



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Overview



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Unit 2: Case Study: Researching a Country's Culture

In Unit 2, students continue to develop their skills through careful reading of both literary and informational texts. Class members extend their expertise of learning about culture beyond Japan and begin studying three different countries. Students build their ability to share learning about these countries through reading and structured book discussions. The class begins the unit by reading a new *Magic Tree House* book and discovering the evidence of culture within that country. They read the book in class and at home, sharing and supporting each other through a structured Book Club. Students are also supported to pay attention to key vocabulary and begin a routine to practice reading fluently. For a mid-unit assessment, students demonstrate their reading and discussion skills through a two-part assessment in which they prepare key information to share with others who have not read the same *Magic Tree House* book. Next, students continue to

hone their ability to read and understand informational text. The class builds its knowledge of culture by closely reading *Exploring Countries* texts that correlate with the country portrayed in the *Magic Tree House* book they read. Students continue to learn more about how to use features of informational text when learning about a topic. During this time, students are also expanding their definition of what culture is. After learning from the *Exploring Countries* texts, they are given a supplemental article that offers additional research to build their content knowledge of the culture of their country. As an end of unit assessment, students will demonstrate their skill with informational texts by reading excerpts from a new text about a different country: France. Students also write an on-demand paragraph about the customs and traditions they discovered in this new text.

Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *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.*
- *Culture is the way of life that has been passed from one generation to the next.*



| | |
|--------------------------|--|
| Mid-Unit 2 Assessment | <p>Book Discussions and Text-Dependent Questions on the <i>Magic Tree House</i> Books</p> <p>This assessment centers on standards NYSP ELA CCSS RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3. After reading a <i>Magic Tree House</i> book independently, students prepare for a small group discussion by gathering evidence from their notes on the Expert Research Matrix. These written notes are collected at the end of the assessment and will be used to assess RL.3.1, RL.3.9, and W.3.8. Students also work in triads to discuss key details about the plot of the book they have read and what they have learned about their country’s culture. During the discussion, the teacher circulates, using a checklist to assess SL.3.1 and SL.3.3.</p> |
| End of Unit 2 Assessment | <p>Reading and Writing about a New Informational Text: <i>Exploring France</i> excerpts</p> <p>This assessment centers on standards NYSP ELA CCSS RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8. In the second portion of Unit 2, students practiced using text features to locate information during a close reading of the informational texts about a country featured in the <i>Magic Tree House</i> books. In this on-demand assessment, students apply these skills to an informational text about a new country. Students locate information in the text and write a short, informative paragraph about the customs and traditions in that country. The NYS 4-point writing rubric will be used to score this assessment.</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 of 29).

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, <i>Magic Tree House #45: A Crazy Day with Cobras</i> (New York: A Stepping Stone Book by Random House, 2011), ISBN: 978-0-375-86795-8. (Enough texts for 1/3 of the class). |
| 2. Mary Pope Osborne, <i>Magic Tree House #33: Carnival at Candlelight</i> (New York: A Stepping Stone Book by Random House, 2005), ISBN: 978-0-375-83034-1. (Enough texts for 1/3 of the class). |
| 3. Mary Pope Osborne, <i>Magic Tree House #34: Season of the Sandstorms</i> (New York: A Stepping Stone Book by Random House, 2005), ISBN: 978-0-375-83032-7. (Enough texts for 1/3 of the class). |
| 4. Jim Bartell, <i>Exploring Countries: India</i> (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-555-1. (Enough texts for 1/3 of the class). |
| 5. Lisa Owings, <i>Exploring Countries: Iraq</i> (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-592-6. (Enough texts for 1/3 of the class). |
| 6. Walter Simmons, <i>Exploring Countries: Italy</i> (Minneapolis: Bellwether Media, 2012), ISBN 978-1-60014-673-2. (Enough texts for 1/3 of the class). |
| 7. Rachel Grack, <i>Exploring Countries: France</i> (excerpts) (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-480-6. (no purchase necessary; excerpt only). |
| 8. "Republic of Iraq." In CultureGrams Kids Edition 2013. Proquest. 2013. PDF. |
| 9. Cynthia Hatch, “Soccer Mania,” in <i>Faces</i> (Vol. 22, No. 2), Oct. 2005, 40–41. |
| 10. Shruti Priya and Katherine Darrow, “The Ancient Art of Rangoli,” in <i>Calliope</i> (Vol. 23, No. 6), March 2013, 34–36. |



This unit is approximately 3 weeks or 16 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|---|---|---|
| Lesson 1 | Working with Peers to Ask and Answer Questions: Launching the <i>Magic Tree House</i> Books | <ul style="list-style-type: none"> I can ask questions to deepen my understanding of a literary text. (RL.3.1) 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 effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can answer questions (who/what/where) using specific details from Chapter 1 of my <i>Magic Tree House</i> book. I can explain why I chose specific details to answer questions about the text. I can use context clues to determine the meaning of words and phrases in Chapter 1 of my <i>Magic Tree House</i> book. I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book. | <ul style="list-style-type: none"> Capturing Key Details recording form (for Chapter 1) Book Discussion checklist | <ul style="list-style-type: none"> Class Norms for Conversation anchor chart Holding a Book Discussion anchor chart |
| Lesson 2 | Working with Peers to Ask and Answer Questions: Continuing to Read and Discuss the <i>Magic Tree House</i> Books | <ul style="list-style-type: none"> I can ask questions to deepen my understanding of a 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 read third grade level texts accurately and fluently to make meaning. (RF.3.4) I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book. I can retell Chapter 2 (who/what/where) of my <i>Magic Tree House</i> book using specific details. I can use context clues to determine the meaning of words and phrases in Chapter 2 of my <i>Magic Tree House</i> book. I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book. I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country. | <ul style="list-style-type: none"> Capturing Key Details recording form Book Discussion checklist | <ul style="list-style-type: none"> Fluent Reader Criteria anchor chart Holding a Book Discussion anchor chart Book Club Steps anchor chart Stars and Steps protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|---|--|---|---|
| Lesson 3 | Building Confidence with Book Clubs: Continuing to Read and Discuss the <i>Magic Tree House</i> Books | <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 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 and taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where). I can explain why I chose specific details to answer questions about the text. I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book. I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book. I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country. | <ul style="list-style-type: none"> Capturing Key Details recording form Book Discussion checklist | <ul style="list-style-type: none"> Class Norms for Discussion anchor chart Book Club Steps anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|---|---|---|---|
| Lesson 4 | Practicing Fluency and Independent Book Clubs: Continuing to Deepen Understanding of <i>Magic Tree House</i> books. | <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 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 read third grade level texts accurately and fluently to make meaning. (RF.3.4) I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where). I can explain why I chose specific details to answer questions about the text. I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book. I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book. I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country. I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book. | <ul style="list-style-type: none"> Capturing Key Details recording form Book Discussion checklist | <ul style="list-style-type: none"> Fluent Reader Criteria anchor chart Class Norms for Conversation anchor chart Concentric Circles protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|--|---|---|
| Lesson 5 | Independent Book Clubs: Finishing the <i>Magic Tree House</i> books | <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 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) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where). I can explain why I chose specific details to answer questions about the text. I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book. I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book. I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country. | <ul style="list-style-type: none"> Capturing Key Details recording form Book Discussion checklist | |
| Lesson 6 | Beginning the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1 | <ul style="list-style-type: none"> 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 record what I will share about my <i>Magic Tree House</i> book on my Mid-Unit 2 Assessment: Expert Research Matrix. | <ul style="list-style-type: none"> Mid-Unit 2 Assessment: expert Research Matrix, Part 1 | <ul style="list-style-type: none"> Jigsaw protocol Fishbowl Discussion protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|---|---|--|---|
| Lesson 7 | Mid-Unit 2 Assessment, continued: Fishbowl Discussion of <i>Magic Tree House</i> books | <ul style="list-style-type: none"> • I can read third grade level texts accurately and fluently to make meaning. (RF.3.4) • I can answer questions using specific details from literary text. (RL.3.1) • I can compare and contrast stories by the same author. (RL.3.9). • I can document what I learn about a topic by taking notes. (W.3.8) • I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) • I can express my own ideas clearly during discussions. (SL.3.1) • I can build on others' ideas during discussions. (SL.3.1) • I can ask questions when I am confused about what a speaker is saying. (SL.3.3) • I can answer questions to show what I know when listening to a speaker. (SL.3.3) | <ul style="list-style-type: none"> • I can answer questions about my <i>Magic Tree House</i> book using specific details from the text. • I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> book. • I can compare and contrast stories in the <i>Magic Tree House</i> series. | <ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Expert Research Matrix (began in Lesson 6) • Teacher Assessment Checklist for Discussion | <ul style="list-style-type: none"> • Procedure for Mid-Unit 2 Assessment Discussion anchor chart • Fluent Reader Criteria anchor chart • Fishbowl protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|---|--|---|
| Lesson 8 | Completing the Mid-Unit 2 Assessment: Continuing Fishbowl Discussion and Completing Expert Research Matrix, Part 2 | <ul style="list-style-type: none"> • I can read third grade level texts accurately and fluently to make meaning. (RF.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 taking notes. (W.3.8) • I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) • I can express my own ideas clearly during discussions. (SL.3.1) • I can build on others' ideas during discussions. (SL.3.1) • I can ask questions when I am confused about what a speaker is saying. (SL.3.3) • I can answer questions to show what I know when listening to a speaker. (SL.3.3) • I can compare and contrast stories by the same author. (RL.3.9) | <ul style="list-style-type: none"> • I can answer questions about my <i>Magic Tree House</i> book using specific details from the text. • I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> book. • I can compare and contrast stories in the <i>Magic Tree House</i> series. | <ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Expert Research Matrix (began in Lesson 6) • Assessment Checklist for Discussion (began in Lesson 7) | <ul style="list-style-type: none"> • Procedure for Mid-Unit 2 Assessment Discussion anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|--|--|--|---|
| Lesson 9 | Close Reading: Launching the <i>Exploring Countries</i> Books, Part 1 | <ul style="list-style-type: none"> I can answer questions to deepen my understanding of informational text. (RI.3.1) I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 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 learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text. I can accurately record information I find about my country. I can use text features to efficiently find information in my <i>Exploring Countries</i> text. I can use text features to learn new information about my country. | <ul style="list-style-type: none"> Text-Dependent Questions (Italy Research Group only) Text Feature Scavenger Hunt recording form Fact Hunt/Flag Activity recording form | <ul style="list-style-type: none"> Structural Features of Informational Text (Exploring Countries) anchor chart Work Time Tasks anchor chart Think-Pair-Share protocol |
| Lesson 10 | Close Reading: Launching the <i>Exploring Countries</i> Books, Part 2 | <ul style="list-style-type: none"> I can answer questions to deepen my understanding of informational text. (RI.3.1) I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 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 learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text. I can accurately record information I find about my country. I can use text features to efficiently find information in my <i>Exploring Countries</i> text. I can use text features to learn new information about my country. | <ul style="list-style-type: none"> Word Tracker homework (from Lesson 9) Text-Dependent Questions (Iraq Research group only) Text Feature Scavenger Hunt recording form | <ul style="list-style-type: none"> Work Time Task anchor chart Concentric Circles protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|---|--|---|--|
| Lesson 11 | Close Reading: Launching the <i>Exploring Countries</i> Books, Part 3 | <ul style="list-style-type: none"> • I can ask and answer questions to deepen understanding of informational text. (RI.3.1) • I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 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 learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text. • I can accurately record information I find about my country. • I can use text features to efficiently find information in my <i>Exploring Countries</i> text. • I can use text features to learn new information about my country. | <ul style="list-style-type: none"> • Word Tracker homework (from Lesson 9) • Text-Dependent Questions (India Research group only) • Text Feature Scavenger Hunt recording form | <ul style="list-style-type: none"> • Work Time Tasks anchor chart • Concentric Circle protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|--|---|---|---|---|
| Lesson 12 | Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 1 | <ul style="list-style-type: none"> • I can ask and answer questions to deepen understanding of informational text. (RI.3.1) • I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 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) • I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> • I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country. • I can use text features to learn new information about my country. • I can accurately record information I find about my country as I read. • I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book. | <ul style="list-style-type: none"> • Culture Research Matrix recording form • Book Discussion checklist | <ul style="list-style-type: none"> • Research Group Routine for Informational Text anchor chart • Culture Categories anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|--|---|---|---|---|
| Lesson 13 | Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 2 | <ul style="list-style-type: none"> • I can ask and answer questions to deepen understanding of informational text. (RI.3.1) • I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 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) • I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> • I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country. • I can use text features to learn new information about my country. • I can accurately record information I find about my country as I read. • I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book. | <ul style="list-style-type: none"> • Culture Research Matrix recording form • Book Discussion checklist • Text-Dependent Questions (book-specific) | <ul style="list-style-type: none"> • Research Group Routine for Informational Text anchor chart • Culture Categories anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|--|---|---|---|---|
| Lesson 14 | Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 3 | <ul style="list-style-type: none"> • I can ask and answer questions to deepen understanding of informational text. (RI.3.1) • I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 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) • I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> • I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country. • I can use text features to learn new information about my country. • I can accurately record information I find about my country as I read. • I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book. | <ul style="list-style-type: none"> • Culture Research Matrix recording form • Book Discussion checklist • Text-Dependent Questions (book-specific) | <ul style="list-style-type: none"> • Research Group Routine for Informational Text anchor chart • Culture Categories anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|--|---|--|---|---|
| Lesson 15 | Close Reading Supplemental Articles: Gathering More Culture Research and Synthesizing Learning | <ul style="list-style-type: none"> • I can ask and answer questions to deepen understanding of informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 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 answer questions using specific details from literary text. (RL.3.1) • I can document what I learn about a topic by taking notes. (W.3.8) • 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 gist of my supplemental article by reading the text closely. • I can identify evidence of culture for my assigned country by reading the text closely. • I can record new evidence of culture on my Culture Research Matrix recording form. • I can discuss how the culture of my assigned country has stayed the same from the past to the present. • I can discuss how the culture of my assigned country has changed from the past to the present. | <ul style="list-style-type: none"> • Culture Research Matrix recording from: Supplemental Articles | <ul style="list-style-type: none"> • Things Close Readers Do anchor chart • Back-to-Back, Face-to-Face protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|--|--|--|---------------------------|
| Lesson 16 | End of Unit 2 Assessment: Reading and Writing about a New Informational Text: <i>Exploring Countries: France</i> | <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 text features to locate information efficiently. (RI.3.5) • I can answer questions using specific details from informational text. (RI.3.1) • 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 document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) | <ul style="list-style-type: none"> • I can answer questions about the culture of France by reading excerpts from an informational text closely. • I can identify the main idea of a paragraph in <i>Exploring Countries: France</i> by reading closely. • I can identify key details that support the main idea in a paragraph from <i>Exploring Countries: France</i>. • I can use text features to help me answer questions about the text. • I can record evidence I find of customs and traditions in France. • I can write an informative paragraph about some of the customs and traditions in France. | <ul style="list-style-type: none"> • End of Unit 2 Assessment • Tracking My Progress, End of Unit 2 recording form | |



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a guest speaker who has either lived in or spent significant time in Iraq, India, or Italy.
- Invite an anthropologist who studies ancient and modern cultures.
- Watch short video clips about the cultures of Iraq, India, or Italy.
- Consider hosting a cultural event at school. Students could invite locals who have connections to these countries to share their experiences with others.

Fieldwork:

- If there is a local museum that has exhibits on cultures around the world, that could offer expanded opportunities for learning about the culture of these countries.

Service:

- Research organizations that are supporting service to these countries in various ways.

Optional: Extensions

- Library/media specialist: study of Iraq, India, or Italy through storybooks, poems, and other literature
- Technology/media specialist: Explore the culture of these countries through searches on the computer (e.g., Web sites, online videos, maps, etc.).



Preparation and Materials

This unit includes a number of routines.

1. Book Clubs/Research Groups

- Book Clubs are a key design feature of this unit. For the purposes of this module, a Book Club is defined as a group of students reading and interacting with the same texts. Students will work within their Book Clubs to actively practice the SL.3.1 standard. In the first half of the unit, these groups are called “Book Clubs” as they read their *Magic Tree House* book. In the second half of the unit, the groups are renamed as “Research Groups,” to emphasize the skill they are working on as they research more about their country.
- Students will be assigned to a new country: Iraq, Italy, or India. They will again use a *Magic Tree House* book as a literary text to explore the customs and traditions of their assigned country. They will also use a book within the *Exploring Countries* series as their primary informational text. Other informational texts will be available in the form of articles for students to read. Using additional articles will allow them to expand their understanding of culture beyond customs and traditions.
- The *Magic Tree House* books used in Lessons 1-8 are as follows: #33, *Carnival at Candlelight* (Italy), 590L; #34, *Season of the Sandstorms* (Iraq), 580L; and #45, *A Crazy Day with Cobras* (India), 570L. The text level and number of chapters in the books differ, so teachers will have to group students according to the demands of the texts. Group them strategically. Stronger readers should read *A Crazy Day with Cobras* (partially because this book has 12 chapters, which means students need to read two chapters for some homework assignments). Struggling readers should read *Carnival at Candlelight* with 9 chapters, which means students will be able to receive more in class support by reading 1 chapter in class and 1 for homework. This will allow for better support of the struggling readers during independent reading time. It also will allow students who read at similar rates to discuss the text at required points in the story. Plan these groups carefully ahead of time.
- When students are reading, they will sit together with fellow Book Club members at designated meeting spots, but each student will read the text silently and independently. They will then use various recording forms to discuss their reading with their Book Club members. For these reasons, Book Club group size should not exceed five; in most classrooms, there will be more than one Book Club for each country.
- Each Book Club group will need a work area to gather to do their work. Decide in advance where each Book Club will meet. These meeting spots should stay consistent throughout the unit. Consider the needs of each group; some may be comfortable and productive working on the floor, but others may need to be seated at a table or collection of desks. Since conversation plays a critical role in this unit, meeting spots should allow for easy interactions. These meeting spots are introduced in this lesson.
- In the second half of the unit, the routines above continue, but students are reading informational text. The *Exploring Countries* books used in Lessons 9-15 are *Exploring Countries: Italy*, *Exploring Countries: India*, and *Exploring Countries: Iraq*. These three texts are paired with the *Magic Tree House* books set in the same country.



2. Graphic Organizers

- In Unit 1, students were shown how to work with both literary and informational text to learn about the culture of Japan, with a focus on customs and traditions. Routines were established that allowed them to capture details and gather evidence of customs and traditions. Many of these routines will be used in Unit 2. Some recording forms used in Unit 1 are slightly altered to support the Book Club structure.
- Students will have multiple copies of the Capturing Key Details recording form from various chapters of their *Magic Tree House* text as well the Capturing Key Details recording form is reintroduced in this lesson and is used consistently during the reading of the literary text. Students use the Capturing Key Details recording form to respond to their reading, strengthen vocabulary acquisition skills, and chart evidence of customs and traditions revealed within the text.
- As a new recording form students will also use Book Discussion checklist in Lessons 1-5. Each day, students will get a new copy of each of these forms.
- Establish a simple organization system so that they can keep track of their materials. A two-pocket folder is highly recommended. Materials used in Lessons 1–5 are critical for the Mid-Unit 2 Assessment. All Unit 2 recording forms also need to be kept for use in Unit 3. Consider what organizational system will best help students keep track of these recording forms. For example, you may want to use five different colors of paper, one for each day. Since the forms have the same title and will look similar, having each day's form on a different color paper may lessen confusion, particularly for those who have difficulty with organization.
- In the second half of the unit, students use a Research Matrix to gather notes about their country. Preview Lesson 9.

3. Homework and Independent Reading

- The *Magic Tree House* titles used range in length from nine to twelve chapters. These *Magic Tree House* books need to be read, in their entirety, before the mid-unit assessment, which begins in Lesson 6. This means that some chapters will need to be read for homework. The homework routine includes reading and accountable purposeful work that will help students further their understanding of the story and the country's culture.
- Students may finish the independent reading at different times; make sure there is a clear expectation outlined for those who finish ahead of other group members.



4. Supporting Struggling Readers

- For students who need more support with independent reading, consider these supports:
 1. Pull groups for guided support during reading.
 2. Devote an instructional aide or another adult to supporting students while they read the chapters aloud. This gives students guidance with both decoding and comprehension, as well as with adherence to the steps for Book Club.
 3. Once students have completed a first read on their own, find another time in the day to review, as needed, and support their comprehension.
 4. Provide audio recordings of the chapters to replace a first read for struggling readers.
- For students unable to follow through with reading chapters for homework, other accommodations will need to be made to ensure that they do not fall behind with the reading or have gaps in their learning.



The calendar below shows reading that is due daily for each *Magic Tree House* book..

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.

Book: *A Crazy Day with Cobras*

| Due at Lesson # | Chapters read or reviewed in class | Chapters read and recording form completed for homework |
|-----------------|------------------------------------|---|
| 1 | Prologue, 1 | Prologue, 1 |
| 2 | 2 | 3 and Homework recording form |
| 3 | 4-5 | 6 and Homework recording form |
| 4 | 7-8 | 9 and Homework recording form |
| 5 | 10-11 | 12 and Homework recording form |

Book: *Carnival at Candlelight*

| Due at Lesson # | Chapters read or reviewed in class | Chapters read and recording form completed for homework |
|-----------------|------------------------------------|---|
| 1 | Prologue, 1 | Prologue, 1 |
| 2 | 2 | 3 and Homework recording form |
| 3 | 4 | 5 and Homework recording form |
| 4 | 6 | 7 and Homework recording form |
| 5 | 8 | 9 and Homework recording form |

Book: *Season of the Sandstorms*

| Due at Lesson # | Chapters read or reviewed in class | Chapters read and recording form completed for homework |
|-----------------|------------------------------------|---|
| 1 | Prologue, 1 | Prologue, 1 |
| 2 | 2 | 3 and Homework recording form |
| 3 | 4 | 5 and Homework recording form |
| 4 | 6-7 | 8 and Homework recording form |
| 5 | 9 | 10 and Homework recording form |



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about India, Iraq, and Italy. 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.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

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 measures below band level (under 420L) | | | |
| <i>Camels</i> | Megan Borgert-Spaniol (author) | Informational | 325* |
| <i>Tigers at Twilight</i> | Mary Pope Osborne (author) | Literature | 370 |
| <i>Rudyard Kipling's The Jungle Book (adaptation)</i> | Carl Bowen (author) Gerardo Sandoval (illustrator) | Graphic Novel | 370 |

*Lexile based on a conversion from Accelerated Reading level;



| Title | Author and Illustrator | Text Type | Lexile Measure |
|--|--|---------------|----------------|
| Lexile measures within band level (420–820L) | | | |
| <i>Bengal Tigers</i> | Lyn Sirota (author) | Informational | 500 |
| <i>Italy</i> | Annabel Savery (author) | Informational | 550 |
| <i>Rama and the Demon King: An Ancient Tale from India</i> | Jessica Souhami (author) | Literature | 550 |
| <i>A Crazy Day with Cobras</i> | Mary Pope Osborne (author) | Literature | 570 |
| <i>Season of the Sandstorms</i> | Mary Pope Osborne (author) | Literature | 580 |
| <i>Carnival at Candlelight</i> | Mary Pope Osborne (author) | Literature | 590 |
| <i>Monday with a Mad Genius</i> | Mary Pope Osborne (author) | Literature | 590 |
| <i>Monkey: A Trickster Tale from India</i> | Gerald McDermott (author) | Literature | 630 |
| <i>India ABC's: A Book about the People and Places of India</i> | Marcie Aboff (author) Francis Moore (illustrator) | Informational | 710 |
| <i>India in Colors</i> | Nathan Olson (author) | Informational | 710 |
| <i>Leonardo da Vinci: A Nonfiction Companion to Monday with a Mad Genius</i> | Mary Pope Osborne (author) | Informational | 740 |
| <i>Spotlight on Italy</i> | Bobbie Kalman (author) | Informational | 810 |
| <i>Day of the Blackbird: A Tale of Northern Italy</i> | Tomie dePaola (author) | Literature | 810 |



| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---------------|----------------|
| Lexile measures above band level (over 820L) | | | |
| <i>Iraq</i> | Mel Friedman (author) | Informational | 840 |
| <i>The Golden Sandal: A Middle Eastern Cinderella Story</i> | Rebecca Hickox (author) Will Hillenbrand (illustrator) | Literature | 870 |
| <i>Iraq</i> | Paul Mason (author) | Informational | 940 |
| <i>Looking at Italy</i> | Jillian Powell (author) | Informational | 940 |
| <i>The Food of Italy</i> | Sara Kras (author) | Informational | 990 |
| <i>Ancient India Maurya Empire</i> | John Bankston (author) | Informational | 990 |
| <i>Children of the World: How We Live Learn and Play in Poems, Drawings and Photographs</i> | Anthony Asael and Stephanie Rabemiafara (authors) | Poetry | NP |
| <i>Let's Celebrate: Festival Poems from Around the World</i> | Debjani Chatterjee and Brian D'Arcy (Authors) Shirin Adl (illustrator) | Poetry | NP |

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‡Book content may have higher-maturity-level text



EXPEDITIONARY
LEARNING

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

Working with Peers to Ask and Answer Questions: Launching the *Magic Tree House* Books



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

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

Supporting Learning Targets

- I can answer questions (who/what/where) using specific details from Chapter 1 of my *Magic Tree House* book.
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in Chapter 1 of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.

