers to build their word power. Part of this is building a strong vocabulary to use when you speak and write. But word power also means knowing how to figure out what words mean as you read. In Lesson 3, you used a glossary and dictionary to find out what some words meant. But since you don’t always have those around, you will need to have other strategies as a reader. One thing you can do is determine the meaning of unknown words by looking at clues in the text surrounding the unknown word. You did this in Module 1, starting with the very first story, <i>Rain School</i>.• Distribute the Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 3 and post a copy on the document camera. Remind students that they learned in Module 1 that one way to figure out the meaning of a word is to look at other words in the sentence and think about clues the sentence gives you, and then try to replace the word with a word you know. Briefly review the sequence of steps shown at the top of the recording form.• Tell students: “Let’s practice this with a couple example words from Chapter 3. Even if you know these words, it is important to work through these examples with the class.”• Direct students to look at Example 1. Read the sentence aloud: “I believe that is something we all seek.” Have students turn to the page indicated on their recording form and locate the actual sentence in the text of <i>Dragon of the Red Dawn</i>.• Ask students to Think-Pair-Share what the word seek means and cold call a few students to share their thinking but do not confirm anything.• Briefly model the steps by thinking aloud and recording for students to view: “When I read this sentence and look at the other words in the sentence, it makes me think that ‘seek’ is something you do. It seems like a verb. And in the sentence before, Annie is talking about searching for a secret of happiness. I think it could mean ‘look’ or ‘search,’ or it might mean ‘need.’ I am going to try replacing the word with these three words and see if any of them seems like a good fit and makes sense in the story.”• Repeat with Examples 2 and 3, gradually encouraging students to take more responsibility for the process until you are only providing occasional prompts and recording the collective thinking. (As you can see on the recording form, students do not record anything at this point.)• Ask students to take 5 minutes with their reading partner to work on the terms <i>briskly</i> and <i>moat</i> on the back of their recording form.	<ul style="list-style-type: none">• During this Work Time, you may want to pull a small group of struggling students to support their work with determining the meaning of words using the context. Some students will need more guided practice before they are ready for independent work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 5 minutes, bring students back together and ask for volunteers to share whole class to check understanding for all. Listen for definitions such as: <ul style="list-style-type: none"> “Briskly means quickly, actively, or with great energy.” “A moat is a deep, wide trench or ditch, usually filled with water surrounding a place such as a town or castle.” <p><i>Note: Students will have one additional word to work with independently as an exit ticket during Closing and Assessment.</i></p>	

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Working with Context Clues (5 minutes)</p> <ul style="list-style-type: none"> Distribute the Exit Ticket: Working with Context Clues, and if necessary, review each prompt. Give students a few minutes to complete the exit ticket. If time permits, ask students to share out one idea from their exit ticket with a partner. Preview homework. Distribute the Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 4. 	<ul style="list-style-type: none"> It may be necessary to help some students complete the exit ticket given the short time frame provided.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapter 4 of <i>Dragon of the Red Dawn</i> and complete the Capturing Key Details recording form (Chapter 4) Complete Working with Context Clues: <i>Dragon of the Red Dawn</i> Chapter 3, Part 2. 	<ul style="list-style-type: none"> Consider ways to allow students to listen to <i>Dragon of the Red Dawn</i> at home (on audiobooks or read aloud by a caregiver) as students read along silently.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Capturing Key Details Recording Form:
Dragon of the Red Dawn Chapter 3

Name: _____

Date: _____

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text



Working with Context Clues Recording Form:
Dragon of the Red Dawn Chapter 3

Name: _____

Date: _____

Target: I can use context clues to determine the meaning of words in Chapter 3 of *Dragon of the Red Dawn*.

How to Work with Context Clues:

Read the sentence a few times, focusing on the unknown word.

Look at the other words in the sentence and think about what clues the sentence gives you.

Try to replace the unknown word with a word you know.

Part 1: Classwork

1. seek. Turn to page 25. Find and read the sentence:

I believe that is something we all seek.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)

2. foreigners. Also on page 25, find and read the sentence:

The shogun does not allow foreigners into our country.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)

3. harmony. Also on page 25, find and read the sentence:

"You must remember, seek harmony with your surroundings," said the man.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)



Working with Context Clues Recording Form:
Dragon of the Red Dawn Chapter 3

4. **briskly** (page 26)

He started walking briskly through the garden.

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

What does this word mean?

5. **moat** (page 27)

They walked over a wide stone bridge that crossed a moat.

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

What does this word mean?



Working with Context Clues Recording Form:
Dragon of the Red Dawn Chapter 3

Part 2: Homework

***pedestrians* (page 33)**

Soon they came to a busy road crowded with <u>pedestrians</u> and travelers on horseback.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?



Exit Ticket:
Working with Context Clues

Name:

Date:

Target: I can use context clues to determine the meaning of words in *Dragon of the Red Dawn*.

DIRECTIONS: Follow the steps we used in class today for using context clues to determine the meaning of an unknown word.

How to Work with Context Clues:

Read the sentence a few times, focusing on the unknown word.

Look at the other words in the sentence and think about what clues the sentence gives you.

Try to replace the unknown word with a word you know.

***barges* (page 31)**

Now there were many boats floating on the wide river: big sailboats, barges loaded with lumber, and ferries filled with passengers holding parasols.

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

What does this word mean?



Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 3
(Answers, for Teacher Reference)

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
In and around Edo, along the Sumida River, in the market	Jack, Annie, Basho, the three samurai	Basho saves Jack and Annie from the samurai by pretending they are his students. Jack and Annie are invited to travel with Basho into Edo to seek a secret of happiness. They see many sights: the river, the outdoor market, Mt. Fuji in the distance, and the Great Bridge.

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text
bowing to say sorry	p. 23
calling teachers “Most Honored”	p. 24 and 26
having passports in Edo to prove you lived there	p. 25
naming houses after how many mats a floor can hold, like “Thousand Mat Hall”	p. 31
carrying fish baskets on your head in the market	p. 32



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 3
(Sample, for Teacher Reference)

Target: I can use context clues to determine the meaning of words in Chapter 3 of *Dragon of the Red Dawn*.

How to Work with Context Clues:

Read the sentence a few times, focusing on the unknown word.

Look at the other words in the sentence and think about what clues the sentence gives you.

Try to replace the unknown word with a word you know.

Part 1: Classwork

1. *seek*. Turn to page 25. Find and read the sentence:

I believe that is something we all seek.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)

2. *foreigners*. Also on page 25, find and read the sentence:

The shogun does not allow foreigners into our country.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)

3. *harmony*. Also on page 25, find and read the sentence:

"You must remember, seek harmony with your surroundings," said the man.

Think:

- What clues in and around the sentence can help me determine the meaning of this word?
- What do I think the word might mean? (Try some replacements.)



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 3

(Sample, for Teacher Reference)

4. *briskly* (page 26)

<i>He started walking <u>briskly</u> through the garden.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
started walking Jack and Annie hurried after him	quickly, fast	It means to walk quickly through the garden.

5. *moat* (page 27)

<i>They walked over a wide stone bridge that crossed a <u>moat</u>.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
bridge crossed a moat on a river	river creek water	It means a stream of water that bridges go over.



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 3

(Sample, for Teacher Reference)

Part 2: Homework

***pedestrians* (page 33)**

Soon they came to a busy road crowded with <u>pedestrians</u> and travelers on horseback.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
busy road crowded travelers on horseback	people workers walkers	People who are in the street.



Capturing Key Details Recording Form:
Dragon of the Red Dawn Chapter 4

Name: _____

Date: _____

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text



Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 4
(Answers, for Teacher Reference)

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
In the city past a theater In a teahouse	Jack, Annie, Basho	<ul style="list-style-type: none">• They see many sights include women dancing with painted faces and a puppet theater.• They drink tea and eat sushi in a teahouse. They eat with chopsticks.• When they leave they see a sumo wrestling match.

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text
women dancing with painted faces and wearing shiny kimonos	p. 36
a puppet show of the legend Cloud Dragon	p. 37
drinking tea in a teahouse	p. 38
taking shoes off at the door before going inside	p. 38
eating sushi with chopsticks	p. 39
a sumo wrestling match	p.44–46



EXPEDITIONARY
LEARNING

Module 2B: Unit 1: Lesson 6

Capturing the Key Details of a Chapter and
Launching the Performance Task: *Dragon of the
Red Dawn* Chapter 5



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

- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can answer questions using specific details from literary text. (RL.3.1)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can determine the key details of Chapter 5 in *Dragon of the Red Dawn* by identifying the important parts of the chapter (who/where/what).
- I can identify and record key details in Chapter 5 that connect with ancient Japan's culture.
- I can use context clues to determine the meaning of words in Chapter 5 of *Dragon of the Red Dawn*.
- I can answer questions about Chapter 5 of *Dragon of the Red Dawn* using details from the text.

Ongoing Assessment

- Capturing Key Details recording form (for Chapter 4; from homework)
- Working with Context Clues recording form: *Dragon of the Red Dawn* Chapter 5
- Questions from the Text: *Dragon of the Red Dawn* Chapter 5



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Concentric Circles to Share Lesson 5 Homework (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Capturing the Key Details of Chapter 5 (25 minutes)B. Working with Context Clues: Chapter 5 Words (10 minutes)C. Answering Text-Dependent Questions (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Revisiting Guiding Questions and Launching the Performance Task (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish Working with Context Clues: <i>Dragon of the Red Dawn</i> Chapter 5, Part 2.B. Complete Questions from the Text: <i>Dragon of the Red Dawn</i> Chapter 5.	<ul style="list-style-type: none">• Many lessons in this unit use the same two recording forms: Capturing Key Details (first distributed in Lesson 4) and Working with Context Clues (first distributed in Lesson 5). Reinforce this pattern with students.• Students share their Capturing Key Details recording form (Chapter 4), which they completed for homework. Keep solid samples of students' completed recording forms for Chapters 3–5 (or copies), to use as models in Lesson 7.• This lesson again uses a partner reading structure. Keep students with their same partner from Lesson 5.• In the Closing of this lesson, students are introduced to the performance task. To prepare for this, review the stand-alone teacher-facing document Performance Task. Consider how to frame the purpose of this task in a way that will really resonate with your students, including ways to build on strong observations they have made in Lessons 4 and 5 about how Mary Pope Osborne wove factual information into her fictional stories.• Consider teaching new protocols and techniques outside of the lesson time so that valuable lesson time is not lost. It is recommended and encouraged that you use the module protocols, routines, and techniques in other parts of the curriculum. The more versed the students are with these, the better, so lessons will not be slowed down by the process of teaching and learning new routines and protocols.• In advance: Review Concentric Circles protocol and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
historical fiction, concentric; frantically, peddlers, wares, clearing, research	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 5 (one per student)• Document camera• Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 4 (from Lesson 5; one to display)• Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 5 (one per student)• Questions from the Text: <i>Dragon of the Red Dawn</i> Chapter 5 (one per student)• Questions from the Text: <i>Dragon of the Red Dawn</i> Chapter 5 (answers, for teacher reference)• Sticky notes (one pack per student)• Guiding Questions anchor chart (from Lesson 1)• Performance Task Prompt (one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Concentric Circles to Share Lesson 5 Homework (8 minutes)</p> <ul style="list-style-type: none">• Invite students to gather whole group and bring their homework from Lesson 5: Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 4.• Tell students that they will use Concentric Circles protocol to review their homework. Tell students: “<i>Concentric</i> circles are circles inside of circles.”• Review directions:<ol style="list-style-type: none">1. Ask half the students to form an inner circle, facing out; ask the other half to form an outer circle, facing in.2. All students should be facing a partner. If numbers are uneven, make a triad.3. When directed, students will move two places to the left.• Prompt students with: “Your homework was to read Chapter 4 of <i>Dragon of the Red Dawn</i> and complete the Capturing Key Details recording form for the chapter. You will be sharing one aspect of your homework each time you face a new partner. When I say the word ‘share,’ you will share something specific with your talking partner, the person you’re facing at that moment.”• Ask students if they’re ready. When they are, prompt students by saying: “With your first talking partner, share your notes from Part 1 of the recording form: the where/who/what of the chapter. Ready? Share.”• After 1 minute, say: “Stop.” Wait a few seconds and say: “Move two places to your left.” When students are in their new place say: “With your second talking partner, share one thing from Part 2 of your recording form: the evidence of customs or traditions in the chapter. Ready? Share.”• After 1 minute, say: “Stop.” Wait a few seconds and say, “Move two places to your left.” When students are in their new place say: “With your third and final talking partner, share one additional thing from Part 2. Ready? Share.”• After 1 minute, say: “Stop.” Congratulate students on their work with a new protocol and have them place their homework in a place that fits your classroom routine. If this is not the first time using the Concentric Circles protocol, you will be able to adjust the pacing since students will not need to be instructed on the steps of the protocol.• Display the learning targets for today’s lesson. Since the learning targets for this lesson are almost identical to those of Lesson 5, students should be feeling very comfortable with and clear about the learning targets.	<ul style="list-style-type: none">• Protocols like Concentric Circles allow students an opportunity to be accountable for work they have done as well as a way to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly.• Consider a contingency for students who do not complete the homework for reasons having to do with ability or lack of home support.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Introduce a new check for understanding technique called Glass, Bugs, Mud. Say to students: “Have you ever been in or seen a car or bus when the windshield was covered with bug splatter and it was hard to see through it?” After allowing students a couple of moments to confirm this, say: “And sometimes the windshield is so dirty, perhaps splattered with mud and dirt from the other cars’ tires, that you can’t see at all?” After allowing students a couple of moments to confirm this, explain that today to show their understanding of the learning targets, they will say either:<ul style="list-style-type: none">– Glass: meaning like completely clean glass, the learning target is totally clear to you; you fully understand it– Bugs: meaning the windshield is only partly clean, so the learning target is somewhat clear to you but you are fuzzy or only understand it partially– Mud: meaning like a windshield is very dirty, so the learning target is not clear to you; you do not understand it or you do not feel comfortable with it• Read each target one at a time and poll students by asking them to indicate whether they are “Glass,” “Bugs,” or “Mud.”	<ul style="list-style-type: none">• Consider using visual pictures of clear glass, bugs on a windshield, and mud on a windshield to support ELLs.



Work Time	Meeting Students' Needs
<p>A. Capturing the Key Details of Chapter 5 (25 minutes)</p> <ul style="list-style-type: none">• Have students take out their <i>Dragon of the Red Dawn</i> books and invite them to turn to Chapter 5 (page 48).• Tell students that with Chapter 5, they will be reading on their own but they will be sitting with the same partner with whom they worked in the previous lesson. Remind them that each student will read the text silently and independently. They do not read the text aloud to each other. By sitting side-by-side or back-to-back, they have someone near them to support their reading if needed.• Distribute the Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 5. Tell students that they will work on this form on their own after they finish their partner reading.• Encourage pairs to spread out around the classroom and sit side-by-side or back-to-back with their partners.• Circulate to listen in and support students as they read. Encourage them to support each other as needed.• As students complete their reading, invite them to begin working on the recording form.• Students will finish their recording forms at different paces. Invite students who are done to come to a designated area of the room, find a new partner, and go off to share their thinking and writing with each other.• Since students will have to read somewhere within the classroom, support this transition in such a way that valuable lesson time is not lost. It may be necessary to direct each partnership to a specific place and it would help if they went to the same places as they did Lesson 5.• Note: Keep a solid student sample of the Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> Chapter 5 (or a copy) for use in Lesson 7.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• During Work Time A, you may want to pull a small group of students to support in finding details from the text. Some students will need more guided practice before they are ready for independent work.



Work Time (continued)	Meeting Students' Needs
<p>B. Working with Context Clues: Chapter 5 Words (10 minutes)</p> <ul style="list-style-type: none"> Gather students whole group. Say: “Yesterday you did some great work using context clues to determine the meaning of a word. It’s important for you as a reader to have strategies to help you when come across a word that confuses you. Using context clues is a very effective strategy.” Using a document camera, project the Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 4 (from Lesson 5). Say: “Remember that you can figure out the meaning of a word by looking at other words in the sentence and thinking about clues the sentence gives you, and then trying to replace the word with a word you know.” Briefly, review the sequence of steps shown at the top of the recording form. Tell students: “Let’s practice this with an example word from Chapter 4 that you read for homework yesterday. Even if you know this word, you still need to work through this example with the class.” Write this sentence from Chapter 4, page 46 of <i>Dragon of the Red Dawn</i> for students to view: “A waiter with a <u>kerchief</u> around his head hurried to the table.” Read the sentence aloud. Encourage students to turn to page 46 in their books and locate the actual sentence in the text. Ask students to Think-Pair-Share what the word “kerchief” means and remind them to use the steps: <ol style="list-style-type: none"> Read the sentence a few times, focusing on the unknown word. Look at the other words in the sentence and think about what clues the sentence gives you. Try to replace the unknown word with a word you know. After 1–2 minutes, cold call a few students to share their thinking. Distribute the Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 5. Ask students to take 5 minutes with their reading partner to work on the terms <i>frantically</i> and peddlers on their recording forms. After 5 minutes, bring students back together and ask for volunteers to share whole class in order to check understanding for all. Listen for definitions such as: <ul style="list-style-type: none"> – “Frantically means with great excitement; desperately.” – “Peddlers are people who sell things along the street.” Remind students that they will complete Part 2 of this Working with Context Clues recording form for homework. 	<ul style="list-style-type: none"> During Work Time B, you may want to pull a small group of students to support their work with determining the meaning of the words using the context. Some students will need more guided practice before they are ready for independent work. Students who did not finish answering the text-dependent questions are likely ELLs or struggling readers or writers. Consider finding another time to work with these students and assist them.



Work Time (continued)	Meeting Students' Needs
<p>C. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Reorient students to the learning target:<ul style="list-style-type: none">* “I can answer questions about Chapter 5 of <i>Dragon of the Red Dawn</i> using details from the text.”• At this point in the year, students should be quite familiar with targets related to asking and answering questions based on evidence from the text. Distribute Questions from the Text: <i>Dragon of the Red Dawn</i> Chapter 5. Tell students they will be rereading portions of the text. Suggest that they read the questions over first and then look back through the chapter to see if they can locate the places within the chapter where there is evidence. When they find evidence, they can mark the place with a sticky note and write the question number on the sticky note.• Practice these steps with students using the following text-dependent question: “How do the samurai feel about Basho?” Read the question aloud.<ul style="list-style-type: none">– Direct students to read page 48. Ask for a student to state the answer: “The samurai respect Basho.”– Direct students to show whether they agree or disagree by using thumbs-up or thumbs-down.– Encourage students to find evidence on page 48 that supports the statement that the samurai respect Basho and write the evidence on a sticky note. Examples of evidence include: “The samurai bow to Basho as soon as they see him.” or “They greet him politely and call him by a respectful title, ‘Good afternoon, Master.’”• Give students time to write their answers to the questions from the text independently. Circulate and support students in finding evidence and, if necessary, with writing their answers using a full sentence. If needed, remind students how to write answers using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.)• After 10 minutes, stop students in their work. They will have to finish their answers for homework or at another point in the school day.	<ul style="list-style-type: none">• During Work Time C, you may want to pull a small group of students to support their work with answering text-dependent questions. Some students will need more guided practice before they are ready for independent work.



Closing and Assessment	Meeting Students' Needs
<p>A. Revisiting Guiding Questions and Launching the Performance Task (5 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Guiding Questions anchor chart. Remind them that in Lesson 1 they were introduced to three guiding questions: <ul style="list-style-type: none"> – What defines culture? – How do authors conduct research and build knowledge to inform their writing? – How can authors share knowledge on a topic gained through research? • Explain that when you guide someone or something, you help them reach a destination. These guiding questions are meant to lead students on a journey to a destination. • Explain to students that for Mary Pope Osborne to write a story like <i>Dragon of the Red Dawn</i>, she had to conduct research. That's the only way to guarantee that the information she presents as part of the story is accurate and true. Remind students that this chapter book is <i>historical fiction</i>. It has fictional characters and plots in a real-life setting from the past. Say something like: "Don't you think Mary Pope Osborne wanted us to feel like we were there in ancient Japan with Jack and Annie? Well, to do that she had to include accurate details about what life was like in that time period long ago. She had to research before she could write." • Focus students on the third guiding question: "How can authors share knowledge on a topic gained through research?" • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "How does Mary Pope Osborne do this in <i>Dragon of the Red Dawn</i>?" • Push students' thinking. Listen for responses like: <ul style="list-style-type: none"> – "She makes sure Jack and Annie have a 'research book' (really a reference book) on the country and time period." – "She builds the story around the 'facts and details' from her research." • Remind students about the Accessing Books around the World bookmarks they created in Module 1. Tell them that just as they did in Module 1, they will be working hard throughout the next several weeks and will conclude their work with the creation of a special product. • Share with students that author Mary Pope Osborne always sends Jack and Annie back in time to places and countries that existed long ago, which means that these stories are always set in the past. To write these stories, Mary Pope Osborne has to conduct research about the places Jack and Annie visit. 	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Performance Task Prompt.• Frame this task for students. Say something like: “<i>Magic Tree House</i> books are really powerful historical fiction. But some readers like to read fiction about modern times, about places and things that are happening today. Later in this module, you will work in small groups to research a country and its culture. You will read informational texts, take notes, and have discussions with your research group. After you conduct your research and learn about the country’s culture through customs and traditions, you will write a letter to Mary Pope Osborne! The purpose of your letter will be to get Mary Pope Osborne to consider sending Jack and Annie to a country in the present day. Your letter will need to be full of facts and details and will need to give information specifically about a custom or tradition that Mary could use in her story.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish Working with Context Clues: <i>Dragon of the Red Dawn</i> Chapter 5, Part 2.• Complete Questions from the Text: <i>Dragon of the Red Dawn</i> Chapter 5 if you did not do so during class.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 6

Supporting Materials



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Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 5

Name: _____

Date: _____

Text Title and Chapters: _____

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text



Capturing Key Details Recording Form:

Dragon of the Red Dawn Chapter 5

(Answers, for Teacher Reference)

Text Title and Chapters: *Dragon of the Red Dawn*, Chapter 5

Part 1: What are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
In the streets of Edo, and a clearing along the banks of a river	Jack, Annie, Basho, samurai	More samurai confront Jack and Annie and again Basho saves them by saying they're his students. Jack is asked to recite poetry for the samurai. Later, they walk through the market and across a bridge to a clearing to Basho's home.

Part 2: Focusing on Culture

What evidence did you find of **customs or traditions** in ancient Japan?

What evidence did you find of a custom or tradition in ancient Japan?	Page in text
bowing when you greet someone	p. 48
reciting poetry	p. 49
watching a sumo wrestling match	p. 52
people selling items by carrying them on long poles and shouting what they have	p. 52–53



Questions from the Text:

Dragon of the Red Dawn Chapter 5

Name:

Date:

1. How does Jack feel about having to recite poetry for the samurai? Use details from the text to support your answer.

2. As Jack, Annie, and Basho traveled to Basho's home, what were some of the sights they saw?

Use details from the text to support your answer.



“No thank you,” said Jack. He loved books, but he kept going. He was afraid the samurai might show up again at any moment.

A boy carried birdcages and shouted, “Birds! Birds!”

Suddenly Jack felt a hand on his shoulder. He nearly had a heart attack! But it was just Basho.

Why did Jack react this way when Basho touched his shoulder? Use details from the text to support your answer.

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Dragon of the Red Dawn Chapter 5
(Answers, for Teacher Reference)

1. How does Jack feel about having to recite poetry for the samurai? Use details from the text to support your answer.

Jack feels nervous and anxious at the thought of reciting poetry for the samurai. In the text it says, “What talent? Jack wondered frantically.” If Jack was frantic, it means he was upset and worried. In the text it also said that Jack spoke in a squeaky voice, which is evidence that he was nervous or anxious.

2. As Jack, Annie, and Basho traveled to Basho’s home, what were some of the sights they saw?

Use details from the text to support your answer.

As Jack, Annie, and Basho traveled to Basho’s home, they saw many sights like peddlers selling things like shoes, pastries, and books at the market. They also saw a bridge over a canal, a temple, bamboo houses, and a river.

3. Reread this excerpt from the story:

“No thank you,” said Jack. He loved books, but he kept going. He was afraid the samurai might show up again at any moment.

A boy carried birdcages and shouted, “Birds! Birds!”

Suddenly Jack felt a hand on his shoulder. He nearly had a heart attack! But it was just Basho.

Why did Jack react this way when Basho touched his shoulder? Use details from the text to support your answer.

When Basho touches Jack on his shoulder, Jack thinks it is the samurai who have returned. In the text it says, “He was afraid the samurai might show up again.” There are so many people in the market and Jack is afraid that among them are the samurai who check people for passports. Jack and Annie don’t have passports so if they get caught, they will be in trouble.



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 5

Name: _____

Date: _____

Target: I can use context clues to determine the meaning of words in Chapter 5 of *Dragon of the Red Dawn*.

How to Work with Context Clues:

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

Part 1: Classwork

1. *frantically* (page 49)

What talent? Jack wondered *frantically*.

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

What does this word mean?



Working with Context Clues Recording Form:
Dragon of the Red Dawn Chapter 5

2. *peddlers* (page 52)

<u><i>Peddlers</i></u> carried long poles over their shoulders with baskets swinging on the ends.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?



Working with Context Clues Recording Form:
Dragon of the Red Dawn Chapter 5

Part 2: Homework

***wares* (page 53)**

They shouted about their <u>wares</u> : “Shoes and socks!” “Cakes and pastries!” “Rope and twine!”		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?

***clearing* (page 54)**

Through the deepening shadows of twilight, Basho led them to a <u>clearing</u> not far from the river.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?

Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 5
Answers, for Teacher Reference

Target: I can use context clues to determine the meaning of words in Chapter 5 of *Dragon of the Red Dawn*.

How to Work with Context Clues:

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

Part 1: Classwork

1. *frantically* (page 49)

What talent? Jack wondered <i>frantically</i> .		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
Jack is nervous around the samurai. When the samurai ask him to hare his talent, you can tell Jack is panicked because the font changes to show me what Jack is thinking. The word has an 'ly' ending so it is an adverb.	Frantic means kind of crazy or out of control. I think it might mean panicked.	It means in an out of controlled way.



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 5

Answers, for Teacher Reference

2. peddlers (page 52)

<u>Peddlers</u> carried long poles over their shoulders with baskets swinging on the ends.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
Peddlers are people because it says in the text that they're carrying long poles that have baskets on them. Jack and Annie are walking in an area where people are selling things.	sellers, merchants	Someone who sells something



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 5

Answers, for Teacher Reference

Part 2: Homework

***wares* (page 53)**

They shouted about their <u>wares</u> : “Shoes and socks!” “Cakes and pastries!” “Rope and twine!”		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
On page 53, it says the peddlers shout about their ‘wares.’ “Shoes and socks!” “Cakes and pastries!” “Rope and twine!”	objects, items, things	things to be sold

***clearing* (page 54)**

Through the deepening shadows of twilight, Basho led them to a <u>clearing</u> not far from the river.		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
Jack and Annie are going to Basho’s home and Basho is leading the way through the woods and along the river. The text says they come to the clearing and it says in the center is a pond and a hut.	I think clearing means like an open spot because when you clear something off, you move things out of the way. Basho would need a place to put his home.	An open area of land with no trees



Performance Task Prompt

Author Mary Pope Osborne has announced she will write a new Magic Tree House book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they've already visited. Before she begins writing, Ms. Osborne wants to research this country's customs and traditions. She wants to know what customs and traditions from the past still exist today, and how they can influence her story's plot.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the Magic Tree House series to inform her about customs and traditions that existed in the past and are still used today. This will help her know what she should include in her story and why. Include information about at least one custom and one tradition that you researched in your Magic Tree House book that was also included in your Exploring Countries text. Use accurate facts, definitions, and details from your research to explain how these aspects of culture are important to the country. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 7

Mid-Unit Assessment: Reading to Capture Key
Details: *Dragon of the Red Dawn* (pages 55–61)



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

- I can answer questions using specific details from literary text (RL.3.1)
- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).
- I can identify and record key details from pages 55–61 that connect with the culture of ancient Japan.
- I can use context clues to determine the meaning of words from pages 55–61 of *Dragon of the Red Dawn*.
- I can answer questions about pages 55–61 of *Dragon of the Red Dawn* using details from the text.

Ongoing Assessment

- Context Clues: *Dragon of the Red Dawn* Chapter 5, Part 2 (from homework)
- Questions from the Text: *Dragon of the Red Dawn* Chapter 5 (from homework)
- Mid-Unit 1 Assessment
- Tracking My Progress: Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Learning about Culture through Literary Text (10 minutes)B. Preparing for the Mid-Unit 1 Assessment (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment (30 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Read-aloud: Chapter 6 (3 minutes)B. Anchor Chart: How Do Authors of Literary Text Reveal Information about a Topic? (7 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home what you learned about culture from <i>Dragon of the Red Dawn</i> Chapter 6.	<ul style="list-style-type: none">• In this lesson, students independently apply the reading skills they have been building in Lessons 2–6.• Note: In Lessons 5 and 6, you were encouraged to keep solid student samples of the Capturing Key Details recording forms to use in this lesson. If necessary, cover the students' names.• Students may finish the reading of pages 55–61 of <i>Dragon of the Red Dawn</i> at different paces. Be sure to have an activity prepared for students who finish early.• After this lesson, students move on to using informational text to learn about the culture of Japan. They will finish reading <i>Dragon of the Red Dawn</i> as part of a structured homework routine. For the remainder of the unit, students will read, complete a recording form, and share what they learned in the beginning of the following lesson. Students will revisit <i>Dragon of the Red Dawn</i> near the end of the unit to make connections of literary text to informational text.• Students formally self-assess where they are with the key learning targets up to this point in the unit. After the mid-unit assessment, they complete the Tracking My Progress: Mid-Unit 1 recording form. Remind students that they have been doing this sort of self-assessment orally during lesson debriefs; in this lesson, they will do it in writing.• Review students' assessments to gauge their comprehension, and also their ability to recognize customs and traditions. Analyzing the mid-unit assessment and the Tracking My Progress: Mid-Unit 1 recording form will help you identify students needing more support. Determine if the challenge lies with the student's ability to recognize the information as pertinent or whether it is an issue with note-taking. Prepare to give these students extra support and additional opportunities to do this kind of work using other similar materials.• Use the short response rubric to score students' short answer responses on the assessment.



Lesson Vocabulary	Materials
literary	<ul style="list-style-type: none">• Document camera• Capturing Key Details anchor chart (from Lesson 4)• Sample student work: Capturing Key Details recording forms for Chapters 3–5 (collected in Lessons 5 and 6)• <i>Dragon of the Red Dawn</i> (book; one per student)• Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61) (one per student)• Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61) (answers, for teacher reference)• Tracking My Progress: Mid-Unit 1 recording form (one per student)• Guiding Questions anchor chart (from Lesson 1)• How Mary Pope Osborne Teaches Us about Culture anchor chart (new; teacher-created; see Closing and Assessment B)• 2-point Rubric: Writing from Sources/Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Learning about Culture through Literary Text (10 minutes)</p> <p><i>Note: In Lessons 5 and 6, you were encouraged to keep solid student samples of the Capturing Key Details recording forms to use in this lesson. If necessary, cover the students' names.</i></p> <ul style="list-style-type: none">• Using a document camera, display the Capturing Key Details anchor chart (from Lesson 4), and sample student work: Capturing Key Details recording forms for Chapters 3–5 (collected in Lessons 5 and 6).• Remind students that they have used these recording forms a few times now. Ask students to Think-Pair-Share:<ul style="list-style-type: none">– “What does the information on these recording forms tell you?”• Listen for students to comment that if they had not read the chapters, they would know something about the chapter based on the recording form. Guide students toward this as needed.• Remind students that we are discovering some pieces of the culture of ancient Japan by looking for evidence of customs and traditions.	
<p>B. Preparing for the Mid-Unit 1 Assessment (5 minutes)</p> <ul style="list-style-type: none">• Direct students to take a few silent moments to carefully reflect on all the work they've done in the last three lessons as they've read chapters of <i>Dragon of the Red Dawn</i>. Tell them that at this point it's time to check on how they're doing with the things we've been working on in Unit 1. Explain that in doing this work, they will also learn more about the culture of ancient Japan. Use the analogy of a jigsaw puzzle: the things written on their recording forms are like the pieces of the puzzle. As more and more pieces are added to the puzzle, the picture becomes clearer and more complete. As they read more, their picture of ancient Japan's culture will become clearer and more complete.• Tell students they will now read part of Chapter 6 on their own as their Mid-Unit 1 Assessment. Tell students that there are no surprises on this assessment; it's just what they have been practicing for the past few days in class.• Examine the learning targets with students. Address any clarifying questions.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (30 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>Dragon of the Red Dawn</i>. Tell students that for the Mid-Unit 1 Assessment, they will only read part of a chapter: from the beginning (page 55) up to and including page 61. Remind students that they can read that portion of the text multiple times.• Distribute the Mid-Unit 1 Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55–61). Review the directions with students. Answer any clarifying questions.• Give students 30 minutes to complete the assessment. Circulate to observe.• Collect students' assessments.	<ul style="list-style-type: none">• Consider various accommodations for students who qualify.• For students who struggle with decoding, fluency, or comprehension of the text, consider reading the text and questions aloud.• For students who struggle with responding in writing, consider using assistive technology.• Students may also be accommodated with additional time to complete the assessment.• Students who struggle to recognize evidence of culture within the pages used for the mid-unit assessment will need extra support and additional opportunities to do this kind of work using other similar materials.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress: Mid-Unit 1 recording form. Explain that this is a chance for students to think about how well they are doing meeting the main targets they have been working on.• Briefly examine the Tracking My Progress: Mid-Unit 1 recording form with students to provide clarification as necessary. Invite students to independently complete their Tracking My Progress: Mid-Unit 1 recording form.	



Closing and Assessment	Meeting Students' Needs
<p>A. Read-aloud: Chapter 6 (3 minutes)</p> <ul style="list-style-type: none">• Gather students whole group in a circle. Give them specific positive feedback for their focus during the Mid-Unit 1 Assessment.• Have students follow along in their books while you read aloud the remainder of Chapter 6 (since students only read pages 55–61 during Work Time).	
<p>B. Anchor Chart: How Do Authors of Literary Text Reveal Information about a Topic? (7 minutes)</p> <ul style="list-style-type: none">• Refer back to the Guiding Questions anchor chart. Either post the guiding questions or read them aloud to students.• Ask students to Think-Pair-Share: “What have you learned from your work so far?” Students may approach this question differently. They may talk about what it’s like to read a chapter book or they may talk about things they’ve learned about ancient Japan. They may talk about what they do to figure out the meaning of unknown words or to answer text-dependent questions.• Remind students that <i>Dragon of the Red Dawn</i> is a literary text. Clarify the meaning of the word <i>literary</i> if needed. Using a simple Thumb-O-Meter (thumbs-up means yes, thumbs-down means no and thumbs-sideways means unsure), ask students whether <i>Dragon of the Red Dawn</i> contains any information about the culture of ancient Japan. Students should respond that yes, the book does contain information about ancient Japan and what life was like for people in Japan long ago. Connect this to the key concepts related to culture.• Ask students to Think-Pair-Share: “How did the author, Mary Pope Osborne, teach us about the culture of ancient Japan?” One answer is through Jack’s research book, but Mary Pope Osborne also weaves information about Japan’s culture into the characters, setting, and plot of the story. During this discussion, it will be important for you to clarify, extend, and guide students toward some of these understandings. Chart this thinking on a new How Mary Pope Osborne Teaches Us about Culture anchor chart. Keep this chart to refer back to in future lessons.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home what you learned about culture from <i>Dragon of the Red Dawn</i> Chapter 6.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 7

Supporting Materials



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Mid-Unit 1 Assessment:
Reading to Capture Key Details:
Dragon of the Red Dawn (pages 55–61)

Name: _____

Date: _____

Directions:

1. Read pages 55–61 from Chapter 6: “The Banana Tree” in *Dragon of the Red Dawn*.
2. Reread the same pages, thinking about the gist and the facts and details related to cultural heritage.
3. Take notes on the Where/Who/What recording form below, just as we have been doing together in class.
4. Answer the specific Questions from the Text in Part 2.