Ongoing Assessment

- Capturing Key Details recording form (for Chapter 1)
- Book Discussion checklist



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Launching Unit 2: Introducing Book Clubs and the <i>Magic Tree House</i> Books (5 minutes) B. Unpacking the Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. <i>Magic Tree House</i> Books Scavenger Hunt (16 minutes) B. Launching the Book Clubs (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing the Discussion (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish Chapter 1 of your <i>Magic Tree House</i> book if you did not do so in class. B. Pick two paragraphs from Chapter 1 of your <i>Magic Tree House</i> book that are interesting to you. Read them aloud to someone at home or to yourself in front of a mirror. Be prepared to share your fluency selection in class tomorrow. | <ul style="list-style-type: none"> • Book Clubs are a key design feature of this unit. For the purposes of this module, a Book Club is defined as a group of students reading and interacting with the same texts (both literary and informational). Students will work within their Book Clubs to actively practice the SL.3.1 standard. • See the Unit 2 overview for details regarding how to group students, assign texts, ensure students have an appropriate workspace, support homework routines, and support struggling readers. • Note that students need to have finished their <i>Magic Tree House</i> book by Lesson 7 (the mid-unit assessment). • Note that when students are reading, they will sit together with fellow Book Club members at designated meeting spots, but each student will read the text silently and independently. • This lesson includes intentional scaffolding to help students understand the steps they will be using in their Book Clubs. Using a “catch and release” approach, a portion of the work will be modeled, then “released” to students. • The Capturing Key Details recording form is reintroduced in this lesson and is used consistently during the reading of the literary text in order to respond to their reading, strengthen vocabulary acquisition skills, and chart evidence of customs and traditions revealed within the text. For each of the Capturing Key Details recording forms, there are sample answers (for teacher reference) in the supporting materials. • This unit also introduces a new Book Discussion checklist. Each day, in Lessons 1–5, students will get a new copy of each of these forms. It is critical that students keep these forms for their assessments in Units 2 and 3. See Unit 2 overview for details, including suggestions for systems to help students organize their work. • In advance: <ul style="list-style-type: none"> – Locate a world map. – Post learning targets and Class Norms for Conversation anchor chart. – Decide whether you will use the provided Holding a Book Discussion anchor chart in the supporting materials or co-create one with students during the Closing. – Review Fist to Five Checking in Checking for Understanding techniques (see Appendix). |



| Lesson Vocabulary | Materials |
|--|--|
| conversation, discussion, cite, notes, opinion, evidence | <ul style="list-style-type: none">• <i>Carnival at Candlelight</i> (book; one per student in Italy Book Clubs and one for display)• <i>Season of the Sandstorms</i> (book; one per student in Iraq Book Clubs and one for display)• <i>A Crazy Day with Cobras</i> (book; one per student in India Book Clubs and one for display)• World map (one to display)• Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4)• <i>Magic Tree House</i> Book Scavenger Hunt (one per student for their assigned Book Club, and one to display)• Capturing Key Details recording form (one per student for their assigned Book Club, and one to display)• Document camera or projector• Holding a Book Discussion anchor chart (new; teacher-created or co-created with students during Closing; see supporting materials)• Book Discussion checklist (one per student)• Book Discussion anchor chart (new; teacher-created; see supporting materials) |



| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Launching Unit 2: Introducing Book Clubs and the <i>Magic Tree House</i> Books (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Congratulate them on a successful completion of Unit 1. Tell students it's time for them to leave Japan and travel to new lands! Build up the excitement in whatever way suits your teaching style.• Display or project the covers of the three <i>Magic Tree House</i> texts: <i>Carnival at Candlelight</i>, <i>Season of the Sandstorms</i>, and <i>A Crazy Day with Cobras</i>.• Explain that students will each read a <i>Magic Tree House</i> book in something called a Book Club. Tell them that they have been placed in a Book Club with three or four other students. Each Book Club will focus on reading and discussing a <i>Magic Tree House</i> book that is set in a different country. Tell students that they will be working closely with the other students in their Book Club throughout Units 2 and 3.• Explain the Book Club by saying something like: "As you read your <i>Magic Tree House</i> book, you will be sitting with your Book Club members. You will be assigned chapters to read, but you will read on your own. You will read each chapter two times, each time for a different purpose. The best thing about a Book Club is you get to have great conversations about what you're reading with your Book Club members. This helps you to understand the story even better. You can share observations with each other. You can ask questions of each other. You can answer other group members' questions. A Book Club is a fabulous way to experience a book."• Introduce the setting for each of the literary texts. Display a world map and show students the location of India, Iraq, and Italy. Say something like: "Just like Jack and Annie, who are always willing to explore new places and head to unknown lands, you too will begin an exploration of a faraway land by journeying through a <i>Magic Tree House</i> text." | |
| <p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read aloud one target at a time, examining the language within each target and allowing students to ask questions to clarify the target's meaning.• Use the Fist to Five Checking for Understanding technique as a way for students to show their understanding of each target. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. <i>Magic Tree House</i> Books Scavenger Hunt (16 minutes)</p> <ul style="list-style-type: none">• Display the Class Norms for Discussion anchor chart.• Briefly review the norms by reading them aloud. Remind students of the need for discussion work to be authentic and conversational. Students have used these norms since they were introduced in Module 1. Tell them that these conversation norms will be more important than ever as they work in their Book Clubs.• Announce Book Club groups and which book each group will read.• Distribute students' <i>Magic Tree House</i> books.• Distribute the <i>Magic Tree House</i> Book Scavenger Hunt recording form. Explain to students that the scavenger hunt has three purposes:<ul style="list-style-type: none">– to go on a book walk and notice things about the new book– to begin to develop a working relationship with fellow Book Club members– to deepen the ability to have conversations about a book• Tell students that throughout the unit, each Book Club will need a place to meet and work together. These locations will be called meeting spots. Explain to groups that, for each lesson, it will be important for them to assemble quickly and quietly in order to start working.• Tell Book Clubs their assigned meeting spots. Ask students to move to their meeting spots, taking their Scavenger Hunt recording forms, books, and pencils with them.• After Book Club groups are settled in their meeting spots, direct students to begin the scavenger hunt. They should be familiar with a book scavenger hunt from Unit 1, Lesson 8. Tell Book Club groups they have 12 minutes to complete as much of the scavenger hunt as they can.• After 12 minutes, tell students you hope the scavenger hunt helped get them excited about going on a new <i>Magic Tree House</i> adventure and learning about a new country's culture through this literary text. | <ul style="list-style-type: none">• For groups with struggling readers, provide strategic partnerships within the group to support students with the scavenger hunt.• Demonstrate for students how to “chunk” the scavenger hunt by using a piece of paper to cover the sections that students are not currently working on. This will help to visually chunk the text and offer support.• Read aloud the scavenger hunt to support struggling readers. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Launching the Book Clubs (25 minutes)</p> <ul style="list-style-type: none"> • Redirect students whole group. Remind them about the Capturing Key Details recording form used in Unit 1. Explain that this recording form has been modified for use in their Book Clubs. Tell them that today they will get to see the first portion of this unit's Capturing Key Details recording form. • Distribute the Capturing Key Details recording forms and ask students to look them over. These are specific to each book. • Ask for and clarify any questions about the recording forms. • Invite students to begin to independently read Chapter 1 in their <i>Magic Tree House</i> books and complete the Where/Who/What details from Part A of the Capturing Key Details recording form. Tell them they have 10 minutes to do this; if they do not finish, they may do so for homework. • After 10 minutes, invite students to share what they wrote in Part A with their Book Clubs. Remind them that they should make sure their discussion sounds and looks like a conversation. Allow 3 to 5 minutes for the discussion. Included within this will be one student doing a quick oral retelling of the chapter using the details recorded within Part A. Remaining group members will offer feedback on the oral retelling. • Stop students after 5 minutes (or earlier if it appears groups are finished). Do a process-check by asking students how their discussions went ("What's working well? What needs work?"). • Tell students it's time to move on to the next section of the Capturing Key Details recording form: Part B—Key Words and Phrases. Display using a document camera or projector one of the group's recording forms and direct students' attention to Part B. • Students should be familiar with working with context clues from Unit 1. Briefly review the steps for working with context clues to ascertain the meaning of unknown words or phrases: <ul style="list-style-type: none"> – Read the sentence a few times, focusing on the unknown word or phrase. – Look at the other words in the sentence and think about clues the sentence gives you. – Consider the other sentences around the sentence containing the unknown word or phrase. – Try to replace the unknown word or phrase with a different word/phrase that seems to fit and make sense. | <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 this work time, you may want to pull a small group of students to support in finding details from the text. Some will need more guided practice before they are ready for independent work. Additionally, the work with unknown words and phrases will likely need to be supported. • A parent volunteer can also be assigned to any group that struggles with the text complexity or would benefit from assistance with task management. It is important to acclimate any parent volunteers to the tasks and help them know what level of assistance is expected and allowed. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">Explain to students that, for this part of the recording form, they will work together as a group. They will use their books and turn to the pages indicated on the recording form. One group member should read the sentence that contains the word or phrase aloud while the other members follow along in their own books. The group should then discuss what they think each word or phrase means based on the text and then decide what to record together. The group members should also be able to articulate what clues they used and record those on the recording form as well. Allow 10 minutes for this work. | <ul style="list-style-type: none">Since it's important to tier the task and not the text, adjustments and modifications may need to be made for students who struggle. Some suggestions include: providing audio recordings, allowing students to dictate written responses, and highlighting context clues that would allow students to determine the meaning of the identified unknown words. It is important that these supports be gradually removed as students gain the skills they are designed to teach. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to return to their desks. • Either display the already-created Holding a Book Discussion anchor chart or co-create one with students by asking: <ul style="list-style-type: none"> * “What does a book discussion look like? What does it sound like?” • If co-creating the anchor chart, write students’ responses. • Distribute the Book Discussion checklist. Have students fill in their names and the date, as well as the chapter number. • Using a document camera, project an enlarged version of the Book Discussion checklist to function as the Book Discussion anchor chart. Orient students to the format and contents of the checklist by reading each of the criteria aloud. • Ask students what <i>additional</i> things might need to be added to the Holding a Book Discussion anchor chart. Cold call students to share out. • Review the three descriptors at the top of the Book Discussion checklist. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today. • Students should then self-reflect to complete the question below the chart: <ul style="list-style-type: none"> * “What is a goal for yourself the next time you have a discussion?” • Explain that deep, robust conversations about books are at the heart of Unit 2. Every day, students will have conversations with their groups about what they’re reading. They will use the Book Discussion checklist to assess themselves on the discussion criteria. It will be important for them to build their capacity for having meaningful conversations. • Emphasize that their work with their Book Club, and their notes, is a really important way for them to keep track of their thinking. Encourage students to keep all of the checklists, so they can monitor their growth with discussion skills and see patterns in their learning. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Finish Chapter 1 of your <i>Magic Tree House</i> book if you did not do so in class. • Pick two paragraphs from Chapter 1 of your <i>Magic Tree House</i> book that are interesting to you. Read them aloud to someone at home or to yourself in front of a mirror. Be prepared to share your fluency selection in class for the next lesson. | <ul style="list-style-type: none"> • Arrange for students who do not have the support at home to read to an adult at school. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Magic Tree House Book Scavenger Hunt

As you conduct the scavenger hunt, begin developing solid discussion habits with your new Book Club group members.

- ☐ Examine the cover of your *Magic Tree House* book. Look carefully at the details of the cover art. What do you see? What do you notice? What does the cover art reveal about the story?
- ☐ Read the “Dear Reader” letter from author Mary Pope Osborne. Does she reveal the reason for writing your *Magic Tree House* story? What is it?
- ☐ Examine the table of contents. Take note of how many chapters are in your book. Read and think about the chapter titles. What chapter titles make you the most curious? What are some things you think may happen in the story based on the chapter titles?
- ☐ Read the epigraph (the quote on the page before the prologue). What does it mean to you? Why do you think Mary Pope Osborne chose this quotation as the epigraph?
- ☐ Use the paragraph breaks within the prologue and read it aloud as a group. What is the purpose of a prologue? Why does Mary Pope Osborne include the same prologue in all the *Magic Tree House* books?



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

Name:

Date:

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|--|
| | | |



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 1, p. 6 “Your mission is to journey to Baghdad of long ago and help the <u>caliph</u> spread wisdom to the world.” | | |
| Ch. 1, pp. 6–7 “Your mission is to journey to Baghdad of long ago and help the caliph <u>spread wisdom to the world</u> .” | | |



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|---|
| <ul style="list-style-type: none">• Frog Creek woods• Magic Tree House• Travel to Baghdad | <ul style="list-style-type: none">• Jack• Annie | <ul style="list-style-type: none">• Get letter from Merlin• Travel to Baghdad to spread wisdom |



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|--|---|
| Ch. 1, p. 6 “Your mission is to journey to Baghdad of long ago and help the <u>caliph</u> spread wisdom to the world.” | an important person | It says, “You must help the caliph.” That means you might be helping a certain person. |
| Ch. 1, pp. 6–7 “Your mission is to journey to Baghdad of long ago and help the caliph <u>spread wisdom to the world</u> .” | <i>Spread</i> is “to cover” and <i>wisdom</i> is a sort of deep knowledge, so it means to share your deep knowledge around the world knowledge. | I broke apart the words I knew: <i>spread</i> and <i>wisdom</i>. |

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 1

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 1, p. 4 “She stood up, <u>drawing her cloak</u> around her.” | | |
| Ch. 1, p. 5 “He is also <u>wary</u> of magic being used outside the realm of Camelot.” | | |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|---|---|---|
| <ul style="list-style-type: none">• Frog Creek• Magic Tree House | <ul style="list-style-type: none">• Jack• Annie• Kathleen• Teddy | <ul style="list-style-type: none">• Jack and Annie go to the tree house.• Kathleen and Teddy tell them that they are going to use magic on a special mission.• They are given a book about Venice, Italy.• They go to Venice, Italy. |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|---|
| Ch. 1, p. 4 “She stood up, <u>drawing her cloak</u> around her.” | to pull | It said she was drawing her cloak around her. A cloak is like a coat, so she was pulling it around herself to keep warm. |
| Ch. 1, p. 5 “He is also <u>wary</u> of magic being used outside the realm of Camelot.” | careful | It said <i>cautious</i> before, and it said that he is wary, or careful, of magic outside Camelot. |



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1

Name:

Date:

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|--|
| | | |



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 1, p. 6 “Morgan <u>forbids</u> us to try any spells on our own, but I disobeyed when I found a simple one that turns things into stone.” | | |
| Ch. 1, p. 9 “You will have to pretend to be <u>ambassadors</u> .” | | |



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|---|---|---|
| <ul style="list-style-type: none">• school• Magic Tree House | <ul style="list-style-type: none">• Jack• Annie• Kathleen• Teddy | <ul style="list-style-type: none">• Jack and Annie are leaving school. Jack has good news because he got an A+ on his story.• Teddy and Kathleen see them and tell them to hurry to the tree house.• The penguin Penny has been turned to stone and must be saved. Teddy did this by mistake with a spell.• Jack and Annie must help by going to India to find an emerald rose.• They will have to be ambassadors. Annie will have to pretend to be a boy. They also have some magic to help them. |



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|--|---|
| Ch. 1, p. 6 “Morgan <u>forbids</u> us to try any spells on our own, but I disobeyed when I found a simple one that turns things into stone.” | <ul style="list-style-type: none">• doesn’t allow, orders not to | I can tell it’s a verb. I tried a replacement and it seemed to make sense. |
| Ch. 1, p. 9 “You will have to pretend to be <u>ambassadors</u> .” | <ul style="list-style-type: none">• visiting ambassadors• ambassadors are usually grown-ups | <ul style="list-style-type: none">• famous people• soldiers• representatives I think that they are adults who are important and visit other places. |



Holding a Book Discussion

- We will use the Class Norms for Discussion as our guiding principles.
- We will be prepared by reading the same pages/chapters.
- We will keep our conversation centered on the assigned topic. We will stay on task.
- We will record our conversations through writing. We will use the assigned recording forms.
- We will talk about what we're reading by sharing our thinking with the group and asking questions.
- We will encourage all members to be actively involved.
- We will support each other when we are confused.
- If we can't find an answer, we will seek help.



Book Discussion Checklist

Name: _____

Date: _____

Book: _____ Chapter(s): _____

| # | Discussion Criteria | I need more work or time with this. | I'm getting there. | I've got it! |
|---|---|-------------------------------------|--------------------|--------------|
| 1 | I read the pages I was assigned to read. | | | |
| 2 | I am prepared for the discussion and have my notes and book with me. | | | |
| 3 | I follow our class norms for discussion. | | | |
| 4 | I listen carefully and ask questions of others to make sure I understand. | | | |
| 5 | I share my ideas with my group members, stay on topic, and explain my thinking. | | | |
| 6 | I encourage and respect others' opinions. | | | |
| 7 | I answer questions from others in my group. | | | |
| 8 | I refer to the text to support my ideas. This means I use page numbers and cite lines or words as needed. | | | |

What is a goal for yourself the next time you have a discussion?



EXPEDITIONARY
LEARNING

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

Working with Peers to Ask and Answer Questions: Continuing to Read and Discuss the *Magic Tree House* Books



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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 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 read third grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use the criteria of a fluent reader to read aloud a selected part of my *Magic Tree House* book.
- I can retell Chapter 2 (who/what/where) of my *Magic Tree House* book using specific details.
- I can use context clues to determine the meaning of words and phrases in Chapter 2 of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Fluency Partners (7 minutes) B. Unpacking the Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Review Book Discussion Checklist (2 minutes) B. Magic Tree House Book Clubs: Parts A and B of Capturing Key Details Recording Form (12 minutes) C. Magic Tree House Book Clubs: Parts C and D of Capturing Key Details Recording Form (26 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing the Discussion (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read the assigned chapter. Complete the homework version of the recording form. | <ul style="list-style-type: none"> • In this lesson, students continue to read, write, and discuss their <i>Magic Tree House</i> books with the Book Clubs established in Lesson 1. • Book pacing and homework chapter (see Unit 2 overview for a Reading Calendar for each <i>Magic Tree House</i> book) <ul style="list-style-type: none"> – <i>A Crazy Day with Cobras</i>: Chapter 2 in class; Chapter 3 as homework – <i>Carnival at Candlelight</i>: Chapter 2 in class; Chapter 3 as homework – <i>Season of the Sandstorms</i>: Chapter 2 in class; Chapter 3 as homework • In the Opening, students choose one member of their Book Club to be their fluency partner. This same person will be their fluency partner later in the unit, as well. Students read the paragraphs they chose for homework in Lesson 1 to their fluency partners. Their partners should offer them specific, constructive feedback while also identifying their strengths. Consider using the Stars and Steps protocol. • As in Lesson 1, there is intentional scaffolding used throughout Work Time to help students understand the steps they will be using in their Book Clubs. Using a “catch and release” approach, a portion of the work will be modeled, and then “released” to students. With each new step, students will be pulled back in with teacher modeling before being released again to work more independently. • For many lessons in this unit, students will be given a new Book Discussion checklist and Capturing Key Details recording form for the day’s work. To save time in the lesson and to streamline logistics, distribute the checklist and recording form to students before the start of the lesson. If students are using a two-pocket folder for the unit materials (highly recommended), the checklist and recording form could be placed in their folders before the lesson. • Remember that the Capturing Key Details recording form is book-specific. The focus question is the same for all groups and will be consistent over the next three days, as well. • You may want to suggest that when students observe the group or themselves using one of the behaviors on the Book Discussion checklist, they place a small tally mark within the appropriate box in the left-side column. At the end of the lesson, the areas of the checklist with many tallies will show them which discussion behaviors are more secure for them, and this will help with their self-assessments. • Remind students that materials used in Lessons 1–5 are critical for the Mid-Unit 2 Assessment. Be sure students have a organization system for students to keep track of their materials. |



| Agenda | Teaching Notes (continued) |
|--------|--|
| | <ul style="list-style-type: none">• This is the first lesson requiring a chapter to be read for homework. The homework also includes a recording form that is an abbreviated version of the steps followed in class. For students who are unable to complete reading chapters for homework, make other accommodations so that they do not fall behind in the reading or have gaps in their learning.• Preview the mid-unit assessment (Lesson 7), which centers on speaking and listening standards. Students will discuss evidence of culture found in their <i>Magic Tree House</i> text. In addition, they will compare and contrast the setting of their books with the settings of the other two <i>Magic Tree House</i> titles. They will have an opportunity to prepare for the discussion ahead of time.• Note that this lesson includes fluency work. For more details regarding how to support students with fluency, see the stand-alone document Foundational Reading and Language Standards: Resource Package for Grades 3-5. See in particular the Fluency Packet.• For students who will move quickly through their <i>Magic Tree House</i> text, encourage them to read additional texts on this topic from the Unit 1 Recommended Texts list. Review this list in advance. Consider any books from the public, school, classroom, or home libraries that fit the content of the module. This module assumes that you have established a clear and purposeful system in place to engage students in independent reading consistently and regularly. See the stand-alone document Foundational Reading and Language Standards: Resource Package for Grades 3-5. See in particular the document “Independent Reading: the Importance of a Volume of Reading and Sample Plan.”• One specific purpose of this unit is to get students hooked on a book series (<i>Magic Tree House</i>), in alignment with RL.3.9.• There are many Checking for Understanding techniques (see Appendix) to see whether a concept or learning target has been understood or reached. In this module, Fist to Five is commonly used. Other engaging, yet quick techniques can be used interchangeably, depending on the need or purpose, as a way for students to self-assess their level of understanding while making you aware as well. based on your preferences and the needs of your students (e.g. for physical movement, visual cues, etc.). Some techniques include: Thumb-O-Meter, Glass-Bugs-Mud, Red Light-Green Light, Sticky Bars, Learning Line Ups, Human Bar Graph, and Table Tags.• In advance:<ul style="list-style-type: none">– Post learning targets, Fluent Reader Criteria anchor chart, Holding a Book Discussion anchor chart.– Create and post the Book Club Steps anchor chart. |



| Lesson Vocabulary | Materials |
|---|--|
| criteria, cite, notes, opinion, customs, traditions, evidence | <ul style="list-style-type: none">• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Fluent Reader Criteria anchor chart (begun in Module 1, Unit 2, Lesson 8; also provided in supporting materials for this lesson)• Book Discussion checklist (from Lesson 1; one new blank copy per student; see Teaching Notes)• Document camera• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter; see Teaching Notes)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Club Steps anchor chart (new; teacher-created; see supporting materials)• Holding a Book Discussion anchor chart (begun in Lesson 1)• Lesson 2 Homework: Chapter 3 (one per student)• Lesson 2 Homework: Chapter 3 (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader: Fluency Partners (7 minutes)</p> <ul style="list-style-type: none">• Congratulate students on a great first day. Remind them of their Lesson 1 homework.• Direct students to take their <i>Magic Tree House</i> books and join their Book Clubs at their designated meeting spots.• Remind them that in Unit 2 of Module 1, they worked very formally on oral reading fluency by saying something like:<ul style="list-style-type: none">* “Back in Module 1, we developed a list of criteria of what makes a fluent reader. This list contained characteristics of a fluent reader. We had five main criteria: phrasing, rate, observing punctuation, expression, and accuracy.”• Direct students to the posted learning targets and read the first one aloud:<ul style="list-style-type: none">* “I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book.”• Tell students they are now going to focus on addressing this learning target.• Display the Fluent Reader Criteria anchor chart. Go through each of the criteria. Explain and expand as necessary.• Tell students to spend 2 minutes softly reading aloud the passage they selected for homework to themselves, focusing on reading fluently. They can refer to the anchor chart as often as necessary.• Invite students to choose one member of their Book Club to be their fluency partner for today and move to sit with that person.• Ask students to read their selected fluency paragraphs to their fluency partner. After they are done reading, their partner should provide them with verbal feedback about their fluency using the sentence frames: “I like how you_____” and “I think you would be more fluent if you_____.” | <ul style="list-style-type: none">• Offer coaching strategies for fluency partnerships, such as having one partner read aloud and the other repeat, or reading together. |



| Opening (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to the learning targets and read the next three aloud:<ul style="list-style-type: none">* "I can retell Chapter 2 (who/what/where) of my <i>Magic Tree House</i> book using specific details."* "I can use context clues to determine the meaning of words and phrases in Chapter 2 of my <i>Magic Tree House</i> book."* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."• Point out that these three targets are identical to those in Lesson 1, except that they are working with a new chapter from their <i>Magic Tree House</i> books.• Read the final learning target:<ul style="list-style-type: none">* "I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country."• Deconstruct the target by underlining the key words <i>identify</i>, <i>categorize</i>, and <i>record</i> and asking students to name other words that mean the same thing (such as <i>tell</i>, <i>sort</i>, <i>write</i>). Ask students if they have additional questions about the target's meaning. It may be necessary to review the meaning of the words <i>details</i>, <i>customs</i>, and <i>traditions</i>. | <ul style="list-style-type: none">• When unpacking a learning target with key words, consider using a different pen/marker to highlight or circle the key words that are being focused on. |

| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Review Book Discussion Checklist (2 minutes)</p> <ul style="list-style-type: none">• Direct students to return to their desks.• Distribute a new Book Discussion checklist to students. Using a document camera, display the checklist so you can gesture to the criteria as you review its format.• Read each of the criteria and remind students of the need to focus on these discussion behaviors when they are with their group. Students will not complete the Book Discussion checklist until later. However, having the checklist now to refer to will help them focus on the discussion behaviors as they work. | <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 |
|---|--|
| <p>B. <i>Magic Tree House</i> Book Clubs: Parts A and B of Capturing Key Details Recording Form (12 minutes)</p> <ul style="list-style-type: none">• Distribute the Capturing Key Details recording forms to the respective groups.• Briefly tell students that the version of this recording form for today's work includes a Part C and Part D. Tell them that for now, they should direct their attention only to Parts A and B, which they are familiar with from Lesson 1.• Display one of the Capturing Key Details recording forms via the document camera.• Review the directions listed as "First Read Directions" (directions for Parts A and B). Students are familiar with these steps from Lesson 1. Read the directions one at a time, pausing after each to clarify if needed.• Direct students' attention to the heading "First Read Directions." Say something like:<ul style="list-style-type: none">* "Starting today, you will read each chapter two times, each time for a different purpose or with a different focus. When you read Chapter 1 yesterday, you completed Part A: where/who/what and Part B: key words and phrases. That was the work of your first read of a chapter. We're going to practice that again right now with Chapter 2."• Have students assemble their materials and move to their Book Clubs' designated meeting spots. They need:<ul style="list-style-type: none">– <i>Magic Tree House</i> book– Book Discussion checklist– Capturing Key Details recording form– Pencil with an eraser• Continue to reinforce the Book Club routine by giving specific positive feedback for groups that make a quick and quiet transition.• Have students independently read Chapter 2 and complete Part A of their Capturing Key Details recording form.• Then, invite group members to take 1 or 2 minutes to share and discuss the evidence they recorded in Part A, followed by a transition to Part B to work with the identified key words and phrases together as a group through discussion.• As groups are working, circulate and focus primarily on the process of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). | <ul style="list-style-type: none">• During this work time, you may want to pull a group aside to support. Some students will need more guided practice before they are ready for independent work.• Even though students will be grouped somewhat by ability, they may finish the independent reading at different times, so make sure there is a clear expectation about what to do if they finish ahead of other group members.• Consider the use of a literacy aide or other adult who can also circulate and assist groups with the procedural steps.• Providing models of expected work supports all learners, but especially challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. <i>Magic Tree House</i> Book Clubs: Parts C and D of Capturing Key Details Recording Form (26 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Praise their efforts and accomplishments with Parts A and B. Briefly share your observations from Work Time B, providing both positive feedback and cautions. • Direct students' attention to the "Second Read" portion of the displayed Captured Key Details recording form. • Tell them to look closely at Part C. Ask them if Part C looks familiar. They should easily recognize this part of the recording form as the same chart they used when reading <i>Dragon of the Red Dawn</i> in Unit 1. Ask: <ul style="list-style-type: none"> * "What do you remember about using this type of chart?" • Now draw students' attention to the "Second Read Directions." Remind them that they will read each chapter two times from now on. Go over the "Second Read Directions" together. • Make special note of Step 2: "Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question." • Make it very clear to students that this means that as they are reading, if they come across a custom or tradition, they will pause in their reading long enough to record the evidence in the Part C section of their recording form. So, rather than rereading the chapter and then going back to look for evidence to record, they should record as they read. Clarify any steps as necessary. • According to the directions, before group members begin reading Chapter 2 a second time, they first need to examine the focus question together and discuss what evidence they will be looking for. Tell students this should take them 1 or 2 minutes. After that, they will independently read Chapter 2 again. • Ask students to proceed with working on Part C. As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). • Refocus students' attention whole group. Briefly share your observations from Part C, both the positives you observed and the cautions. • Students are now ready for Part D of the Capturing Key Details record form: <ul style="list-style-type: none"> * "Revisit the focus question with your group. Have a robust discussion and record your response in Part D." • Clarify this step as necessary. Invite students to complete Part D. Since they will be discussing the focus question before writing their response, it's very likely that students within a given group will have identical or similar responses. This is perfectly fine, since it means that students are socially constructing meaning, deepening their learning through talking with each other. | <ul style="list-style-type: none"> • During this work time, you may want to pull a small group of students to support in finding evidence from the text. Some will need more guided practice before they are ready for independent work. • Students who struggle to recognize evidence of culture found within the text may need extra support and additional opportunities to do this kind of work using other similar material. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Direct students to return to their desks. Help them to reflect on all they accomplished today and to think about the specific actions they took. Say something like: “The Capturing Key Details recording form was so important to today’s work. It served as a guide to the steps you needed to take in your Book Club.”• Review the Book Club Steps anchor chart with students:<ol style="list-style-type: none">1. Read the assigned chapter for the first time.2. Record in Part A (where/who/what).3. Discuss Part A evidence with group members.4. Work with key words/phrases in Part B with group members and record thinking.5. Read the focus question with group members and discuss what kind of evidence you will be looking for when you read the chapter again.6. Reread the assigned chapter and, while reading, record evidence of culture (customs and traditions) in Part C.7. Share and discuss text evidence recorded in Part C with group members.8. Revisit the focus question with group members and record a response.• Display the Holding a Book Discussion anchor chart from Lesson 1. Remind students that this anchor chart identifies the things that the class agreed would occur in a book discussion.• Direct students’ attention to their Book Discussion checklist. Have them fill in their names and the date, as well as the chapter number.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the question below the chart:<ul style="list-style-type: none">* “What is a goal for yourself the next time you have a discussion?”• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves. | <ul style="list-style-type: none">• When reviewing anchor charts, use a document camera to more prominently display the anchor chart for students who struggle with smaller sharing mechanisms such as chart paper. |



| Closing and Assessment (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">• Distribute Lesson 2 Homework: Chapter 3.• Direct students to look over their homework task. Tell them that the homework is a shortened version of the longer Capturing Key Details recording form used in today's work with Chapter 2. Clarify as needed.• Stress the importance of completing this work for homework carefully. All groups will be starting up with Chapter 4 in tomorrow's lesson, so it is imperative that they read Chapter 3 for homework. | <ul style="list-style-type: none">• If students lack support at home and are unable to follow through with this homework, make other accommodations so that they do not fall behind with the reading.• Consider preparing audio recordings of the texts used in the module. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read the assigned chapter of your <i>Magic Tree House</i> book and complete the shortened version of the Capturing Key Details recording form. Be sure to bring your book back to school. <p><i>Note: The Book Discussion checklist from this lesson will be used at the beginning of Lesson 3.</i></p> | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Fluent Reader Criteria

| | |
|------------------------------|--|
| Accuracy | I can read the words correctly. |
| Phrasing | I can group the right words together as I read to help the words flow. |
| Rate | I can read like I talk, and I stop only when it makes sense in the text. |
| Observing Punctuation | I can pay attention to the punctuation, and I use it to help me know how to read the text. |
| Expression | I can use expression to read, and it helps me understand the story. |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 2, p. 10 “Burning sunlight was <u>flooding</u> into the tree house.” | | |
| Ch. 2, p. 12 “During that time, a ruler known as a <u>caliph</u> governed an empire that stretched for thousands of miles.” | | |
| Ch. 2, p. 13 “Okay, okay---” Annie <u>broke</u> in. | | |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 2

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|---|---|
| <ul style="list-style-type: none">• Desert near Baghdad | <ul style="list-style-type: none">• Jack• Annie• helpers on camels | <ul style="list-style-type: none">• Land in the desert near Baghdad• Sandstorm comes• Use magic rhyme to get helpers to them |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 2

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|-----------------------------|--|
| Ch. 2, p. 10 “Burning sunlight was <u>flooding</u> into the tree house.” | pouring or streaming | Bright sunlight would pour through windows like a flood of water. |
| Ch. 2, p. 12 “During that time, a ruler known as a <u>caliph</u> governed an empire that stretched for thousands of miles.” | a ruler | It’s defined directly in the sentence. |
| Ch. 2, p. 13 “Okay, okay---” Annie <u>broke</u> in. | interrupted | There’s a little line after Annie’s second okay that means she stopped speaking. This may mean that feels she annoyed or upset. |



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 2

(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Wearing head cloths and long robes in the desert (protection from heat and blowing sand) | pp. 10–11 |
| Caliphs were rulers at this time period. | p. 12 |
| Baghdad was a center for learning and trade. | p. 12 |
| Using camels as a means of transportation and to carry people and goods; traveling in caravans (groups of travelers) | p. 17 |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 2

(Answers, for Teacher Reference)

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

I can tell that the country where this story takes place is in a desert. They have to use things like camels because it helps them survive. The people there have to learn how to survive in a place that is hot and dry.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 2, p. 12 “A man called a <u>gondolier</u> stands in the back of the boat and uses a long oar to propel the gondola through the water.” | | |
| Ch. 2, p. 12 “A man called a gondolier stands in the back of the boat and uses a long oar to <u>propel</u> the gondola through the water.” | | |
| Ch. 2, p. 17 “The person’s voice was <u>muffled</u> behind the white mask.” | | |



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|---|---|--|
| <ul style="list-style-type: none">• Venice, Italy• In a boat | <ul style="list-style-type: none">• Jack• Annie• two people in bird costumes | <ul style="list-style-type: none">• Jack and Annie land in Venice dressed in clown clothes with red slippers.• They get into a gondola and go to the Carnival.• A storm is coming, and the water is rough. Jack is nervous. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|-------------------------------------|--|
| Ch. 2, p. 12 “A man called a <u>gondolier</u> stands in the back of the boat and uses a long oar to propel the gondola through the water.” | a person who drives the boat | It says that a man called a gondolier stands in back of the boat and uses a long oar to propel the gondola through the water. |
| Ch. 2, p. 12 “A man called a gondolier stands in the back of the boat and uses a long oar to <u>propel</u> the gondola through the water.” | to move | It says an oar is used, and oars move boats like rowboats and canoes. |
| Ch. 2, p. 17 “The person’s voice was <u>muffled</u> behind the white mask.” | covered or mumbly sounding | The mask would make someone’s voice harder to hear, like if you have your hand partly over your mouth. |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|-----------------------|
| Wearing costumes and mask in Venice during Carnival | pp. 11, 17–18 |
| Traveling on the canals (waterways) in Venice using boats and gondolas (there are no roads in Venice) | p. 12 |
| Carnival (famous yearly festival) in Venice | p. 19 |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that Italy has a special festival called Carnival. People dress in costumes. I think that people must like to celebrate by dressing up, like we do on Halloween.

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a <u>drawbridge</u> , and massive red battlements.” | | |
| Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a drawbridge, and massive red <u>battlements</u> .” | | |
| Ch. 2, p. 14 “Yeah, and there’s a <u>bazaar</u> like the one we saw in Baghdad,” said Jack. | | |



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
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| | |



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

(Answers, for Teacher Reference)

Read, Think, Write, Talk

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|---|---|
| <ul style="list-style-type: none">• Magic Tree House• Red Fort in India | <ul style="list-style-type: none">• Jack• Annie• guard | <ul style="list-style-type: none">• Jack and Annie land in a crowded city in India. They are dressed in clothes like ambassadors. Jack still has his bag with his schoolwork in it.• They see the palace and a bazaar. They also see the other ambassadors going into the palace.• They make a plan to run after the ambassadors and pretend they are trying to catch up.• A guard stops them. They explain that they are ambassadors who are young and learned. Jack's bag has the gifts for the Great Mogul. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|---|---|
| Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a <u>drawbridge</u> , and massive red battlements.” | <ul style="list-style-type: none">• a special bridge• a bridge that closes <p>I think it is a bridge that can be raised and lowered. I think that because of the picture and because it reminds me of ancient castles.</p> | <ul style="list-style-type: none">• moat• breaking up the word into two parts: draw and bridge• the picture helps |
| Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a drawbridge, and massive red <u>battlements</u> .” | <ul style="list-style-type: none">• part of the castle | It has the word <i>massive</i> before it, and <i>massive</i> means “really big.” There are battles at castles, so battlements might be the big walls around a castle. |
| Ch. 2, p. 14 “Yeah, and there’s a <u>bazaar</u> like the one we saw in Baghdad,” said Jack. | <ul style="list-style-type: none">• a market <p>I think that a bazaar is a market where people buy and sells things.</p> | <ul style="list-style-type: none">• street lined with tents and stalls• the pictures |

Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------------------|
| Women wearing veils to cover their faces and heads | pp. 14–15 |
| Outdoor markets called bazaars | p. 14 |
| Using elephants as a means of transportation | p. 15 |
| Great Moguls were rulers in India at this time period. They lived within forts. Moguls had the title of shah and were protected by Imperial Guards. The forts had moats and drawbridges. Kings and queens of Europe would give very valuable gifts to the Great Moguls. | p. 17 pp. 20–21 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that when ambassadors would visit the Great Mogul, they would bring him rare and precious gifts. This made me think that it is a tradition in India to be able to honor and show respect to rulers by offering gifts from where you live.



Lesson 2 Homework: Chapter 3

Name: _____

Date: _____

Text Title: _____

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

| |
|--|
| |
|--|



Lesson 2 Homework: Chapter 3

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |



Homework for *Season of the Sandstorms*: Chapter 3
(Answers, for Teacher Reference)

Text Title: _____

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------------------|
| Men wore long white robes, pointy shoes, and head cloths. | pp. 19, 21 |
| Traveled by camel; saddles and decorated blankets adorned the camels' backs | p. 21 |
| Merchants traveled across the desert to Baghdad; would stop at an oasis to rest, get out of the sun, get water and food (dates from date palms). Merchants would trade spices, jewels, beads. | pp. 22–24 p. 27 |

Homework for *Carnival at Candlelight*: Chapter 3
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Venice had many famous and well-known painters. | p. 26 |
| Saint Mark's Square (ruler lived there in a palace); Saint Mark's Square watchtower with weather vane (used by sailors), tallest building in Venice at that time | pp. 27–29 |
| Winged lion | p. 32 |



Homework for *Carnival at Candlelight*: Chapter 3
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|--------------------------------|
| Court nobles lived in the palace. The Great Mogul would hold daily public audiences. Ambassadors from the countries of Europe would visit the Great Mogul, bringing gifts. | pp. 22–23 pp. 24–25 |
| The Great Mogul sat in the Peacock Throne under a golden canopy. All had to be silent. People bowed to the Great Mogul and spoke only if given permission. | pp. 26–28 |

Book Club Steps

1. Read the assigned chapter for the first time independently.
2. Independently record in Part A (where/who/what).
3. Discuss Part A evidence with group members.
4. Work with key words/phrases in Part B with group members and record thinking.
5. Read the focus question with group members and discuss what evidence you will be looking for when you read the chapter a second time.
6. Read the assigned chapter a second time independently and, while reading, record evidence of culture (customs and traditions) in Part C.
7. Share and discuss text evidence recorded in Part C with group members.
8. Revisit the focus question with group members and record a response.
9. Complete the Book Discussion checklist independently.



EXPEDITIONARY
LEARNING

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

Building Confidence with Book Clubs: Continuing to Read and Discuss the *Magic Tree House* Books



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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 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 and taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can retell the assigned chapter(s) of my *Magic Tree House* book using specific details (who/what/where).
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Review Book Discussion Checklist (10 minutes)Reviewing the Learning Targets and the Routine of Book Club (5 minutes)Work Time<ol style="list-style-type: none"><i>Magic Tree House</i> Book Clubs (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debriefing the Discussion (10 minutes)Homework<ol style="list-style-type: none">Read the assigned chapter(s). Complete the homework version of the recording form. | <ul style="list-style-type: none">This lesson follows a similar pattern to Lessons 1 and 2 in terms of outcome: Students read a chapter (or two) from their <i>Magic Tree House</i> books and complete a Capturing Key Details recording form with their Book Clubs. However, this lesson has less scaffolding and more independent work time, as students should be familiar with the recording form and processes.Book pacing and homework chapter (see Reading Calendars in the Unit 2 overview):<ul style="list-style-type: none"><i>A Crazy Day with Cobras</i>: Chapters 4 and 5 in class, Chapter 6 as homework (see note directly below)<i>Carnival at Candlelight</i>: Chapter 4 in class, Chapter 5 as homework<i>Season of the Sandstorms</i>: Chapter 4 in class, Chapter 5 as homeworkThe Class Norms for Discussion were established in Module 1. Students may need to be reminded how these norms are their own separate list of things like speaking in full sentences, establishing eye contact with the speaker, having enough voice volume, making sure everyone gets to speak, etc.Also similar to Lessons 1 and 2, students debrief by self-assessing their group work.There is time in the Opening of this lesson to review the routines. In today's work, as well as in Lessons 4 and 5, Book Club groups will function more independently and will need to know how to transition themselves from one step to the next. In this lesson, that transitioning will need to be closely monitored, and for some groups it may be necessary to facilitate the transition.For many lessons in this unit, students will be given a new Book Discussion checklist and Capturing Key Details recording form for the day's work. Remember that the Capturing Key Details recording form is book and chapter-specific.Before the lesson, find time to tell the <i>A Crazy Day with Cobras</i> group(s) that they will read two chapters in today's lesson. The Capturing Key Details recording form is modified with the two chapters for this book club. Show students the recording form ahead of time so it will be clear to them. This book has 12 chapters, which is one of the reasons to have the more secure readers assigned to this book. |



| | Teaching Notes (continued) |
|--|--|
| | <ul style="list-style-type: none">• The homework includes written work that is an abbreviated version of the steps followed in class. If some students are unable to follow through with reading chapters for homework, accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning.• For students who are moving quickly through their <i>Magic Tree House</i> text, they are encouraged to read additional texts from the Recommended Texts list or consider any books from the public, school, classroom, or home libraries that fit the content of the module. This will help to increase their volume of reading.• In advance: Prepare three charts using the column headings on the Book Discussion checklist. These charts will be set at stations around the classroom for use in Closing A.<ul style="list-style-type: none">– I Need More Work or Time with This– I'm Getting There– I've Got It! I'm on My Way! |



| Lesson Vocabulary | Materials |
|---|--|
| cite, notes, opinion, objects, places, traditions, evidence | <ul style="list-style-type: none">• Book Discussion checklist (from Lesson 1; completed version from Lesson 2 plus one new blank copy per student)• Document camera• Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4)• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Club Steps anchor chart (begun in Lesson 2)• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Three charts with headings from Book Discussion checklist (see Teaching Notes)• Homework for <i>Season of the Sandstorms</i> or <i>Carnival at Candlelight</i>: Chapter 5 (one per student in those groups)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 6 (one per student in this group)• Homework for <i>Season of the Sandstorms</i> or <i>Carnival at Candlelight</i>: Chapter 5 (answers, for teacher reference)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 6 (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader: Review Book Discussion Checklist (10 minutes)</p> <ul style="list-style-type: none">• Instruct students to take out their Book Discussion checklist from Lesson 2.• Gather students together whole group. Direct them to spend a minute looking over the checklist. Then say:<ul style="list-style-type: none">* “We have been talking about how a big part of your work in this unit is learning how to talk with each other about your reading. Our Book Discussion checklist has some very specific things listed on it. Let’s look at each item again before you start your Book Club work today.”• Using a document camera, display the Book Discussion checklist but show only one book club behavior at a time (or have each discussion behavior written on an electronic white board or chart paper).• Direct students’ attention to the first Book Club behavior:<ul style="list-style-type: none">– “I read the pages I was assigned to read.”• Have students Think-Pair-Share with someone not in their Book Club about what this means and, more specifically, why it’s important.• Move on to the next Book Club behavior and repeat the Think-Pair-Share:<ul style="list-style-type: none">– “I am prepared for the discussion and have my notes and book with me.”• Spend a little more time with the next Book Club behavior:<ul style="list-style-type: none">– “I follow our class norms for conversation.”• Move on to the next four Book Club behaviors, one at a time, and repeat the Think-Pair-Share for each about what each one means and, more specifically, why it’s important:<ul style="list-style-type: none">– “I listen carefully and ask questions of others to make sure I understand.”– “I share my ideas with my group members, stay on topic, and explain my thinking.”– “I encourage and respect others’ opinions.”– “I answer questions from others in my group.”• Consider displaying the Class Norms for Discussion anchor chart again here and reviewing it, since these norms are referenced in the Book Discussion checklist. | <ul style="list-style-type: none">• Consider providing students with a discussion starter for partner conversations. Possible starters could be: “I think this means_____” and “It is important because_____.” |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none"> When sharing and discussing the final Book Club behavior, make sure students fully understand what the word <i>cite</i> means. <ul style="list-style-type: none"> “I refer to the text to support my ideas. This means I use page numbers and <u>cite</u> lines or words as needed.” Explain that this means they will refer <i>directly</i> to the text to a <i>specific</i> sentence or part on a <i>specific</i> page. Distribute a new Book Discussion checklist to students for today’s work. Remind them that they will not complete the Book Discussion checklist until later in the lesson. However, having the checklist with them through the lesson will help them to focus on the Book Club behaviors as they work. <p><i>Note: You may want to suggest to students that when they observe one of the behaviors on the checklist, they place a small tally mark within the appropriate box in the left-side column. At the end of the lesson, the areas of the checklist with many tallies will show them which discussion behaviors are more secure for them.</i></p> | |
| <p>B. Reviewing the Learning Targets and the Routine of Book Club (5 minutes)</p> <ul style="list-style-type: none"> Direct students’ attention to the learning targets and ask for volunteers to read them aloud: <ul style="list-style-type: none"> “I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where).” “I can explain why I chose specific details to answer questions about the text.” “I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book.” “I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.” “I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.” Point out that most of these targets are identical to those in Lesson 1 except that they are working with a new chapter (or chapters). Distribute the Capturing Key Details recording form for today’s work. Remind students how this recording form will keep them moving from one step to the next as they work in their Book Club. Display the Book Club Steps anchor chart from Lesson 2. With students referencing their Capturing Key Details recording form, read each step on the anchor chart and ask students what part (A, B, C, or D) the step aligns with. For example, the first three steps on the anchor chart are all from Part A, the fourth step is from Part B, and so on. The last step on the anchor chart refers to the Book Discussion checklist. | <ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. When reviewing anchor charts, use a document camera to more prominently display the anchor chart for students who struggle with smaller sharing mechanisms such as chart paper. |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. <i>Magic Tree House</i> Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Have students assemble their materials in preparation for moving to their group meeting spots. They need: <ul style="list-style-type: none"> – <i>Magic Tree House</i> book – Book Discussion checklist – Capturing Key Details recording form – Pencil with an eraser • Send groups off to their meeting spots. Praise those that make a quick, yet quiet transition. • When all groups are settled, ask if there are any lingering questions. If there is a group that seems unclear or uncertain, allow the other groups to begin their work and go directly to the group in need and help them to get started. • Tell students that it is natural that some students within a group may finish the independent reading/work at different times, so make sure there is a clear expectation outlined for those who finish ahead of other group members. It will be important that they remain silent and not distract their classmates. Suggest that they reread within the chapter, do quiet fluency work, or go back and look for words or phrases that they were uncertain about to perhaps share with group members later. Caution students not to move on in advance of the group. • Tell groups they have 35 minutes to complete all of their work, which includes reading the chapter two times and completing all parts of the Capturing Key Details recording form. • As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). As you circulate, offer praise, cautions, or redirection to each group specifically, as needed, rather than interrupt the flow of the work by addressing the whole class. • If necessary and desired, call out the halfway point in the work session. At that point, groups should be well into the second read (Parts C and D on the Capturing Key Details recording form). The second read and the work associated with it will likely require a little more time than the first read work. • Since the final portion of Work Time A (the last half of Part C and all of Part D) are all conversation-based, take note of whether groups are in conversation for (approximately) the final 15 minutes of the 35-minute work time. • When there are 5 minutes left, make sure all groups are on Part D, discussing and recording a response to the focus question. If any group(s) is still working on Part C, make a note of this but have the group(s) stop and move on to Part D. | <ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially challenged learners. • During this work time, you may want to pull a small group of students to support them with the work. Some will need more guided practice before they are ready for independent work. • Consider the use of a literacy aide or other adult who can also circulate and assist groups with the procedural steps. • Consider preparing audio recordings of the texts used in the module. • Consider chunking the chapters for struggling readers or look for other ways to “tier the task.” • Students who struggle to recognize, categorize, and explain customs and traditions found within the text may need extra support and additional opportunities to practice using similar material. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. All materials should be left at students' desks.• Direct their attention to this learning target:<ul style="list-style-type: none">* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."• Then, direct students' attention to the three charts positioned at different locations in the classroom. Read each chart aloud to students:<ul style="list-style-type: none">* "I Need More Work or Time with This"* "I'm Getting There"* "I've Got It!"• Students should recognize these as the column headings on their Book Discussion checklist.• Tell students to stand up.• In a loud, clear voice, read the first Book Club behavior on the Book Discussion checklist:<ul style="list-style-type: none">* "I read the pages I was assigned to read."• Give students a few moments to think carefully about how they would categorize their own work today on that one behavior. Direct them to move to the chart that best matches their self- assessment. Encourage them to be honest in their assessment and not to be influenced by others' choices.• Continue with each of the Book Club behaviors on the checklist. Notice whether there are any patterns, and use these to inform instruction.• After the last movement, gather students back together to debrief the activity. The purpose of this activity is twofold. It allows you, as the teacher, to see which book discussion skills need work or which students are in need. It also allows students who may not yet be fully secure on certain skills to see that there are other students who are also still developing.• Tell students to return to their desks.• Ask them to take out their Book Discussion checklist and fill in the information at the top.• Review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today. | |



| Closing and Assessment (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">Students should then self-reflect to complete the question below the chart:<ul style="list-style-type: none">* "What is a goal for yourself the next time you have a discussion?"Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and for the group.Distribute and preview the Homework for <i>Seasons of the Sandstorms</i>, <i>Carnival at Candlelight</i>, and <i>A Crazy Day with Cobras</i> recording forms. Clarify questions as they arise. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Read the assigned chapter of your <i>Magic Tree House</i> book at home for homework and complete the shortened version of the Capturing Key Details recording form. Be sure to bring your book back to school for the next lesson. | <ul style="list-style-type: none">If students lack support at home and are unable to follow through with this homework, make other accommodations so that they do not fall behind with the reading.Consider preparing audio recordings of the texts used within the module. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Name:

Date:

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|--|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 4, p. 31 “Cutie rose <u>awkwardly</u> up from a kneeling position to a full stand.” | | |
| Ch. 4, p. 32 “Annie’s camel began <u>ambling</u> toward the other camels waiting to head off into the desert.” | | |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 4

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form
Season of the Sandstorms, Chapter 4
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|---|--|--|
| <ul style="list-style-type: none">• Desert near Baghdad at night | <ul style="list-style-type: none">• Jack• Annie• Mamoon• Cutie and Beauty | <ul style="list-style-type: none">• Get on their camels• Jack's camel won't go, and he calls her stupid.• Mamoon tells him that camels are not stupid and shares the great things about camels.• He says people must respect and honor camels.• Bandits come. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|---|---|
| Ch. 4, p. 31 “Cutie rose <u>awkwardly</u> up from a kneeling position to a full stand.” | I think it means clumsily or not smoothly. | I can visualize the camel getting up with its long legs. The hump must be heavy, so it might be difficult to get up. |
| Ch. 4, p. 32 “Annie’s camel began <u>ambling</u> toward the other camels waiting to head off into the desert.” | I think it means a kind of slow walk. | I can tell it’s a word that is describing what the camel is doing. |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 4
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|-----------------------|
| Camel saddles are made with colorful cushions. | p. 31 |
| Camels carry people across the desert (thousands of years). | p. 33 |
| Desert people respect and need camels. | pp. 33–35 |
| Use of stars to navigate (reading the stars and wind) | p. 39 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that people in this country show respect and honor for creatures like the camel. They also enjoy telling stories and singing together like they did when they were in the desert.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 4 | | | |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 5 | | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 4, p. 30 “The Great Mogul sat cross-legged on a cushion and <u>looked coldly</u> at his audience.” | | |
| Ch. 4, p. 36 “She <u>solemnly</u> showed it to Jack.” | | |
| Ch. 5, p. 39 “The other ambassadors were already entering the palace <u>quarters</u> on the far side.” | | |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|---|--|--|
| 4 | <ul style="list-style-type: none">• palace• Peacock throne | <ul style="list-style-type: none">• Jack• Annie• Great Mogul | <ul style="list-style-type: none">• Jack and Annie are waiting in line to see the Great Mogul. They watch how to bow and give the gift.• When it is Jack and Annie's turn, they bow and Jack presents his story as the gift.• The Great Mogul looks over the story and then Jack and Annie are to choose a precious stone.• Annie finds the emerald cut like a rose.• They succeed and try to find their way out but instead are told to go and watch the parade in their honor. |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|---|---|--|
| 5 | <ul style="list-style-type: none">• courtyard• balcony | <ul style="list-style-type: none">• Jack• Annie• ambassadors, guards, Great Mogul | <ul style="list-style-type: none">• Jack and Annie are taken to see the parade.• They are given silk robes, turbans, and pointy shoes to wear.• They go to the balcony and see the parade.• The parade has horses, cheetahs, oxen, and elephants.• The parade is interrupted when an elephant breaks free.• Annie asks what will happen to the elephant. The guard says she will be punished for not showing respect to the Great Mogul.• Annie yells because it is just an animal and should not be hurt.• Everyone is staring at Annie. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|--|---|
| Ch. 4, p. 30 “The Great Mogul sat cross-legged on a cushion and <u>looked coldly</u> at his audience.” | I think it means like a stare with no smiling. | The Great Mogul is like a king and everyone must respect him. He has to be very serious and formal. |
| Ch. 4, p. 36 “She <u>solemnly</u> showed it to Jack.” | <ul style="list-style-type: none">• quietly and calmly I think it means to be very quiet and calm. They have to be quiet and calm in front of the Great Mogul. Jack is having a hard time finding a stone, so Annie does it quietly and calmly. | <ul style="list-style-type: none">• Jack nodded, trying to appear calm.• ...and carefully picked up...• They are not talking. |
| Ch. 5, p. 39 “The other ambassadors were already entering the palace <u>quarters</u> on the far side.” | I think it’s a room in the palace. | I can tell the word is used as a noun, that it’s a place the ambassadors are going into. |

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
 (Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|----------------------------|
| Great Mogul (leader) has lots of servants; must bow and treat him with the utmost respect. | pp. 30, 34 |
| People give Mogul precious things; he gives jewels as rewards—all kinds. | p. 32 |
| Great Mogul makes everyone afraid. | p. 36 |
| Women wear veils and keep out of sight. At court you wear jeweled turbans and special clothes. | pp. 39–41 |
| Parades have lots of animals (horses, cheetahs, elephants). Animals are trained to keep time to the music. | pp. 44–45 p. 46 |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In Chapter 4, I learned that jewels are very important. The Great Mogul wears them on his clothing and gives them away as gifts. Jewels must be abundant in India, but they are probably only for the very respected. In Chapter 5, I learned that animals are very important to India. Some of the important animals are Arabian horses, cheetahs, and elephants. Just like people, if animals do not show respect to the Great Mogul, they will be punished.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined word/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 4, p. 42 “The prison cells at ground level in the palace were called the <u>pozzi</u> , meaning wells or pits.” | | |
| Ch. 4, p. 48 “Jack and Annie <u>bounded</u> down the Golden Staircase two steps at a time.” | | |



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|--|
| <ul style="list-style-type: none">• ruler's palace• prison cell | <ul style="list-style-type: none">• Jack• Annie• guards | <ul style="list-style-type: none">• Jack and Annie are in the ruler's palace. They use a map to help find their way around.• They saw the ruler's living chamber, Giant Staircase, and Map Room.• Guards caught them and took them to the prison.• There were rats in the prison.• Jack and Annie used magic to bend the bars and escape from the prison. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined word/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|---|---|
| Ch. 4, p. 42 “The prison cells at ground level in the palace were called the <u>pozzi</u> , meaning wells or pits.” | wells or pits | It said right after it that it meant wells or pits. |
| Ch. 4, p. 48 “Jack and Annie <u>bounded</u> down the Golden Staircase two steps at a time.” | It means when you are hurrying or running down stairs and your feet are very heavy and loud—almost like you are leaping. | Jack and Annie are afraid of getting caught, so I know they are moving fast. |

Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| There are statues of animals and Roman gods. | p. 35 |
| Use lots of marble and gold. | p. 38 |
| Pictures and statues of lions with wings. | p. 39 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?

In this chapter, I learned that the prisons in Italy were horrible places. The prison that Jack and Annie were placed in was dark and full of rats. The guard who took them there said that they would not be coming out for a long time. I think that this is teaching me that in Italy, they believed that when you commit a crime, you should be severely punished.



Homework for *Season of the Sandstorms* or *Carnival at Candlelight*: Chapter 5

Name: _____

Date: _____

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Season of the Sandstorms* or *Carnival at Candlelight*: Chapter 5

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |



Homework for *A Crazy Day with Cobras*: Chapter 6

Name: _____

Date: _____

Directions:

1. Read Chapter 6.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

Homework for *A Crazy Day with Cobras*: Chapter 6

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?



| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |



Homework for *Season of the Sandstorms*: Chapter 5
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Caravans (groups traveling in the desert) | p. 42 |
| Spice trade (cinnamon and pepper) | p. 43 |
| Saddles on camels; clucking tongue to communicate with camel | pp. 44, 45, 47 |
| Travel at night in the desert when it's cool/cold. | p. 49 |
| Wear head cloths for protection while traveling in the desert. | p. 50 |



Homework for *Carnival at Candlelight*: Chapter 5
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Puppet shows are a part of entertainment. | p. 49 |
| Fireworks on the waterfront | pp. 52–53 |
| Paint pictures of Roman gods | p. 58 |
| Neptune is the ruler of the sea and lives under the water (mythology). | pp. 59–60 |
| Venice is considered the “Grand Lady of the Lagoon.” | p. 62 |



Homework for *A Crazy Day with Cobras*: Chapter 6
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 6.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Gifts are important to show respect and reward. | p. 50 |
| Animals like elephants and camels kneel so you can climb on to ride. | p. 54 |
| The palace has moats and a drawbridge. | p. 55 |



EXPEDITIONARY
LEARNING

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

Practicing Fluency and Independent Book Clubs: Continuing to Deepen Understanding of *Magic Tree House* books