Part 1: What are the important parts of the chapter?

Where does this part of the chapter take place?	Who are the important characters in this section of the text?	What are the most important events in this section of the text?

• **Learning Target:** I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).



Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

Part 2: Questions from the Text

1. Describe the inside and outside of Basho’s home. Use details from the story to support your answer.

2. What does Jack find puzzling about Basho’s house? Use at least two details from the story to support your answer.

3. On page 55, Basho says that his “humble castle is grander than all the castles of the samurai.”

What does he mean by this? Use specific details from other parts of the chapter to support your response.



Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

4. Which of the following sentences from the chapter gives you information about the culture of ancient Japan?
- a) Jack and Annie stared at the large plant with the long, droopy leaves.
 - b) He pulled three tiny bowls and a small cloth bag from the bamboo chest.
 - c) “I like this house, though,” said Annie, “It’s cozy.”
5. A: What does the word *scrawny* mean as it is used on page 56?
- a) large
 - b) thin
 - c) bright
 - d) strong
- B: Which of these phrases from the text best helps you understand the meaning of *scrawny* as it is used in this scene?
- a) “It’s nice here”
 - b) “slipped off his sandals”
 - c) “droopy banana tree”
 - d) “beauty of the Imperial Garden”
6. When Annie sees Basho’s house, she says, “I guess this is a three mat house.” What does she mean by this?
- a) There are three mats on the floor.
 - b) It’s a very small house.
 - c) The house is decorated with mats.
 - d) The house looks like it belongs to a famous person.



Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

Directions:

1. Read pages 55–61 from Chapter 6: “The Banana Tree” in *Dragon of the Red Dawn*.
2. Reread the same pages, thinking about the gist and the facts and details related to cultural heritage.
3. Take notes on the Where/Who/What recording form below, just as we have been doing together in class.
4. Answer the specific Questions from the Text in Part 2.

Part 1: What are the important parts of the chapter?

Where does this part of the chapter take place?	Who are the important characters in this section of the text?	What are the most important events in this section of the text?
Basho’s house, both inside and outside	Basho, Annie, Jack	Annie and Jack realize Basho does not live in a castle. He lives in small, rundown house. Basho takes them inside and makes green tea. Jack looks up Basho in his book and they realize Basho is one of Japan’s greatest poets. They ask Basho about his poems and how he teaches the samurai.
• Learning Target: I can determine the key details of pages 55–61 by identifying the important parts of the chapter (who/where/what).		

Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

Part 2: Questions from the Text

1. Describe the inside and outside of Basho's home. Use details from the story to support your answer.

The outside of Basho's home was shabby with a droopy banana tree in the yard. Inside Basho's home there is only a low wooden table and a bamboo chest. The floor is made of dirt and is covered by three straw mats. There is also a fireplace and a small oil lamp.

2. What does Jack find puzzling about Basho's house? Use at least two details from the story to support your answer.

Jack is surprised that such an important person has such a shabby house. When he first sees it, he says, "This is your castle?" He also says that he thought a famous teacher of the samurai would have a 50 mat house.

3. On page 55, Basho says that his "humble castle is grander than all the castles of the samurai." What does he mean by this? Use specific details from other parts of the chapter to support your response.

Basho means that he doesn't have to live in a castle to be happy. He says a poet doesn't need a castle, just nature, and his house has a garden and a banana tree and the sound of the river outside. He has the wind, clouds, flowers, and birds to help him write his poetry.

4. Which of the following sentences from the chapter gives you information about the culture of ancient Japan?

- a) Jack and Annie stared at the large plant with the long, droopy leaves.
- b) He pulled three tiny bowls and a small cloth bag from the bamboo chest.**
- c) "I like this house, though," said Annie, "It's cozy."

Mid-Unit 1 Assessment:

Reading to Capture Key Details:

Dragon of the Red Dawn (pages 55–61)

(Answers, for Teacher Reference)

5. A: What does the word *scrawny* mean as it is used on page 56?

- a) large
- b) thin**
- c) bright
- d) strong

B: Which of these phrases from the text best helps you understand the meaning of *scrawny* as it is used in this scene?

- a) “It’s nice here”
- b) “slipped off his sandals”
- c) “droopy banana tree”**
- d) “beauty of the Imperial Garden”

6. When Annie sees Basho’s house, she says, “I guess this is a three mat house.” What does she mean by this?

- a) There are three mats on the floor.
- b) It’s a very small house.**
- c) The house is decorated with mats.
- d) The house looks like it belongs to a famous person.



Tracking My Progress:
Mid-Unit 1

Name: _____

Date: _____

Learning Target 1: I can answer questions using specific details from literary text. (RL.3.1)

1. Target 1 in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress:
Mid-Unit 1

Learning Target 2: I can retell a chapter in a story using key details from the text. (RL.3.2)

1. Target 2 in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress:
Mid-Unit 1

Learning Target 3: I can determine the meaning of words using clues from the story. (RL.3.4)

1. Target 3 in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



2-point Rubric: Writing from Sources/Short Response

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 8

Close Reading Guide: Using Informational Text Features and Learning about Japan's Culture



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

I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)

I can use information from the words to understand informational text. (RI.3.7)

I can use information from the illustrations (maps, photographs) to understand informational texts (RI.3.7)

I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can use text features to efficiently find information in the text *Exploring Countries: Japan*.
- I can use text features to learn new information about Japan.
- I can accurately record information I find about Japan.

Ongoing Assessment

- Text Feature Scavenger Hunt recording form
- Word Tracker recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Establishing a Homework Routine: Completing <i>Dragon of the Red Dawn</i> (10 minutes) B. Engaging the Reader: Book Walk of <i>Exploring Countries: Japan</i> (5 minutes) C. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading Guide: Using Informational Text Features (20 minutes) B. Text Feature Scavenger Hunt (14 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Concentric Circles: Sharing from Our Scavenger Hunt (5 minutes) B. Target Check (1 minute) 4. Homework <ol style="list-style-type: none"> A. Read <i>Dragon of the Red Dawn</i> Chapter 7 and complete the Independent Reading recording form. 	<ul style="list-style-type: none"> • This lesson begins by introducing a routine for independently reading the remaining chapters in <i>Dragon of the Red Dawn</i>. Students will read a chapter each night and complete the Independent Reading recording form. The next day's lesson will begin by briefly sharing and discussing what was read the night before. Feel free to move this work to an independent reading time if one is available. • In the second half of Unit 1, students dive into informational text to find information directly related to Japan's culture. The majority of time in the second half of the unit will be spent working with <i>Exploring Countries: Japan</i>. • This shared research in Unit 1 lays the foundation for students' more independent work in Unit 2, when they will work in small groups to learn more about a new country and its culture, through the use of both literary and informational texts. Students will be using a new <i>Magic Tree House</i> book and various informational texts connected with their focus country. • This lesson opens with a Book Walk, similar to that used in Lesson 4 when launching the <i>Magic Tree House</i> book. A Book Walk is always intended to build interest and excitement, but it should also have a specific intent. The comments you make and questions you pose can "set the stage" for the lesson. During the Book Walk, encourage students to take note of and compare the structure of this text to the literary text <i>Dragon the Red Dawn</i>. • The informational text used in this lesson has a glossary; encourage students to use it to help clarify some of the focus words. Throughout the year, continue to reinforce the idea of using the features of informational texts to learn and navigate information. • Consider creating an Interactive Word Wall so students can refer to these words throughout the unit. • Equity sticks are an easy way to randomly call on students to answer questions or share thinking. • In advance: <ul style="list-style-type: none"> – Post the Structural Features of Chapter Books (Magic Tree House) anchor chart (from Lesson 4). – Prepare an anchor chart that is an enlarged versions of the student handout Text Feature Scavenger Hunt recording form. • Review: Concentric Circles protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
text features, efficiently, research, caption, glossary, definition, index, table of contents	<ul style="list-style-type: none">• Document camera• Independent Reading recording form: Chapter 7 (one per student)• <i>Dragon of the Red Dawn</i> (book; one per student)• <i>Exploring Countries: Japan</i> (book; one per student)• Structural Features of a Chapter Book (Magic Tree House) anchor chart (from Lesson 4)• Structural Features of Informational Text anchor chart (new; co-created with students during Opening B)• Mary Pope Osborne quote (from Lesson 4)• Text Feature Scavenger Hunt anchor chart (new; teacher-created; see Teaching Notes)• Text Features Scavenger Hunt recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Establishing a Homework Routine: Completing <i>Dragon of the Red Dawn</i> (10 minutes)</p> <ul style="list-style-type: none">• Explain that students are going to finish reading <i>Dragon of the Red Dawn</i> independently. They will use their close reading skills to read one chapter each night for homework and record key details from the text on a recording form. Using a document camera, show students the Independent Reading recording form: Chapter 7. Explain that each night, students will complete one sheet for homework. The next day, these sheets will be discussed in class and collected by the teacher.• Review the directions at the top of the sheet. The chart should look familiar; if needed, briefly review what kind of information belongs in each of the columns. Read the directions for the word puzzle. Explain that the word puzzle at the bottom of the sheet provides a clue to a key word or phrase in the chapter. Students should read the clue, look on the page indicated, and try to find a word or phrase with the right number of letters that matches the clue.• Demonstrate by inviting students to open their <i>Dragon of the Red Dawn</i> books to page 55. Tell students that you will read a clue aloud and then they will try to find the word or phrase that solves the clue. Draw five short lines on the board.• Read the clue: "the Japanese word that means 'banana tree.'" Invite students to scan the text for the answer. When they think they have it, students should put a thumb at their heart to show that they are ready.• Have students quickly talk with a neighbor about the answer. Cold call a student to share. The answer is "Basho." Model writing the answer on the lines you drew on the board.• Ask for students to show a Fist to Five to indicate how well they understand the homework task. Clarify as needed.	<ul style="list-style-type: none">• Consider adding nonlinguistic symbols to the learning targets to help students understand them.• Drawing parallels and using analogies for students or providing them with real-life examples is an effective way to bring unfamiliar vocabulary in the targets into focus.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Book Walk of <i>Exploring Countries: Japan</i> (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and display the cover of <i>Exploring Countries: Japan</i>. Tell students that they will read this book throughout the remainder of the unit to learn about modern day Japan and its culture. • Tell students that they will spend the next few minutes taking a Book Walk to get an idea of some of the information they might find within <i>Exploring Countries: Japan</i>. They might choose to look at the pictures or read some of the words. • Remind students that they did something similar when they started reading <i>Dragon of the Red Dawn</i>. Briefly point to the Structural Features of a Chapter Book (Magic Tree House) anchor chart (from Lesson 4). • Distribute one copy of <i>Exploring: Countries Japan</i> to each student. Invite students to take 3 minutes to flip through the pages to see what they notice. Remind them that, just like their Book Walk with <i>Dragon of the Red Dawn</i>, they should try to take note of the book's structure. Refer back to the Structural Features of a Chapter Book anchor chart. • Then invite students to Think-Pair-Share one interesting idea they read or photograph they saw in the text. • Cold call a few students to share their responses with the class. Chart these responses on a new Structural Features of an Informational Text anchor chart. Ask probing questions, encouraging students to notice the book's structure. • Provide clarification (as needed) of the purpose or role of these different structural components. 	
<p>C. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to today's learning targets. Ask: <ul style="list-style-type: none"> * "Based on the learning targets, what will we be working on today?" • Highlight <i>text features</i> in the first target. Ask students to think about what this phrase means and then talk with a partner. • Cold call a few students to share text features they see. Confirm accurate responses and correct any misconceptions. Explain to students that text features are "the parts of a book that stand out from the rest of the text." • Now underline the word <i>efficiently</i> in the first target. Ask students if they know the meaning of this word. Make sure they understand that it means to be "quick but accurate." (Perhaps give some examples students can relate to from their own experiences as children.) • Help students understand that they will use resources and text features to find information in their new text. 	<ul style="list-style-type: none"> • Unpacking learning targets is a crucial early step in every lesson. Targets help the students see where they're going and what they will be doing and learning. It's important that you help your students understand that in this part of the lesson, they must work hard to understand the learning targets. Make sure they feel comfortable enough to speak up and ask for clarification.



Work Time	Meeting Students' Needs
<p>A. Close Reading Guide: Using Informational Text Features (20 minutes)</p> <ul style="list-style-type: none">Encourage students to think about the word <i>research</i>. Ask:<ul style="list-style-type: none">* “What does it mean to do research?”Cold call a few students to share their thinking. Then share the Mary Pope Osborne quote (from Lesson 4): “Whenever I start work on a new <i>Magic Tree House</i> book, I begin the great adventure of research. I visit libraries, the Internet, bookstores, and museums. I talk to people who are knowledgeable about my subject, and if I’m able, I visit the place where the story occurs.”Remind students that good researchers are also good readers. Discuss with students how reading informational text is very different from reading literary text. As readers of informational text, they need to learn how to navigate the text and learn how to use the text features. Say: “One way we are going to become stronger readers is by learning to read the text features in informational books.” Tell them that they probably already know something about this from previous years in school and from their work during Module 1.Show students the glossary and index at the back of the book and briefly explain the function of each. Say to students: “We learned in Module 1 that the glossary is like a mini-dictionary that helps the reader learn the definition, or meaning, of important words in the text. The index is an alphabetical list of important information in a text with page numbers.” Zoom in on the index and ask students to Think-Pair-Share and name a topic and the page number they see in the index. Provide guidance as necessary, with examples such as: “If I wanted to learn about holidays, I would turn to pages 24–25. Using the index helps me find the information efficiently because I don’t have to turn to every page in the book to find what I’m looking for.” Invite student questions about the glossary and index, and clarify misunderstandings as necessary.	<ul style="list-style-type: none">Consider adding a small image of the page where each text feature is located (with an arrow pointing to the feature) to the Scavenger Hunt anchor chart and/or recording form to remind students what each text feature looks like.For students needing additional support producing language, consider offering a sentence frame or starter or a cloze sentence to assist with language production and provide structure.ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that the <i>table of contents</i> is a very important text feature found at the front of some texts. Project the table of contents on page 3. Say to the class: "The table of contents helps the reader identify key topics in the book in the order they are presented." Help students understand that the sections listed in the table of contents are titled and that they need to think about what topics are likely to be in each section based on those titles. Ask students to name one topic they might be able to find in this text based on the sections listed in the table of contents. Support as needed with a statement such as: "If I wanted to find out the animals that live in Japan, I could go to page 10, because that section is titled 'Wildlife.'"• Post or project the Text Feature Scavenger Hunt anchor chart (this should look just like students' recording form). Cold call a few students to share whole group what they notice on the anchor chart. Listen for responses such as: "captions," "photographs," or "bold words," etc. As they name features that appear on the anchor chart, point to them on the anchor chart and then read the descriptions of those features aloud. This will help students realize that the text features are defined on the recording form.• Briefly orient students to the format of the anchor chart (and therefore the format of their recording form). Point out that the text features are listed on the left, and that a brief description of each text feature appears in the box as well.• Project page 13. Point to the "Fun Fact" caption. Ask students about the information they could learn from this text feature. Provide a sentence frame such as: "When I see the _____, I learn_____." Guide students with an example as needed, such as: "When I look more carefully at this photograph, I realize that the Ainu are dressed in ceremonial costumes. This might be related to some sort of tradition or celebration."• Ask students to close their books for a few moments. Project page 17 but cover up the caption. Direct students' attention to the photograph. Ask: "What do you see in this photograph?" Students will likely offer basic information such as "The photograph shows a girl or student in a classroom," "She's wearing a uniform," and "She's writing." Now uncover the caption. Before talking about the content of the caption, ask: "What are the words called that are shown below the photograph?" Cold call a student for the response.• Now read the caption aloud and ask students to listen for important information.• Tell students to look at the photograph again, but this time think about what the caption says. Ask: "Does the photograph mean more to you now that you've read the caption?"• Follow up by asking why that is true. Ask: "What did you learn from this caption?"• Track students' ideas on the Text Feature Scavenger Hunt anchor chart in the box to the right of the Caption heading.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Direct students to partner with another student to find another text feature in the book and examine it carefully to learn something new. After a few minutes, ask a partnership to share the feature they found and what they learned from it. If the text feature is one listed on the anchor chart, track ideas on the anchor chart to the right of the heading for that text feature. Close out this part of the lesson by telling students that there are many things to be learned by reading and understanding the text features in an informational book. It may be necessary to remind students of the definition of text feature: the parts of a book that stand out from the rest of the text.• Review the three steps to the Text Feature Scavenger Hunt:<ol style="list-style-type: none">1. Find the text feature.2. Use the text feature to read closely and learn something new.3. Track the new information you learned on the recording form. <p>Inform students that they will now be doing this same task on their own on their Text Feature Scavenger Hunt recording form.</p>	<ul style="list-style-type: none">• Consider writing and breaking down the directions for the Text Feature Scavenger Hunt into numbered elements. ELLs can return to these guidelines to make sure they are on track.• Pre-mark a few text features with sticky notes in the text for students who might struggle with this task.• ELLs and other students can record new vocabulary in places such as their personal dictionaries or vocabulary logs to reference throughout the module.• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.
<p>B. Text Feature Scavenger Hunt (14 minutes)</p> <ul style="list-style-type: none">• Distribute the Text Feature Scavenger Hunt recording form. Tell students that they will now use their <i>Exploring Countries: Japan</i> texts to find and learn information efficiently using text features. Students should work with a partner.• Give students 14 minutes to work together to complete the Text Feature Scavenger Hunt recording form. Clarify that students should work together but they will each record their work on their own recording forms. Make sure students know that they record new information they learn from reading the text feature closely. Circulate and provide support and clarification as needed.• After 14 minutes, stop students. Tell them it is fine if they did not finish, because the main purpose was to introduce them to this text and its features.	