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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 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 read third grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can retell the assigned chapter(s) of my *Magic Tree House* book using specific details (who/what/where).
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.
- I can use the criteria of a fluent reader to read aloud a selected part of my *Magic Tree House* book.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Fluency Partners (9 minutes)Unpacking the Learning Targets (1 minute)Reflecting on Book Discussions: Concentric Circles (5 minutes)Work Time<ol style="list-style-type: none">Book Clubs (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debriefing the Discussion (10 minutes)Homework<ol style="list-style-type: none">Read the assigned chapter(s). Complete the homework version of the recording form. | <ul style="list-style-type: none">This lesson follows a similar pattern to Lessons 1–3 in terms of outcome: Students read a chapter (or two) from their <i>Magic Tree House</i> books and complete a Capturing Key Details recording form with their Book Clubs. However, this lesson has less scaffolding and more independent work time, as students should be familiar with the recording form and processes.Book pacing and homework chapter (see Reading Calendars in Unit 2 overview)<ul style="list-style-type: none"><i>A Crazy Day with Cobras</i>: Chapters 7 and 8 in class; Chapter 9 as homework (see note directly below)<i>Carnival at Candlelight</i>: Chapter 6 in class; Chapter 7 as homework<i>Season of the Sandstorms</i>: Chapters 6 and 7 in class; Chapter 8 as homework (see note directly below)Students again are given a new generic Book Discussion checklist and chapter-specific Capturing Key Details recording form. To save time in the lesson and streamline logistics, distribute the checklist and recording form before the start of the lesson.Also similar to Lessons 1–3, students debrief by self-assessing their group work.Find time before the lesson to tell the <i>A Crazy Day with Cobras</i> group(s) and the <i>Season of the Sandstorms</i> group(s) that they will be reading two chapters in today's lesson. Their Capturing Key Details recording form is modified, with the two chapters grouped together. So in a way, they are to treat the two chapters as one. You may want to show them the recording form ahead of time so it will be clearer to them. These two books have more chapters than <i>Carnival at Candlelight</i>, so the volume of reading had to be increased.This lesson again requires a chapter to be read for homework. The homework also includes a worksheet that is an abbreviated version of the steps followed in class. For students who are unable to follow through with reading chapters for homework, other accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning. |



| Agenda | Teaching Notes (continued) |
|--------|--|
| | <ul style="list-style-type: none"> • In advance: <ul style="list-style-type: none"> – Review the Concentric Circles protocol (see Appendix). – Post the learning targets, three charts for the Closing, Fluent Reader Criteria anchor chart, and Class Norms for Conversation anchor chart. – Display the three charts with the headings from the Book Discussion Checklist (from Lesson 3). • As in Lesson 3, set three charts at stations around the room for use in Closing A. <ul style="list-style-type: none"> – I Need More Work or Time With This – I'm Getting There – I've Got It! |

| Lesson Vocabulary | Materials |
|---|--|
| <p>fluent, criteria, phrasing, rate, punctuation, accuracy, cite, notes, opinion, objects, places, traditions, evidence, beneficial</p> | <ul style="list-style-type: none"> • Fluent Reader Criteria anchor chart (from Lesson 2) • <i>Magic Tree House</i> books (one per student for their assigned Book Club group) • Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter; see Teaching Notes) • Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters) • Book Discussion checklist (Lesson 2; one new blank copy per student) • Three charts with headings from Book Discussion checklist (from Lesson 3) • Homework for <i>Season of the Sandstorms</i>: Chapter 8 (one per student in this group) • Homework for <i>Carnival at Candlelight</i>: Chapter 7 (one per student in this group) • Homework for <i>A Crazy Day with Cobras</i>: Chapter 9 (one per student in this group) • Homework (answers, for teacher reference; book and chapter-specific) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader: Fluency Partners (9 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the fabulous work they are doing in their Book Clubs.• Remind them of their fluency practice in Lesson 2 with their fluency partner.• Display the Fluent Reader Criteria anchor chart. Quickly go through each of the criteria, explaining and expanding as necessary.• Direct students to have their <i>Magic Tree House</i> books out and to search within their homework chapter for a section or a couple of paragraphs to use for some fluency practice.• Tell students to spend 2 minutes softly reading aloud the passage themselves, focusing on aspects of good oral reading fluency. They can refer to the anchor chart as often as necessary.• After 2 minutes, tell students to sit knee-to-knee or shoulder-to-shoulder with their fluency partner from Lesson 2, taking their book with them. Once settled, they should take turns reading their selected paragraphs aloud to each other.• After his or her fluency partner reads, each student should give verbal feedback using the star and step framework. Consider using sentence frames: "I like how you _____" and "I think you would be more fluent if you _____." | <ul style="list-style-type: none">• When reviewing graphic organizers or anchor charts, consider using a document camera to display them on a larger screen for students who struggle with looking at a chart. |
| <p>B. Unpacking the Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read each one aloud.<ul style="list-style-type: none">* "I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where)."* "I can explain why I chose specific details to answer questions about the text."* "I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book."* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."* "I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country."* "I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book."• Have students turn to their partners and share in their own words what they targets are telling them to do as readers today. | |



| Opening (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Reflecting on Book Discussions: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Post three questions for students to see:<ol style="list-style-type: none">1. What is something you've learned about your country's customs or traditions?2. What do you find beneficial about Book Club?3. What is your biggest improvement with discussion skills?• Read the questions aloud to students. Inform them that the word <i>beneficial</i> in Question 2 means that something is good or helpful.• Invite students to take a few moments to think about their response to each question (to prepare them for the Concentric Circles activity).• Have students form concentric circles. Pick a number randomly and have students move that many spaces to their left. (This pairs students with random partners.)• On your cue, tell students they will answer the question you pose with the person opposite them. After 30 seconds or so, tell students to move two spaces to the left. Encourage them to maintain solid eye contact and to listen respectfully each time they pair up. Decide whether you want to repeat the same question for a couple of turns or whether you will rotate through the three questions for each turn. Use each question two or three times, time permitting. | <ul style="list-style-type: none">• Protocols like Concentric Circles allow students an opportunity to be accountable for work they have done and to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Distribute the Capturing Key Details recording form and the Book Discussion checklist for today. • Have students assemble their materials in preparation for moving to their Book Club meeting spots. They need: <ul style="list-style-type: none"> – <i>Magic Tree House</i> book – Book Discussion checklist – Capturing Key Details recording form – Pencil with an eraser • Remind students that some may finish earlier than others. <u>Suggest that they reread within the chapter, do quiet fluency work, or go back and look for words or phrases that they were uncertain about to perhaps share with group members later. Caution students not to move on in advance of the group.</u> • Send groups off to their meeting spots. Praise those that make a quick, yet quiet transition. • When all groups are settled, ask if there are any lingering questions. If there is a group that seems unclear or uncertain, allow the other groups to begin their work and go directly to the group in need and help them to get started. • Tell groups they have 35 minutes to complete all of their work, which includes reading the chapter two times and completing all parts of the Capturing Key Details recording form. Remind the <i>A Crazy Day with Cobras</i> and <i>Season of the Sandstorms</i> groups that they have two chapters to work with. • As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). As you circulate, offer praise, cautions, or redirection to each group specifically, as needed, rather than interrupt the flow of the work by addressing the whole class. • If necessary and desired, call out the halfway point in the work session. At that point, groups should be well into the second read (Parts C and D on the Capturing Key Details recording form). The second read and the work associated with it will likely require a little more time than the first read work. • Since the final portion of Work Time A (the last half of Part C and all of Part D) is conversation-based, try to take note of whether groups are in conversation for (approximately) the final 15 minutes of the 35-minute work time. • When there are 5 minutes left, make sure all groups are on Part D, discussing and recording a response to the focus question. If any group(s) is still working on Part C, make a note of this but have the group(s) stop and move on to Part D. | <ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially challenged learners. • During this work time, you may want to pull a group aside to support them with the work. Some will need more guided practice before they are ready for independent work. • Consider the use of a literacy aide or other adult who can circulate and assist groups with the procedural steps. • Consider preparing audio recordings of the texts used in the module. • Consider chunking the chapters for struggling readers or look for other ways to “tier the task.” • Students who struggle to recognize, categorize, and explain cultural objects, places, and traditions found within the text may need extra support and additional opportunities to practice using similar material. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. All materials should be left at their desks.• Direct students' attention to the three charts positioned at different locations in the classroom. Read each chart aloud:<ul style="list-style-type: none">* "I Need More Work or Time with This"* "I'm Getting There"* "I've Got It!"• Students should recognize these as the column headings on their Book Discussion checklist.• Invite students to stand up. Read the first Book Club behavior on the Book Discussion checklist:<ul style="list-style-type: none">* "I read the pages I was assigned to read."• Give students a few moments to think carefully about how they would categorize their own work today on that one behavior. Direct them to move to the chart that best matches their self- assessment. Encourage them to be honest in their assessment and not to be influenced by others' choices.• Continue with each of the Book Club behaviors on the checklist. Notice whether there are any patterns, and use these to inform instruction.• After the last movement, gather students back together to debrief the activity. The purpose of this activity is twofold. One, it allows you, as the teacher, to see which book discussion skills need work or which students are in need. Two, it allows students who may not yet be fully secure on certain skills to see that there are others who are also still developing.• Invite students to return to their desks.• Ask them to take out their Book Discussion checklist and fill in the information at the top.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the two questions below the chart:<ul style="list-style-type: none">* "What is a goal for yourself the next time you have a discussion?"* "What is a goal for your group the next time you have a discussion?"• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and for the group.• Distribute Homework and preview as needed. | |



| Homework | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">Read the assigned chapter(s) of your <i>Magic Tree House</i> book at home and complete the shortened version of the Capturing Key Details recording form. Be sure to bring your book back to school for the next lesson. | <ul style="list-style-type: none">If students do not have support at home and are unable to follow through with this homework, other accommodations will need to be made so that they do not fall behind with the reading. These accommodations could include having a peer homework buddy who can meet before class or at another point in the day. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapters?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 6 | | | |
| 7 | | | |

Note to group: Complete all Part A work before moving to Part B



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 6, p. 60 “Jack looked down to <u>shield</u> his eyes from the burning sunlight.” | | |
| Ch. 7, pp. 61–62 “Jack and Annie rode alongside boys <u>driving sheep</u> and farmers in donkey carts.” | | |
| Ch. 7, p. 67 “At the end of the wide <u>cobbled</u> road was another green field.” | | |



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapters?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|--|--|---|
| 6 | <ul style="list-style-type: none"> • Desert near Baghdad | <ul style="list-style-type: none"> • -Jack • -Annie • Cutie and Beauty | <ul style="list-style-type: none"> • They are hit by a sandstorm. • In the storm, the box with the treasure is blown away. • Jack and Annie chase the box to save it but get separated from Mamoon. • They open the box and find a book inside by Aristotle. • They ride to Baghdad to get the book back. |
| 7 | <ul style="list-style-type: none"> • in Baghdad | <ul style="list-style-type: none"> • Jack • Annie • Cutie and Beauty | <ul style="list-style-type: none"> • They make it to Baghdad. • They must pass three gates. • They pass a bazaar and kids playing in the field. • They stop at the stable to put the camels in. Annie gets in trouble for bragging. • The camel ate the precious treasure: the book. |



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|--|--|
| Ch. 6, p. 60 “Jack looked down to <u>shield</u> his eyes from the burning sunlight.” | Protect like blocking something out | The sun is so bright and hot in the desert that it kind of hurts Jack’s eyes. A shield is something to protect you in a fight, so Jack looks down to protect his eyes from the sun. |
| Ch. 7, pp. 61–62 “Jack and Annie rode alongside boys <u>driving sheep</u> and farmers in donkey carts.” | Moving them along in a certain direction | You don’t drive sheep like you drive a car, but the picture shows the sheep walking and the boys are like shepherds, so it might just mean helping the sheep move along. |
| Ch. 7, p. 67 “At the end of the wide <u>cobbled</u> road was another green field.” | I just know it’s something the road is made of. | I can tell it’s an adjective describing the road. |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------------------|
| Sandstorms a way of life in the desert; lay low to ground during sandstorm; using saddlebags on camels | pp. 51–53 |
| Head scarf to cover face Respect for learning (Aristotle) | p. 54 p. 58 |
| Women wearing veils Baghdad, a place that brings many people for many reasons; outdoor/open air market called bazaar, with merchants (sellers, traders) | p. 62 pp. 59,64 |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(Answers, for Teacher Reference)

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?

In Chapter 6, I learned that the precious treasure is actually a book from a famous philosopher. This connects to the mission Jack and Annie have of helping to spread wisdom to the world. I think that people in this culture value learning, especially learning from books.

In Chapter 7, I learned that the city of Baghdad is not like the desert and has grass and a river. There are many people who sell goods at the bazaar and kids playing ball. People can enter the palace walls but not the palace. I think that means that this country has a powerful ruler who welcomes people but is still not seen.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 6

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 6 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ...what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 6, p. 71 “The air was damp and <u>musty</u> .” | | |
| Ch. 6, p. 71 “Jack was breathing hard as he pushed open a heavy door that led out onto the <u>bell terrace</u> .” | | |

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 6

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 6 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|--|--|
| <ul style="list-style-type: none">• Venice• St. Mark's Square | <ul style="list-style-type: none">• Jack• Annie | <ul style="list-style-type: none">• Venice is flooding.• Jack and Annie are trying to save Venice.• They are searching for Neptune to get help.• They climb the tower in St. Mark's Square. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ...what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|--|---|
| Ch. 6, p. 71 “The air was damp and <u>musty</u> .” | A bad smell | It’s with the word <i>damp</i>, so it must be a word that describes how air is when it’s damp. You can tell it’s not a good smell. |
| Ch. 6, p. 71 “Jack was breathing hard as he pushed open a heavy door that led out onto the <u>bell terrace</u> .” | I think it’s like a patio outside a door, and a bell terrace could be a patio where the bell is kept. | I can tell it’s a noun, and it seems like Jack is going outside when he’s pushing through the door. |

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Prevention of flooding/high tides | pp. 63–64 |
| Bird masks | p. 64 |
| Cafes | p. 64 |
| Belief in mythology | p. 65 |
| Footbridges for travel within Venice | p. 66 |
| Fireworks | p. 67 |
| Saint Mark's Square as a place to gather | p. 71 |
| Stone statue: lions with wings | p. 72 |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?

In this chapter, I learned how the water in the canals is how the people travel from place to place in Venice. Sometimes storms cause flooding, which can be very serious. I also learned that fireworks are a part of the Carnival celebrations. The people wear costumes and watch the fireworks at midnight.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 7 | | | |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 8 | | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ...what do the words mean?

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 7, p. 58 “ <u>Rogue</u> elephant!” | | |
| Ch. 7, p. 59 “The merchants shouted with <u>rage</u> .” | | |
| Ch. 7, p. 60 Sheep and goats bleated and <u>scuttled</u> out of her way.” | | |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|--|--|---|
| 7 | <ul style="list-style-type: none"> • bazaar • outside of tow | <ul style="list-style-type: none"> • Jack • Annie • Morning Breeze | <ul style="list-style-type: none"> • Jack and Annie try to get Morning Breeze out of the Red Fort. Morning Breeze starts running. • She runs through the bazaar, ruining everything as she goes. People yell and shout at Jack and Annie. • They make it outside of town, and Morning Breeze is still running. She finally dumps them out and runs away. • Jack and Annie try to find everything that fell out of Jack's bag when they were dumped out. The emerald rose is missing. • Annie spots the emerald rose in a pile of dead leaves. But the leaves start moving. • A king cobra is right by the emerald rose. |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|--|---|---|
| 8 | <ul style="list-style-type: none">• scrubby forest outside palace | <ul style="list-style-type: none">• Jack• Annie• Morning Breeze (elephant)• King cobra (snake) | <ul style="list-style-type: none">• Morning Breeze runs away into the forest. Jack and Annie are surprised by a king cobra, and they use the research book to find out how to get away safely. But they need to get the emerald to save Penny. They use the liquid in the blue bottle to make themselves really small. They see a cricket and butterfly, which look big because they are so small. |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ...what do the words mean?

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|---|
| Ch. 7, p. 58 “ <u>Rogue</u> elephant!” | wild | -“ Sorry! Sorry! ” yelled Jack.’ -sends everyone scrambling -knocks over wooden poles Morning Breeze is running free through the streets and ruining the bazaar. I think that <i>rogue</i> means “wild.” |
| Ch. 7, p. 59 “The merchants shouted with <u>rage</u> .” | anger | The merchants are very upset because Morning Breeze knocked everything over. On page 59, it says the merchants grab sticks and charge at the elephant. |
| Ch. 7, p. 60 Sheep and goats bleated and <u>scuttled</u> out of her way.” | ran, scurried | I can tell it’s a verb; it’s what the animals are doing. They would be afraid of a big elephant, so they would move quickly. |



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|------------------------------|
| Men wear colorful coats and women in outfits that hide their faces | p. 58 |
| bazaar—selling figs, rice, peas, lemons, oranges, and pineapples silk shawls, carpets | p. 59 p. 59 |
| Huts are made of mud. | p. 63 |
| Red Fort is protected by battlements, moats, and drawbridges. | p. 58 |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?

In this chapter, I learned about the places in India. India has fancy palaces like where the Great Mogul lives, but it also has bazaars, a countryside, and a wild jungle. This is teaching me that India is a country with many different climates. The bazaar with people selling things is a commonplace thing. It is part of the way of life. There are tents and stalls with merchants. People come from all over to buy and sell.



Homework for *Season of the Sandstorms*: Chapter 8

Name: _____

Date: _____

Directions:

1. Read Chapter 8.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Season of the Sandstorms*: Chapter 8

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |



Homework for *Season of the Sandstorms*: Chapter 8
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 8.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Stables for animals | p. 78 |
| “Room of the Tree” | p. 79 |
| bowing to the caliph | p. 81 |
| House of Wisdom (respected place of learning) | p. 91 |



Homework for *Carnival at Candlelight*: Chapter 7

Directions:

1. Read Chapter 7.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Carnival at Candlelight*: Chapter 7

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |



Homework for *Carnival at Candlelight*: Chapter 7
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|-----------------------|
| Winged lion statues | p. 77 |
| Fireworks at Carnival | p. 80 |
| Belief in mythology: Neptune, god of the sea (mythology); three-pronged spear (trident) | p. 83 |



Homework for *A Crazy Day with Cobras*: Chapter 9

Name: _____

Date: _____

Directions:

1. Read Chapter 9.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
|--|----------------|



| | |
|--|--|
| | |
| | |
| | |



Homework for *A Crazy Day with Cobras*: Chapter 9
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| none | |



EXPEDITIONARY
LEARNING

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

Independent Book Clubs: Finishing the *Magic Tree House* Books



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

Supporting Learning Targets

- I can retell the assigned chapter(s) of my *Magic Tree House* book using specific details (who/what/where).
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking the Learning Targets (1 minute)Work Time<ol style="list-style-type: none"><i>Magic Tree House</i> Book Clubs (35 minutes)Debriefing the Discussion (20 minutes)Closing and Assessment<ol style="list-style-type: none">Revisiting the Learning Targets (4 minutes)Homework<ol style="list-style-type: none">Read the assigned chapter(s). Complete the homework version of the recording form. | <ul style="list-style-type: none">Students will again be given a new Book Discussion checklist and Capturing Key Details recording form for the day's work. To save time in the lesson and streamline logistics, distribute the checklist and recording form before the start of the lesson. If students are using a two-pocket folder for the unit materials (highly recommended), the checklist and recording form can be placed in their folders before the lesson. Remember that the Capturing Key Details recording form is book-specific.Book pacing and homework chapter (see Reading Calendars in Unit 2 overview):<ul style="list-style-type: none"><i>A Crazy Day with Cobras</i>: Chapters 10 and 11 in class; Chapter 12 as homework (see note directly below)<i>Carnival at Candlelight</i>: Chapter 8 in class; Chapter 9 as homework<i>Season of the Sandstorms</i>: Chapter 9 in class; Chapter 10 as homeworkSince the homework chapters are the final chapters of all three books, there is not as much information dealing with evidence of culture. The final chapter is always when Jack and Annie return home.Find time before the lesson to tell the <i>A Crazy Day with Cobras</i> group that again they will read two chapters in today's lesson. Their Capturing Key Details recording form is modified with the two chapters grouped together. So in a way, they are to treat the two chapters as one. You may want to show them the recording form ahead of time so it will be clearer to them.Students will need all materials relating to the <i>Magic Tree house</i> books later in Unit 2.This lesson again requires a chapter to be read for homework. The homework also includes a worksheet that is an abbreviated version of the steps followed in class. For students who are unable to follow through with reading chapters for homework, other accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning. Consider creating peer homework buddies so students can check in with a peer before class as a support system for completing homework. |



| | Teaching Notes (continued) |
|--|--|
| | <ul style="list-style-type: none">• Have ready the three charts from Lesson 3 that were used in the Closing. The charts read:<ul style="list-style-type: none">– I Need More Work or Time With This– I'm Getting There– I've Got It!• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| cite, notes, opinion, customs, traditions, evidence | <ul style="list-style-type: none">• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Book Discussion checklist (from Lesson 2; one new blank copy per student)• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter; see Teaching Notes)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Discussion checklists from Lessons 2–5 (one set per student)• My Growth with Book Discussions recording form (one per student)• Document camera• Homework for <i>Season of the Sandstorms</i>: Chapter 10 (one per student in this group)• Homework for <i>Carnival at Candlelight</i>: Chapter 9 (one per student in this group)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 12 (one per student in this group)• Homework (answers, for teacher reference; book and chapter-specific) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Unpacking the Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and cold call a few students to read them aloud:<ul style="list-style-type: none">* "I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where)."* "I can explain why I chose specific details to answer questions about the text."* "I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book."* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."* "I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country."• Point out that these learning targets are similar to those found in earlier lessons. Clarify as necessary and answer any questions. | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. <i>Magic Tree House</i> Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Have students assemble their materials in preparation for moving to their group meeting spots. They need: <ul style="list-style-type: none"> – <i>Magic Tree House</i> book – Book Discussion checklist – Capturing Key Details recording form – Pencil with an eraser • Send groups off to their meeting spots. Continue to reinforce routines as needed. Remind students that they may finish at different times: they may reread within the chapter, do quiet fluency work, or they go back and look for words/phrases that they were uncertain about to perhaps share with group members at a later point. Caution students <u>not</u> to move on in advance of the group. • When all groups are settled, ask if there are any lingering questions. If there is a group that seems unclear or uncertain, allow the other groups to begin their work and go directly to the group in need and help them to get started. • Tell groups they have 35 minutes to complete all of their work, which includes reading the chapter two times and completing all parts of the Capturing Key Details recording form. • As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). As you circulate, offer praise, cautions, or redirection to each group specifically, as needed, rather than interrupt the flow of the work by addressing the whole class. • If necessary and desired, call out the halfway point in the work session. At that point, groups should be well into the second read (Parts C and D on the Capturing Key Details recording form). The second read and the work associated with it will likely require a little more time than the first read work. • Since the final portion of Work Time A (the last half of Part C and all of Part D) is conversation-based, try to take note of whether groups are in conversation for (approximately) the final 15 minutes of the 35-minute work time. • When there are 5 minutes left, make sure all groups are on Part D, discussing and recording a response to the focus question. If any group(s) is still working on Part C, make a note of this but have the group(s) stop and move on to Part D. | <ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially challenged learners. • During this work time, you may want to pull a group aside to support them with the work. Some students will need more guided practice before they are ready for independent work. • Consider the use of a literacy aide or other adult who can circulate and assist groups with the procedural steps. • Consider preparing audio recordings of the texts used within the module. • Consider chunking the chapters for struggling readers, or look for other ways to “tier the task.” • Students who struggle to recognize, categorize, and explain cultural objects, places, and traditions found within the text may need extra support and additional opportunities to practice using similar material. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Debriefing the Discussion (20 minutes)</p> <ul style="list-style-type: none">• Tell students to return to their desks.• Direct their attention to the Book Discussion checklist and ask them to fill in the information at the top.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the two questions below the chart:<ul style="list-style-type: none">* “What is a goal for yourself the next time you have a discussion?”* “What is a goal for your group the next time you have a discussion?”• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group.• Have each student gather his/her four Book Discussion checklists together (from Lessons 2–4 as well as today).• Acknowledge students’ hard work and progress with being able to have robust, interesting conversations about reading. Explain that they will look over their four checklists starting with the first one, going in order through to the one just completed. The idea is for them to try to see evidence of growth or change in their discussion skills and habits.• Distribute the My Growth with Book Discussions recording form and display a copy via a document camera.• Ask students to read over the My Growth with Book Discussions recording form. If necessary, read through the questions with them.• Ask them to complete the recording form, using the Book Discussion checklists as the basis for their responses.• Invite students to move to sit with their fluency partner from Lessons 2 and 4.• Ask partners to take turns sharing one area they feel has improved and one area they would still like to work on.• Circulate to listen in as students share. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Revisiting the Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to the learning targets.• Reread each target aloud. Pause after each to ask students to use Fist to Five as a means to show their perceived level of success with each target.<ul style="list-style-type: none">* "I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where)."* "I can explain why I chose specific details to answer questions about the text."* "I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book."* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."* "I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country."• Distribute Homework and preview as needed. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read the assigned chapter of your <i>Magic Tree House</i> book at home and complete the shortened version of the recording form. Be sure to bring your book back to the next class. This is the final chapter in your <i>Magic Tree House</i> book. | <ul style="list-style-type: none">• Other accommodations will need to be made for students who do not have the home support to complete the homework assignment. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 9

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|------------------------|------------------------------|
| Ch. 9, p. 89 “But now that he knew their friend Mamoon was the <u>mighty</u> caliph, he felt shy.” | | |
| Ch. 9, p. 89 “The caliph <u>escorted</u> Jack and Annie through the front door and down a wide hallway.” | | |
| Ch. 9, p. 90 “The man was writing <u>furiously</u> .” | | |



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 9

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |
| | |

Capturing Key Details Recording Form:



Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 9

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|--|---|---|
| <ul style="list-style-type: none">• House of Wisdom | <ul style="list-style-type: none">• Jack• Annie• Mamoon• great mathematicians and scientists | <ul style="list-style-type: none">• Mamoon thanks Jack and Annie for bringing the book back.• He takes them to his House of Wisdom.• He leads them to the library, where great thinkers are working. |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 9

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|---|---|---|
| Ch. 9, p. 89 “But now that he knew their friend Mamoon was the <u>mighty</u> caliph, he felt shy.” | powerful | I can tell it’s an adjective describing a caliph, who is a ruler, like a king. So the word might mean “famous” or “powerful” or “strong,” because they are good words to describe a ruler. |
| Ch. 9, p. 89 “The caliph <u>escorted</u> Jack and Annie through the front door and down a wide hallway.” | I think it means “walked with” or “took them.” | I can tell it’s a verb, and the sentence makes me think that Jack and Annie are going with the caliph. |
| Ch. 9, p. 90 “The man was writing <u>furiously</u> .” | I think it means “quickly,” like he’s nervous or really frantic. | I don’t think it means mad or furious that way. The caliph says the man is hunched over a pile of papers, so I think he’s really busy. |

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|-----------------------|
| Carriage perched on camels with long poles attached to saddles (how the caliph traveled in Baghdad) | p. 88 |
| House of Wisdom—respect for knowledge | p. 90 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs or traditions help you understand the culture of your country?*

In this chapter, I learned that the caliph in Baghdad loves to share learning. He built a House of Wisdom so that learning could be shared throughout the world. This tells me that the culture in this country is one that loves to read and tell stories and learn.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|-------------------------------------|---|---|
| | | |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 8

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 8, p. 89 "Venice was <u>veiled</u> in a soft, pink light." | | |
| Ch. 8, p. 90 "In an instant, his shaggy mane, golden back, powerful legs, <u>tufted</u> tail, and feathered wings all turned to carved gray stone." | | |
| Ch. 8, p. 93 " <u>Cobblers</u> were sitting at their workbenches and cats were stretching in the chilly sunlight." | | |



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 8

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 8

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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? |
|---|--|---|
| <ul style="list-style-type: none">• St. Mark's Square, Venice, Italy | <ul style="list-style-type: none">• Jack• Annie | <ul style="list-style-type: none">• Jack and Annie fly back to St. Mark's Square on the back of the winged lion.• Venice is safe now, and Jack and Annie prepare to leave.• They find Teddy and Kathleen's book of rhymes.• They see Lorenzo Tiepolo, who gives them a painting.• They leave Venice in a gondola (with a disguised Teddy and Kathleen) |

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 8

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|---------------------------------|---|
| Ch. 8, p. 89 “Venice was <u>veiled</u> in a soft, pink light.” | covered | I can tell it’s a word to help me imagine what Venice looks like at night. A veil is something that covers up something. |
| Ch. 8, p. 90 “In an instant, his shaggy mane, golden back, powerful legs, <u>tufted</u> tail, and feathered wings all turned to carved gray stone.” | I think it means fluffy. | It’s a word describing the tail. |
| Ch. 8, p. 93 “ <u>Cobblers</u> were sitting at their workbenches and cats were stretching in the chilly sunlight.” | workers | I know cobblers are people who are doing work. |

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Venice—towers, domes, church spires | p. 89 |
| pigeons | p. 92 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that St. Mark's Square is always very busy and it is traditional for people to gather there regularly for various reasons.



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapters?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|-------------------------------------|---|---|
| 10 | | | |
| 11 | | | |

Note to group: Complete all Part A work before moving to Part B



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|------------------------|------------------------------|
| Ch. 10, p. 88 “The elephant’s fuzzy hair felt <u>coarse</u> and tickly.” | | |
| Ch. 10, p. 90 “Then she turned and <u>lumbered</u> off with her baby at her heels.” | | |
| Ch. 11, p. 95 “They walked up to the <u>looming</u> gateway.” | | |
| Ch. 11, p. 98 “They are rich and <u>stirring</u> .” | | |



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?



Capturing Key Details Recording Form
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapters?

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|--|---|--|
| 10 | <ul style="list-style-type: none">• in the forest | <ul style="list-style-type: none">• Jack• Annie• Morning Breeze• her baby• a guard | <ul style="list-style-type: none">• Morning Breeze carries Jack and Annie to safety and stops in the forest.• When they stop, her baby elephant appears.• Jack and Annie know why she ran away. They help her take off all the decorations from the parade.• They pet the baby and head for the tree house.• They run back through the forest to the dirt path.• At the dirt path, an imperial guard stops them and tells them they must come back to the palace or go to prison. |



Capturing Key Details Recording Form
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

| CH | Where does this chapter take place? | Who are the important characters in this chapter? | What are the most important events in this chapter? |
|----|---|---|--|
| 11 | <ul style="list-style-type: none">• on a carriage ride with the guard• Taj Mahal | <ul style="list-style-type: none">• Jack• Annie• Great Mogul | <ul style="list-style-type: none">• The guard takes Jack and Annie back to the Red Fort.• Instead of going in the fort, they are brought to a huge gate. They are told to go inside and wait.• They go inside and see a huge dome that is shimmering. The Great Mogul is there and meets them.• He tells them he loved the story and pictures. He loved the heart in them. Now he will show them his heart.• He explains that he once loved his wife so much that when she died, he built the Taj Mahal in her honor. |

Note to group: Complete all Part A work before moving to Part B



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

| Key word/phrase | What we think it means | What helped us understand it |
|--|--|--|
| Ch. 10, p. 88 “The elephant’s fuzzy hair felt <u>coarse</u> and tickly.” | I think it might mean “rough” like whiskers. | The words <i>fuzzy</i> and <i>tickly</i> make me think the hair feels a certain way, maybe like whiskers. I imagined how it would feel. |
| Ch. 10, p. 90 “Then she turned and <u>lumbered</u> off with her baby at her heels.” | walked heavily I think that it means “to walk heavily,” because she is walking in the forest with her baby, but elephants are huge creatures, so they don’t walk lightly. | turned and ____ off with her baby at her heels This gives me the image that she is turning around and I can imagine how big elephants are when they walk around. The babies are smaller and would be little compared to the huge mom walking. |
| Ch. 11, p. 95 “They walked up to the <u>looming</u> gateway.” | I think it might mean “really big.” | It’s a word describing or telling about the gateway. |
| Ch. 11, p. 98 “They are rich and <u>stirring</u> .” | I think it means <i>moving</i> like “touching,” that he really likes the picture. | I can tell it’s a compliment, a good thing. The Great Mogul is describing Annie’s picture, and he really likes it a lot. |

Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Decorating elephant with bells and jewels | p. 87 |
| Traveling in the jungle | pp. 92–93 |
| Open-air bazaar | pp. 95–96 |

Note to group: Hold a discussion after the second read.

Part D: Focus question: How did recognizing customs or traditions help you understand the culture of your country?

In Chapter 10, I learned that elephants are in the wild in India and have babies there. But people also make straw carriages to ride in on top of elephants. I think that this is telling me how important elephants are to the Indian culture.

In Chapter 11, I learned that the Great Mogul can show deep love. The Taj Mahal was built in honor of his wife who died. It is a symbol for the country of great love.



My Growth with Book Discussions Recording Form

Name:

Date:

Lay out your five Book Discussion checklists *in order of completion*. Spend a few minutes examining them. Look for *evidence of growth and changes* in your ability to discuss your reading with your peers.

1. What area or areas show the most improvement for you? What is your evidence?

2. What area was the most challenging for you? What is your evidence?

3. What area or areas do you feel you still need to work on? What is your evidence?



My Growth with Book Discussions Recording Form

4. Read the goal statements you made at the end of each lesson for you as an individual. Do you feel you focused on these goals from one day to the next? Explain.



Homework for *Season of the Sandstorms*: Chapter 10

Name: _____

Date: _____

Directions:

1. Read Chapter 10.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Season of the Sandstorms*: Chapter 10

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |



Homework for *Season of the Sandstorms*: Chapter 10(Answers, for Teacher Reference)

Directions:

1. Read Chapter 10.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Baghdad—place for scholars and scientists | p. 98 |
| oasis | p. 102 |



Homework for *Carnival at Candlelight*: Chapter 9

Name: _____

Date: _____

Directions:

1. Read Chapter 9.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Carnival at Candlelight*: Chapter 9

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |



Homework for *Carnival at Candlelight*: Chapter 9
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 9.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Gondolas used to travel; gondoliers operate the gondolas | p. 99 |
| Masked people at Carnival | p. 101 |



Homework for *A Crazy Day with Cobras*: Chapter 12

Name: _____

Date: _____

Directions:

1. Read Chapter 12.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *A Crazy Day with Cobras*: Chapter 12

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|--|----------------|
| | |
| | |
| | |

Homework for *A Crazy Day with Cobras*: Chapter 12
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 12.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

| Customs and Traditions: Evidence from the Text | Page number(s) |
|---|-----------------------|
| Taj Mahal, precious stones in marble, emeralds | pp. 101–103 |
| Veiled women, oxen, sheep | p. 105 |
| Red Fort | p. 105 |



EXPEDITIONARY
LEARNING

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

Beginning the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1



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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 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 Target | Ongoing Assessment |
| <ul style="list-style-type: none">I can record what I will share with others about my <i>Magic Tree House</i> book on my Mid-Unit 2 Assessment: Expert Research Matrix. | <ul style="list-style-type: none">Mid-Unit 2 Assessment: Expert Research Matrix, Part 1 |



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking the Learning Target (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling: Organizing Research in the : Expert Research Matrix (10 minutes) B. Mid-Unit 2 Assessment, Part 1: Expert Research Matrix (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Becoming an Expert (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Choose a chapter in your <i>Magic Tree House</i> book to practice reading for fluency in class tomorrow. Practice reading it fluently at home. | <ul style="list-style-type: none"> • This lesson is the first part of the Mid-Unit 2 Assessment, which centers on standards NYSP ELA CCSS RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3. Students work on this assessment across Lessons 6-8: preview these lessons in advance in order to have a full sense of the arc of students' work. This series of lessons is loosely based on the Jigsaw protocol (see Appendix). <ul style="list-style-type: none"> – During Lesson 6, students gather evidence from their notes on the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1 only. These notes will help students prepare to share what they have learned with peers who read <u>different</u> <i>Magic Tree House</i> books. Lesson 6 serves both as an authentic preparation for students' upcoming discussion and an assessment of RL.3.1, RL.3.9, and W.3.8. – Lessons 7 and 8 serve as an assessment of speaking and listening skills as well as RL.3.9. In Lesson 7, students will leave their Book Clubs and share in new triads, made up of one student who read each of the <i>Magic Tree House</i> books. In these new triads, students discuss key details about the plot of their <i>Magic Tree House</i> book, as well as what they have learned about their country's culture. The discussion will take the form of a Fishbowl (see Appendix). During the discussion, you will circulate and use a checklist to assess students' progress toward mastery of SL.3.1 and SL.3.3. – At the end of Lesson 8, students complete the Expert Research Matrix, Part 2, writing down key learning from their triad discussions. • To prepare to share their knowledge with others, students will use their Capturing Key Details recording forms from Lessons 1–5, as well as their <i>Magic Tree House</i> books, to complete the Mid-Unit 2 Assessment: Expert Research Matrix. • To save time in the lesson and streamline logistics, distribute the Mid-Unit 2 Assessment: Expert Research Matrix to students before the start of the lesson. If students are using a two-pocket folder for the unit materials, the recording form could be placed in their folders before the lesson. • In addition to spending time on their Mid-Unit 2 Assessment: Expert Research Matrix, students spend a significant amount of time unpacking the learning target and self-assessing. It is essential for students to continually reflect and check in on their learning. This helps them to self-assess where they stand and understand where they need to go, and it also helps you to formatively assess students' progress. • Work Time A includes some teacher modeling; adapt to suit your style and the needs of your students. • Review Jigsaw protocol and Fishbowl discussion protocol (see Appendix). • Post: Learning targets. |



| Lesson Vocabulary | Materials |
|-------------------------|--|
| expert, jigsaw, matrix, | <ul style="list-style-type: none">• Mid-Unit 2 Assessment: Expert Research Matrix (one per student; see Teaching Notes. Students only complete Part 1 in Lesson 6)• Document camera• Capturing Key Details recording forms from Lessons 1–5 (one set per student)• <i>Magic Tree House</i> books (one per student for their assigned Book Club group) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Unpacking the Learning Target (10 minutes)</p> <ul style="list-style-type: none"> • Begin by acknowledging students' hard work on their <i>Magic Tree House</i> books. They have read closely and talked with peers to retell the story and learn about the culture of various countries. Today, they have the opportunity to think about the important details from their reading and complete the Mid-Unit 2 Assessment: Expert Research Matrix. In the next lesson, they will share what they know with someone who has not read their book through a discussion. • Direct students' attention to the learning target and read it aloud: <ul style="list-style-type: none"> * "I can record what I will share with others about my <i>Magic Tree House</i> book on my Mid-Unit 2 Assessment: Expert Research Matrix." • Circle and discuss the word <i>expert</i> and add visuals as necessary to ensure that students understand the target. Remind students that, as in Unit 1, a <i>matrix</i> is a tool to organize information. • Inform students that they will also be participating in a Fishbowl discussion in the next lesson. • Ask: <ul style="list-style-type: none"> * "Who is the expert on each <i>Magic Tree House</i> book?" • Allow students some independent think time. Cold call someone to share with the class. Students should discuss that they are the experts because they have read the stories and discussed them. • Ask: <ul style="list-style-type: none"> * "Why will you share your expertise with people who have not read your book?" • Allow students to talk with a partner. Cold call another student to share with the class. They should discuss that they will share their expertise so that they can teach others about the book and about the country that their book was set in. • Guide students toward understanding that they have become experts on the <i>Magic Tree House</i> stories they have read and discussed, and they have also become experts on that country's past culture. Remind students that one of the big questions of this module is how researchers share their knowledge. Since they are now experts on these books, they will share their knowledge with others through a discussion in Lessons 7 and 8. They will also get the chance to learn from others and compare the settings of the different <i>Magic Tree House</i> stories. • Ask students to show a Fist to Five about their clarity on what they are being asked to do and think about today based on the learning target. Clarify as needed. | <ul style="list-style-type: none"> • Consider using visuals or images to support students in understanding what an expert is. This will be particularly helpful for ELLs. • When unpacking a learning target and circling key words, use a different color pen/marker. Write synonyms above or below the circled words to support students in understanding the key words in the learning target. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Modeling: Organizing Research in the Expert Research Matrix (10 minutes)</p> <ul style="list-style-type: none">• Focus the class whole group.• Distribute the Mid-Unit 2 Assessment: Expert Research Matrix and display a copy using a document camera. Ask students to read the form over.• Call on volunteers to share out what they noticed about the form. Students should notice that this recording form is different from others because it has questions listed within the recording form.• Then, say something like: “We discovered from our learning target that today you are going to prepare to share your expertise about your <i>Magic Tree House</i> books with others who have not read the book. This form is designed to support you in being able to have a discussion about your book. Today you will be thinking about and answering the questions to help you decide what you will say to people who have not read your book.”• During this time, students will work individually to look through their Capturing Key Details recording forms (from Lessons 1-5) and record their individual responses to the questions for the discussions. This will give them an opportunity to prepare for the discussion and will also serve as a written component of the Mid-Unit 2 Assessment.• Ask students to take out their Capturing Key Details recording forms from Lessons 1–5, <i>Magic Tree House</i> book, and Mid-Unit 2 Assessment: Expert Research Matrix.• Say something like: “Before you share with your new group, you will have the opportunity to look back through your Capturing Key Details recording forms and record your own evidence. I will show you first how I might do this.”• Model for students having your recording forms from Lessons 1–5, your <i>Magic Tree House</i> book, and your Mid-Unit 2 Assessment: Research Matrix in front of you.• Think out loud about the process you will be going through. Say something like: “Now that I have all my materials, I need to know what I am looking for. I will read the first question, ‘What was the title of your book and where does the story take place?’ That is an easy one! I just have to look at the cover of my book to make sure I get it right.”• Model recording the title on the Mid-Unit 2 Assessment: Expert Research Matrix recording form. Continue to think aloud for students: “I also have to find the setting. I know that the setting is [India], but I am not sure which page that was originally on. I better look back at my recording forms. It was probably somewhere near the beginning of the book. If I can’t find it, I will look back in the actual book.”• After finding the page number, model recording it on the recording form. Be sure to model for students that they are going to be filling out Part 1 today. Part 2 will be completed during Lesson 8. | <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 learners, but especially challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Have students turn to a neighbor and share what they saw and heard you doing. Cold call students to share.• Read through the remaining questions to clarify directions. | |
| <p>B. Mid-Unit 2 Assessment, Part 1: Expert Research Matrix (30 minutes)</p> <ul style="list-style-type: none">• Release students to work on Mid-Unit 2 Assessment, <u>Part 1</u>: Expert Research Matrix independently for 30 minutes.• Students may need assistance in clarifying directions. Be sure that students answer the questions themselves independently, as they are part of the assessment• Remind students to only complete Part 1. Part 2 will be completed during Lesson 8. | |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief: Becoming the Expert (10 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group.• Reread the learning target for the day as a class.• Ask students to show a Fist to Five for how they felt they did in accomplishing the target.• Remind students that the process they went through today was so that they could be prepared to share their expertise with others in the next lesson.• Ask:<ul style="list-style-type: none">* “How do you feel about sharing your knowledge of your <i>Magic Tree House</i> book with others?”• Have students turn to a neighbor and share how they are feeling. Ask for a couple of volunteers to share with the whole group.• Thank students for their hard work today and let them know that you are excited that they will have the opportunity to share their expertise with others in the next lesson. | <ul style="list-style-type: none">• Offer a cloze sentence to students who may struggle with the debrief. A sample cloze sentence could be: “I feel (excited, nervous, ready) to share with others because (my group helped me, I know my book really well, I really enjoyed this book and am excited to share).” |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Choose a chapter in your <i>Magic Tree House</i> book to practice reading for fluency in the next class. Practice reading it fluently at home. <p><i>Note: Decide whether to collect students' Mid-Unit 2 Assessments, Part 1 at this point or whether to have students hold on to their research matrixes. They will need their matrix again in Lessons 7 and 8.</i></p> | |



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

Supporting Materials



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Mid-Unit 2 Assessment: Expert Research Matrix

Name:

Date:

Focus question for discussion:

How are our Magic Tree House books similar? How are they different?

Part 1

Directions:

1. Read the “Question that will be asked” to yourself.
2. Think about your response to the question. Look back at your recording forms or in the book for evidence.
3. Record your response to the question and the page(s) where you found it in the text.
4. When you are finished, reread your response to make sure you have completely answered the questions that will be asked during discussion tomorrow.



Mid-Unit 2 Assessment: Expert Research Matrix

| PART 1 | | | |
|--|--|------------------------------|-----------------|
| Question that will be asked | Evidence from my notes I want to share | | Page(s) in text |
| 1. What was the title of your book? | | | |
| 2. When and where does the story take place? | | | |
| 3. Who are the important characters? | | | |
| 4. What are two key events in the story? | EVENT 1 | | |
| | EVENT 2 | | |
| 5. What are two interesting customs or traditions that you found in the story? | CUSTOM or TRADITION | WHAT I LEARNED ABOUT CULTURE | |
| | | | |
| 6. What did you learn about the country's culture from each? | | | |
| 7. Find one new word or phrase in your book that you found interesting. What does the word or phrase mean in the text? | WORD or PHRASE: | | |
| | DEFINITION: | | |



Mid-Unit 2 Assessment: Expert Research Matrix

| PART 2 Please fill in this part during discussion during Lesson 8. | |
|---|---|
| Question that will be asked | Evidence from my notes I want to share |
| 8. What is one way all three <i>Magic Tree House</i> books are similar? | The books are similar because |
| | Evidence/examples from the discussion to support my thinking: |
| 9. What is one way all three <i>Magic Tree House</i> books are different? | The books are different because |
| | Evidence/examples from the discussion to support my thinking: |



EXPEDITIONARY
LEARNING

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

Mid-Unit 2 Assessment, continued: Fishbowl

Discussion of *Magic Tree House* books



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

- I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can answer questions using specific details from literary text. (RL.3.1)
- I can compare and contrast stories by the same author. (RL.3.9).
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)
- I can express my own ideas clearly during discussions. (SL.3.1)
- I can build on others' ideas during discussions. (SL.3.1)
- I can ask questions when I am confused about what a speaker is saying. (SL.3.3)
- I can answer questions to show what I know when listening to a speaker. (SL.3.3)

Supporting Learning Targets

- I can answer questions about my *Magic Tree House* book using specific details from the text.
- I can effectively engage in a conversation with my peers about our *Magic Tree House* books.
- I can compare and contrast stories in the *Magic Tree House* series.

Ongoing Assessment

- Mid-Unit 2 Assessment: Expert Research Matrix (begun in Lesson 6)
- Teacher Assessment Checklist for Discussion



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Fluency Partners (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Fishbowl Model in Preparation for Discussion (10 minutes)Mid-Unit 2 Assessment: Fishbowl Discussion of Our <i>Magic Tree House</i> Books (30 minutes)Closing and Assessment<ol style="list-style-type: none">Turn and Talk (5 minutes)Homework<ol style="list-style-type: none">2-1 Homework: Tell someone at home 2 new facts you learned about other <i>Magic Tree House</i> books from your discussion and 1 book discussion skill you are getting really good at. | <ul style="list-style-type: none">In Lesson 6, students began their Mid-Unit 2 Assessment, completing Part 1 of the Expert Research Matrix. In Lesson 7, students begin the second part of the assessment, starting their Fishbowl discussion with their new triads. In Lesson 8, students will have time to complete their discussions and also complete the Expert Research Matrix, Part 2. Preview Lessons 7-8 in advance to have a clear sense of the arc of students' work.During the discussion in Lessons 7 and 8, circulate to assess students' discussion skills, using the checklist aligned to SL.3.1 and SL.3.3.To help students succeed with the Fishbowl discussion, model the discussion setup and process with one of the established Book Clubs during Work Time A. Identify this group ahead of time and brief them on their tasks: Let them know they will use Question 1 on the Mid-Unit 2 Assessment: Expert Research Matrix for their model conversation. The group will need to practice the following:<ul style="list-style-type: none">Have one student volunteer act as facilitator for this discussion. This student will get the process started.Read the question aloud.Each member of the group takes a turn sharing evidence and what page it is onAfter everyone has shared, the student facilitator asks if there are any questions for anyone in the group. If there are questions, the student asked must respond.If there are no questions or clarifications needed, the facilitator asks the group to give a thumbs-up if they're ready to move on to the next question.The facilitator chooses a new person to start.The group then moves on to the next question.To streamline logistics, distribute the Book Discussion checklist to students before the lesson start.In advance:<ul style="list-style-type: none">Create strategic groups of three for the Fishbowl discussions. Each triad should have one representative from each <i>Magic Tree House</i> book. Consider posting these groups on chart paper or displaying them on the document camera to aid in quick transitions. If you have an uneven number of students, form some groups of four, doubling up with two students who read the same text.Post learning targets, Procedure for Mid-Unit 2 Assessment Discussion anchor chart. |



| Lesson Vocabulary | Materials |
|-----------------------|--|
| Fishbowl, facilitator | <ul style="list-style-type: none">• Fluent Reader Criteria anchor chart (begun in Module 1, Unit 2, Lesson 8)• Magic Tree House books (one per student for their assigned Book Club group)• Procedure for Mid-Unit 2 Assessment Discussion anchor chart (new; teacher-created; see supporting materials)• Mid-Unit 2 Assessment: Expert Research Matrix (from Lesson 6)• Book Discussion checklist (from Lesson 1; one new blank copy per student)• Assessment Checklist for Discussion (for teacher reference) |

| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader: Fluency Partners (10 minutes)</p> <ul style="list-style-type: none">• Celebrate the strong work students have been doing in their Book Clubs. Remind them that today is the day they will share their expertise with others. Say something like:<ul style="list-style-type: none">* “Today, you will share your expertise with some of your peers not in your Book Clubs. To introduce our books to others in the group, we will begin by reading a short passage. This will also help us to practice reading fluently.”• Remind students of their fluency practice in Lessons 2 and 4. Let them know they will not be working with their fluency partners, but rather with new Book Club members.• Inform students of the new triads they will work with today. Have them meet with their new triads in a circle in the room.• Direct students' attention to the Fluent Reader Criteria anchor chart. Quickly review each of the criteria. Explain and expand as necessary.• Ask students to take out their <i>Magic Tree House</i> books and search for a couple of paragraphs from the section they practiced reading fluently for homework.• Tell students to spend 2 minutes softly reading aloud the passage they selected to themselves, focusing on aspects of good oral reading fluency. They can refer to the anchor chart as often as necessary.• Students should take turns sharing their selected paragraphs with their new Book Clubs by reading aloud.• After a member of the group reads, each student should give verbal feedback using the star and step framework. Consider using sentence frames: “I like how you_____” and “I think you would be more fluent if you_____.” | <ul style="list-style-type: none">• For students who need extra support with fluency, allow them time to practice whisper-reading to themselves or using assistive technology. |



| Opening (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather in a circle in the middle of the classroom.• Invite them to turn and talk with an elbow partner:<ul style="list-style-type: none">* “Turn to your partner and tell him/her what work you did yesterday with your collection of Capturing Key Details recording forms and the <i>Magic Tree House</i> Expert Jigsaw Research Matrix recording form. Talk to him/her about how you were becoming an expert that can share your knowledge of the story and the culture of the country with others.”• Cold call pairs to share what their partner told them.• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.”* “I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> books.”* “I can compare and contrast stories in the <i>Magic Tree House</i> series.”• Clarify the targets as needed.• Ask for volunteers to restate the learning targets in their own words.• Tell students that today they will complete Part 1 of the Mid-Unit 2 Assessment: Book Discussions of Our <i>Magic Tree House</i> Books today, and tomorrow they will complete Part 2. | <ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Fishbowl Model in Preparation for Discussion (10 minutes)</p> <ul style="list-style-type: none">• Students should still be gathered in the middle of the classroom in a circle.• Say something like:<ul style="list-style-type: none">* “Now that you have organized your research, it is time to have a discussion with your Book Club. This discussion will give you the opportunity to share with others the knowledge you gained from your <i>Magic Tree House</i> book. You will also get to learn about the other <i>Magic Tree House</i> books that your classmates have been reading and discussing. I have asked one Book Club to help me show you how this will look. This group is going to come sit in the center of what we call the ‘fishbowl.’”• Consider giving students a brief explanation as to why it is called a Fishbowl discussion:<ul style="list-style-type: none">* “It is because, just like when we look at fish inside a bowl or aquarium, we can watch everything students are doing, but we can’t interrupt them. When students are in the center, we can watch and hear what they are doing, but we don’t interrupt. We watch and learn.”• Display the Procedure for Mid-Unit 2 Assessment Discussion anchor chart and read each point aloud. Clarify as necessary.• Have the model group sit in the center with their <i>Magic Tree House</i> books and Mid-Unit 2 Assessment: Expert Research Matrix.• Tell the class:<ul style="list-style-type: none">* “I want you to watch and listen as this group has a conversation about their book. Notice how they use their Mid-Unit 2 Assessment: Expert Research Matrix to guide their conversations. I am going to display the research matrix for you so that you can follow along with what the group is saying.”• Ask if there are any clarifying questions. Prompt the group to begin. Set a time limit of 3 minutes for their model. See Teaching Notes for how the group conversation should be organized.• After the group has finished, direct the rest of the class to turn to a neighbor and share what they saw and heard. Circulate around to listen in on what students saw and heard.• Cold call a couple of students to share with the class. Ask whether there are any clarifying questions on how the conversation will go or how to use the Mid-Unit 2 Assessment: Expert Research Matrix during the discussion. | <ul style="list-style-type: none">• Allowing students to see a model of the discussion from their own peers lets them see how it can be done. Students may feel more capable if they see the model from their peers.• When students are being asked to talk with a neighbor, consider pairing ELLs with a peer who speaks their native language so they can discuss in their native language. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Mid-Unit 2 Assessment: Fishbowl Discussion of Our <i>Magic Tree House</i> Books (30 minutes)</p> <ul style="list-style-type: none">• Assign groups for the discussions.• Ask students to take their Mid-Unit 2 Assessment: Research Matrix and join their new group.• Once students are settled, display the Book Discussion checklist. Remind students that just like in other book clubs, they will be responsible for tracking progress with discussion skills using this checklist.• Have students begin their discussions.• During the discussions, circulate and use the Assessment Checklist for Discussion to observe students and assess standards SL.3.1 and SL.3.2. This lesson and the next have time allotted for students to engage in the discussions. This will allow for them to participate in high-quality discussions and for teachers to be able to observe all groups.• If students do not complete the discussion in 30 minutes, reassure them that they will continue tomorrow. Monitor the pace of discussions to support stopping them in an appropriate spot. | <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. |

| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Ask them to return to sitting in the circle in the middle of the room.• Recognize students for their hard work in preparing for the discussions and for sharing their expertise with each other.• Ask them to turn and talk:<ul style="list-style-type: none">* "Tell your partner what has been going well so far in your discussion and something that you want to improve for tomorrow."• Cold call a few pairs to share out. Remind students that this discussion will continue tomorrow and you will, again, be listening in to conversations. | <ul style="list-style-type: none">• Consider using sentence starters for ELLs to support them in talking with their partner. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• 2-1 Homework: Tell someone at home 2 new facts you learned about other <i>Magic Tree House</i> books from your discussion and 1 book discussion skill you are getting really good at. | |



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

Supporting Materials



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Procedure for Mid-Unit 2 Assessment Discussion

1. Choose someone in your group to start. You could ask for a volunteer or rock/paper/scissors for who will go first.
2. The first person will begin by reading the question aloud.
3. After reading the question, the first person will respond with the evidence he or she wrote on the Mid-Unit 2 Assessment: Expert Research Matrix.
4. This person is then responsible for calling on another member to respond.
5. The person chosen cannot pass but must respond with the evidence he/she recorded on his/her research matrix.
6. After sharing the evidence that he/she recorded, a new person is chosen to share and the pattern continues.
7. A student cannot be called on a second time until everyone has had a turn.
8. After the first round, group members can ask clarifying questions of other members. To ask a question, a group member should say: “(Name), I have a question for you about what you said.”
9. Whomever the question was directed to needs to answer the question.
10. For a second round, students continue the process, but with a new discussion question.
11. Make sure to refer to the page numbers in your book to support your ideas and help listeners stay engaged.



Assessment Checklist for Discussion
(For Teacher Reference)

Teaching Directions:

This checklist is used to assess SL.3.1a–d and SL.3.3. To use this checklist, record student names in the column headings. Observe each group for about 5 minutes. During that time, circle behaviors either observed or not observed for each student. This checklist can be used as an assessment tool and as a tool during individual conferences with students after the discussion.

| Group A | Student A | Student B | Student C | Notes: |
|---|---|---|---|--------|
| <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>(SL3.1a)</p> | <p>Observed</p> <p>Not yet observed</p> | <p>Observed</p> <p>Not yet observed</p> | <p>Observed</p> <p>Not yet observed</p> | |
| <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(SL3.1b)</p> | <p>Observed</p> <p>Not yet observed</p> | <p>Observed</p> <p>Not yet observed</p> | <p>Observed</p> <p>Not yet observed</p> | |



Assessment Checklist for Discussion
(For Teacher Reference)

| Group A | Student A | Student B | Student C | Notes: |
|---|----------------------------------|----------------------------------|----------------------------------|--------|
| Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL3.1c) | Observed Not yet observed | Observed Not yet observed | Observed Not yet observed | |
| Explain their own ideas and understanding in light of the discussion. (SL3.1d) | Observed Not yet observed | Observed Not yet observed | Observed Not yet observed | |
| Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3) | Observed Not yet observed | Observed Not yet observed | Observed Not yet observed | |



EXPEDITIONARY
LEARNING

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

Completing the Mid-Unit 2 Assessment:

Continuing Fishbowl Discussion and Completing Expert Research Matrix, Part 2



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

I can read third grade level texts accurately and fluently to make meaning. (RF.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 taking notes. (W.3.8)
I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)
I can express my own ideas clearly during discussions. (SL.3.1)
I can build on other's ideas during discussions. (SL.3.1)
I can ask questions when I am confused about what a speaker is saying. (SL.3.3)
I can answer questions to show what I know when listening to a speaker. (SL.3.3)
I can compare and contrast stories by the same author. (RL.3.9)

Supporting Learning Targets

- I can answer questions about my *Magic Tree House* book using specific details from the text.
- I can effectively engage in a conversation with my peers about our *Magic Tree House* books.
- I can compare and contrast stories in the *Magic Tree House* series.