Closing and Assessment	Meeting Students' Needs
<p>A. Concentric Circles: Sharing from Our Scavenger Hunt (5 minutes)</p> <ul style="list-style-type: none">• Call students together in an open area of the classroom. Ask them to bring their Text Feature Scavenger Hunt recording form with them.• Use the Concentric Circles protocol to allow students to share the new information they learned from the text features in <i>Exploring Countries: Japan</i>. Gauge time carefully before stopping students and having them move two or three places to the left and repeating the process. Students will need to have enough time to allow each partner to share something different from their recording forms.• Remind students of the new independent reading routine they will begin for homework tonight.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.• Provide the necessary support for ELLs to share orally, including as part of a triad if that is helpful.
<p>B. Target Check (1 minute)</p> <ul style="list-style-type: none">• Refer to the learning targets for the day. Reread them to the class. Ask students to quickly show a thumbs-up, thumbs-sideways, or thumbs-down for each target in regards to how they felt they did in accomplishing the target. Take note of students who are giving thumbs-sideways or thumbs-down. Students who feel they may be struggling could benefit from additional support later in the day or during the next day's lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 8

Supporting Materials



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Independent Reading Recording Form: Chapter 7

Name: _____

Date: _____

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters on the lines below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The capital city of ancient Japan that nearly burned to the ground (page 73)

* _____



Independent Reading Recording Form: Chapter 7
(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
Basho's house lumberyard river	Basho Jack and Annie men helping on the fire brigade	Jack and Annie wake up to bells ringing. The lumberyard is on fire and people are trying to save it. Basho runs to help and so do Jack and Annie. They try to help but realize they need more help from magic. They run back to Basho's to get the wand and get magic help.

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters on the lines below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The capital city of ancient Japan that nearly burned to the ground (page 73)

 E D O
 *



Text Feature Scavenger Hunt Recording Form

Name: _____

Date: _____

Directions: Use your copy of *Exploring Countries: Japan* to find the named text features. Once you have found each text feature, write down the page number and the **new information you learned from that feature**.

Text Feature That Helps Us Find Information Efficiently	Page #	Information I Learned
Photographs (Picture that shows the reader what something looks like)		
Map (Image showing part of the earth's surface, usually including land and water features)		
Caption (Words that describe a picture or photograph so the reader can better understand it)		
Bold Words (Words in heavy type that help the reader spot the most important words)		



Text Feature Scavenger Hunt Recording Form

Text Feature That Helps Us Find Information Efficiently	Page #	Information I Learned
Index (Alphabetical list of important topics in the text with page numbers, found at the end of the text)		
Glossary (Mini-dictionary that helps the reader define important words in the text)		
Table of Contents (List of key topics in the order they appear to help the reader find information more easily)		
Other		



Text Feature Scavenger Hunt Recording Form
(Answers, for Teacher Reference)

Directions: Use your copy of *Exploring Countries Japan* to find the named text features. Once you have found each text feature, write down the page number and the **new information you learned from that feature**.

Text Feature that Helps Us Find Information Efficiently	Page #	Information I Learned
Photographs (Picture that shows the reader what something looks like)	21 23 11	People play baseball in Japan. The Japanese eat miso soup and sushi. Animals include the Iriomote wildcat, the crane, and the Japanese macaque.
Map (Image showing part of the earth's surface, usually including land and water features)	4–5	Japan's neighbors are China, Russia, South Korea, and North Korea. Japan has four main islands. Tokyo is the capital of Japan. The Pacific Ocean is to the east and the Sea of Japan is to the west.
Caption (Words that describe a picture or photograph so the reader can better understand it)	6 9 15 22	Mt. Fuji is the tallest mountain in Japan. Japan has about 1,500 earthquakes per year. There are fast trains in Japan called bullet trains. "Gohan" is the Japanese word for cooked rice.
Bold Words (Words in heavy type that help the reader spot the most important words)	12 13 19	Ancestors Ainu Natural resources
Index (Alphabetical list of important topics in the text with page numbers, found at the end of the text)	32	kanji, page 17 anime, page 27 Nagoya, page 14



Text Feature Scavenger Hunt Recording Form
(Answers, for Teacher Reference)

Text Feature that Helps Us Find Information Efficiently	Page #	Information I Learned
Glossary (Mini-dictionary that helps the reader define important words in the text)	30	chopsticks: a pair of short, thin sticks that Japanese people use to eat food tsunami: a powerful wave caused by an underwater earthquake
Table of Contents (List of key topics in the order they appear to help the reader find information more easily)	3	Some of the things you can read about are daily life, holidays, wildlife, the land, and food.
Other	28 29	Hinomaru is the name of Japan's flag. Japan's unit of money is the yen.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 9

Close Reading as a Researcher: Reading with a Question in Mind



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

I can ask questions to deepen my understanding of informational text. (RI.3.1)
I can answer questions using specific details from informational text. (RI.3.1)
I can determine the meaning of unknown words in informational text. (RI.3.4)
I can prepare myself to participate in discussions. (SL.3.1)

Supporting Learning Targets

- I can ask and answer questions about Japan and its culture using the information text *Exploring Countries: Japan*.
- I can answer text-dependent questions using specific details from *Exploring Countries: Japan*.
- I can use the glossary to help me understand important words about culture.
- I can talk effectively with my partner about what important culture words mean.

Ongoing Assessment

- Independent Reading recording form: Chapter 7 (from homework)
- Exploring Culture recording form
- Reading with a Question in Mind recording form
- Word Tracker recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Routine (5 minutes) B. Unpacking Learning Targets and Revisiting Guiding Questions (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Asking and Answering Questions about Informational Text (20 minutes) B. Reading with a Question in Mind: Answering Text-Dependent Questions (15 minutes) C. Using Word Trackers: Learning New Words (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reading with a Question in Mind Anchor Chart and Debrief Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form. 	<ul style="list-style-type: none"> • This lesson reinforces the independent reading routine with literary text and has students digging into an informational text. Based on the needs of your class, this “launch” lesson may run longer than 60 minutes. Consider continuing at another time of the day, or breaking this lesson into two sessions. • Before beginning this lesson, prepare a Mystery Letter anchor chart to use when reviewing homework each day. Add the starred letters from the homework to the chart each day (see sample chart in supporting materials). • Students begin this lesson by reviewing their Lesson 8 homework. Be sure to reinforce this new independent reading routine, which they will use to read the remainder of <i>Dragon of the Red Dawn</i>. • Students will read Chapter 8 for homework. As noted in Lesson 7, feel free to move this homework assignment work to an independent reading time if one is available. • In this lesson, students are shown how to read with a question in mind. This sets a specific purpose for reading. After looking through their <i>Exploring Countries: Japan</i> books and recording facts on the Exploring Countries recording form, students generate questions that could support them in learning more about those facts. Students are practicing this skill to meet standard RI.3.1 (asking questions that will deepen their understanding of the text). • Since students only read select sections of each text, these lessons also provide another opportunity for students to practice using a table of contents or index to navigate through an informational text quickly. • Question 4 on the Reading with a Question in Mind recording form gives you a good opportunity to formatively assess students’ thought processes as they decide which text features help them effectively find answers to text-dependent questions. • Students revisit the word tracker vocabulary routines introduced in Lesson 3. Prepare a new Word Tracker anchor chart that mirrors the student Word Tracker recording form. This will be used for modeling the routines. • In the Closing of this lesson, a new Reading with a Question in Mind anchor chart is co-constructed with students. If you prefer, use the sample anchor chart provided in the supporting materials and share it with students point by point. • Post: Learning targets.



Lesson Vocabulary	Materials
text feature, glossary, index, heading, definition, tradition, chopsticks	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (new; co-created with students throughout remainder of unit; see Teaching Notes)• Document camera• <i>Exploring Countries: Japan</i> (book; one per student)• Guiding Questions anchor chart (from Lesson 1)• Exploring Culture recording form (one per student)• Reading with a Question in Mind recording form (one per student)• Word Tracker recording form (one per student)• Word Tracker anchor chart (new; teacher-created; see Teaching Notes)• Reading with a Question in Mind anchor chart (new; co-created with students during Closing A)• Independent Reading recording form: Chapter 8 (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather whole group to discuss the Lesson 8 homework. Ask students to take out their Independent Reading recording form for Chapter 7. Have students turn and talk to a partner for 2 minutes about something they learned about ancient Japan from last night's reading.• Then cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart.• Ask a volunteer to share the answer to this chapter's word puzzle (Edo). Point out that the letter "E" has a star under it. Show the class the Mystery Letter anchor chart you have posted. Explain that the letters with a star under them are clues that will help the class to answer the question at the top of the chart: What do Jack and Annie learn from their adventures in ancient Japan? You will record these letters on the class chart each day. At the end of the story, the class will unscramble the letters to discover a mystery word that will help them answer this important question. Add the starred letter, "E" to the Mystery Letter anchor chart.• Continue to reinforce this new routine in which students read chapters independently for homework. Give specific positive feedback for ways in which you see students' reading stamina growing.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in L1.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and Revisiting Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">• Remind students that today they will be focusing on the informational text <i>Exploring Countries: Japan</i>. Orient students to the first two learning targets:<ul style="list-style-type: none">* “I can ask and answer questions about Japan and its culture using the informational text <i>Exploring Countries: Japan</i>.”* “I can answer text-dependent questions using specific details from <i>Exploring Countries: Japan</i>.”• Ask students if they have any questions about the targets. At this point in the year, students should be quite familiar with targets related to asking and answering questions based on evidence from the text.• Using a document camera, display the title page of <i>Exploring Countries: Japan</i> for students to see. Have them take note of the author’s name shown on the title page.• Post the Guiding Questions anchor chart. Focus students of these two questions:<ul style="list-style-type: none">– “How do authors conduct research and build knowledge to inform their writing?”– “How can authors share knowledge on a topic gained through research?”• Ask students if they think that Colleen Sexton had to conduct research in order to write the book <i>Exploring Countries: Japan</i>. Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “What do Mary Pope Osborne and Colleen Sexton have in common as authors?”• Draw students out to name some of the commonalities:<ul style="list-style-type: none">– Both authors had an interest in Japan.– Both authors had to decide what information about Japan was important to include in their books.– Both authors had to conduct research.– Both authors had to make decisions on how organize and share the information with readers.	



Work Time	Meeting Students' Needs
<p>A. Asking and Answering Questions about Informational Text (20 minutes)</p> <ul style="list-style-type: none"> • With students seated at their desks, have them take out their <i>Exploring Countries: Japan</i> books. Distribute the Exploring Culture recording form and project a copy. • Explain to students that they will have 5 minutes to look through the book for the purpose of finding facts about Japan and its culture. You may want to suggest that they use the I Notice/I Wonder approach from earlier in this module. Decide if it's necessary to model with an example. • Invite students to examine the Exploring Culture recording form together as a class. After finding information that piques their interest, students will record facts in the left-hand column. • Emphasize that for now, students should leave the second column blank. • Set a time limit of 5 minutes and tell students that it's okay if they don't get all of their facts written down. Have students begin. Circulate and assist as necessary, making sure students are not doing an in-depth reading at this point, but rather, are taking a quick look and recording facts they find on the Exploring Culture recording form. (Note: Students may have more facts than they can record in the time allowed. What's most important is that students engage with the text and begin to read like a researcher. In the next part of the lesson, students will practice reading with a question in mind.) • After 5 minutes, refocus students whole group. Ask them to take 3 minutes to meet with their reading partners to share their facts with each other. • With students back at their desks, explain that they will now generate questions that could support them in learning more about their interesting fact from their <i>Exploring Countries: Japan</i> book. • Reorient students to the Exploring Culture recording form. This time, ask them to take note of the column at the right. Tell students that when they read with a question in mind, it helps to be focused on something specific and this way they can be much more efficient. • Model for students how to generate a question that would allow them to learn more about the fact. Use the examples in the supporting materials as a resource. 	<ul style="list-style-type: none"> • For ELL students, consider providing a partially filled-in Exploring Culture recording form that includes the question sentence stems: "What is ...," "Why is ...," and "How is" This provides students with a model for starting a sentence. • Partner ELLs with a student who speaks the same language to help them discuss complex content. • During this Work Time, you may want to pull a small group of students to support their work with asking and answering questions. Some students will need more guided practice before they are ready for independent work • Providing models of expected work supports all students but especially supports challenged learners. • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students to pick one of their facts to start with. They will go into the text and try to find where the fact is located in the book. Encourage students to use the table of contents and the index, as well as headings and photographs. After locating the fact, students will generate questions about the fact that might be answered within the text.• Set a time limit of 5 minutes and tell students that it's okay if they don't get to all of their questions. Have students begin. Circulate and assist as necessary, encouraging students to reread where they found the fact in the text and think about what they could ask to learn more. If they have time, they can work on more than one question. (Note: Hold to 5 minute for this activity. Students likely will not answer all of their questions in the time allowed. What's most important is for them to engage with the text and read with a question in mind).• After 5 minutes, refocus students whole group. Ask them to take 2–3 minutes with their reading partner to share questions and answers. Allow 3 minutes for sharing.• Ask for a few volunteers to share a question paired with the answer they found in the text.	
<p>B. Reading with a Question in Mind: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Congratulate them on their hard work asking and answering questions about the text. Tell them it was exciting to see them read like researchers with specific questions in mind.• Explain that now they will be answering some text-dependent questions. Distribute the Reading with a Question in Mind recording form.• Review the format of the recording form by projecting it and going over the directions with students, clarifying as necessary. Give students 15 minutes to write the answers to the questions from the text independently.• Circulate and support students in finding evidence as needed. If necessary, remind students how to write and answer using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.)• After 15 minutes, stop students in their work. Tell them that they should finish for homework (or at another point in the school day if you choose).	



Work Time (continued)	Meeting Students' Needs
<p>C. Using Word Trackers: Learning New Words (5 minutes)</p> <ul style="list-style-type: none">Remind students that they were introduced to the Word Tracker vocabulary routine back in Lesson 3. Say: “We have talked about how important it is for readers to build their word power. One way to do this is by carefully recording important words and definitions.”Distribute the Word Tracker recording form and display the Word Tracker anchor chart (an enlarged version of students’ Word Tracker recording form).Direct students to find the bold word <i>tradition</i> on page 15. Explain to students that it is very common in informational books for certain words to appear in a bold font. Words appearing in bold are usually defined in the glossary at the back of the book. Ask students to see if that is true for the word “tradition.”On the anchor chart, model how to complete each column of the word tracker using the word “traditions”:<ol style="list-style-type: none">In Column 1 (Vocabulary Word), write “traditions” on the anchor chart, and have students do the same on their recording forms.Have students find the definition in the glossary. In Column 2, write the definition as it appears in the glossary and give students 1 minute to write the glossary definition on their recording forms.Tell students that they should think about the meaning in their own words. Invite students to turn and tell their partners what the word “traditions” means to them. Ask a couple of volunteers to share their definitions. In Column 3, students should write a simplified version of the definition shown in Column 2 using their own words. Students may give a definition such as: “This word means something people do regularly because it is important to them.”Ask students to follow the same process with the word <i>chopsticks</i> (page 23). Circulate to assist as needed.Ask students to keep their Word Tracker recording form to use again later in the unit.	<ul style="list-style-type: none">All students developing academic language will benefit from direct instruction in academic vocabulary.To support struggling students with vocabulary acquisition, consider providing index cards that have the word or phrase on one side and the definition on the other. Work with these words from time to time at other ELA parts of the school day.Use thoughtful pairings: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Closing and Assessment	Meeting Students' Needs
<p>A. Reading with a Question in Mind Anchor Chart and Debrief Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Return to the overall focus of this lesson: reading informational text with a question in mind. Work with students to name the steps that readers take when they read with a question in mind.• Chart students' thinking on a new Reading with a Question in Mind anchor chart (or project the sample provided in the supporting materials). Listen for students to name these steps, clarifying as needed:<ul style="list-style-type: none">– Examining the text– Naming a question– Writing the question– Rereading the text looking for clues– Looking for clues in the text features– Reading again– Finding the answer• Tell students that they will continue to practice this together in class.• Preview the homework and distribute the Independent Reading recording form: Chapter 8.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide structure.• Monitor students' responses and take note of any target(s) that seem to be a sticking point for students. Clarify the meaning of each target as needed to make sure that the wording of the target was clear. For students who indicate lack of success with the targets, make sure to check in with them at another point in the school day.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 9

Supporting Materials



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Mystery Letter Anchor Chart

Teacher Directions: Create and post a chart like this one before beginning this lesson. Leave the chart posted and add to it when you review student homework.

Add the starred letters to the chart as you find them.

What do Jack and Annie learn from their adventures in ancient Japan?



Exploring Culture Recording Form

Name: _____

Date: _____

Asking and Answering Questions about Japan's Culture to deepen my understanding of the text

Directions:

1. Look through your informational text.
2. Identify facts that capture your attention. These could be in a heading, caption, or text feature.
3. Write down a question that would help you to learn more.

Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?



Exploring Culture Recording Form
(Answers, for Teacher Reference)

Asking and Answering Questions about Japan's Culture to deepen my understanding of the text

Directions:

1. Look through your informational text.
2. Identify facts that capture your attention. These could be in a heading, caption, or text feature.
3. Write down a question that would help you to learn more.

Facts What facts about culture did you find in the text?	Page in text	Questions What question would help you understand more?
There is a monkey called the Japanese macaque.	11	Where does this monkey live in Japan?
Japanese people bow when they greet each other.	13	Does everyone bow all the time? Are there different types of bows?



Reading with a Question in Mind Recording Form

Name: _____

Date: _____

Answering Text-Dependent Questions about Japan's Culture:

Follow these steps for each question:

1. Read each question.
2. Use the table of contents and the index to make a decision about where in the text you can find the information needed to answer the question.
3. Go to that part of the text. Read with the question in mind. You may want to read the page(s) multiple times.
4. Write the answer using a full sentence and making sure to use evidence from the text.
5. Record the part of the text where you found the information.