Ongoing Assessment

- Mid-Unit 2 Assessment: Expert Research Matrix (begun in Lesson 6)
- Assessment Checklist for Discussion (begun in Lesson 7)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment, continued: Completing Fishbowl Discussion of Our <i>Magic Tree House</i> Books (20 minutes)B. Model for Completing the Expert Research Matrix (5 minutes)C. Completing the Mid-Unit 2 Assessment: Part 2 of the Expert Research Matrix (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home one similarity and one difference between your <i>Magic Tree House</i> book and another one of the <i>Magic Tree House</i> books. | <ul style="list-style-type: none">• In this lesson, students complete their Mid-Unit 2 Assessment. They finish their discussion with their new triads (begun in Lesson 7). They then return to their Expert Research Matrix to fill in Part 2, in which they write down what they learned from comparing and contrasting their <i>Magic Tree House</i> books• Work Time is broken up into three purposeful sections.<ul style="list-style-type: none">– Work Time A provides students with time to wrap up unfinished discussions.– Work Time B gives the teacher time to model how students will complete Part 2 of the assessment, and it serves as a clear transition period between group work to independent work.– In Work Time C, students will complete Part 2 of the Expert Research Matrix independently.• As students finish their discussions during Work Time A, teachers circulate and use the Teacher Assessment Checklist for Discussion to assess any students they did not get to in Lesson 7.• Collect students' Mid-Unit 2 Assessment: Expert Research Matrix at the conclusion of this lesson. Use the Teacher Assessment Checklist for <i>Magic Tree House</i> Expert Jigsaw Research Matrix to collect assessment data on students' progress toward mastery of standards RL.3.1, RL.3.9, and W.3.8.• Post: learning targets. |



| Lesson Vocabulary | Materials |
|-------------------|---|
| | <ul style="list-style-type: none">• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Mid-Unit 2 Assessment: Expert Research Matrix (from Lesson 6; students' own, plus one for display)• Document camera• Book Discussion checklist (from Lesson 1; one new blank copy per student)• Procedure for Mid-Unit 2 Assessment Discussion anchor chart (begun in Lesson 7)• Assessment Checklist for Discussion (from Lesson 7; for teacher reference)• Assessment Checklist for Mid-Unit 2 Assessment: Expert Research Matrix (for teacher reference) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather in a circle in the middle of the room. Remind them that in the previous lesson, they started their discussions to share about their <i>Magic Tree House</i> books and today, they will finish that discussion.• Ask them to turn and talk:<ul style="list-style-type: none">* “Turn to your neighbor and tell him/her what work you did yesterday with your new Book Club and where your discussion stopped.”• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.”* “I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> books.”* “I can compare and contrast stories in the <i>Magic Tree House</i> series.”• Focus on the final learning target. Say something like:<ul style="list-style-type: none">* “Let’s focus on the last learning target. This was one you did not get to yesterday. Let’s focus on two key words: <i>compare</i> and <i>contrast</i>. Who can tell me what those words mean?”• Call on a volunteer to share what the terms <i>compare</i> and <i>contrast</i> mean. Students should say that they mean to find things that are the same and things that are different.• Let students know that today they will compare and contrast the different <i>Magic Tree House</i> books. Say something like: “Today, you will complete your discussions from the last lesson. Then, you will complete Part 2 of the Mid-Unit 2 Assessment. In this part of the assessment, you will discuss how your books are the same and different. As in the previous lesson, you will record this information on the Mid-Unit 2 Assessment: Expert Research Matrix. I will show you a model a little later on for how to complete this.” | <ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Mid-Unit 2 Assessment, continued: Completing Fishbowl Discussion of Our Magic Tree House Books (20 minutes)</p> <ul style="list-style-type: none">• Ask students to take their <i>Magic Tree House</i> books, <i>Magic Tree House Expert Jigsaw Research Matrix</i>, and <i>Magic Tree House Book Discussion checklist</i> and join their groups from the previous lesson.• Display the <i>Magic Tree House</i> Book Discussion checklist via a document camera. Remind students that just like in other book clubs, they will be responsible for tracking progress with discussion skills using this checklist.• Tell students they have the next 20 minutes to complete the discussions they started yesterday. Encourage them to refer to the Procedure for Mid-Unit 2 Assessment Discussion anchor chart for guidance during their discussions.• Ask students to begin.• Circulate and use the Assessment Checklist for Discussion to observe students and assess standards SL.3.1 and SL.3.2. | <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.• If students complete discussion before the end of the work time, encourage them to recheck their notes from the discussion before moving on to the next part. |
| <p>B. Model for Completing the Expert Research Matrix (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Tell students they will now move on to completing the Mid-Unit 2 Assessment, and this part will be done independently.• Using a document camera, display the Mid-Unit 2 Assessment: Expert Research Matrix, Part 2. Say something like: “I want to show you quickly how I would take notes on Part 2 of your mid-unit assessment. This part of the recording form is where you will be showing me how you can compare and contrast your <i>Magic Tree House</i> book to the other <i>Magic Tree House</i> books.”• Do a quick think-aloud for students about how you would fill out this part of the recording form. Since you are modeling for an assessment, it is important that you do not use actual information from the texts. Emphasize to students that you are going to show how to “think through” Part 2 but that you will be creating fictitious information so that they can use their own thinking during the assessment.• Model filling in the information on the Mid-unit 2 Assessment: Expert Research Matrix (Part 2)• Clarify questions as needed. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>C. Completing the Mid-Unit 2 Assessment: Part 2 of the Expert Research Matrix (20 minutes)</p> <ul style="list-style-type: none">• Allow students 20 minutes to independently record responses to Mid-Unit 2 Assessment: Expert Research Matrix, Part 2. Remind them that you will be collecting these as an assessment piece.• During the work time, circulate to support students. If students complete the assessment before others, encourage them to reread all of their work and revise it if necessary. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Was it easy or challenging to share your book with others? Why?”* “Was it easy or challenging to compare and contrast your <i>Magic Tree House</i> books with others? Why?”• Ask for volunteers to share out. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Tell someone at home one similarity and one difference between your <i>Magic Tree House</i> book and another one of the <i>Magic Tree House</i> books. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Assessment Checklist for Mid-Unit 2 Assessment: Expert Research Matrix
(For Teacher Reference)

| | Student A | Student B | Student C | | | |
|--|-----------|-----------|-----------|--|--|--|
| I can answer questions using specific details from literary text. (RL.3.1) <i>Matrix Sections 1–6</i> | | | | | | |
| I can document what I learn about a topic by taking notes. (W.3.8) <i>Matrix Sections 1–9</i> | | | | | | |
| I can compare and contrast stories by the same author. (RL.3.9) <i>Matrix Sections 8–9</i> | | | | | | |

Key
S= Secure
D= Developing



EXPEDITIONARY
LEARNING

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

Close Reading: Launching the *Exploring Countries* Books, Part 1



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

- I can answer questions to deepen my understanding of informational text. (RI.3.1)
- 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 learn about my country by doing close reading, with teacher guidance, on my *Exploring Countries* text.
- I can accurately record information I find about my country.
- I can use text features to efficiently find information in my *Exploring Countries* text.
- I can use text features to learn new information about my country.

Ongoing Assessment

- Text-Dependent Questions (Italy Research Group only)
- Text Feature Scavenger Hunt recording form
- Fact Hunt/Flag Activity recording form



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Getting Ready for Work Tasks (7 minutes)B. Work Time (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Praise and Probe (6 minutes)B. Review Word Tracker Routine (2 minutes)4. Homework<ol style="list-style-type: none">A. A. Word Tracker homework. | <ul style="list-style-type: none">• In this lesson, students transition back to reading informational text. The informational texts, which partner with the <i>Magic Tree House</i> texts, are as follows:<ul style="list-style-type: none">– Iraq Book Club groups: <i>Seasons of the Sandstorm</i> → <i>Exploring Countries: Iraq</i>– Italy Book Club groups: <i>Carnival at Candlelight</i> → <i>Exploring Countries: Italy</i>– India Book Club groups: <i>A Crazy Day with Cobras</i> → <i>Exploring Countries: India</i>• In this lesson, students are given their informational texts.• Starting with this lesson, each country group will cycle through a series of activities by the end of Lesson 11. The activities include an independent read of pages 4–11 in their <i>Exploring Countries</i> text, a text feature scavenger hunt with the group or a reading partner, a fact hunt/flag activity, and a guided close reading with the teacher.• In this lesson, the Italy group completes a series of text-dependent questions with teacher guidance and support during Work Time while the Iraq and India groups focus on the Text Feature Scavenger Hunt recording form and Fact Hunt/Flag Activity recording form. The Iraq and India groups are expected to work independently while completing these forms. Tailor this expectation to your students' needs and capabilities. Alter the lesson demands as necessary.• If students finish their work early, have another task in place for them to complete. One suggestion is for them to read their independent reading books.• Use the Closing and Assessment to get an accurate understanding of how well students worked during Work Time. Use this time to address any concerns as necessary and to use students' self-assessments as formative assessments. This will help inform how Work Time is implemented in Lessons 10 and 11.• In the homework for this lesson, students engage with selected vocabulary from the portions of text read using the Word Tracker routine. Students have some familiarity with the Word Tracker routine and recording form from Unit 1. The purpose of the vocabulary work in this lesson is to support students in carefully attending to words. They need not memorize the words, but they do need to build strategies to help them find the meaning of unknown words. These include knowing how to use a glossary or dictionary.• Continue to use a simple organization system for students to keep track of all materials e.g. two-pocket folder). Students will need all of their Unit 2 materials again in Unit 3. |



| | Teaching Notes (continued) |
|--|---|
| | <ul style="list-style-type: none"> • In advance: <ul style="list-style-type: none"> – Review the Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference). – Create and post the Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart and Lessons 9, 10, and 11 Work Time Tasks anchor chart. – Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| text feature, culture, glossary, index, caption, table of contents, definition, close reading | <ul style="list-style-type: none"> • <i>Exploring Countries: Japan</i> (one per student in that assigned group) • <i>Exploring Countries: Italy</i> (one per student in that assigned group) • <i>Exploring Countries: India</i> (one per student in that assigned group) • Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart (new; teacher-created; see supporting materials) • Text Feature Scavenger Hunt recording form (one per student) • Lessons 9, 10, and 11 Work Time Tasks anchor chart (new; teacher-created; see supporting materials) • Fact Hunt/Flag Activity recording form (one per student) • Text-dependent Questions: <i>Exploring Countries: Italy</i> (one per student studying Italy) • Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference) • Equity sticks • Word Tracker homework, Lesson 9 (one per student) • Word Tracker homework, Lesson 9 (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Note: See Work Time Tasks chart (in supporting materials) for which groups work on text-dependent questions in this lesson. Gather students together. Tell them it's once again time to think about digging in to some research. <ul style="list-style-type: none"> Remind students of this module's performance task (first mentioned in Unit 1, Lesson 6). Start by saying something like: "The performance task is always the creation of a special product of some sort. In Module 1, you created the 'Accessing Books around the World' bookmark. In your <i>Magic Tree House</i> Book Club, you have learned about cultures in Italy, Iraq, or India from a time period in the past. As you know, author Mary Pope Osborne always sends Jack and Annie back in time to places and countries that existed long ago. Her <i>Magic Tree House</i> stories are set in the past." Continue by saying something like: <ul style="list-style-type: none"> "You will continue to work with your group, but for the next several lessons, you will be working with informational texts to research a country and its culture in the present day. 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, you will write a letter to Mary Pope Osborne! The purpose of your letter will be to ask her to consider sending Jack and Annie back to a country she has written about before, but in the present day. Your letter will need to be full of facts and details. You will need to give specific information about the culture of your country that Ms. Osborne could use in a present-day story." Explain that to do this, the students will first have to do some research. Direct their attention to the learning targets and read the first two aloud: <ul style="list-style-type: none"> "I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text." "I can accurately record information I find about my country." Deconstruct the first learning target by underlining the phrases "close reading" and "guidance." Students should be familiar with the term 'close reading,' but help them understand that when you will be guiding them through the work, helping with the reading and gathering of details in a structured and purposeful way. Tell students that across the next few lessons, each Book Club will take notes about text-dependent questions with your guidance. Redirect their attention back to the learning targets and read the next two aloud: <ul style="list-style-type: none"> "I can use text features to efficiently find information in my <i>Exploring Countries</i> text." "I can use text features to learn new information about my country." | <ul style="list-style-type: none"> The unpacking of the learning targets is a crucial early step in every lesson. Targets help the students see where they're going, 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 to ask for clarification if it's needed. |



| Opening (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Highlight the words <i>text features</i> in the targets. Remind students that text features are “the parts of a book that stand out from the rest of the text.”• Ask them to name some examples of text features.• Cold call on a few students to share out. Confirm accurate responses and correct any misconceptions.• Tell students they need to think about how to use text features to find information efficiently, or quickly. Remind them that good researchers are also good readers and that reading informational text is very different from reading literary text.• Say something like:<ul style="list-style-type: none">* “Readers of informational text need to learn how to navigate the text and learn how to use the text features. One way you are going to become stronger readers of informational text is by learning to use and read the text features in informational books.”• Underline the word <i>efficiently</i> in the first target and ask a volunteer to define this word.• Make sure students understand that it means being “quick but accurate.” Help students understand that they will use resources and text features to find information in their new text. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Getting Ready for Work Tasks (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to move to their designated Book Club meeting spots. • Distribute the <i>Exploring Countries</i> informational texts to the appropriate Book Clubs. • Remind students of their work with <i>Exploring Countries: Japan</i>. Allow them 1 minute to page through their books. Direct students to look at the table of contents of their books. • Display the Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart. Read through the anchor chart together. Ask for volunteers to give a brief description of these standard nonfiction text features: table of contents, index, glossary, and caption. • Distribute the Text Feature Scavenger Hunt recording form. Tell students that they will be using their <i>Exploring Countries</i> informational texts to <u>find</u> and <u>learn</u> information efficiently using text features. • Display the Lessons 9, 10, and 11 Work Time Tasks anchor chart. • Explain that the work for these lessons will require students to carefully attend to <u>four</u> specific tasks: <ol style="list-style-type: none"> 1. Independently read pages 4–11 of their <i>Exploring Countries</i> text. 2. Complete the Text Feature Scavenger Hunt with a reading partner or their group. 3. Participate in a guided close reading of pages 4–11 of their <i>Exploring Countries</i> text led by the teacher. 4. Complete the Fact Hunt/Flag Activity. • Help each group understand the flow of their work based on the anchor chart. Explain that you will need to do the close reading work with each group without interruptions from the other groups. Ask students a few procedural questions to see if they all understand how things will work in these lessons. Allow for any additional questions. • Distribute the Fact Hunt/Flag Activity recording form. Allow students a few moments to orient to this form. Ask them to imagine doing the work of this activity in a quiet and independent way. | <ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. • 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. • Providing models of expected work supports all learners, but especially challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Work Time (40 minutes)</p> <ul style="list-style-type: none">• Remind students that they have 40 minutes to complete their work. If they finish early, they should read their independent reading books.• Ask those students assigned to Italy to gather their <i>Exploring Countries</i> text and a pencil and gather with you in a particular area in the classroom.• Distribute the Text-Dependent Questions: <i>Exploring Countries: Italy</i> to the Italy group.• Guide students through the Close Reading Guide, referring to the Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference) and providing extra support by doing the first read with them.• Check on the Iraq and India groups as necessary during this work time. Remind these students that they should work quietly and productively for the duration of the period. If they finish early, they should read their independent reading books silently. | <ul style="list-style-type: none">• During this work time, you may want to assign an adult to monitor the process of the work and assist students who may struggle or lack independence.• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Praise and Probe (6 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on a strong and smooth transition back to informational text (praise).• Ask students to each think of key learning for them from today's lesson (probe).• Use equity sticks to determine which students share their key learning. | |
| <p>B. Review Word Tracker Routine (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Word Tracker homework, Lesson 9. Remind students of the routine followed in Unit 1.<ul style="list-style-type: none">– In Column 1, they write the word or term.– In Column 2, they copy the definition as it appears in the glossary (of their <i>Exploring Countries</i> book).– After thinking about the meaning of the word or term, in Column 3, students should write a simplified version of the definition shown in Column 2 using their own words.• If necessary, project one of the book's glossaries and practice the routine with a word from the glossary (or use <i>Exploring Countries: Japan</i>).• Tell students they will need to take their <i>Exploring Countries</i> text home to do this work. Stress that they must be responsible and return both the book and the Word Tracker homework to the next class. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Complete the Word Tracker homework. Bring the book and Word Tracker Homework back to school for the next lesson. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Lessons 9, 10, and 11 Work Time Tasks

| Lesson | India | Iraq | Italy |
|--------|---|---|---|
| 9 | Text Feature Scavenger Hunt Independent reading book | Independently read pages 4–11 Fact Hunt/Flag | MEET WITH TEACHER Read aloud pages 4–11 Close Reading |
| 10 | Independently read pages 4–11 Fact Hunt/Flag | MEET WITH TEACHER Close Reading | Text Feature Scavenger Hunt Independent reading book |
| 11 | MEET WITH TEACHER Close Reading | Text Feature Scavenger Hunt Independent reading book | Fact Hunt/Flag Independently reread pages 4–11 |

IMPORTANT:

- Each work period is 40 minutes long. If you finish ahead of time, read your independent reading book.
- Your teacher needs to be completely focused on working with the group. If you are not working with the teacher, your work cannot interfere with or disrupt the work of the other students/groups.



Structural Features of Informational Text (*Exploring Countries*)

1. Table of contents
2. Text in chapters with fact boxes, maps, insets, photographs, captions, graphic sources (maps, pie chart)
3. Fast Facts
4. Glossary
5. Learn More section
6. Index



Text Feature Scavenger Hunt Recording Form

Name: _____

Date: _____

Directions: Use your copy of *Exploring Countries* 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) | | |
| Did you know? Fun Facts captions (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 (Extra information placed within the text, such as graphs, charts, or fact lists) | | |



Fact Hunt / Flag Activity

Use pages 28 and 29 to learn interesting facts about your country.

1. What is the main religion of the country? _____
What percent of the people follow this religion? _____ %
What other religions are practiced in this country? _____
2. What is the official language of the country? _____
3. Name four products that are grown in this country:

4. What is the capital city of the country? _____
5. What is the currency (unit of money)? _____
6. Name three other cities in the country:

7. Name four products that are manufactured (made) in this country:

8. What is the official name of the country?

9. What is the population of the country? _____ as of _____
10. What are three industries that are important to the country's economy?



Fact Hunt / Flag Activity

Use page 28 to read about your country's flag and see what it looks like.

Transform the rectangle below into the flag for your country. Draw before you color.

A large, empty rectangular box with a thin black border, intended for a student to draw a flag.

When was the flag adopted? _____

What do the colors stand for?

What symbol is part of your country's flag? _____

What does this symbolize? _____



Text-Dependent Questions: *Exploring Countries: Italy*

Name: _____

Date: _____

****You will use this sheet as I guide your group in rereading pages 4–11****

| Italy/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Look carefully at pages 4 and 5 but do not reread them yet.</i> <i>Use what you notice to answer the questions in the box on the right.</i> | What can you find out by reading these pages? _____ _____ How do you know? Turn and talk to a partner about the clues you used. |
| <i>Read along as your teacher reads page 5 aloud.</i> <i>With your group, answer the question on the right.</i> | Reread this sentence out loud together: “In the north, Italy borders France, Switzerland, Austria and Slovenia” Look carefully at the map. Put one finger on Italy, then point to France, Switzerland, Austria, and Slovenia with your other hand. What do you think the word <i>borders</i> means? _____ * What strategy did you use to figure out what this word means? _____ _____ |



Text-Dependent Questions: *Exploring Countries: Italy*

| Italy/Activity | Questions to Discuss and Answer |
|--|---|
| <i>Read page 5 silently and then answer the question on the right.</i> | List four seas that border Italy: <hr/> <hr/> <hr/> <hr/> |
| <i>Look carefully at pages 6 and 7 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used. |
| <i>Take turns reading the paragraphs on page 6 aloud.</i> | The text says, “With a height of 15,770 feet (4,807 meters), this mountain is the tallest in Europe.” 15,770 feet is the same as _____ meters. |
| * How did you figure this out? <hr/> <hr/> | |



Text-Dependent Questions: *Exploring Countries: Italy*

| Italy/Activity | Questions to Discuss and Answer |
|---|--|
| <i>Discuss this question with the group.</i> | <p>Which mountain is the tallest in Europe? (Hint: carefully reread the other sentences in this paragraph.)</p> <p>_____</p> |
| <i>Read along as someone in your group reads page 8 aloud.</i> | <p>The text says, “Mount Vesuvius, the only active volcano on Europe’s mainland, rises near the city of Naples.”</p> <p>What is Mount Vesuvius?</p> <p>_____</p> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 6?</p> |
| <p>* What strategy did you use to figure out what Mount Vesuvius is?</p> <p>_____</p> | |
| <i>Read along as your teacher reads page 9 out loud.</i> | <p>Why is the word <i>archeologist</i> in bold (dark) print?</p> <p>_____</p> <p>What is an <i>archeologist</i>?</p> <p>_____</p> <p>_____</p> |
| <p>* What strategy did you use to figure out what an <i>archeologist</i> is?</p> <p>_____</p> | |



Text-Dependent Questions: *Exploring Countries: Italy*

| Italy/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Discuss this question with your group.</i> | Why are the archeologists in Pompeii? |
| <i>Look carefully at pages 10 and 11 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? How do you know? Turn and talk to a partner about the clues you used. |
| <i>Read along as your teacher reads pages 10 and 11 out loud.</i> | What is a marmot? |
| * What strategy did you use to figure out what this word means? | |



Text-Dependent Questions: *Exploring Countries: Italy*

| Italy/Activity | Questions to Discuss and Answer |
|---|--|
| <i>Reread page 11 silently, then answer the question in the box at the right.</i> | <p>What animals that live in Italy are featured in <u>both</u> the text and the photos?</p> <hr/> <hr/> <p>Where did you find information about the wild boar?</p> <hr/> |
| <p>Finding Out More in a Nonfiction Text</p> <p>Look back at your answers in the long boxes with *asterisks* in them.</p> <p>List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.</p> | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| <p>SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR <i>EXPLORING COUNTRIES</i> BOOK.</p> | |



Close Reading Guide: Exploring Countries: Italy
(For Teacher Reference)

Teacher Directions: Use this guide to help students move through their rereading of pages 4–11

| Italy/Activity <i>Have the group begin by reading the directions on the left aloud.</i> | Questions to Discuss and Answer <i>Then work through each question in the corresponding box at the right together, using each as an opportunity for instruction and discussion.</i> |
|--|---|
| <i>Look carefully at pages 4 and 5 but do not reread them yet.</i> <i>Use what you notice to answer the questions in the box on the right.</i> | What can you find out by reading these pages? Where Italy is How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the map, on which Italy is circled. |
| <i>Read along as your teacher reads page 5 aloud.</i> <i>With your group, answer the question on the right.</i> | Reread this sentence out loud together: “In the north, Italy borders France, Switzerland, Austria and Slovenia” Look carefully at the map. Put one finger on Italy, then point to France, Switzerland, Austria, and Slovenia with your other hand. What do you think the word <i>borders</i> means? Borders must mean “is next to” or “beside.” |
| * What strategy did you use to figure out what this word means? I looked carefully at the illustrations (map) to help me figure out what the words in the text might mean. | |



Close Reading Guide: Exploring Countries: Italy
(For Teacher Reference)

| Italy/Activity | Questions to Discuss and Answer |
|--|---|
| <i>Read page 5 silently and then answer the question on the right.</i> | List four seas that border Italy: Adriatic Sea Tyrrhenian Sea Ionian Sea Mediterranean Sea |
| <i>Look carefully at pages 6 and 7 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? What the land is like in Italy How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |
| <i>Take turns reading the paragraphs on page 6 aloud.</i> | The text says, “With a height of 15,770 feet (4,807 meters), this mountain is the tallest in Europe.” 15,770 feet is the same as 4,807 meters. |
| * How did you figure this out? I looked inside the parentheses to find out more. Students may not be familiar with the word “parentheses.” If not, introduce it here. Discuss the use of parentheses to add additional information in the sentence above. Be sure students understand the relationship between the information in parentheses and the words just before the parentheses. | |



Text-Dependent Questions: *Exploring Countries: Italy*
(For Teacher Reference)

| Italy/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Discuss this question with the group.</i> | <p><i>Which</i> mountain is the tallest in Europe? (Hint: carefully reread the other sentences in this paragraph.) Monte Bianco</p> <p>Demonstrate how to reread the previous sentence to find this information.</p> |
| <i>Read along as someone in your group reads page 8 aloud.</i> | <p>The text says, “Mount Vesuvius, the <u>only active volcano on Europe’s mainland</u>, rises near the city of Naples.”</p> <p>What is Mount Vesuvius? The only active volcano on Europe’s mainland</p> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 6? Note: If students are unfamiliar with the word comma, review it here. Be sure they notice that both the pair of parentheses and pair of commas are used to provide additional information that helps the reader better understand the words just before them.</p> |
| <p>* What strategy did you use to figure out what Mount Vesuvius is? I looked between the commas for more information.</p> | |



Text-Dependent Questions: *Exploring Countries: Italy*
(For Teacher Reference)

| Italy/Activity | Questions to Discuss and Answer |
|---|--|
| <i>Read along as your teacher reads page 9 out loud.</i> | Why is the word <i>archeologist</i> in bold (dark) print? It can be found in the glossary. What is an <i>archeologist</i> ? A scientist who studies the remains of past civilizations. |
| * What strategy did you use to figure out what an <i>archeologist</i> is? I looked in the glossary at the back of the book. | |



Text-Dependent Questions: *Exploring Countries: Italy*
(For Teacher Reference)

| Italy/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Discuss this question with your group.</i> | Why are the archeologists in Pompeii? Reread and discuss to be sure students infer that the volcanic eruption left Pompeii much as it was 2,000 years ago- providing a very rich opportunity for archeologists to learn about the past. |
| <i>Look carefully at pages 10 and 11 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? The wildlife there are in Italy How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |
| <i>Read along as your teacher reads pages 10 and 11 out loud.</i> | What is a marmot? A kind of squirrel that lives in the ground Use this question to check to see if students understand how to use the information between the commas to define the word, “marmot”. Review if necessary. |
| * What strategy did you use to figure out what this word means? I looked at the information between the commas. | |



Text-Dependent Questions: *Exploring Countries: Italy*
(For Teacher Reference)

| Italy/Activity | Questions to Discuss and Answer |
|---|--|
| <i>Reread page 11 silently, then answer the question in the box at the right.</i> | <p>What animals that live in Italy are featured in <u>both</u> the text and the photos? Porcupines, chamois, wild boar, and pink flamingos.</p> <p>Where did you find information about the wild boar? In the “Did you know?” section</p> <p>Note: Introduce the term sidebar if students are unfamiliar with it. Be sure they notice that information about the wild boar can be found only in the Did You Know? sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text.</p> |
| <p>Finding Out More in a Nonfiction Text</p> <p>Look back at your answers in the long boxes with *asterisks* in them.</p> <p>List <u>five</u> different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.</p> | |
| 1. Look at the illustrations, photos, or graphics. | |
| 2. Look at the words inside the parentheses. | |
| 3. Look at the words inside sets of commas. | |
| 4. Look in the glossary. | |
| 5. Read the sidebars. | |
| <p>SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR <i>EXPLORING COUNTRIES</i> BOOK.</p> | |



Word Tracker Homework, Lesson 9

Name: _____

Date: _____

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|------------------------------|----------------------------|---------------------------|
| peninsula, glaciers, fertile | peninsula, gulf, plateau | gulf, salt flats, fertile |

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|------------|----------------------------|
| | | |
| | | |
| | | |
| | | |



Word Tracker Homework, Lesson 9

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|------------|----------------------------|
| | | |
| | | |
| | | |
| | | |



Word Tracker Homework, Lesson 9
(Answers, for Teacher Reference)

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|------------------------------|----------------------------|---------------------------|
| peninsula, glaciers, fertile | peninsula, gulf, plateau | gulf, salt flats, fertile |

| Vocabulary word or phrase | Definition | Definition in my own words |
|---|--|---|
| peninsula (Italy) glaciers (Italy) fertile (Italy) | a section of land that extends out from a larger piece of land and is almost completely surrounded by water massive sheets of ice that move slowly over large areas of land supports growth | land with water on three sides really large masses of ice that move slowly good for growing things |
| peninsula (India) gulf (India) plateau (India) | a section of land that extends out from a larger piece of land and is almost completely surrounded by water part of an ocean or sea that extends into land an area of flat, raised land | land with water on three sides like a bay, an area off an ocean raised land with a flat top |



Word Tracker Homework, Lesson 9
(Answers, for Teacher Reference)

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|---|---|
| gulf (Iraq) | part of an ocean or sea that extends into land | like a bay, an area off an ocean |
| salt flats (Iraq) | salt-covered areas of land | land where there is natural salt |
| fertile (Iraq) | supports growth | good for growing things |



EXPEDITIONARY
LEARNING

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

Close Reading: Launching the *Exploring Countries* Books, Part 2



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

- I can answer questions to deepen my understanding of informational text. (RI.3.1)
- 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 learn about my country by doing close reading, with teacher guidance, on my *Exploring Countries* text.
- I can accurately record information I find about my country.
- I can use text features to efficiently find information in my *Exploring Countries* text.
- I can use text features to learn new information about my country.