1. What type of theater have Japanese people enjoyed for hundreds of years? Use evidence from the text to support your thinking.

What was the title of the heading for the section that had the information you needed?	Page(s)



Reading with a Question in Mind Recording Form

2. On page 12, the text says, “Then, for many years, Japan’s leaders closed the country off from the rest of the world.” What do you think “closed” means? Use evidence from the text to support your thinking.

3. What text features did you use to locate your answers?

Reading with a Question in Mind Recording Form
(Answers, for Teacher Reference)

Answering Text-Dependent Questions about Japan's Culture:

1. Read each question.
2. Use the table of contents and the index to make a decision about where in the text you can find the information needed to answer the question.
3. Go to that part of the text. Read with the question in mind. You may want to read the page(s) multiple times.
4. Write the answer using a full sentence and making sure to use evidence from the text.
5. Record the part of the text where you found the information.

1. What type of theater have Japanese people enjoyed for hundreds of years? Use evidence from the text to support your thinking.

Kabuki is a type of traditional theater in Japan that has been around for hundreds of years. The actors wear makeup and costumes. The way Kabuki is performed today is the same as it has been for hundreds of years.

What was the title of the heading for the section that had the information you needed?	Page(s)
The Arts of Japan	26 and 27

2. On page 12, the text says, "Then, for many years, Japan's leaders closed the country off from the rest of the world." What do you think "closed" means? Use evidence from the text to support your thinking.

In the sentence "Then, for many year, Japan's leaders closed the country off from the rest of the world," I think the word "closed" means that the leaders wouldn't let anyone come in the country.

3. What text features did you use to locate your answers?

Answers will vary by student.



Word Tracker Recording Form

Name: _____

Date: _____

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Recording Form
(Answers, for Teacher Reference)

Vocabulary word or phrase	Definition	Definition in my own words
tradition	a story, belief, or way of life that families or groups hand down from one generation to the next	something that people do regularly that is important to them
chopsticks	a pair of short, thin sticks that Japanese people use to eat food	the type of eating tools that Japanese people use to eat



Reading with a Question in Mind Anchor Chart

- We name what we want to find.
- We ask ourselves questions to help us focus our research and learn more.
- We write the question down so we don't forget it.
- We read the text to find clues for the answer.
- We look for clues in the text features.
- We reread.
- We sometimes find the answer in the text.
- We sometimes have to keep researching.

Independent Reading Recording Form: Chapter 8

Name: _____

Date: _____

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters of in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The legendary guardian animal that commands the rain clouds (page 84)

ANSWER:

* *



Independent Reading Recording Form: Chapter 8

(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
on a mountain high up in the clouds flying high over the fires in Edo back in the river	Jack Annie Cloud Dragon	Jack and Annie used the wand to get help put out the fires. They were magically transported to the top of a mountain, high in the clouds. The Cloud Dragon appeared. Jack and Annie rode the Cloud Dragon as it swooped across the fires and put them out. Jack and Annie dropped back into the river.

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blanks below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The legendary guardian animal that commands the rain clouds (page 84)

ANSWER:

C L O U D D R A G O N

* *



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 10

Using Informational Text: Learning about Japan's Customs



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

I can ask and answer questions about informational texts. (RI.3.1)
I can use information from the words and illustrations to understand informational texts. (RI.3.7)
I can use a variety of strategies to determine meaning of words and phrases. (RL.3.4)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can read with a question in mind to find information about the culture of Japan.
- I can record my thinking about Japan's customs on the Exploring Culture recording form.
- I can use text features efficiently to help find information about Japan's customs.
- I can answer text-dependent questions about the customs of Japan using evidence from the text.
- I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

Ongoing Assessment

- Independent Reading recording form: Chapter 8 (from homework)
- Exploring Culture recording form
- Working with Context Clues recording form
- Japan's Culture anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Routine (5 Minutes) B. Understanding How Customs Can Be Evidence of Culture and Unpacking Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading and Writing about Japan's Customs (20 minutes) B. Asking Questions about the Text: Customs of Japan (10 minutes) C. Working with Context Clues: Words from <i>Exploring Countries: Japan</i> (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Beginning the Japan's Culture Anchor Chart (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read <i>Dragon of the Red Dawn</i> Chapter 9 and complete the Independent Reading recording form. B. Complete Answering Questions about Japan's Customs of Exploring Culture (Customs) recording form, Part 2. 	<ul style="list-style-type: none"> • Students have been learning about Japan's culture through both literary and informational texts. In this lesson, students begin to use informational text to explore the culture of Japan. This lesson specifically leads students in examining Japan's culture as expressed by its customs. • In the Opening of this lesson, the handshake is used as an example of a greeting custom in the United States. Not all subcultures within the United States greet each other this way, but it provides a fairly simple and concrete example of customs. Based on your student population, feel free to offer a different example of a customary greeting, and/or to clarify that there are subcultures within the United States, each with its own customs. The intent of showing these examples is for students to understand that customs are one piece of evidence that people can examine to learn about a culture. Greetings are just one example of a custom in a country. • This lesson again includes partner reading, designed to support students with comprehension. • Ink-Pair-Share protocol is used in this lesson. Students should be familiar with this from Module 1; it is a variation of Think-Pair-Share. When a question is posed to students, they think about it, write down their thinking, then share with a partner. The activity ends with whole group selective sharing. Note that as with Think-Pair-Share, the "Share" portion of Ink-Pair-Share requires students to share their partners' thinking, not their own. This promotes active and careful listening between the partners. • In advance: <ul style="list-style-type: none"> – Gather several images (from books, magazines, or the internet) of different ways people greet each other around the world (for Opening A). Consider images like bowing, handshakes, hugs, etc. Students will be viewing these to make connections to what a custom is and how it can contribute to learning about the culture of a country. Review: Ink-Pair-Share protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
custom, text features, object, document, catches (n), founding	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (begun in Lesson 9)• Document camera• Images of people greeting each other in different cultures (see Teaching Notes)• Exploring Culture (Customs) recording form (one per student)• <i>Exploring Countries: Japan</i> (book; one per student)• Working with Context Clues recording form (one per student and one to project)• Japan's Culture anchor chart (new; co-created with students during Closing A)• Independent Reading recording form: Chapter 9 (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather as a group to discuss the homework. Ask students to take out the Independent Reading recording forms they completed for Chapter 8. Have students turn and talk to a partner for 2 minutes about something they learned about ancient Japan from last night's reading.• Then cold call a few students to briefly share their responses in the Where, Who and What columns on the chart. Ask a volunteer to share the answer to this chapter's word puzzle and add the starred letter to the Mystery Letter anchor chart.• Clarify any other aspects of the chapter as needed. Continue to emphasize that one of the joys of historical fiction is that readers can simultaneously read an engaging story and learn about a real time and place in history.	<ul style="list-style-type: none">• Using total participation techniques such as cold call or equity sticks encourages a wider range of voices in whole class shares.• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
<p>B. Understanding How Customs Can Be Evidence of Culture and Unpacking Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Gather the class together. Ask students to turn and talk:<ul style="list-style-type: none">* "What is a <i>custom</i>?"• Cold call on a student to answer. Listen for: "A custom <i>is</i> accepted or typical practice." Follow up by asking students to call out a few examples of customs they might know about.• Ask for a volunteer to engage in a quick demonstration with you. Invite a student to come to the front of the room and show how strangers in the United States often first greet other. If students are unfamiliar with this, quickly inform them that in the United States when adults greet a stranger, they usually offer their right hand, give a quick but gentle handshake, make eye contact, say hello, and introduce themselves.• After modeling in front of the class, have students practice with others who are near them. Remind students that in many parts of the United States, greeting each other in this way is a custom. It is part of our culture. People in other countries may have this same greeting custom, or may greet each other in different ways.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Using a document camera, show students images of people greeting each other in different cultures (such as the kiss on the cheek for a greeting in France, or a slight bow of the head in Korea for greeting friends). Ask students:<ul style="list-style-type: none">* "What did you notice about the images?"• Confirm that the images were of people greeting each other in different ways. Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "How can we learn about a culture by examining these greetings?"• Ask for volunteers to share what they discussed. Confirm responses that allude to greetings being one accepted behavior or practice of people and therefore evidence of culture.• Clarify for students that many of the customs that are used each day can be evidence of a group's culture. Explain to students that customs can have their own history and because of that, they can reflect a cultural meaning for a group of people. In a way, a custom has a story to tell. It can say something significant about the lives of a group of people, both in the past and in the present.• Tell students that every country will have a number of customs that hold special meaning for them as a group or country.• Project the learning targets one at a time. Ask students to turn and talk:<ul style="list-style-type: none">* "What do you think you'll be doing today?"• Tell students that these targets should seem familiar to them. Reread each target, one at a time, and have students use a Fist to Five as a way to show their understanding of the targets.	



Work Time	Meeting Students' Needs
<p>A. Reading and Writing about Japan's Customs (20 minutes)</p> <ul style="list-style-type: none">• Gather students and distribute the Exploring Culture (Customs) recording form. Tell students that they will continue to practice a strategy that good readers use: asking questions to learn more. Remind them that they did this in Lesson 9, but today they are going to take a fresh look at some specific sections of the text. Project a copy of the Exploring Culture (Customs) recording form in order to orient students to the layout of the recording form. Draw students' attention to the fact that there is a distinct focus on customs.• Be sure students have their text <i>Exploring Countries: Japan</i>. Review the term <i>text features</i> (parts of a book that stand out from the rest of the text) if necessary.• Ask students to look at the table of contents in their own books and try to identify possible chapters that may have information about customs.• Invite volunteers to share out, suggesting chapters by their titles, and ask them to explain the potential of that chapter to reveal information about customs. (For example, a student may suggest "Daily Life" or "Food," to which you could respond : "Yes, it's quite possible that the chapter on 'Daily Life' could contain information about some daily customs. We learned in <i>Dragon of the Red Dawn</i> about bowing to each other, which characters in the book did in daily life.")• Reiterate to students that their focus today is on customs. Continue to clarify the definition of this key term. Have students look in the index for the word "customs." (They will discover that it's not listed in the index). Help them to understand that customs is a broad category and that an index will usually include only very specific things.• Invite students to work with a partner to complete a first read of pages 12–17 and 22–23. Students should read and take notes on the customs they are finding in the text in second column of their recording forms.• Tell students they will complete Part 2 of this recording form for homework, after they have spent more time reading the text.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This lets students have more meaningful discussions and clarify points in their native language.• Providing models of expected work supports all students but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Asking Questions about the Text: Customs of Japan (10 minutes)</p> <ul style="list-style-type: none">• Tell students they will now work with their partner to reread sections in <i>Exploring Countries: Japan</i> to see if they can construct questions that will help them to learn more about the customs of Japan. Remind students they should take note of any text features on these pages that might help them efficiently find information or contribute to their learning about customs of Japan.• Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly.• Give directions:<ul style="list-style-type: none">* Focus on pages 12–17 and 22–23 as they relate to the customs recorded in Part 1.* Read with your partner.* Complete the right-hand column of the recording form on your own.* Leave the final question about customs blank for now.• Circulate and confer with students as they work.	<ul style="list-style-type: none">• During Work Time B, you may want to pull a small group of students to support in finding evidence in the text. Some students will need more guided practice before they are ready for independent work.• Students who cannot yet read independently will benefit from hearing books read to them through audio recordings.



Work Time (continued)	Meeting Students' Needs
<p>C. Working with Context Clues: Words from <i>Exploring Countries: Japan</i> (10 minutes)</p> <ul style="list-style-type: none">• Gather students together whole group. Review students' previous work with using context clues, drawing on specific examples from your class as much as possible. A general review might sound something like: "We've talked several times about how important it is for you as readers to always be building your word power. As a reader, you need to have strategies for determining what words mean. The first strategy you should try is using context clues—looking for clues around the unknown word as a way to help you get to the word's meaning. With informational texts, it's possible that the word you're stuck on is in glossary. Or you may have to use a dictionary to locate the definition of the word. Today we're going to work with that first strategy again—determining the meaning of words using the context."• Distribute and display the Working with Context Clues recording form. Remind students that they used this recording form when reading <i>Dragon of the Red Dawn</i>.• Remind students that one way to figure out the meaning of a word is to look at other words in the sentence, think about what clues the sentence gives, and then try to replace the word with a word they know. Briefly review the sequence of steps shown at the top of the recording form. Since this is a familiar routine, students should be able to proceed with their partner with relative ease.• Ask students to take 5 minutes with their partner to work on the terms <i>catches</i> and <i>founding</i> on their Working with Context Clues recording form. Suggest that students focus only on the left-hand and center columns (the right-hand column will be filled out whole group). Circulate and assist as needed.• After 5 minutes, bring students back together and invite volunteers to share whole class the information they recorded in the first two columns. Bring students to the final step by sharing the actual definitions for the two words:<ol style="list-style-type: none">1. "Catches are groups of something caught, like fish."2. "Founding is the beginning or start of something, like the founding of a country."• Direct students to write these definitions in the right-hand column on their recording forms.	<ul style="list-style-type: none">• Some students may benefit from receiving direct support working with context clues.• Providing models of expected work supports all students but especially supports challenged learners.• Closely monitor students who have difficulty with near-point copying.• To support struggling students with vocabulary acquisition, consider providing index cards with the word or phrase on one side and the definition on the other. Work with these words during other ELA parts of the school day.



Closing and Assessment	Meeting Students' Needs
<p>A. Beginning the Japan's Culture Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and give them specific feedback on some of the things you heard that they learned about Japan's customs today. Ask the question at the bottom of their Exploring Culture (Customs) recording form:<ul style="list-style-type: none">* "Based on your work today, what are some customs of Japan?"• Help students justify why the custom they named can be considered evidence of culture. It may be necessary to remind students about the work done in the Opening about how different ways of greeting tell us about different cultures. Provide the sentence frame: "A _____ can be considered a custom of Japan because _____."• Invite students to Think-Pair-Share. Co-create a new Japan's Culture anchor chart by adding students' thinking to a section delegated for customs. (This anchor chart is an opportunity to informally assess students' understandings of Japan's culture).• Congratulate students on their excellent research. Ask students to turn to a partner and share one interesting fact they learned about Japan from the text today.• Distribute the Independent Reading recording form: Chapter 9, to be completed for homework.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same language. This lets students have more meaningful closure to the lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 9 and complete the Independent Reading recording form.• Complete Answering Questions about Japan's Customs of Exploring Culture (Customs) recording form, Part 2.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 10

Supporting Materials



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Exploring Culture (Customs) Recording Form

Name: _____

Date: _____

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 12–13, 14–15, 16–17, and 22–23.
2. Identify facts **about customs** that capture your attention.
3. Write down question that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Customs			



Exploring Culture (Customs) Recording Form

Based on your work today, what are some customs of Japan?

Part 2: Answering Questions about Japan's Customs

1. According to the text, why do people bow to each other? Use evidence from the text to support your thinking.

2. According to the text, what is sushi and how is it eaten? Use evidence from the text to support your thinking.



Exploring Culture (Customs) Recording Form
(Answers, for Teacher Reference)

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 12–13, 14–15, 16–17, and 22–23.
2. Identify facts **about customs** that capture your attention.
3. Write down question that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Customs	The Japanese bow when they greet each other.	13	Do people always bow or do they use handshakes as well?
	People have one room in their home decorated in traditional Japanese style.	15	What are the traditional rooms used for?
	Students write in kanji.	17	Is all writing done in kanji or other forms too?
	Japanese people use chopsticks to pick up and eat food.	23	Why did people start using chopsticks?



Exploring Culture (Customs) Recording Form
(Answers, for Teacher Reference)

Based on your work today, what are some customs of Japan?

Some of the customs in Japan are bowing to each other, decorating rooms in traditional style, writing in kanji, and using chopsticks to eat.

Part 2: Answering Questions about Japan's Customs

1. According to the text, why do people bow to each other? Use evidence from the text to support your thinking.

According to the text, people in Japan bow to greet each other. They can also bow to say “thank you” or “I beg your pardon.”

2. According to the text, what is sushi and how is it eaten? Use evidence from the text to support your thinking.

According to the text, sushi is a food Japanese people eat that is made of raw fish and rice that is wrapped in seaweed. Sushi is eaten with chopsticks. Japanese people use chopsticks to pick up food like sushi.



Working with Context Clues Recording Form

Name: _____

Date: _____

Target: I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

How to Work with Context Clues:

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

1. catches (page 19)

Japan's fishing crews bring large catches of eel, mackerel, squid, and tuna.

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

What does this word mean?

--	--	--



Working with Context Clues Recording Form

2. *founding* (page 25)

<i>On February 11, National Foundation Day marks the <u>founding</u> of the nation of Japan.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?



Working with Context Clues Recording Form
(Answers, for Teacher Reference)

Target: I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

How to Work with Context Clues:

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

1. catches (page 19)

<i>Japan's fishing crews bring large <u>catches</u> of eel, mackerel, squid, and tuna.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
I think “catches” is a noun in this sentence because the adjective “large” is before it to describe it. You catch fish, and the sentence has names of different kinds of fish like tuna.	groups, amounts	groups of something caught, like fish



Working with Context Clues Recording Form
(Answers, for Teacher Reference)

2. *founding* (page 25)

<i>On February 11, National Foundation Day marks the <u>founding</u> of the nation of Japan.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
It's something to do with the nation or country, like maybe the country's birthday or when it became a country.	starting, beginning	the beginning or start of something



Independent Reading Recording Form: Chapter 9

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the Word Puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book

CLUE: What the ferry boat glided under (page 91)

ANSWER

*

*



Independent Reading Recording Form: Chapter 9
(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details : Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
the river Basho's home ferryboat the Imperial Garden	Jack Annie Basho	Jack and Annie are safe after saving Edo from fires with the help of the Cloud Dragon. Basho's house has burned. They travel on the ferryboat up the river to the Imperial Garden. They say goodbye to Basho. They are stopped by the samurai, who asks them for their passports.



Independent Reading Recording Form: Chapter 9
(Answers, for Teacher Reference)

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: What the ferry boat glided under (page 91)

ANSWER:

<u>G</u>	<u>R</u>	<u>E</u>	<u>A</u>	<u>T</u>	<u>B</u>	<u>R</u>	<u>I</u>	<u>D</u>	<u>G</u>	<u>E</u>
*	*									



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 11

Using Informational Text: Learning More about Japan's Culture



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

I can ask and answer questions about informational texts. (RI.3.1)
I can use information from the words and illustrations to understand informational texts. (RI.3.7)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can read with a question in mind to find information about traditions of Japan.
- I can record my thinking about Japan's traditions on the Exploring Culture recording form.
- I can answer text-dependent questions about traditions in Japan using evidence from the text.

Ongoing Assessment

- Independent Reading recording form: Chapter 9(from homework)
- Exploring Culture recording form
- Japan's Culture anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Routine (5 minutes)Unpacking Learning Targets and the Special Significance of Traditions (10 minutes)Work Time<ol style="list-style-type: none">Reading and Writing about Japan's Traditions (15 minutes)Asking Questions about the Text: Traditions of Japan (15 minutes)Answering Text-Dependent Questions (10 minutes)Closing and Assessment<ol style="list-style-type: none">Adding to Japan's Culture Anchor Chart and Identifying Traditions (5 minutes)Homework<ol style="list-style-type: none">Read <i>Dragon of the Red Dawn</i> Chapter 10 and complete the Independent Reading recording form.Complete Exploring Culture (Traditions) recording form, Part 2, if not completed.	<ul style="list-style-type: none">The Work Time of this lesson unfolds much as it did in Lesson 10, but this time students focus on traditions of cultural significance to Japan. The procedure should feel and look similar. Keep students with the same partner as in Lesson 10.Review: Mix and Mingle protocol (see Appendix).



Lesson Vocabulary	Materials
tradition	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (begun in Lesson 9)• Japan's Culture anchor chart (begun in Lesson 10)• <i>Exploring Countries: Japan</i> (book; one per student)• Reading with a Question in Mind anchor chart (from Lesson 9)• Exploring Culture (Traditions) recording form (one per student and one for display)• Document camera• Independent Reading recording form: Chapter 10 (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather students whole group. Ask students to take out the Independent Reading recording form they completed for homework last night. Have students turn and talk to a partner about something they learned about ancient Japan from last night's reading of Chapter 9.• Then cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart. Ask a volunteer to share the answer to this chapter's word puzzle and add the starred letter to the Mystery Letter anchor chart.	<ul style="list-style-type: none">• Using total participation techniques such as cold call or equity sticks encourages a wider range of voices in whole class shares.• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and the Special Significance of Traditions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to focus on today's learning targets. Ask students if the targets seem familiar. (Because these targets are identical to those in Lesson 10 except for the focus on traditions rather than customs, they should seem familiar.)• Review the Japan's Culture anchor chart (begun in Lesson 10). For each item listed, ask for students (by volunteer or cold call) to elaborate on the custom by describing it and/or talking about how it is evidence of the culture in Japan.• Tell students that the work they do today will follow the same pattern as the previous lesson, but the focus will be on traditions of cultural significance to Japanese people.• Ask students to close their eyes as you describe a holiday that happens every summer in America.• Say to students: "I want you to close your eyes and pretend you are sitting with your friends and family on a hot July night. Maybe you are sitting on the grass or in a park. There are many people around you and everyone is excited and looking up at the sky. It is dark outside but suddenly you hear a loud 'BOOM!' and the sky is filled with amazing colors! Where are you?"• Ask students to turn and talk with a partner:<ul style="list-style-type: none">* "Where do you think you are?"* "What holiday is this?"• Ask for a volunteer to respond. Listen for: "the Fourth of July, a holiday that happens every summer in the United States."• Tell students that the Fourth of July is a holiday in America and is one of our country's traditions. It is a <i>tradition</i> because it is a way to remind us of when our country won its independence. The Fourth of July has been celebrated for many generations.• To help students understand this, name some other traditions important to our culture. If necessary, refer to the definition of "tradition" from the article "Discovering Culture" in Lessons 2 and 3.	<ul style="list-style-type: none">• For ELLs or students new to the country, consider posting visuals of the Fourth of July or showing a short video clip. Some students may not have background knowledge about celebrations in the United States such as the Fourth of July.



Work Time	Meeting Students' Needs
<p>A. Reading and Writing about Japan's Traditions (15 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Exploring Countries: Japan</i>.• Gather students whole group. Review the Reading with a Question in Mind anchor chart (from Lesson 9). Emphasize that they are practicing a key skill that is particularly useful when reading informational text.• Distribute the Exploring Culture (Traditions) recording form. Tell students that just as they did in the previous lesson, they will continue to practice the reading strategy of asking questions to learn more. Reading with a question in mind is a way to target your reading in a more specific way.• Using a document camera, project a copy of the Exploring Culture (Traditions) recording form to orient students to the layout. Draw students' attention to the fact that there is a distinct focus on traditions. As they are reading, students will see information about many things, but their job is to be focused on traditions.• Remind students that like in Lesson 10, looking in the index for the word "traditions" will not work because this term is a broad category. An index will usually only include very specific things.• Have students work with a partner to complete a first read of pages 20, 21, 24, and 25–27. Students should read and take notes on the traditions they are finding in the text in the second column of their recording forms.• Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their native language.• Providing models of expected work supports all students but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Asking Questions about the Text: Traditions of Japan (15 minutes)</p> <ul style="list-style-type: none"> • Tell students they will now work with their same partner to reread the sections in their <i>Exploring Countries: Japan</i> books to see if they can create questions that will help them learn more. Remind students they should take note of any text features on these pages that might help them efficiently find information or contribute to their learning about some customs of Japan. • Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly. • Ask partners to reread pages 20, 21, 24, 25, 26, and 27 <i>as they relate to the traditions</i> recorded in Part 1. Remind them that even though they will work with their partner, they should complete the right-hand column of the recording form on their own. Tell students to leave the final question about traditions blank for now. They will discuss this in the closing of the lesson. • Circulate and confer with students as they work; provide support as needed. 	<ul style="list-style-type: none"> • During Work Time B and C, you may want to pull a small group of students to support in finding evidence in the text. Some students will need more guided practice before they are ready for independent work. • Students who cannot yet read independently will benefit from hearing books read to them through audio recordings.
<p>C. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none"> • Reorient students to the learning target: <ul style="list-style-type: none"> * "I can answer text-dependent questions about traditions in Japan using evidence from the text." • At this point in the year, students should be familiar with targets related to asking and answering questions based on evidence from the text. The text-dependent questions are Part 2 of the Exploring Culture (Traditions) recording form. Suggest to students that they read the questions first and then look back through the text to see if they can locate the places where there is evidence. • Give students 10 minutes to write their answers to the questions from the text independently. Circulate and support students in finding evidence. If needed, remind students how to write answers using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.) • After 10 minutes, refocus students whole group. Remind them that they will have time to finish their answers for homework or at another point in the school day. 	<ul style="list-style-type: none"> • Consider writing and displaying steps for answering text-dependent questions, using nonlinguistic symbols to match each step.



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to Japan's Culture Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group and congratulate them on all they have learned about Japan's traditions today. Ask the question at the bottom of their Exploring Culture (Traditions) recording form. Invite students to add to the Japan's Culture anchor chart by recording students' thinking using a section delegated for traditions.• Use a sentence frame to support students such as: "I think a tradition in Japan is _____ because _____."• Direct students to complete the last question on Part 1 of the Exploring Culture (Traditions) recording form:<ul style="list-style-type: none">* "Based on your work today, what are some traditions in Japan?"• Distribute the Independent Reading recording form: Chapter 10, to be completed for homework.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 10 and complete the Independent Reading recording form.• Complete Exploring Culture (Traditions) recording form, Part 2, if not completed.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 11

Supporting Materials



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Exploring Culture (Traditions) Recording Form

Name: _____

Date: _____

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 20, 21, 24, and 25–27.
2. Identify traditions that capture your attention.
3. Write down questions that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Traditions			



Exploring Culture (Traditions) Recording Form

Based on your work today, what are some traditions of Japan?

Part 2: Answering Questions about Japan's Traditions

1. According to the text, how are the Ainu different from other people living in Japan?

2. According to the text, how do you know watching sumo wrestling is part of the Japanese culture?



Exploring Culture (Traditions) Recording Form

3. According to the text, what are the traditions involved with Kabuki ?



Exploring Culture (Traditions) Recording Form
(Answers, for Teacher Reference)

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 20, 21, 24, and 25–27.
2. Identify **traditions** that capture your attention.
3. Write down questions that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Traditions	Sumo is Japan's national sport.	20	Why is sumo so popular?
	The New Year is Japan's biggest holiday.	24	Why is New Year the most important holiday?
	They celebrate their daughters with Doll's Festival.	24	Do they have a tradition to celebrate boys?
	They have many holidays that celebrate emperors, children, and the founding of the country.	25	Why do their traditions focus mostly on people?
	Bunraku is a puppet theater.	26	Are these plays just for children?
	Kabuki is a theater with lively characters.	26	Do they have theater shows like we do in America?
	There are traditional arts like ikebana, origami, manga, and anime.	27	Why are their arts like anime so popular throughout the world?



Exploring Culture (Traditions) Recording Form
(Answers, for Teacher Reference)

Based on your work today, what are some traditions of Japan?

Japan has many traditions, such as holidays that celebrate important people and important days. Japan also has many traditions in the arts. They have different types of theater, and art like anime that has spread throughout the world. Some traditions, like sumo wrestling, are also well-known around the world.

Part 2: Answering Questions about Japan's Traditions

1. According to the text, how are the Ainu different from other people living in Japan?

The Ainu people are different because they eat and grow food like their ancestors did.

2. According to the text, how do you know watching sumo wrestling is part of the Japanese culture?

It is part of the culture because it is the national sport.

3. According to the text, what are the traditions involved with Kabuki ?

The traditions involved are wearing colorful costumes and makeup like they have for hundreds of years.

Independent Reading Recording Form: Chapter 10

Name: _____

Date: _____

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The journey of a thousand miles begins with this (page 99)

ANSWER:

*



Independent Reading Recording Form: Chapter 10

(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
the Imperial Garden the Magic Tree House Frog Creek	Jack Annie samurai	Jack and Annie were going back to the tree house to go home. They were stopped by a samurai who asked to see passports. They said they burned in the fire and they were students of Basho's. They recited poems and Jack got it right this time. They were happy to be home.

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The journey of a thousand miles begins with this (page 99)

ANSWER:

O N E S T E P
*



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 12

Discussion Skills: Chalk Talk about the Culture of Japan



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can effectively participate in a conversation with my peers and adults. (SL.3.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can effectively participate in a Chalk Talk about Japan's culture.• I can follow our class norms when I participate in a conversation.• I can prepare for the conversation by using evidence from informational text.• I can seek patterns about the topic being discussed.	<ul style="list-style-type: none">• Independent Reading recording form: Chapter 10 (from homework)• Observations of students actions and writing during the Chalk Talk



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Routine and Culminating Discussion of <i>Dragon of the Red Dawn</i> (20 minutes) B. What is a Chalk Talk and Why Hold One? (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Preparing Evidence and Questions for the Chalk Talk (10 minutes) B. Conducting the Chalk Talk (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief the Chalk Talk: Looking for Patterns (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Explain to someone at home what a Chalk Talk is and how it works. Identify two stars for your work in the Chalk Talk (things you did well) and one step (something you could work on in the future or do to improve). 	<ul style="list-style-type: none"> • This lesson uses the Chalk Talk protocol (see Appendix). A Chalk Talk is a silent discussion that provides students with the opportunity to collectively theorize on and react to each other's ideas in writing. These talks can provide a window into students' thinking, as well as reveal any misconceptions students might have. • To prepare for the Chalk Talk, students will use evidence from their recording forms from Lessons 4–11 (see supporting materials). • In advance: Pre-assemble evidence folders for each student. Assemble recording forms for each student from Lessons 4–11 in a folder created by folding an 11 x 17 piece of paper in half. • In advance: Prepare the How to Hold a Chalk Talk anchor chart (see supporting materials). • In advance: Prepare Chalk Talk charts. There are four stations, each station with a different question. Consider using lined paper to help contain the size of students' printing and prevent it from taking up more space than it needs to. Have extra chart paper on hand at each station in case a chart fills up. The Chalk Talk charts should have the following questions written at the top or written separately and posted above or directly next to the charts: <ul style="list-style-type: none"> – What traditions did you read about in Japan? Were any of these also in <i>Dragon of the Red Dawn</i>? – The text uses many fact boxes such as “Fun Fact” and “Did You Know?” as well as illustrations. How did the fact boxes and illustrations help you as a reader? – What customs in Japan did you read about? Where any of these also in <i>Dragon of the Red Dawn</i>? – How would you define culture? • Set each chart out on a flat surface like a table or grouping of desks. • In advance: Group the class into four or eight groups. When it comes time to start the Chalk Talk, assign each group to a different chart as their starting point. Each small group will only discuss with each other and not the other groups. Be strategic in your grouping. If you have a few struggling readers in your class, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers, but carefully monitor that they are reading and contributing. Your ELLs may benefit from being in a group with others who speak their native language.



Lesson Vocabulary	Materials
evidence, pattern	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (begun in Lesson 9)• How to Hold a Chalk Talk anchor chart (new; one for display)• <i>Exploring Countries: Japan</i> (book; one per student)• Japan's Culture anchor chart (begun in Lesson 10)• Evidence folders with students' recording forms from Lessons 4-11 (see Teaching Notes)<ul style="list-style-type: none">– Text Feature Scavenger Hunt (from Lesson 8)– Word Tracker (from Lesson 9)– Exploring Culture (Customs) (from Lesson 10)– Exploring Culture (Traditions) (from Lesson 11)• Chart paper (one sheet for each Chalk Talk station, four charts total; see Teaching Notes)• Colored pencils or markers (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine and Culminating Discussion of <i>Dragon of the Red Dawn</i> (20 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather as a group to discuss the homework. Ask students to take out their Independent Reading recording form: Chapter 10. • Cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart. • Congratulate students on finishing the book! Ask a volunteer to share the answer to this chapter's word puzzle and then add the last starred letter to the Mystery Letter anchor chart. Point out that students have now found their last mystery letter! Explain that the letters they have found make up a scrambled word. Give students a few minutes to talk to a partner about what the word might be, but do not allow them to share their ideas with the full group yet. Let the excitement build. • Explain that this word is part of the answer to the question, "What do Jack and Annie learn from their adventures in ancient Japan?" Now you are going to give them a final clue. The unscrambled word will fit into this sentence: <ul style="list-style-type: none"> * "Jack and Annie learn that a secret of happiness lies in finding beauty in _ _ _ _ _." • Allow students to work with their partners to try to solve the puzzle. After a few minutes, ask for a volunteer to come up and fill in the blanks to complete the sentence. Reread the question and have the class read the answer chorally: "What do Jack and Annie learn from their adventures in ancient Japan? Jack and Annie learn that a secret of happiness lies in finding beauty in NATURE." • Lead a culminating discussion on <i>Dragon of the Red Dawn</i>. <ul style="list-style-type: none"> * "What did Jack and Annie learn from Basho?" * "How did Jack and Annie feel about ancient Japan?" * "What do you think was the best part of Jack and Annie's adventure? Why?" 	
<p>B. Engaging the Reader: What is a Chalk Talk and Why Hold One? (10 minutes)</p> <ul style="list-style-type: none"> • Display two of the learning targets: <ul style="list-style-type: none"> * "I can effectively participate in a Chalk Talk about Japan's culture." * "I can follow our class norms when I participate in a conversation." 	<ul style="list-style-type: none"> • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will be using a new protocol called Chalk Talk. In a Chalk Talk, they have a written discussion with others about something important. Ask:<ul style="list-style-type: none">* “How do you think you can discuss something through writing?”• Allow students a few moments to think and then cold call until a student correctly states that they will write down what they want to say in order to communicate.• Point out that every student has important ideas to share about what they know of Japan’s culture. Say: “You have built a lot of knowledge about the culture of Japan as it relates to customs and traditions. The Chalk Talk will be a great way to let all your voices be heard, but it will be done by each of you writing down what you want to say.”• Display the How to Hold a Chalk Talk anchor chart. Ask for volunteers to read aloud one step at a time.• After each point is read aloud, have students silently reread the entire list. Then ask students if they have any questions about the Chalk Talk protocol. Clarify as necessary. Some questions may be best answered by allowing the protocol to play out.	