Ongoing Assessment

- Word Tracker homework (from Lesson 9)
- Text-dependent Questions (Iraq Research group only)
- Text Feature Scavenger Hunt recording form



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Concentric Circles to Share Homework (6 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Getting Ready for Work Tasks (5 minutes)Work Time (40 minutes)Closing and Assessment<ol style="list-style-type: none">Praise and Probe (5 minutes)Review Word Tracker Routine (2 minutes)Homework<ol style="list-style-type: none">Word Tracker homework. | <ul style="list-style-type: none">In this lesson, students continue to use the informational texts distributed in Lesson 9: <i>Exploring Countries: Italy</i>, <i>Exploring Countries: Iraq</i>, and <i>Exploring Countries: India</i>.This lesson's Work Time and Closing follow a similar arc to Lesson 9. During Work Time, the Iraq groups meet with you to participate in a guided close reading while the Italy and India groups work independently on the Text Feature Scavenger Hunt recording form and Fact Hunt/Flag Activity recording form.As in Lesson 9, if students finish their work early (in Work Time), have another task in place for them to complete. One suggestion is for them to read their independent reading books.The Closing allows for time to assess how students' Work Time was spent and to review the homework. The homework is another Word Tracker recording form, with different words.Continue to support students in keeping their materials organized; they will need them again in Unit 3.In advance:<ul style="list-style-type: none">Review the Concentric Circles protocol and Fist to Five Checking for Understanding technique (see Appendix).Post Learning targets and Lessons 9, 10, and 11 Work Time Tasks anchor chart. |



| Lesson Vocabulary | Materials |
|---|--|
| text feature, culture, glossary, index, caption, table of contents, definition, close reading | <ul style="list-style-type: none">• <i>Exploring Countries</i> informational texts (book; one per student for their assigned group)• Text Feature Scavenger Hunt recording form (from Lesson 9)• Fact Hunt/Flag Activity recording form (from Lesson 9)• Lessons 9, 10, and 11 Work Time Tasks anchor chart (begun in Lesson 9)• Text-dependent Questions: <i>Exploring Countries: Iraq</i> (one per student studying Iraq)• Close Reading Guide: <i>Exploring Countries: Iraq</i> (for teacher reference)• Equity sticks• Word Tracker homework, Lesson 10 (one per student)• Word Tracker homework, Lesson 10 (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Reader: Concentric Circles to Share Homework (6 minutes)</p> <ul style="list-style-type: none">• Ask students to have their Word Tracker homework in hand.• Remind them of the Concentric Circles protocol and review as necessary. Invite them to form concentric circles.• Give them 1 minute to review the three words/terms from Lesson 9's homework.• Pick a number randomly and have students move that many spaces to their left.• On your cue, have students swap homework papers with the student opposite them. Direct one student to quiz the other on his or her three homework words/terms. Then, change roles.• Time permitting, have circles rotate three places to the left and repeat the steps.• Collect students' Word Tracker homework to informally assess students' ability to use context clues to understand words in the text. | <ul style="list-style-type: none">• Protocols like Concentric Circles allow students an opportunity to be accountable for work they have done and to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly. |
| <p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read each one aloud.<ul style="list-style-type: none">* "I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text."* "I can accurately record information I find about my country."* "I can use text features to efficiently find information in my <i>Exploring Countries</i> text."* "I can use text features to learn new information about my country."• Pause after each target and ask students to indicate their level of understanding by using the Fist to Five.• Since these are identical to the learning targets from Lesson 9, students should feel relatively comfortable with them. | <ul style="list-style-type: none">• The unpacking of learning targets is a crucial early step in every lesson. Targets help students see where they're going, 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 grasp the learning targets. Make sure they feel comfortable enough to speak up to ask for clarification if it's needed. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Getting Ready for Work Tasks (5 minutes)</p> <ul style="list-style-type: none">• Direct students to take out these materials from Lesson 9:<ul style="list-style-type: none">– <i>Exploring Countries</i> informational text– Text Feature Scavenger Hunt recording form– Fact Hunt/Flag Activity recording form• Display the Lessons 9, 10, and 11 Work Time Tasks anchor chart introduced in Lesson 9. Explain that the work students began in Lesson 9 will continue today. Invite them to read the anchor chart silently to themselves, specifically taking note of the tasks listed for today's lesson (Lesson 10).• Ask students to think of their work in Lesson 9. With a show of hands, ask which students did the close reading with your guidance. Then, ask which students worked on the Text Feature Scavenger Hunt. Finally, ask which students worked on the independent reading of pages 4–11 in their <i>Exploring Countries</i> text and the Fact Hunt/Flag Activity.• Ask students if they know what all the tasks have in common.• Cold call a few to share out. Listen for them to say, "All of the tasks are helping us to learn more about our country."• Explain that once again, you will need to work with a small group of students on the guided close reading while the rest of the class works independently. Make sure students realize that this means you will be unavailable to anyone not in the Iraq group. Therefore, it is important for groups to work on their assigned tasks without interrupting or distracting the other groups or you.• Help each group understand the flow of their work for today based on the anchor chart. Ask students a few procedural questions to see if they all understand how things will work in the lesson. Allow for any additional questions. | <ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.• Using total participation techniques, such as cold calls 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.• Providing models of expected work supports all learners, but especially challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Work Time (40 minutes)</p> <ul style="list-style-type: none">• Remind students that they have 40 minutes to complete their work. If they finish early, they should read their independent reading book.• Ask those students assigned to Iraq to gather their <i>Exploring Countries</i> text and a pencil and gather with you in a particular area in the classroom.• Distribute the Text-dependent Questions: <i>Exploring Countries: Iraq</i> to the Iraq group.• Lead students through their close reading, referring to the Close Reading Guide: <i>Exploring Countries: Iraq</i> (for teacher reference) and providing extra support by doing the first read with them.• Check on the Italy and India groups as necessary during this work time. Remind these students that they should work quietly and productively for the duration of the period. If they finish early, they should read their independent reading book silently. | <ul style="list-style-type: none">• During this work time, you may want to assign an adult to monitor the process of the work and assist students who may struggle or lack independence.• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Praise and Probe (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on a strong and smooth transition back to informational text (praise).• Ask students to each think of key learning for them from today's lesson (probe).• Use equity sticks to determine which students share their key learning. | |
| <p>B. Review Word Tracker Routine (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Word Tracker homework, Lesson 10. Point out that this homework assignment is identical to Lesson 9's, except it uses new words.• If necessary, project one of the book's glossaries and practice the routine with a word from the glossary (or use <i>Exploring Countries: Japan</i>).• Remind students they will need to take their <i>Exploring Countries</i> text home to do this work. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Complete the Word Tracker homework. Bring the book and Word Tracker homework back to school for the next lesson. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Text-Dependent Questions: *Exploring Countries: Iraq*

Name: _____

Date: _____

****You will use this sheet as I guide your group in rereading pages 4–11****

| Iraq/Activity | Questions to Discuss and Answer |
|--|---|
| <p><i>Look carefully at pages 4 and 5 but do not reread them yet.</i></p> <p><i>Use what you notice to answer the questions in the box on the right.</i></p> | <p>What can you find out by reading these pages?</p> <p>_____</p> <p>_____</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> |
| <p><i>Read along as your teacher reads page 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p> | <p>The text says, “Stretching across 169,235 square miles (438,317 square kilometers), it is surrounded by six other countries.”</p> <p><i>What is surrounded by six other countries?</i></p> <p>_____</p> <p>169, 235 square miles is the same as _____ square kilometers.</p> |
| <p>* How did you figure out the number of square kilometers?</p> <p>_____</p> | |



Text-Dependent Questions: *Exploring Countries: Iraq*

| Iraq/Activity | Questions to Discuss and Answer |
|---|---|
| <i>With your group, answer the question on the right.</i> | <p>Reread these sentences out loud together: “Iraq shares its entire eastern border with Iran. It has a short southeastern border with Kuwait.”</p> <p>Look carefully at the map. Put one finger on Iraq, then point to Iran and Kuwait with your other hand.</p> <p>What do you think the word <i>border</i> means?</p> <hr/> |
| <p>*What strategy did you use to figure out what this word means?</p> <hr/> | |



Text-Dependent Questions: *Exploring Countries: Iraq*

| Iraq/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Look carefully at the map on page 4, and then answer the question on the right.</i> | <p>List three other countries that border Iraq:</p> <hr/> <hr/> <hr/> |
| <p><i>Look carefully at pages 6 and 7 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What can you find out by reading these pages?</p> <hr/> <hr/> <p>How do you know? Turn and talk to a partner about the clues you used.</p> |
| <p><i>Look at the photo at the bottom of page 6.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What is being shown in the photo?</p> <hr/> <p>How do you know?</p> <hr/> |
| <p>* How did you figure out what the photo was showing?</p> <hr/> | |



Text-Dependent Questions: *Exploring Countries: Iraq*

| Iraq/Activity | Questions to Discuss and Answer |
|--|---|
| <p><i>Look carefully at pages 8 and 9 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What can you find out about by reading these pages?</p> <hr/> <hr/> <p>How do you know? Turn and talk to a partner about the clues you used.</p> |
| <p><i>Read along as someone in your group reads page 8 aloud.</i></p> <p><i>Then answer the questions in the box at the right.</i></p> | <p>The text says, “The Ma’dan people, or Marsh Arabs, have lived in these marshes for thousands of years.”</p> <p>What is another name for the Ma’dan people?</p> <hr/> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 5?</p> |
| <p>What strategy did you use to figure out another name for the Ma’dan people?</p> <hr/> | |



Text-Dependent Questions: *Exploring Countries: Iraq*

| Iraq/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Discuss the question on the right with a partner.</i> | <p>Why do you think the Ma'dan are called "Marsh Arabs?"</p> <hr/> |
| <p><i>Read along as your teacher reads page 9 out loud.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>Why is the word <i>ancestors</i> in bold (dark) print?</p> <hr/> <p>What are ancestors?</p> <hr/> <hr/> |
| <p>What strategy did you use to get more information about locusts?</p> <hr/> | |
| <i>Discuss this question with your group.</i> | <p>What do some Ma'dan do in the same way their ancestors did?</p> |
| <p><i>Look carefully at pages 10 and 11 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What can you find out about by reading these pages?</p> <hr/> <hr/> <p>How do you know? Turn and talk to a partner about the clues you used.</p> |



Text-Dependent Questions: *Exploring Countries: Iraq*

| Iraq/Activity | Questions to Discuss and Answer |
|--|--|
| <p><i>Read along as your teacher reads pages 10 and 11 out loud.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What animals that live in Iraq are featured in <u>both</u> the text and the photos?</p> <hr/> <hr/> <p>Where could you find information about the locust?</p> <hr/> <hr/> |
| <p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p> | <p>Why do you think locusts might cause a problem in Iraq?</p> <hr/> <hr/> |
| <p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p> | <p>Why do you think locusts might cause a problem in Iraq?</p> <hr/> <hr/> |
| <p>What strategy did you use to get more information about locusts?</p> <hr/> | |



Text-Dependent Questions: *Exploring Countries: Iraq*

Finding Out More in an Informational Text

Look back at your answers in the long boxes with **asterisks in them.**

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1.

2.

3.

4.

5.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



Close Reading Guide: Exploring Countries: Iraq
(For Teacher Reference)

****You will use this sheet as I guide your group in rereading pages 4–11****

| Iraq/Activity Have the group begin by reading the directions on the left aloud. | Questions to Discuss and Answer Then work through each question in the corresponding box at the right together, using each as an opportunity for instruction and discussion. |
|--|---|
| <i>Look carefully at pages 4 and 5 but do not reread them yet.</i> <i>Use what you notice to answer the questions in the box on the right.</i> | What can you find out by reading these pages? Where Iraq is. How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the map, on which Iraq is circled. |
| <i>Read along as your teacher reads page 5 aloud.</i> <i>With your group, answer the question on the right.</i> | The text says, “Stretching across 169,235 square miles (438,317 square kilometers), it is surrounded by six other countries.” <i>What is surrounded by six other countries?</i> Iraq 169, 235 square miles is the same as _____ square kilometers. Note: Point out the use of the parentheses. Clarify for students that this parentheses signals that 169, 235 square miles is the same as 438,317 square kilometers. |
| * How did you figure out the number of square kilometers? I looked inside the parentheses to find out more. Students may not be familiar with the word parentheses. If not, introduce it here. Discuss the use of parentheses to add additional information in the sentence above. Be sure students understand the relationship between the information in parentheses and the words just before the parentheses. | |



Close Reading Guide: Exploring Countries: Iraq
(For Teacher Reference)

| Iraq/Activity | Questions to Discuss and Answer |
|---|--|
| <i>With your group, answer the question on the right.</i> | <p>Reread these sentences out loud together: “Iraq shares its entire eastern border with Iran. It has a short southeastern border with Kuwait.”</p> <p>Look carefully at the map. Put one finger on Iraq, then point to Iran and Kuwait with your other hand.</p> <p>What do you think the word <i>border</i> means? Border must mean “next to” or “beside.”</p> |
| <p>*What strategy did you use to figure out what this word means? I looked carefully at the illustrations (map) to help me figure out what the words in the text might mean.</p> | |



Text-Dependent Questions: *Exploring Countries: Iraq*
(For Teacher Reference)

| Iraq/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Look carefully at the map on page 4, and then answer the question on the right.</i> | List three other countries that border Iraq: Turkey Syria Saudi Arabia |
| <i>Look carefully at pages 6 and 7 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? What the land is like in Iraq How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |
| <i>Look at the photo at the bottom of page 6.</i> <i>Answer the questions in the box on the right.</i> | What is being shown in the photo? A sandstorm How do you know? I read about it in the Fun Fact! box Introduce the term sidebar if students are unfamiliar with it. Be sure students notice that information about the photo can be found in the Fun Fact! sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text. |
| * How did you figure out what the photo was showing? I read the information in the sidebar. | |



Text-Dependent Questions: *Exploring Countries: Iraq*
(For Teacher Reference)

| Iraq/Activity | Questions to Discuss and Answer |
|--|---|
| <p><i>Look carefully at pages 8 and 9 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What can you find out about by reading these pages?</p> <p>The Mesopotamian Marshes</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> <p>Students should note the header in red at the top of the page, as well as the photos on the page.</p> |
| <p><i>Read along as someone in your group reads page 8 aloud.</i></p> <p><i>Then answer the questions in the box at the right.</i></p> | <p>The text says, “The Ma’dan people, or Marsh Arabs, have lived in these marshes for thousands of years.”</p> <p>What is another name for the Ma’dan people?</p> <p>Marsh Arabs</p> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 5?</p> <p>If students are unfamiliar with the word comma, review it here.</p> <p>Be sure they notice that both the pair of parentheses and pair of commas are used to provide additional information that helps the reader better understand the words just before them.</p> |
| <p>What strategy did you use to figure out another name for the Ma’dan people?</p> <p>I looked for more information between the commas.</p> | |



Text-Dependent Questions: *Exploring Countries: Iraq*
(For Teacher Reference)

| Iraq/Activity | Questions to Discuss and Answer |
|--|---|
| <i>Discuss the question on the right with a partner.</i> | Why do you think the Ma'dan are called "Marsh Arabs?" Because they live in the wetlands (marshes) |
| <i>Read along as your teacher reads page 9 out loud.</i> <i>Answer the questions in the box on the right.</i> | Why is the word <i>ancestors</i> in bold (dark) print? It can be found in the glossary What are ancestors? Relatives who lived long ago |
| What strategy did you use to get more information about locusts? I looked in the glossary at the back of the book. | |
| <i>Discuss this question with your group.</i> | What do some Ma'dan do in the same way their ancestors did? Fish, grow rice, and raise water buffalo |
| <i>Look carefully at pages 10 and 11 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out about by reading these pages? The wildlife in Iraq How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |



Text-Dependent Questions: *Exploring Countries: Iraq*
(For Teacher Reference)

| Iraq/Activity | Questions to Discuss and Answer |
|---|--|
| <p><i>Read along as your teacher reads pages 10 and 11 out loud.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What animals that live in Iraq are featured in <u>both</u> the text and the photos?</p> <p>Sacred ibis, jerboa, striped hyena, and locust.</p> <p>Where could you find information about the locust?</p> <p>Introduce the term sidebar if students are unfamiliar with it. Be sure they notice that information about the locust can be found only in the Fun Fact! sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text.</p> |
| <p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p> | <p>Why do you think locusts might cause a problem in Iraq?</p> <p>I looked at the information in the Fun Fact! sidebar.</p> |
| <p>What strategy did you use to get more information about locusts?</p> <p>I looked at the information in the Fun Fact! sidebar.</p> | |



Text-Dependent Questions: *Exploring Countries: Iraq*
(For Teacher Reference)

Finding Out More in an Informational Text

Look back at your answers in the long boxes with *asterisks* in them.

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1. Look at the illustrations, photos, or graphics.

2. Look at the words inside the parentheses.

3. Look at the words inside sets of commas.

4. Look in the glossary.

5. Read the sidebars.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



Word Tracker Homework, Lesson 10

Name: _____

Date: _____

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|-----------------------------------|-----------------------------|------------------------------|
| archaeologists, wetlands, migrate | tributaries, summit, native | fertile, wetlands, ancestors |

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|------------|----------------------------|
| | | |
| | | |



Word Tracker Homework, Lesson 10

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|-----------------------------------|-----------------------------|------------------------------|
| archaeologists, wetlands, migrate | tributaries, summit, native | fertile, wetlands, ancestors |

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|------------|----------------------------|
| | | |



Word Tracker Homework, Lesson 10
(Answers, for Teacher Reference)

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|-----------------------------------|-----------------------------|------------------------------|
| archaeologists, wetlands, migrate | tributaries, summit, native | fertile, wetlands, ancestors |

| Vocabulary word or phrase | Definition | Definition in my own words |
|-------------------------------|--|---|
| archaeologists (Italy) | scientists who study the remains of past civilizations | people who know about groups who lived long ago |
| wetlands (Italy) | wet, spongy land; bogs, marshes, swamps are wetlands | land that is very wet; swampy places |
| migrate (Italy) | to move from one place to another, often with the seasons | when someone or something changes location and goes from one place to another for a reason |
| tributaries (India) | streams or rivers that flow into a larger stream or river | water that flows into bigger rivers or streams |
| summit (India) | the highest point of something | the top of a mountain |
| native (India) | originally from a place | a person who is from a place |



Word Tracker Homework, Lesson 10
(Answers, for Teacher Reference)

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

| Exploring Countries: Italy | Exploring Countries: India | Exploring Countries: Iraq |
|-----------------------------------|-----------------------------|------------------------------|
| archaeologists, wetlands, migrate | tributaries, summit, native | fertile, wetlands, ancestors |

| Vocabulary word or phrase | Definition | Definition in my own words |
|---------------------------|---|--|
| fertile (Iraq) | supports growth | good for growing things |
| wetlands (Iraq) | wet, spongy land; bogs, marshes, swamps are wetlands | land that is very wet; swampy places |
| ancestors (Iraq) | relatives who lived long ago | people from your family who lived in the past |



EXPEDITIONARY
LEARNING

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

Close Reading: Launching the *Exploring Countries* Books, Part 3



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

- I can answer questions to deepen my understanding of informational text. (RI.3.1)
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 learn about my country by doing close reading, with teacher guidance,, on my *Exploring Countries* text.
- I can accurately record information I find about my country.
- I can use text features to efficiently find information in my *Exploring Countries* text.
- I can use text features to learn new information about my country.

Ongoing Assessment

- Word Tracker homework (from Lesson 10)
- Text-dependent Questions (India Research Group only)
- Text Feature Scavenger Hunt recording form



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Concentric Circles to Share Homework (6 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Getting Ready for Work Tasks (5 minutes)Work Time (40 minutes)Closing and Assessment<ol style="list-style-type: none">Praise and Probe (7 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book. Choose one paragraph to practice reading fluently and read it aloud to someone at home or in front of the mirror. | <ul style="list-style-type: none">In this lesson, students will continue to use the informational texts distributed in Lesson 9: <i>Exploring Countries: Italy</i>, <i>Exploring Countries: Iraq</i>, and <i>Exploring Countries: India</i>.This lesson's Work Time and Closing follow a similar arc to Lessons 9 and 10. During Work Time, the India groups meet with you to participate in a guided close reading while the Italy and Iraq groups work independently on the Text Feature Scavenger Hunt and Fact Hunt/Flag Activity recording forms. At the end of this lesson, all groups will have completed all of these activities.As in Lessons 9 and 10, if students finish their work early (in Work Time), have another task in place for them to complete.For homework, students continue to read their independent reading book. They should also choose one paragraph from their reading to read aloud to someone at home or in front of the mirror. They should focus on their fluency during this "out loud" reading.In advance:<ul style="list-style-type: none">Review the Concentric Circles protocol and Fist to Five Checking for Understanding technique (see Appendix).Post Learning targets and the Lessons 9, 10, and 11 Work Time Tasks anchor chart. |

| Lesson Vocabulary | Materials |
|---|---|
| text feature, culture, glossary, index, caption, table of contents, definition, close reading | <ul style="list-style-type: none"><i>Exploring Countries</i> informational texts (books; one per student for their assigned group)Text Feature Scavenger Hunt recording form (from Lesson 9)Fact Hunt/Flag Activity recording form (from Lesson 9)Lessons 9, 10, and 11 Work Time Tasks anchor chart (begun in Lesson 9)Text-dependent Questions: <i>Exploring Countries: India</i> (one per student studying India)Close Reading Guide: <i>Exploring Countries: India</i> (for teacher reference)Equity sticks |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Reader: Concentric Circles to Share Homework (6 minutes)</p> <ul style="list-style-type: none">• Instruct students to have their Word Tracker homework from Lesson 10 in hand.• Remind them of the Concentric Circle protocol and review as necessary.• Have students form concentric circles.• Give them 1 minute to review the three words/terms from Lesson 10's homework.• Pick a number randomly and have them move that many spaces to their left (this pairs students with someone other than who they might have chosen themselves).• On your cue, have students swap homework papers with the student opposite them. Direct one student to quiz the other on his or her three homework words/terms. Then, change roles.• Time permitting, have circles rotate three places to the left and repeat the steps.• Collect students' Word Tracker homework to informally assess students' ability to understand words from the text. | <ul style="list-style-type: none">• Protocols like Concentric Circles allow students to be accountable for work they have done and to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly. |
| <p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read each one aloud or invite a volunteer to do so.<ul style="list-style-type: none">* "I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text.* "I can accurately record information I find about my country."* "I can use text features to efficiently find information in my <i>Exploring Countries</i> text."* "I can use text features to learn new information about my country."• Pause after each target and ask students to indicate their level of understanding by using the Fist to Five.• Since these are identical to the learning targets from Lessons 9 and 10, students should feel relatively comfortable with them. | <ul style="list-style-type: none">• The unpacking of the learning targets is a crucial early step in every lesson. Targets help students see where they're going, 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 grasp the learning targets. Make sure they feel comfortable enough to speak up to ask for clarification if it's needed. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Getting Ready for Work Tasks (5 minutes)</p> <ul style="list-style-type: none">• Direct students to take out these materials, which were distributed in Lesson 9:<ul style="list-style-type: none">– <i>Exploring Countries</i> informational texts– Text Feature Scavenger Hunt recording form– Fact Hunt/Flag Activity recording form• Display the Lessons 9, 10, and 11 Work Time Tasks anchor chart introduced in Lesson 9.• Explain that the work students began in Lessons 9 and 10 will continue today. Invite them to read the anchor chart silently to themselves, taking note of the tasks listed for today's lesson (Lesson 11).• Ask students to think of their work in Lesson 10. With a show of hands, ask which students did close reading with your guidance. Then ask which students worked on the Text Feature Scavenger Hunt. Finally, ask which students worked on the independent reading of pages 4–11 in their <i>Exploring Countries</i> text and the Fact Hunt/Flag Activity.• Remind students that they are doing this important work to learn more about their assigned country.• Reinforce the routines as needed: you will need to work with a small group of students on the guided close reading while the rest of the class works independently. Make sure students realize this means that you will be unavailable to anyone not in the India group. Therefore, it is important for groups to work on their assigned tasks without interrupting or distracting the other groups or you.• Help each group understand the flow of their work for today based on the anchor chart. Ask students a few procedural questions to see if they all understand how things will work in the lesson. Allow for any additional questions. | <ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.• Using total participation techniques, such as cold calls or equity sticks, encourages a wider range of voices in whole-class shares. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Work Time (40 minutes)</p> <ul style="list-style-type: none">Remind students that they have 40 minutes to complete their work. If they finish early, they should read their independent reading book.Ask those students assigned to India to gather their <i>Exploring Countries</i> text and a pencil and gather with you in a particular area in the classroom.Distribute the Text-dependent Questions: <i>Exploring Countries: India</i> to the India group.Lead students through the Close Reading Guide, referring to the Close Reading Guide: <i>Exploring Countries: India</i> (for teacher reference) and providing extra support by doing the first read with them.Check on the Italy and Iraq groups as necessary during this work time. Remind these students that they should work quietly and productively for the duration of the period. If they finish early, they should read their independent reading book silently. | <ul style="list-style-type: none">Providing models of expected work supports all learners, but especially challenged learnersDuring this work time, you may want to assign an adult to monitor the process of the work and assist students who may struggle or lack independence.Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Praise and Probe (7 minutes)</p> <ul style="list-style-type: none">Gather students together and congratulate them on a strong and smooth transition back to informational text (praise).Ask students to each think of key learning for them from today's lesson (probe).Use equity sticks to determine which students share their key learning. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Continue reading your independent reading book. Choose one paragraph to practice reading fluently and read it aloud to someone at home or in front of the mirror. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Text-dependent Questions: *Exploring Countries: India*

Name: _____

Date: _____

****You will use this sheet as I guide your group in rereading pages 4–11****

| India/Activity | Questions to Discuss and Answer |
|--|--|
| <p><i>Look carefully at pages 4 and 5 but do not reread them yet.</i></p> <p><i>Use what you notice to answer the questions in the box on the right.</i></p> | <p>What can you find out by reading these pages?</p> <p>_____</p> <p>_____</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> |
| <p><i>Read along as your teacher reads pages 4 and 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p> | <p>Reread this sentence out loud together: “India shares borders with Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh.”</p> <p>Look carefully at the map. Put one finger on India, then point to <u>Pakistan</u>, <u>China</u>, <u>Nepal</u>, <u>Bhutan</u>, <u>Myanmar</u>, and <u>Bangladesh</u> with your other hand.</p> <p>What do you think the word <i>borders</i> means?</p> <p>_____</p> <p>_____</p> |
| <p>* What strategy did you use to figure out what this word means?</p> <p>_____</p> | |



Text-dependent Questions: *Exploring Countries: India*

| India/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Look carefully at the map on page 4 and then answer the question on the right.</i> | What two large bodies of water border India? <hr/> <hr/> |
| <i>Look carefully at pages 6 and 7 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out about by reading these pages? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used. |
| <i>Read along as your teacher reads page 6 out loud.</i> | Why is the word tributaries in bold (dark) print? <hr/> What are tributaries? <hr/> |
| * What strategy did you use to figure out what tributaries are? <hr/> | |



Text-dependent Questions: *Exploring Countries: India*

| India/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Look carefully at pages 8 and 9 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out about by reading these pages? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used. |
| <i>Silently read the Fun Fact! on page 8 and answer the question in the box to the right.</i> | What does the word hima mean? <hr/> <hr/> |
| * What strategy did you use to figure out what hima means? <hr/> | |



Text-dependent Questions: *Exploring Countries: India*

| India/Activity | Questions to Discuss and Answer |
|---|--|
| <p><i>Take turns reading the sentences on page 9 aloud.</i></p> <p><i>Then answer the questions to the right.</i></p> | <p>The text says,</p> <p>“They grow up to 3 inches (8 centimeters) taller every year.”</p> <p>What grows up to 3 inches taller every year? (Hint: Reread the other sentences in the paragraph.)</p> <p>_____</p> <p>_____</p> <p>Three inches is the same as _____centimeters.</p> |
| <p>* How did you figure this out?</p> <p>_____</p> | |



Text-dependent Questions: *Exploring Countries: India*

| India/Activity | Questions to Discuss and Answer |
|--|--|
| <i>Look carefully at pages 10 and 11 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used. |
| <i>Reread pages 10 and 11 silently and then answer the question in the box at the right.</i> | Look carefully at the pictures. What is a <i>lotus</i> ? <hr/> What additional information do you discover about the lotus between the commas on page 11? <hr/> <hr/> Where can you find information about the birds in India? <hr/> |
| * What strategy did you use to get more information about the birds in India? <hr/> | |



Text-dependent Questions: *Exploring Countries: India*

Finding Out More in an Informational Text

Look back at your answers in the long boxes with **asterisks in them.**

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1.

2.

3.

4.

5.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



Close Reading Guide: *Exploring Countries: India*
(For Teacher Reference)

Teacher Directions: Use this guide to help students move through their rereading of pages 4–11

| India/Activity Note: Have the group begin by reading the directions on the left aloud. | Questions to Discuss and Answer Note: Then work through each question in the corresponding box at the right together, using each as an opportunity for instruction and discussion |
|---|--|
| <i>Look carefully at pages 4 and 5 but do not reread them yet.</i> <i>Use what you notice to answer the questions in the box on the right.</i> | <p>What can you find out by reading these pages?</p> <p>Where India is</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> <p>Students should note the header in red at the top of the page, as well as the map, on which India is circled.</p> |
| <p><i>Read along as your teacher reads pages 4 and 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p> | <p>Reread this sentence out loud together: “India shares borders with Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh.”</p> <p>Look carefully at the map. Put one finger on India, then point to <u>Pakistan</u>, <u>China</u>, <u>Nepal</u>, <u>Bhutan</u>, <u>Myanmar</u>, and <u>Bangladesh</u> with your other hand.</p> <p>What do you think the word <i>borders</i> means?</p> <p>Borders must mean “is next to” or “beside.”</p> |
| <p>* What strategy did you use to figure out what this word means?</p> <p>I looked carefully at the illustrations (map) to help me figure out what the words in the text might mean.</p> | |



Text-dependent Questions: Exploring Countries: India
(For Teacher Reference)

| India/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Look carefully at the map on page 4 and then answer the question on the right.</i> | What two large bodies of water border India? Arabian Sea Indian Ocean |
| <i>Look carefully at pages 6 and 7 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out about by reading these pages? What the land is like in India How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |
| <i>Read along as your teacher reads page 6 out loud.</i> | Why is the word tributaries in bold (dark) print? It can be found in the glossary. What are tributaries? Streams or rivers that flow into a larger stream or river |
| * What strategy did you use to figure out what tributaries are? I looked in the glossary at the back of the book. | |



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

| India/Activity | Questions to Discuss and Answer |
|---|--|
| <p><i>Look carefully at pages 8 and 9 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p> | <p>What can you find out about by reading these pages?</p> <p>The Himalayan Mountains</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> <p>Students should note the header in red at the top of the page.</p> <p>Note: support students in using the photos on the page to infer that “the Himalayas” are mountains.</p> |
| <p><i>Silently read the Fun Fact! on page 8 and answer the question in the box to the right.</i></p> | <p>What does the word <i>hima</i> mean?</p> <p>snow</p> |
| <p>* What strategy did you use to figure out what <i>hima</i> means?</p> <p>I looked between the commas for more information.</p> <p>Note: If students are unfamiliar with the word comma, review it here. Be sure they notice that a pair of commas is used to provide additional information that helps the reader better understand the words just before them.</p> | |



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

| India/Activity | Questions to Discuss and Answer |
|---|--|
| <i>Take turns reading the sentences on page 9 aloud.</i> <i>Then answer the questions to the right.</i> | <p>The text says,</p> <p>“They grow up to 3 inches (8 centimeters) taller every year.”</p> <p>What grows up to 3 inches taller every year? (Hint: Reread the other sentences in the paragraph.)</p> <p>The Himalayan Mountains Demonstrate how to reread the previous sentence to find this information</p> <p>Three inches is the same as 8 centimeters.</p> |
| <p>* How did you figure this out?</p> <p>I looked inside the parentheses to find out more. Students may not be familiar with the word parentheses. If not, introduce it here. Discuss the use of parentheses to add additional information in the sentence above. Be sure students understand the relationship between the information in parentheses and the words just before the parentheses.</p> | |



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

| India/Activity | Questions to Discuss and Answer |
|---|---|
| <i>Look carefully at pages 10 and 11 but do not reread them yet.</i> <i>Answer the questions in the box on the right.</i> | What can you find out by reading these pages? The wildlife in India How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page. |
| <i>Reread pages 10 and 11 silently and then answer the question in the box at the right.</i> | Look carefully at the pictures. What is a <i>lotus</i> ? a flower What additional information do you discover about the lotus between the commas on page 11? It is native to India. Where can you find information about the birds in India? Introduce the term sidebar if students are unfamiliar with it. Be sure students notice that information about the birds can be found only in the Fun Fact! sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text. |
| * What strategy did you use to get more information about the birds in India? I looked at the information in the Fun Fact! sidebar. | |



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

Finding Out More in an Informational Text

Look back at your answers in the long boxes with *asterisks* in them.