Work Time	Meeting Students' Needs
<p>A. Preparing Evidence and Questions for the Chalk Talk (10 minutes)</p> <ul style="list-style-type: none">• Display the learning target:<ul style="list-style-type: none">* “I can prepare for the conversation by using evidence from informational text.”• Tell students that all of their hard work in Lessons 4–11 produced some great evidence of Japan’s culture. Quickly name the recording forms students can use for evidence (see Teaching Notes for complete list).• Tell students to think back to the work of the last four lessons and all they have learned about Japan’s culture. Give students 8 minutes to review their recording forms. They may also look back in the informational text <i>Exploring Countries: Japan</i>.• Also, draw students’ attention to and display the Japan’s Culture anchor chart and encourage them to review what is recorded on this anchor chart. Leave this anchor chart out on display through Work Time B.	<ul style="list-style-type: none">• Students who need support with reflecting back over previous work, consider pairing them with a peer or teacher’s aide who can ask strategic questions such as, “Tell me what this recording form is showing us.”
<p>B. Conducting the Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Tell students that their Chalk Talk will be based on four different questions.• Before beginning the Chalk Talk, briefly review the steps again with students.• Divide students into small groups, and send groups to their assigned charts to begin.• As students work, observe whether they are following the protocol and provide guidance as needed.• Continue to circulate and observe, reading students’ comments. Gently point students to interesting comments, encouraging them to keep writing, reading, and responding.	<ul style="list-style-type: none">• Create small groups that are heterogeneous so that students can support each other during the Chalk Talk. Consider a mix of reading abilities and writing abilities.• Consider pairing ELL students with a partner who speaks the same language.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief the Chalk Talk: Looking for Patterns (5 minutes)</p> <ul style="list-style-type: none">• Bring the class back together whole group. Display the final learning target:<ul style="list-style-type: none">* "I can seek patterns about the topic being discussed."• Explain to students that it's time for them to search for patterns in the writing on the charts. Working with a partner, students will read through all the postings on the charts and search for patterns and themes (I Notice/I Wonder).• Allow students a few minutes to view and carefully examine the charts with a partner. Encourage partnerships to quietly converse about the patterns they see.• Then, gather students whole group. Revisit each chart one at a time as a class. Read a few responses from each chart and circle or underline critical understandings. Ask some students to read a few of the ideas aloud to the class. Ask partnerships to report out patterns and themes. Try to call on different partnership so more have a chance to share out.• After all the charts have been viewed, gather students whole group. Ask them to turn and talk:<ul style="list-style-type: none">* "What was the experience like of 'talking' through writing in the Chalk Talk?"	<ul style="list-style-type: none">• Discussing ideas with peers allows students to process the task orally, helping to support their ability to engage with the task.• Consider offering a sentence frame or starter to assist students with language production and provide structure.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to someone at home what a Chalk Talk is and how it works. Identify two stars for your work in the Chalk Talk (things you did well) and one step (something you could work on in the future or do to improve).	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 12

Supporting Materials



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How to Hold a Chalk Talk Anchor Chart

1. We read the question at the top of the chart.
2. We each write down our response on the chart. We each have our own marker.
3. We talk in our group about what to write. We don't talk to other groups.
4. We read what other people write.
5. We must respond in writing. We can write new thoughts or comment on what someone else wrote.
6. We put our initials at the end of what we wrote. This is so that we can go back later and see what we wrote.
7. There is no right or wrong. We are free to write what we want. There's no criticizing or correcting what someone else has written.
8. We move to every chart once everyone in our group has finished.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 13

Writing a Research-Based Informational Paragraph: The Culture of Japan



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can document what I learn about a topic by taking notes. (W.3.8)
I sort evidence into established categories. (W.3.8)

Supporting Learning Targets

- I can record details about Japan's customs and traditions on the Culture Research matrix.
- I can identify criteria for a strong research-based informational paragraph.

Ongoing Assessment

- Culture Research matrix



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (3 minutes)B. Generating Criteria for a Research-Based Informational Paragraph (12 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling and Guided Practice: Using <i>Dragon of the Red Dawn</i> to Complete the Culture Research Matrix Part A (20 minutes)B. Modeling and Guided Practice: Using <i>Exploring Countries: Japan</i> to Complete the Culture Research Matrix Part B (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing the Writing Moves (5 minutes)4. Homework<ol style="list-style-type: none">A. Share with someone at home what you did in class today. How have you been reading like a researcher? What have you learned about how to keep track of your learning by taking notes on the Culture Research matrix?	<ul style="list-style-type: none">• Throughout Unit 1, there has been a focus on customs and traditions in Japan. In the first half of the unit, students focused on ancient customs and traditions. In the second half, students read and gathered information on customs and traditions in modern-day Japan. For the End of Unit 1 Assessment (Lesson 15), students will write a research-based informational paragraph about culture. The evidence that students use will link the literary and informational texts.• Preview Lesson 15 in advance. The work done in Lessons 13 and 14 is intended to be highly structured and scaffolded to show students how to examine and synthesize the information they've collected to write a concise paragraph.• In this lesson, you model the process of gathering research on customs and traditions. Students both observe and participate. They have a chance to record information on both customs and traditions.• Typically, research would require students to use multiple resources. The scaffolding in the second half of the unit is designed to give students some basic experience with the steps involved in research and show them how to use the information collected to write to a prompt.• In advance: Prepare the Culture Research Matrix anchor chart (a larger version of the recording form of the same name; see supporting materials).• Review: Give One, Get One, Move On ("GoGoMo") protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
matrix, plan, informational, research-based, ancient, modern	<ul style="list-style-type: none">• Index cards (three to five per student)• Criteria for a Research-Based Informational Paragraph anchor chart (new; teacher-created; see supporting materials)• Culture Research Matrix anchor chart (new; teacher created; see Teaching Notes)• Culture Research matrix (one per student)• Culture Research matrix (sample, for teacher reference; see supporting materials)• Exploring Culture anchor chart (from Lessons 10–12)• <i>Dragon of the Red Dawn</i> (book; one per student)• <i>Exploring Cultures: Japan</i> (book; one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Begin by acknowledging students' hard work learning so much about the culture of Japan. Frame the work ahead, saying something like: "You have read both literary and informational texts and talked with your peers to learn about the culture of Japan. Today, we will see how to go about choosing the important details from the research and then use it to complete a Culture Research matrix."• Display the first learning target:<ul style="list-style-type: none">* "I can record details about Japan's customs on the Culture Research matrix."• Define the word <i>matrix</i> as "a tool to organize information."• Display and ask students to deconstruct the second learning target:• "I can identify criteria for a strong research-based informational paragraph." Circle the phrase <i>research-based</i> and ask students what they think the phrase means. Clarify by telling students it means that the information within the paragraph will come from the facts they've gathered in their research.• Ask students to Think-Pair-Share: "Why do thoughtful writers plan before they begin writing?" Guide students toward an understanding that planning is essential so writers know what they are going to write about and can begin to organize their ideas before they actually write. Remind students about the good work they did in Module 1, planning their paragraph about their own reading goals and about a librarian or organization that helps people access books around the world. They have learned a lot as writers so far this year!	



Opening (continued)	Meeting Students' Needs
<p>B. Generating Criteria for a Research-Based Informational Paragraph (12 minutes)</p> <ul style="list-style-type: none">• Distribute three index cards to each student. Have them write their first and last name at the top of each card.• Ask students to think about the qualities of a good paragraph. Inform students they will be sharing out what they think. Ask: “What does a quality paragraph need to have?” Rather than have students share out at this point, direct them to write each idea on a separate index card. Tell them to write their ideas carefully because other students will have to be able to read what they’ve written. Students do not need to write in sentence form. For example, they could simply write, “strong topic sentence,” or “detail sentences,” or “good word choice.” Give students 2 minutes to write out their ideas. Have additional index cards on hand for students who come up with more than three ideas. Students should keep their cards for now.• Reread the second learning target: “I can identify criteria for a strong research-based informational paragraph.”• Ask students if they feel they’ve already met this target by writing their ideas on their index cards. Many will think the answer is yes. However, students’ thinking needs to push into the “research-based informational paragraph” part of the target.• Read the target aloud again somewhat slowly. Ask students to look again at their index cards and silently read them over. Ask students if they feel they have any new ideas to write down on index cards. Give students 1 minute to write any new ideas. Some students may feel satisfied with the cards they have, which is fine.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will be using a new protocol today called GoGoMo (which stands for Give One, Get One, Move On). Explain how the protocol works.<ul style="list-style-type: none">– Students will stand with their index cards in hand.– They mingle for approximately 15 seconds until you call out, “Give One,” at which time each will hand one of their cards to the person nearest to them.– That student passes on his/her card as well, therefore each student will also “Get One.” Tell students that for now, they are just trading their cards; later, they will read the cards they end up with.– Then you call out, “Move On” and students resume mingling and moving about.– After about 15 seconds, you again call out, “Give One” and students give another one of their index cards to the nearest student, also getting a card before moving on when they hear you call out, “Move On” again.– Students should make sure to give out the cards they wrote first.• Address clarifying questions and then begin. GoGoMo should be quick and lively.• Rounds of GoGoMo continue until no student has any of their own cards left. This may require some students to give cards they received from other students. Students should end with the same number of cards they started with.• At the end of GoGoMo, invite students to return to their seats with the cards they ended up with. Direct students to lay all the cards out face up and read them. Students will feel a level of comfort reading ideas similar to their own. It’s also possible that they will end up with cards that have other ideas that they hadn’t thought of or that another student may have had a similar idea but stated it in a more concise way.• Tell students they will create a new Criteria for a Research-Based Informational Paragraph anchor chart (see the sample in supporting materials as a reference: your chart should contain your students’ own language). Ask volunteers to share a card with the class by reading it aloud, including identifying whose idea it is since names were written on the index cards at the start of the activity. Chart the ideas on the new anchor chart.	



Work Time	Meeting Students' Needs
<p>A. Modeling and Guided Practice: Using <i>Dragon of the Red Dawn</i> to Complete the Culture Research Matrix Part A (20 minutes)</p> <ul style="list-style-type: none"> • Point out that a strong research paragraph must begin with strong research! • Display the Culture Research Matrix anchor chart and distribute the Culture Research matrix. Invite students to spend a few moments examining the matrix, then briefly turn and talk about what they notice. • Review that a matrix is a way to organize information. Today they are going to see how to organize the most important information they have learned about customs and traditions of Japan. • Display the Exploring Culture anchor chart. Remind students that this anchor chart has information gathered from their reading and research in Lessons 10–12. Also remind students that they have gathered a lot of information from their research on their recording forms from Lessons 4–12. • Model and think aloud to demonstrate how information can be placed within the matrix. Use the Culture Research matrix (sample, for teacher reference) in supporting materials as a guide. <ul style="list-style-type: none"> – You and the students should have copies of <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i> on hand. – Read aloud the Part A directions. Tell students you will be working together to learn how to write an informative paragraph using information from two different texts. – Begin by locating and recording examples of customs and traditions in Chapter 9 of <i>Dragon of the Red Dawn</i>. Tell students you will reread the chapter together. When students hear evidence of a custom or tradition, they should raise their hands so you can stop and record the information on the Culture Research matrix. – Model rereading the specified pages in <i>Dragon of the Red Dawn</i>. Encourage students to whisper-read along with you. Stop and share your thinking as you find each custom or tradition. If students have difficulty knowing where to stop, prompt them with questions like: “I think there is information here that we need to record. Can anyone figure out what part of the text I’m referring to? Where should I record this information? What page number should I write down?” – Proceed with filling in the matrix, guiding and reflecting, while taking input from the class. • When you have filled in the matrix, check for understanding. Ask students to show a thumbs-up, thumbs-down, or thumbs-sideways based to show how well they understand the process you modeled of having your notes and other materials out to use and reference as you recorded things onto the matrix. • Clarify as needed and if necessary quickly repeat the steps for students, possibly even charting them. 	<ul style="list-style-type: none"> • Add nonlinguistic symbols to the Culture Research matrix to help clarify the categories. • Consider allowing students to work with a partner while planning and choosing details. Each student should complete their own organizer and write their own paragraph in the next lesson, but the thinking work could be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling and Guided Practice: Using <i>Exploring Countries: Japan</i> to Complete the Culture Research Matrix Part B (20 minutes)</p> <ul style="list-style-type: none">• Explain that you have now gathered evidence that shows some of the customs and traditions of <i>ancient</i> Japan. The culture of a country can change over time. How could you find out whether these customs and traditions are still part of modern day Japanese culture? Lead students to recognize that they can use <i>Exploring Countries: Japan</i> to look for evidence that a custom or tradition is still part of <i>modern</i> Japanese life today.• Using a process similar to the one used in Part A , show students how to search for more information on each of the customs and traditions on the Culture Research matrix in <i>Exploring Countries: Japan</i>.<ul style="list-style-type: none">– Emphasize using the index and table of contents, and scanning the photos and section heads to efficiently locate specific information. Model entering additional information in Columns 3 and 4 on the Culture Research matrix.– For some of the customs and traditions identified, no additional information will be available in the nonfiction text. Be sure to point out that this does not necessarily mean that this custom is no longer part of Japanese culture, just that more research would be needed to confirm.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Writing Moves (5 minutes)</p> <ul style="list-style-type: none">• Invite students to name the steps that were taken as researchers and writers today. Listen for students to suggest:<ol style="list-style-type: none">1. "Reread sections of text, thinking about customs and traditions."2. "Record customs and traditions in Columns 1 and 2."3. "Going back into <i>Exploring Countries: Japan</i>, find information that supports customs and traditions from Columns 1 and 2."4. "Record additional information in Columns 4 and 5."• Ask students to turn and talk:<ul style="list-style-type: none">* "What step seemed easiest? Why?"* "What step seemed hardest? Why?"• As time permits, share out some of students' comments you overheard.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home what you did in class today. How have you been reading like a researcher? What have you learned about how to keep track of your learning by taking notes on the Culture Research matrix?	



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Grade 3: Module 2B: Unit 1: Lesson 13

Supporting Materials



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Criteria for a Research-Based Informational Paragraph Anchor Chart

1. Opens with a clear topic sentence
2. Contains detail sentences within the body of the paragraph
3. Detail sentences contain facts based on documented research
4. Detail sentences show sentence variety
5. Words and phrasing are chosen that exhibit accuracy and interest
6. Shows attention to grade-appropriate control of spelling and mechanics
7. Closes with a conclusion sentence



Culture Research Matrix

Part A:

Directions: Reread pages 86–95 in *Dragon of the Red Dawn* to find examples of some of the customs and traditions in ancient Japan. Add three examples from the story to Column 1 of the chart below. Be sure to include the page where you found the information in Column 2.

Please wait for your teacher's directions before going on to Part B.

PART A		PART B	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>	Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>



Culture Research Matrix

Part B:

Directions: Use what you know about locating information in informational texts to find more information about **at least two** of the customs and traditions on your chart in *Exploring Countries: Japan*. Add this new information to Column 3 in the chart. Write the page number where you found each piece of information in Column 4.



Culture Research Matrix
(Sample, for Teacher Reference)

Part A:

Directions: Reread pages 86–95 in *Dragon of the Red Dawn* to find examples of some of the customs and traditions in ancient Japan. Add three examples from the story to Column 1 of the chart below. Be sure to include the page where you found the information in Column 2.

Please wait for your teacher's directions before going on to Part B.

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>
After the fire, Jack saw people drinking tea together in the teahouse.	91
Annie said that the Cloud Dragon put out the fire. Basho told her most people don't believe that anymore.	92
Jack and Annie bow to Basho when leaving. He bows back. They also said, "Thanks."	95

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Tea is served with every meal in Japan.	23
A bow in Japan can mean "thank you."	13



Culture Research Matrix
(Sample, for Teacher Reference)

Part B:

Directions: Use what you know about locating information in informational texts to find more information about **at least two** of the customs and traditions on your chart in *Exploring Countries: Japan*. Add this new information to Column 3 in the chart. Write the page number where you found each piece of information in Column 4.

Use what you know about locating information in informational text to find more information about at least 2 of the customs and traditions on your chart in *Exploring Countries: Japan* . Add this new information to the third column in the chart. Write the page number where you found each piece of information in the last column.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 14

Writing a Research-Based Informational Paragraph: The Culture of Japan, Continued



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can express ideas using carefully chosen words. (L.3.3a)

Supporting Learning Targets

- I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer.
- I can identify criteria for a strong research-based informational paragraph.
- I can write sentences that are both accurate and interesting.

Ongoing Assessment

- Culture Research matrix
- Paragraph Writing Accordion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets and Reviewing the Criteria for a Research-Based Informational Paragraph (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling: Planning with the Paragraph Writing Accordion Graphic Organizer (20 minutes) B. Modeling: Writing a Paragraph Using the Graphic Organizer (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reviewing the Writing Moves (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Share with someone at home the work you did in class today to write a research-based informational paragraph. Tell them about how the accordion organizer made the paragraph writing easier, better, and more organized. 	<ul style="list-style-type: none"> • The work in Lessons 13 and 14 is highly structured and scaffolded to show the students how to examine and synthesize the information they've collected to write a concise paragraph. • In this lesson, students plan an informational paragraph, first synthesizing their culture research into categories on a Culture Research matrix, and then planning the paragraph using a modified accordion graphic organizer from Module 1. Because the Paragraph Writing Accordion graphic organizer is somewhat familiar to students, teachers may elect to only briefly review the tool rather than use lesson time to reorient students to it and show a completed model. The Paragraph Writing Accordion graphic organizer has been modified to support students in connecting literary text and informational text. Be sure to carefully review this with students. • Students will write a similar paragraph on-demand in Lesson 15. The writing task in Lesson 15 is meant as formative assessment. In Unit 2, students will receive additional instruction and practice in writing research paragraphs. The results of the End of Unit 1 Assessment should inform your instruction as students begin a similar process with new content in Unit 2. • In advance: Prepare a large chart to look exactly like the Paragraph Writing Accordion graphic organizer shown in the Supporting Materials. Make sure it's the one with all boxes blank except for the headings. Or plan to just project a blank graphic organizer using a document camera. • In advance: Review the research-based informational paragraph (sample, for teacher reference; see supporting materials) to use in Work Time C. • Post: Learning targets.

Lesson Vocabulary	Materials
research-based, categories, matrix, plan, assist, explain	<ul style="list-style-type: none"> • Criteria for a Research-Based Informational Paragraph anchor chart (from Lesson 13) • Culture Research Matrix anchor chart (from Lesson 13) • Paragraph Writing Accordion graphic organizer (blank; one to display) • Paragraph Writing Accordion graphic organizer (sample, for teacher reference; see supporting materials) • Research-based informational paragraph (sample, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets and Reviewing the Criteria for a Research-Based Informational Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will continue their work from Lesson 13. Review as needed, saying something like: “You have read both literary and informational texts and talked with your peers to learn about the culture of Japan. Today, we will see how to go about choosing the important details from the research and then use them to complete a Culture Research matrix.”• Display and ask students to deconstruct the first learning target:<ul style="list-style-type: none">* “I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer.”• Circle and discuss the words <i>plan</i>, “informational,” and “paragraph,” and add visuals as necessary to ensure that students understand the target.• Circle the phrase <i>research-based</i> and review as needed. Clarify by telling students it means that the information in the paragraphs they write will come from the facts they’ve gathered in their research.• Underline the word <i>assist</i> and explain that the work done today will be shared and done together as a group. The reason for this is to build some experience and a level of comfort for students before moving on to planning and writing their own research-based informational paragraph.• Display and ask students to deconstruct the second learning target:<ul style="list-style-type: none">* “I can identify criteria for a strong research-based informational paragraph.”• Review the Criteria for a Research-Based Informational Paragraph anchor chart.• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Why do thoughtful writers plan before they begin writing?”• Guide students toward an understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they actually write. Remind students about the good work they did in Module 1, planning their paragraph about their own reading goals and about a librarian or organization that helps people access books around the world. They have learned a lot as writers so far this year!	<ul style="list-style-type: none">• Add nonlinguistic symbols to the Culture Research matrix to help clarify the categories.• Consider allowing students to work with a partner while planning and choosing details. Each student should complete their own organizer and write their own paragraph in the next lesson, but the thinking work could be done in pairs.



Work Time	Meeting Students' Needs
<p>A. Modeling: Planning with the Paragraph Writing Accordion Graphic Organizer (20 minutes)</p> <ul style="list-style-type: none">• Display and review the completed Culture Research Matrix anchor chart (from Lesson 13), which contains the information charted on customs and traditions. Explain to students that you want to write a paragraph about two customs or traditions in Japan.• Model thinking-aloud as you weigh your options for which custom to write about.<ul style="list-style-type: none">– Perhaps start by saying: “Hmm, when I look at my research matrix, I see I have several customs listed: bowing, drinking tea, and the Cloud Dragon.”– Then say something like: “My paragraph is going to be about customs and traditions that are still part of Japanese culture today. I notice that only some topics were found in both texts. There are also some topics that I feel I have stronger details for. These are the customs and traditions I will choose to write about.”• Remind students that great writers do not just start writing. They think hard and they plan. And when writers are writing an informational piece, they make sure they have good information about their topic before they begin to write.• Continue by saying: “As good writers always do, we will make a plan and organize our thoughts before we actually start writing.”• Project the Paragraph Writing Accordion graphic organizer. Ask students to remind themselves about how to use the accordion graphic organizer by looking it over and thinking back to Module 1. Ask students questions about how this organizer is different. (The difference is that students will be asked to give examples of how the informational fact was shown in <i>Dragon of the Red Dawn</i>).• You will now be modeling and completing a shared writing to demonstrate how information from the Culture Research matrix can be placed within the Paragraph Writing Accordion graphic organizer. Use the Paragraph Writing Accordion graphic organizer (sample, for teacher reference) as a guide for your modeling. As you think-aloud, model how to fill in the accordion organizer. Continue doing this until it contains all of the information included on the Paragraph Writing accordion graphic organizer (sample, for teacher reference).• Because students have experience with the Paragraph Writing Accordion graphic organizer, engage them in working with you to craft each section of the organizer using the topic of bowing.• When the accordion organizer is fully filled in, ask students to give a thumbs-up, thumbs-sideways, or thumbs-down as a check for understanding of the process you just modeled. Point out that you did not write in sentences, but rather used short, but clear and correct phrases. Clarify as needed and if necessary quickly repeat the steps for students.	



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling: Writing a Paragraph Using the Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">• Tell students that it's time to actually write the paragraph. But first, have them briefly reflect on the steps that were taken over the last several days.<ul style="list-style-type: none">– They read and conducted research.– They took notes in an organized fashion.– They discussed what they were learning with their peers.• Say: "You were shown how to pull information from your notes and place it in a Culture Research matrix. And following that, we used the matrix to make an informed decision about what specific topic to write about. It seemed that the best decision was to pick a topic that we had a lot of information about from both texts. Once the decision was made, you helped use the matrix to fill in the Paragraph Writing Accordion graphic organizer."• Be purposeful about having the completed accordion graphic organizer out and visible as you write the paragraph. Use the research-based informational paragraph (sample, for teacher reference) as a guide. Invite students to construct the paragraph with you as you write , one sentence at a time, thinking-aloud as you go.• Make sure to think-aloud with each part of the paragraph (topic sentence, detail sentences, conclusion) and repeatedly reference the graphic organizer. As you model and think-aloud, include language related to word choice and having sentence variety.• After the paragraph is written, again show correct writing behavior by reading the paragraph aloud to check it for things like sentence flow, grammar, capitalization, and punctuation. You should even do a final check of the graphic organizer to demonstrate the step of being sure that all parts of the graphic organizer were addressed within the paragraph. <p><i>Note: Students will be asked to write a similar paragraph on-demand in Lesson 15. The writing task in Lesson 15 is meant as formative assessment.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Writing Moves (5 minutes)</p> <ul style="list-style-type: none">• End the lesson by asking students to name the steps that were taken as researchers and writers over the past two lessons. Listen for:<ol style="list-style-type: none">1. "Reread sections of text, thinking about customs and traditions."2. "Record customs and traditions in Columns 1 and 2 of the Culture Research matrix."3. "Go back to <i>Exploring Countries: Japan</i>, finding information that supports customs and traditions from Columns 1 and 2."4. "Record additional information in Columns 4 and 5."5. "Plan paragraph in Paragraph Writing Accordion graphic organizer."6. "Draft paragraph."• Ask students to turn and talk with a nearby student about the hard work done today. Perhaps they can even share what step they found difficult to understand or what step seemed easier or more straightforward for them. Listen in as students talk and if there's time, you can share some of the things you heard students say.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home the work you did in class today to write a research-based informational paragraph. Tell them about how the accordion organizer made the paragraph writing easier, better, and more organized.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 14

Supporting Materials



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Paragraph Writing Accordion Graphic Organizer

Describe two customs or traditions of ancient Japan that are still important in Japan today. Use details from the chart you just completed and the accordion graphic organizer below to write a paragraph describing these important parts of Japanese culture.

Topic:

Detail 1: From Exploring Countries: Japan

Detail 2: From Dragon of the Red Dawn

Detail 1: From Exploring Countries: Japan

Detail 2: From Dragon of the Red Dawn

Conclusion:



Paragraph Writing Accordion Graphic Organizer
(Sample, for Teacher Reference)

Describe two customs or traditions of ancient Japan that are still important in Japan today. Use details from the chart you just completed and the accordion graphic organizer below to write a paragraph describing these important parts of Japanese culture.

Topic:

bowing and drinking tea are important customs

Detail 1: From Exploring Countries: Japan

tea is served with every meal

Detail 2: From Dragon of the Red Dawn

**people were drinking in the teahouse after the fire
Jack and Annie were in one earlier**

Detail 1: From Exploring Countries: Japan

bowing can mean thank you

Detail 2: From Dragon of the Red Dawn

Jack and Annie said, "Thank you," to Basho and bowed

Conclusion:

bowing and drinking tea are two important customs from ancient Japan that are still today



Sample Research-Based Informational Paragraph
(for Teacher Reference)

Japan has many customs and traditions that define its culture. Two important customs in ancient Japan that are still used today are bowing and drinking tea. In Japan, people bow to each other when they are greeting one another. Bowing can also be a way of saying, “Thank you.” When Basho was leaving Jack and Annie, Jack said, “Thank you,” and they all bowed to each other. Drinking tea is another important custom in Japan. Tea is served with every meal. In the text *Dragon of the Red Dawn*, when Jack and Annie were heading home after the fire, they saw people coming together and drinking tea in the teahouse. Bowing and drinking tea are important customs in Japan. They are a customs that have been around for many generations.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 15

On-Demand Assessment: Informational Paragraph on Japan's Culture



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

I can write an informative text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closing statement on the topic of an informative text. (W.3.2)
I can use spelling patterns to spell words correctly. (L.3.2f)
I can express ideas using carefully chosen words. (L.3.3)
I can use text features to locate information efficiently. (RI.3.5)
I can answer questions using specific details from literary text. (RL.3.1)
I can answer questions using specific details from informational text. (RI.3.1)

Supporting Learning Targets

- I can write an informative paragraph about customs and traditions in Japan.
- I can find specific information about ancient Japanese culture in a literary text.
- I can use text features to locate information about modern day Japan efficiently.
- I can write an opening sentence that identifies my topic.
- I can support my topic with accurate details from text.
- I can write a sentence to conclude my paragraph.
- I can use wording and terms to help the reader learn about a custom or tradition of Japan.

Ongoing Assessment

- End of Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment Part A: Locating Information in a Literary Text (15 minutes)B. End of Unit 1 Assessment Part B :Locating Information in an Informational Text (15 minutes)C. End of Unit 1 Assessment Part C: On-Demand Writing of an Informational Paragraph about Japanese Culture (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Target Check, Celebrate, and Say Goodbye to Japan (5 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home what five things you will remember most about Japan.	<ul style="list-style-type: none">• In this assessment, students pull together the reading, research, and writing skills they have developed to connect literary and informational texts. Students will use the texts about Japan that they have been working with to identify and write a paragraph about customs and traditions discussed in <i>Dragon of the Red Dawn</i> that are still important in Japan today.• This is the first formal writing in Module 2. Emphasize to the class that writing is more than just organizing ideas or editing for conventions. To write well about something, you need to know a lot about it. Students have been building knowledge about culture, and specifically about Japan's culture, during their reading and through the various other activities in Unit 1.• This End of Unit 1 Assessment requires students to draw information from two texts and to write an on-demand paragraph. While their work in Unit 1 should have made students familiar with each part of this process, third graders are not yet expected to independently initiate and complete a short research project. To provide some support, this assessment has been broken into three parts. Review and clarify directions with students before they begin each part of the assessment. If needed, allow short “stretch breaks” between sections. While you may clarify directions, it is important that all of the actual research and writing in this section be done independently.• A sheet containing the writing prompt for the assessment is included in supporting materials. If students need more writing space, provide lined paper. Alternatively, display the assessment writing prompt and allow students to write on any lined paper or in a notebook or journal.• Assessment of students' on-demand paragraphs will derive from the criteria for a research-based informational paragraph (developed in Lesson 13), as well as the NYS four-point writing rubric. Note that this writing also serves as formative assessment, since students will do similar writing again in Unit 2.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• <i>Exploring Countries: Japan</i> (book; one per student)• End of Unit 1 Assessment: On-Demand Writing of a Research-Based Informational Paragraph (one per student)• Lined paper (optional; see Teaching Notes)• New York State Grade 3 Expository Writing Evaluation Rubric (for teacher reference)- http://www.engageny.org/sites/default/files/resource/attachments/grade-3-ela-guide_0.pdf



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment in which they will, on their own, use much of what they have been learning and practicing. They will need to:<ol style="list-style-type: none">1. Read informational and literary texts.2. Identify examples of Japanese culture from both texts and record them on a graphic organizer.3. Write a short paragraph to explain what they have found in their research.• Explain that students will need to refer back to both <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i> to complete a graphic organizer and write a paragraph about Japan's culture.• Encourage students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in an informational text. This also is an opportunity to communicate some of the information they have learned in writing .• Ask students to listen as you read the learning targets aloud:<ul style="list-style-type: none">* "I can write an informative paragraph about customs and traditions in Japan."* "I can find specific information about ancient Japanese culture in a literary text."* "I can use text features to locate information about modern day Japan efficiently."* "I can write an opening sentence that identifies my topic."* "I can support my topic with accurate details from text."* "I can write a sentence to conclude my paragraph."* "I can use wording and terms to help the reader learn about a custom or tradition of Japan."• For each target, ask students to give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment Part A: Locating Information in a Literary Text (15 minutes)</p> <ul style="list-style-type: none"> Ask students to take out the two texts needed for the assessment: <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i>. Distribute the End of Unit 1 Assessment: On-Demand Writing of a Research-Based Informational Paragraph. You may also want to distribute sheets of lined paper, or have some available for students who need more space to write (see Teaching Notes). Read aloud the directions for Part A. Help students to locate pages 36–40 in <i>Dragon of the Red Dawn</i>. You may want to guide students in marking the beginning and ending pages of the section they are to work with, using sticky notes or bookmarks. Clarify directions as needed for this section. Allow 15 minutes to complete Column 1 and Column 2 in the graphic organizer in Part A independently. 	<ul style="list-style-type: none"> Allow ELLs additional time to complete their paragraphs. They will receive extra time on the New York State assessment.
<p>B. End of Unit 1 Assessment Part B: Locating Information in an Informational Text (15 minutes)</p> <ul style="list-style-type: none"> Read aloud the directions for Part B. Answer questions as needed to clarify the directions. Be sure students understand that they can look for information in any section of their <i>Exploring Countries: Japan</i> book. Allow 15 minutes for students to locate information and add it to Column 3 and Column 4 of the chart. If needed, allow a short “stretch break” before moving on to Part C. 	
<p>C. End of Unit 1 Assessment Part C: On-Demand Writing of an Informational Paragraph about Japanese Culture (20 minutes)</p> <ul style="list-style-type: none"> Read aloud the directions for Part C. Be sure students understand that the information for their paragraph will come from the graphic organizer they have just completed. Answer any clarifying questions students have. Remind students that they will have a lot of practice writing paragraphs this year. Today, they are doing what is called “on-demand” writing: the best writing you can do in a set and limited time. Give students 20 minutes to write their paragraphs. Circulate, supporting students only by providing general encouragement and reminding them that the criteria for an effective paragraph is given in the assessment question. Students should complete the writing independently for this on-demand assessment. For students who seem to struggle, praise their efforts and encourage them to push on and try their best. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If students finish early, encourage them to reread and carefully check their responses. Then invite them to quietly read from their <i>Exploring Countries: Japan</i> text, or to choose a text from the Recommended Texts list (or another text that fits with the content of the unit) to read and enjoy while other students finish their writing.• Collect both the graphic organizer and on-demand paragraphs to assess.	

Closing and Assessment	Meeting Students' Needs
<p>A. Target Check, Celebrate, and Say Goodbye to Japan (5 minutes)</p> <ul style="list-style-type: none">• Post the learning targets again. Read each target aloud, asking students to engage in a quick “target check.” Tell them that after you read the target, they should: give it thumbs-up if they felt they really got it, thumbs-sideways if they think they need more work on this, or thumbs-down if they felt really confused by this and found it difficult. Assess student confidence based on these responses.• Celebrate with students the good work they have done in learning about Japan's culture and developing a research-based informational paragraph. Tell them that in Unit 2, they will get to continue to build their knowledge about culture by learning about a new country.• With any remaining time, allow students a final opportunity to enjoy and learn from <i>Exploring Countries: Japan</i>. Encourage students to read with a partner or in a small group to promote a sense of community and celebration.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home what five things you will remember most about the wonderful country of Japan.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 15

Supporting Materials



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End of Unit 1 Assessment:
On-Demand Writing of a Research-Based Informational Paragraph

Part A:

Reread pages 36–40 in *Dragon of the Red Dawn* to find examples of some of the customs and traditions in ancient Japan. Add three examples from the story to Column 1 of the chart below. Be sure to include the page where you found the information in Column 2.

Please wait for your teacher's directions before going on to Part B.

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>



End of Unit 1 Assessment:
On-Demand Writing of a Research-Based Informational Paragraph

Part B:

Now use what you know about locating information in an informational text to find more information about **at least two** of the customs and traditions on your chart in *Exploring Countries: Japan*. Add this new information to Column 3 in the chart. Write the page number where you found each piece of information in Column 4.

Please wait for your teacher's directions before going on to Part C.

End of Unit 1 Assessment:
On-Demand Writing of a Research-Based Informational Paragraph

Part C:

In reading *Dragon of the Red Dawn*, you learned a lot about the customs and traditions of *ancient* Japan. In *Exploring Countries: Japan* you learned about the culture of *modern day* Japan. Some Japanese customs and traditions were found in both books. These are customs and traditions that are still important in Japan today. Use the graphic organizer you just completed to write a paragraph about these important parts of Japanese culture.

Write a paragraph describing two customs or traditions that Mary Pope Osborne used in her book that are still important in modern day Japan. Use details from the text to support your response.

In your response, be sure to:

- introduce the topic
- use specific facts and examples from both texts to describe each custom or tradition
- choose words that express your ideas in an interesting and clear way
- end with a concluding statement

Be sure to check your writing for correct spelling, grammar, capitalization, and punctuation.



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Sample Response for Parts A and B: Note: Students must find three customs and traditions in *Dragon of the Red Dawn*. They locate more information on any two of these in *Exploring Countries: Japan*.

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>
Special dance, women in kimonos with white painted faces	36
Sitting on a straw mat	39
Watched a kind of puppet show with giant puppets moved around by people in black clothes	37

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Called Kabuki, dancers wear colorful costumes and makeup	26
Puppet plays set to music are called bunraku	26



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Other possible responses:

PART A	
Column 1: Ancient Japanese Custom or Tradition	Column 2: Page in <i>Dragon of the Red Dawn</i>
Sitting on a straw mat	39
Going to a teahouse	38
Eating sushi	40

PART B	
Column 3: More information about this custom or tradition from my research	Column 4: Page in <i>Exploring Countries: Japan</i>
Straw mats are called tatami, part of Japanese tradition, most houses have one	15
Tea ceremony, special way of making green tea	27
Chefs top rice with raw fish and wrap it in seaweed	23



End of Unit 1 Assessment: Sample Responses
(for Teacher Reference)

Part C: Sample Response

Many of the Japanese traditions that Mary Pope Osborne wrote about are still important in Japan today. The Japanese still enjoy puppet plays set to music, called bunraku. People wear black clothing and work giant puppets like the Cloud Dragon in *Dragon of the Red Dawn*. They also watch special performances called Kabuki. The dancers wear special makeup and colorful clothing just like the women with white painted faces in kimonos that Jack and Annie saw when they crossed the great bridge. Many of the traditions from long ago are still important to the Japanese.

Criteria:

1. Opens with a clear topic sentence
2. Contains detail sentences within the body of the paragraph
3. Detail sentences contain facts based on documented research from both texts
4. Detail sentences show sentence variety
5. Words and phrasing are chosen that exhibit accuracy and interest
6. Shows attention to grade-appropriate control of spelling and mechanics
7. Closes with a concluding sentence

Use the 4-point rubric on the following page for determining scores on your paragraph in this assessment.

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2, R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —do not provide a concluding statement

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level	2 Essays at this level	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.