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1. Look at the illustrations, photos, or graphics.

2. Look at the words inside the parentheses.

3. Look at the words inside sets of commas.

4. Look in the glossary.

5. Read the sidebars.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



EXPEDITIONARY
LEARNING

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

Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 1



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

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

Supporting Learning Targets

- I can use text features to efficiently find information in the *Exploring Countries* text for my country.
- I can use text features to learn new information about my country.
- I can accurately record information I find about my country as I read.
- I can effectively participate in a discussion with my Research Group peers about the information found within my *Exploring Countries* book.

Ongoing Assessment

- Culture Research Matrix recording form
- Book Discussion checklist



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Scavenger Hunt and Fact Hunt Share (8 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Preparing to Research Using Culture Categories (12 minutes) B. Research Groups: Using Culture Research Matrix (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reflecting on Group Discussion and Individual Accountability (5 minutes) B. 3-2-1 Exit Ticket (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete any unfinished work from today's lesson. Share information about the culture of your country with someone at home. | <ul style="list-style-type: none"> • In Lessons 2–5, students worked in Book Clubs to read and explore their <i>Magic Tree House</i> books. In this lesson, students will work in their same groups. Now, however, they will read their <i>Exploring Countries</i> texts and will be referred to as Research Groups. This name change is done to help focus students on their current task: researching information based on non-fiction text (rather than reading a chapter book). Students should still meet in the same designated meeting spots during Work Time. • To prepare students for their work with their Research Groups, they review the differences between informational and literary texts. By focusing on specific elements found in informational texts (e.g., section headers, bold and italicized words), students will be more efficient in their work. They also review how to recognize <i>evidence of culture</i>, something that should be familiar to them from Unit 1. • In this lesson, as well as Lesson 13-14, students' work will be guided by the Culture Research Matrix recording form. The intent is for students to continually add information to the Culture Research Matrix as they read and work in Lessons 12–14. • This lesson focuses on daily life and the people. Therefore, a Culture Research Matrix recording form: “Daily Life” and “People” (answers, for teacher reference) is provided. There will be a new “answers, for teacher reference” material provided in both Lesson 13 and Lesson 14: for <u>each</u> of the three texts, specific to the <u>section</u> of text students work on in that lesson. • Use the Research Group Routine for Informational Text anchor chart to guide students' Work Time B and focus their work. Note the similarity between this anchor chart and the Culture Categories anchor chart. • The Closing of this lesson gives students another opportunity to reflect and self-assess, which is an important step in the learning process. Students work on the Constructed Response Question recording form. This form will be updated at the end of Lessons 12-14, providing students an opportunity to write down what they learned about their country. <p>The Research Group Routine for Information Text anchor chart includes a pacing chart. Depending on the ability and level of task commitment of the students, some students may need to complete the reading and note-taking of the assigned sections for homework.</p> |



| Agenda | Teaching Notes (continued) |
|--------|---|
| | <ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Create and post the Culture Categories and Research Group Routine for Informational Text anchor charts.– Post: Learning targets |

| Lesson Vocabulary | Materials |
|--|---|
| informational, literary, matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices | <ul style="list-style-type: none">• <i>Exploring Countries</i> informational texts (books; one per student for their assigned group)• Text Feature Scavenger Hunt recording form (from Lesson 9)• Fact Hunt/Flag Activity recording form (from Lesson 9)• Book Discussion checklist (from Lesson 2; one new blank copy per student)• Culture Categories anchor chart (new; teacher-created; see supporting materials)• Culture Research Matrix recording form (one per student and one to display)• Culture Research Matrix recording form: “The People” and “Daily Life” (answers, for teacher reference, for each of the three countries)• Document camera• Research Group Routine for Informational Text anchor chart (new; teacher-created; see supporting materials)• Constructed Response Question recording form (new; one per student)• 3-2-1 Exit ticket (one per student)• Equity sticks |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Scavenger Hunt and Fact Hunt Share (8 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their materials from Lesson 9:<ul style="list-style-type: none">– Text Feature Scavenger Hunt recording form– Fact Hunt/Flag Activity recording form• Say something like:<ul style="list-style-type: none">* “When you were reading your <i>Magic Tree House</i> book, you worked in a Book Club. Now that you are reading informational text, the Book Clubs will be renamed Research Groups. You will work in your Research Groups later in the lesson.”• Invite students to turn to a neighbor and compare their answers on the Text Feature Scavenger Hunt and Fact Hunt/Flag Activity recording forms.• Collect the recording forms for review. | <ul style="list-style-type: none">• This type of activity allows students to be accountable for work they have done and to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly.• Students should be directed to speak in full sentences as they share and to structure the sharing as conversation. |
| <p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and direct their attention to the learning targets.<ul style="list-style-type: none">* “I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country.”* “I can use text features to learn new information about my country.”* “I can accurately record information I find about my country as I read.”* “I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book.”• Read each target aloud, pausing after each one to ask students to use Fist to Five to show their understanding of the target.• Reread the last learning target:<ul style="list-style-type: none">* “I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book.” | <ul style="list-style-type: none">• The unpacking of the learning targets is a crucial early step in every lesson. Targets help students see where they're going, 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 grasp the learning targets. Make sure they feel comfortable enough to speak up to ask for clarification if it's needed. |



| Opening (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Display the Book Discussion checklist. Students should be familiar with this checklist from Lessons 2–5. Have them spend 1 minute reviewing the categories. If desired, read each category aloud, one at a time. Ask students to turn and talk with an elbow partner:<ul style="list-style-type: none">* “What discussion behaviors do you feel the most skilled with at this point?”• Invite volunteers to share out behaviors they feel skilled at.• Explain that students will use the Book Discussion checklist in today’s lesson, as well as the next two lessons. | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Preparing to Research Using Culture Categories (12 minutes)</p> <ul style="list-style-type: none"> Tell students they will continue learning about their assigned country's culture today through further research. Ask them to turn and talk with a new partner: <ul style="list-style-type: none"> * "How does an informational text <i>look</i> different from a literary text?" Cold call students to share out. Listen for answers such as: "There are chapter titles and section headers," "The pages have a variety of fonts and type sizes," "Some words are in bold or italic font," and "There are graphic aids such as maps, charts, diagrams, and photographs with captions or labels." Then, invite students to Think-Pair-Share: <ul style="list-style-type: none"> * "What is the purpose of a heading or section header?" <p>Confirm with students that section headers give a preview of information to come and give clues about the main idea of the section or portion of the informational text.</p> * "What is the purpose of bold or italic words?" <p>Confirm with students that some words are shown in bold or italic font to signal that they are important words or phrases. Bold words are usually found in the book's glossary.</p> Circulate to listen in as students share. Tell them that as they work today with their informational text, they should pay particular attention to the bold and italic words and use the texts' section headers. Remind students of the working definition of <i>culture</i> from Unit 1: 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. Remind students that in Unit 1, they learned how to find <i>evidence of culture</i> within informational text. Such evidence fell into different <i>categories</i>. For example, in Unit 1 they looked specifically for evidence related to customs and traditions. Customs and traditions are considered a <i>category</i>. Share the Culture Categories anchor chart. Students should take note that Customs and Traditions is on the anchor chart. Help students understand what each of the categories means by conducting a series of Think-Pair-Shares. As students share, confirm correct responses and add notes to the anchor chart. Correct any misconceptions. Explain that these categories are important to the work of the Research Groups as they read the remainder of the <i>Exploring Countries</i> text. | <ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. Consider partnering an ELL with a student who speaks the same home 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 challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>B. Research Groups: Using the Culture Research Matrix (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Culture Research Matrix recording form: “The People” and “Daily Life” and display a copy using a document camera.• Ask students to silently read the recording form.• Then, using the display version, continue to orient students to the recording form by asking some specific questions. Questions should relate to the format of the recording form and the sequence of the work they will be engaged in. Point out that just as they did with their <i>Magic Tree House</i> book, they will be doing two reads of assigned portions of the informational text. Point out that each read asks them to follow a different sequence of steps. Answer any clarifying questions.• Redirect students' attention to the Culture Categories anchor chart.• Point out that the Culture Categories are also listed on the Culture Research Matrix recording form: “The People” and “Daily Life.”• Remind students that they already read pages 4–11 in their <i>Exploring Countries</i> texts when they completed the Close Reading Guide with you in Lessons 9–11. Tell them they will finish these texts by the end of Lesson 14.• Display the Research Group Routine for Informational Text anchor chart.• Read the steps of the routine aloud. These steps correspond to the sequential steps on the Culture Research Matrix recording form: “The People” and “Daily Life.” Leave the anchor chart visible for students to refer to as they work.• Distribute the Book Discussion checklist (discussed in Opening B).• Have students assemble these materials:<ol style="list-style-type: none">1. <i>Exploring Countries</i> text2. Book Discussion checklist3. Culture Research Matrix recording form: “The People” and “Daily Life”4. Pencil with an eraser | |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">• Ask students to quietly move to their designated meeting spots. Remind students that you will start referring to these groups as Research Groups from now on.• Direct the Research Groups to begin their work using the steps listed on the Culture Research Matrix recording form: “The People” and “Daily Life.” Encourage students to refer to the Research Group Routine for Informational Text anchor chart as they are working. The sections to work with today are:<ul style="list-style-type: none">– The People, pp. 12 and 13– Daily Life, pp. 14 and 15• As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and cautions).• Stop students when there are 10 minutes left in the lesson to leave time for the Closing. | <ul style="list-style-type: none">• Consider having an adult monitor each group to observe and facilitate as needed. If there are fewer adults, one adult could monitor two or three groups; alternatively, assign an adult monitor only to groups that are struggling to stay on task and/or stay organized. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Reflecting on Group Discussion and Individual Accountability (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to return to their desks. • Share a few of your observations from Work Time B (specific positive feedback and/or a few suggestions). • Have students complete the Constructed Response Question recording form that will be updated at the end of Lessons 12-14. This is an opportunity for students to write down what they learned about their country. • Direct students' attention to their Book Discussion checklist and ask them to fill in the top portion. • Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today. • Students should then self-reflect to complete the question below the chart: * "What is a goal for yourself the next time you have a discussion?" • Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group. | <ul style="list-style-type: none"> • Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes. |
| <p>B. 3-2-1 Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their hard work finding facts about culture in their informational text. • Distribute the 3-2-1 Exit ticket to students. Ask them to complete the 3-2-1 Exit ticket independently. • If time allows, use equity sticks or cold call to have students share some of their thinking. | <ul style="list-style-type: none"> • Using total participation techniques such as cold calls or equity sticks encourages a wider range of voices in whole-class shares. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Complete any unfinished work from today's lesson. Share information about the culture of your country with someone at home. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Culture Categories Anchor Chart

Activities of Families and Schools

Notes:

Customs and Traditions

Notes:

Members and Languages Spoken

Notes:

Holidays and Festivals

Notes:

Religious Beliefs and Practices

Notes:

Culture Research Matrix Recording Form

Name: _____

Date: _____

Country: _____

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today's reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | | |
| | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|---------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
| | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
| | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
India (Answers, for Teacher Reference)

Name:

Date:

Country: India

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|--|-----------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Families are large. Children, parents, and grandparents all live together. | 12 |
| | In cities, people live in crowded apartments. | 12 |
| | In cities, people walk or ride bikes and shop in stores and markets. | 12 |
| | Some people live in quiet villages and share grazing grounds, water wells, and temples. | 13 |
| | Villagers grow their food | 13 |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Many languages spoken. | 13 |
| | Hindi is the official language. | 13 |
| | English is used for national, political, and business purposes. | 13 |
| | Many languages spoken. | 13 |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Italy (Answers, for Teacher Reference)

Name:

Date:

Country: Italy

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|-----------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Immigrants have influenced Italy. | 12 |
| | Most people live in busy cities. Fewer live in the country. | 14 |
| | Most people live in northern Italy. | 13 |
| | Many people visit the piazzas for shopping and food. | 15 |
| | Families gather for evening meals. | 15 |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Italian is the official language. | 13 |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Iraq (Answers, for Teacher Reference)

Name:

Date:

Country: Iraq

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Iraq (Answers, for Teacher Reference))

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|--|-----------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Daily life has been hard for people in Iraq because of war. | 14 |
| | Most people live in crowded apartments. In the countryside, people live in brick houses near the river. | 14 |
| | Religion is an important part of daily life. | 15 |
| | | |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Iraq has more than 29 million people. | 12 |
| | Many Iraqis are Arabs. | 12 |
| | Kurdish is the official language. Arabic is also spoken. | 13 |
| | | |



Culture Research Matrix Recording Form: “The People” and “Daily Life”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|-----------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | People follow Islam. | 15 |
| | People pray five times a day. | 15 |
| | Men and women wear long robes to cover their bodies. Women cover their heads with scarves. | 15 |
| | | |



Research Group Routine for Informational Text

1. Read the focus question and review the Culture Categories.
2. Do a first read of the assigned portion(s) of the text on your own.

| | Lesson 12 | Lesson 13 | Lesson 14 |
|------------------|--|--|--|
| Sections to Read | The People, pp. 12–13 Daily Life, pp. 14–15 | Going to School, pp. 16–17 Working, pp. 18–19 Playing, pp. 20–21 | Food, pp. 22–23 Holidays, pp. 24–25 (Special Place), pp. 26–27 |

3. Come together with your Research Group to discuss the **main idea of each section** and name a few key details that support the main idea.
4. Revisit the focus question and the five Culture Categories with your Research Group. Discuss the evidence you will be looking for.
5. Do a second read of the assigned portion(s) of the informational text with your Research Group and, as you read, look for evidence of culture within the Culture Categories.
6. Record the evidence by writing the facts on the Culture Research Matrix and recording the page numbers.
7. Complete the Constructed Response Question (update each day at the end of Lessons 12–14).



Constructed Response Question

**** Update your response each day, at the end of Lessons 12–14****

| Lesson | What did you learn about your country's culture from today's reading? |
|------------------|---|
| Lesson 12 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Lesson 13 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Lesson 14 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |



3-2-1 Exit Ticket

Name:

Date:

What are three new words for you coming out of today's work?

1. _____
2. _____
3. _____

What are two things you found interesting about your country's culture?

1. _____
2. _____

What is one question you have about your country or its culture?

1. _____



EXPEDITIONARY
LEARNING

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

Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 2



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

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

Supporting Learning Targets

- I can use text features to efficiently find information in the *Exploring Countries* text for my country.
- I can use text features to learn new information about my country.
- I can accurately record information I find about my country as I read.
- I can effectively participate in a discussion with my Research Group peers about the information found within my *Exploring Countries* book.

Ongoing Assessment

- Culture Research Matrix recording form
- Book Discussion checklist
- Text-dependent questions (book-specific)



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Research Groups: Using Culture Research Matrix (30 minutes)B. Text-Dependent Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on Group Discussion and Individual Accountability (5 minutes)B. Praise and Probe (7 minutes)4. Homework<ol style="list-style-type: none">A. Share information about the culture of your country with someone at home. Continue reading your independent reading book. | <ul style="list-style-type: none">• Similar to Lesson 12, students work with their Research Groups. They continue to fill out their Culture Research Matrix recording form (from Lesson 12) as a guide to further unpacking their <i>Exploring Countries</i> text. In Lesson 12, students focused on “Daily Life” and “the People.” In this lesson, they focus on “Going to School,” “Working,” and “Playing.” The intent of the Culture Research Matrix is for students to continually add information as they read and work in Lessons 12–14.• A new Culture Research Matrix recording form: “Going to School,” “Working,” and “Playing” (answers, for teacher reference) is provided: for <u>each</u> of the three texts, specific to the <u>section</u> of text students work on during today’s lesson. This will help you know the types of information students may be adding to their Matrix each day.• Use the Research Group Routine for Informational Text anchor chart to guide students’ Work Time A and focus their work. Note the similarity between this anchor chart and the Culture Categories anchor chart.• Students also answer text-dependent questions about their country during Work Time B.• In the closing students again add to their Constructed Response Question recording form. Help students notice how their understanding about their country is deepening the more that they read, think, talk, and write.• In advance: Post: Learning targets, Culture Categories anchor chart, and Research Group Routine for Informational Text anchor chart. |



| Lesson Vocabulary | Materials |
|---|--|
| matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices | <ul style="list-style-type: none"> • <i>Exploring Countries</i> (books; one per student for their assigned group) • Culture Categories anchor chart (begun in Lesson 12) • Culture Research Matrix recording form (from Lesson 12) • Culture Research Matrix recording form: “Going to School,” “Working,” and “Playing” (answers, for teacher reference, for each of the three countries) • Research Group Routine for Informational Text anchor chart (begun in Lesson 12) • Text-Dependent Questions: <i>Exploring Countries: Iraq “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: India “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: Italy “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: Iraq “Working”</i> (answers, for teacher reference) • Text-Dependent Questions: <i>Exploring Countries: India “Working”</i> (answers, for teacher reference) • Text-Dependent Questions: <i>Exploring Countries: Italy “Working”</i> (answers, for teacher reference) • Constructed Response Question recording form (from Lesson 12) • Book Discussion checklist (from Lesson 2; one new blank copy per student) |

| Opening | Meeting Students’ Needs |
|---|-------------------------|
| <p>A. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the learning targets and read each one aloud. Note that these are identical to those of Lesson 12. <ul style="list-style-type: none"> * “I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country.” * “I can use text features to learn new information about my country.” * “I can accurately record information I find about my country as I read.” * “I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book.” • Cold call students to put the learning targets into their own words. | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Research Groups: Using Culture Research Matrix (30 minutes)</p> <ul style="list-style-type: none"> • Gather students together, directing them to bring their <i>Exploring Countries</i> text. • Remind students again about the importance of text features in reading informational text. Let them know that today they will review a broad type of text feature called graphic aids. Graphic aids are things like maps, charts, diagrams, photographs (usually included to illustrate or summarize information). • Allow students a couple of minutes to page through their <i>Exploring Countries</i> text to find and examine graphic aids. • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the purpose of graphic aids such as charts and diagrams?” • Confirm with students that charts and diagrams are ways of presenting information in an organized way. • Ask students to Think-Pair-Share with a new partner: <ul style="list-style-type: none"> * “What is the purpose of graphic aids such as maps and photographs?” • Confirm with students that photographs and maps often provide a visual match for something within the text and give additional information. • Have students each select one graphic aid from their <i>Exploring Countries</i> text to share with a new partner. They should name the graphic aid and tell or explain what can be learned from it. • Ask for volunteers to share out. • Remind students that captions or labels must be examined carefully for relevant information. • Quickly review the Culture Categories anchor chart from Lesson 12. • Instruct students to get out their Culture Research Matrix recording form from Lesson 12. Remind them that the Culture Categories shown on the anchor chart also appear toward the top of the recording form. • Allow students 2 minutes to reorient to the recording form and review information they recorded in Lesson 12. • Review the steps listed at the top of the Culture Research Matrix recording form. Remind students that they will read assigned portions of the text twice. Tell them to pay particular attention to the sequence of the steps in relation to the first and second reads. | <ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. • Consider partnering an ELL with a student who speaks the same home 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 challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Display the Research Group Routine for Informational Text anchor chart. Tell students these are the same steps shown on their recording form. Encourage them to return to this anchor chart as necessary while they are working.• Draw students' attention to the sections of the text that they will work with today:<ul style="list-style-type: none">– Going to School, pp. 16 and 17– Working, pp. 18 and 19– Playing, pp. 20 and 21• Ask students to assemble these materials:<ol style="list-style-type: none">1. <i>Exploring Countries</i> text2. Culture Research Matrix recording form3. Pencil with an eraser• Invite students to join their Research Groups in their designated meeting areas.• Ask them to begin working.• As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and cautions). | |
| <p>B. Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Text-Dependent Questions. Note that these are book-specific.• At this point in the year, students are very familiar with answering text-dependent questions. If necessary, do a brief review about using words from the question in the first part of the answer and using text evidence in the last part of the answer.• Tell students they have 15 minutes to do this work.• If they do not finish, consider whether the work will need to be finished for homework or during another part of the school day. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Reflecting on Group Discussion and Individual Accountability (5 minutes)</p> <ul style="list-style-type: none">• Tell students to return to their desks.• Have students complete the Constructed Response Question recording form they began in Lesson 12. This is an opportunity for students to write down what they learned about their country.• Distribute a clean copy of the Book Discussion checklist. Ask students to fill in the top portion.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the question below the chart:<ul style="list-style-type: none">* “What is a goal for yourself the next time you have a discussion?”• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group. | <ul style="list-style-type: none">• Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes. |
| <ul style="list-style-type: none">• B. Praise and Probe (7 minutes)• Refocus students whole class. Congratulate them on their hard work reading and learning from their informational text (praise).• Ask students to each think of a key learning for them from today's lesson (probe).• Cold call students to share out. | <ul style="list-style-type: none">• Using total participation techniques such as cold calls or equity sticks encourages a wider range of voices in whole-class shares. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Share information about the culture of your country with someone at home. Continue reading your independent reading book. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
India (Answers, for Teacher Reference)

Name:

Date:

Country: India

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|----------------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Children go to school for free until age 14. | 16 |
| | Many children quit to work and support families after 14. | 16 |
| | Only one out of 10 Indians attends university. | 17 |
| | Work is different for people who live in cities and in the countryside. More than half of Indians are farmers. | 19 |
| | The most popular sports are cricket, field hockey, and soccer. | 20 |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|--|----------------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Many languages spoken. | 13 |
| | Hindi is the official language. | 13 |
| | English is used for national, political, and business purposes. | 13 |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Italy (Answers, for Teacher Reference)

Name:

Date:

Country: Italy

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|--|----------------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Everyone starts school at 6 and attends until age 16. | 17 |
| | Students must pass an exam to go to high school. | 17 |
| | Many Italians have service jobs. | 19 |
| | Italians spend their free time playing sports. | 20 |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | Opera is a traditional art invented in Italy. | 21 |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Italian is the official language. | 13 |
| | | |
| | | |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
| | | |
| | | |
| | | |

Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Iraq (Answers, for Teacher Reference)

Name:

Date:

Country: Iraq

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|----------------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | Children start school at age 6 and go until age 12. | 16 |
| | Students can choose to go to vocational school. | 16 |
| | Iraqis in the countryside are oil workers. People in the city have service jobs. | 19 |
| | Their favorite sport is soccer. | 20 |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|--|----------------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | | |
| | | |
| | | |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | Iraq has more than 29 million people. | 12 |
| | Many Iraqis are Arabs. | 12 |
| | Kurdish is the official language. Arabic is also spoken. | 13 |
| | | |



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|----------------|
| Category 4: Holidays and Festivals (celebrations and special days) | | |
| | | |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | People follow Islam. | 15 |
| | People pray five times a day. | 15 |
| | Men and women wear long robes to cover their bodies. Women cover their heads with scarves. | 15 |
| | | |



Text-Dependent Questions: *Exploring Countries: Iraq, “Working”*

Name: _____

Date: _____

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what are other types of jobs Iraqi people have in the countryside?

2. According to the text, what types of things are produced or made in Iraq?



Text-Dependent Questions: *Exploring Countries: India, "Working"*

Name: _____

Date: _____

Part A: Reread the section titled "Working." Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what kind of work is done in the countryside of India?

2. According to the text, what are some important natural resources in India?



Text-Dependent Questions: *Exploring Countries: Italy, "Working"*

Name: _____

Date: _____

Part A: Reread the section titled "Working." Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what type of work might a person from Italy do?

2. According to the text, what is southern Italy known for?



Text-Dependent Questions: *Exploring Countries: Iraq, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

The circle graph on page 18 shows that more than half of the people in Iraq have service jobs (60 percent). The other types of jobs are in manufacturing and farming, and they are almost equal. There is a little more farming (21 percent) than manufacturing (19 percent).

Part B: Answer the text-dependent questions.

1. According to the text, what are other types of jobs Iraqi people have in the countryside?

In the countryside, people might work by being a farmer, fisherman, or oil worker.

2. According to the text, what types of things are produced or made in Iraq?

According to the text, some things made in Iraq are textiles, cement, and chemicals. They also grow things like rice, wheat, and dates. Iraq is one of the world’s largest date producers.



Text-Dependent Questions: *Exploring Countries: India, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

The circle graph on page 18 shows that more than half of the people in India work in farming. There are also a large number of service-type jobs, 34 percent. Manufacturing makes up only 14 percent of the jobs in India.

Part B: Answer the text-dependent questions.

1. According to the text, what kind of work is done in the countryside of India?

According to the text, workers in the countryside of India grow things like peanuts, rice, cotton, wheat, potatoes, and tea. There are also workers who raise animals like goats, sheep, and chickens.

2. According to the text, what are some important natural resources in India?

According to the text, some important natural resources in India are coal and diamonds.



Text-Dependent Questions: *Exploring Countries: Italy, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

The circle graph on page 18 shows that very few people have jobs in farming, only 4.2 percent. Most people in Italy have jobs that are service-type jobs (65.1 percent). There are also many workers in manufacturing, 30.7 percent.

Part B: Answer the text-dependent questions.

1. According to the text, what type of work might a person from Italy do?

According to the text, Italians might have jobs as factory workers or service workers in banks, hospitals, or schools. Other jobs might be in shops or stores. Some Italians are farmers.

2. According to the text, what is southern Italy known for?

According to the text, southern Italy is known for its orchards, where olives, figs, and citrus trees grow.



EXPEDITIONARY
LEARNING

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

Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 3



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

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

Supporting Learning Targets

- I can use text features to efficiently find information in the *Exploring Countries* text for my country.
- I can use text features to learn new information about my country.
- I can accurately record information I find about my country as I read.
- I can effectively participate in a discussion with my Research Group peers about the information found within my *Exploring Countries* book.

Ongoing Assessment

- Culture Research Matrix recording form
- Book Discussion checklist
- Text-dependent questions (book-specific)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Constructed Response Questions (7 minutes)Unpacking the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Research Groups: Using Culture Research Matrix (30 minutes)Text-Dependent Questions (10 minutes)Closing and Assessment<ol style="list-style-type: none">Praise and Probe (5 minutes)Reflecting on Group Discussion and Individual Accountability (5 minutes)Homework<ol style="list-style-type: none">Share what you learned about your assigned country's culture today with someone at home. | <ul style="list-style-type: none">Similar to Lessons 12 and 13, students work with their Research Groups during Work Time of this lesson. They use the Culture Research Matrix recording form as a guide to further unpacking their <i>Exploring Countries</i> text. In Lesson 12, students focused on “Daily Life” and “the People.” In Lesson 13, they focused on “Going to School,” “Working,” and “Playing.” Today, they focus on “Food” and “Holidays.” Note that today is the final lesson for students to add information to these recording forms.A new Culture Research Matrix recording form: “Food,” “Holidays,” and “Special Place” (answers, for teacher reference) is provided: for <u>each</u> of the three texts, specific to the <u>section</u> of text students work on during today's lesson.In addition to filling out their Culture Research Matrix recording forms, students answer text-dependent questions about their country during Work Time B.Use the Research Group Routine for Informational Text anchor chart to guide students' Work Time A and focus their work. Note the similarity between this anchor chart and the Culture Categories anchor chart.In advance: Post the Culture Categories anchor chart, Research Group Routine for Informational Text anchor chart, learning targets. |



| Lesson Vocabulary | Materials |
|---|---|
| matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices | <ul style="list-style-type: none">• Constructed Response Question recording form (begun in Lesson 12)• <i>Exploring Countries</i> text (one per student)• Culture Categories anchor chart (begun in Lesson 12)• Culture Research Matrix recording form (from Lesson 12)• Culture Research Matrix recording form: “Food,” “Holidays,” and “Special Place” (answers, for teacher reference, for each of the three countries)• Research Group Routine for Informational Text anchor chart (begun in Lesson 12)• Text-Dependent Questions: <i>Exploring Countries: Iraq, Monuments</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: India, “The Taj Majal”</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: Italy, “Venice”</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: Iraq, Monuments</i> (answers, for teacher reference)• Text-Dependent Questions: <i>Exploring Countries: India, “The Taj Majal”</i> (answers, for teacher reference)• Text-Dependent Questions: <i>Exploring Countries: Italy, “Venice”</i> (answers, for teacher reference)• Book Discussion checklist (from Lesson 2; one new blank copy per student) |



| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Engaging the Reader: Sharing Constructed Response Questions (7 minutes)</p> <ul style="list-style-type: none">• Have students gather with their Research Group sitting knee-to-knee in a circle. Students will begin by sharing what they have been recording in their Constructed Response Questions recording form that was started in Lesson 12. The purpose is for the group to hear what everyone has been learning and remembering about their research country.• Going clockwise, have students share one response that they would like to read aloud to their group.• Offer feedback to the peer using a star and a step.• Repeat as time allows. | |
| <p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read each one aloud. Note that these are identical to Lessons 12 and 13.<ul style="list-style-type: none">* "I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country."* "I can use text features to learn new information about my country."* "I can accurately record information I find about my country as I read."* "I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book."• Pause after reading each learning target and ask students to use a Fist to Five to rate their mastery toward the learning target. | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Research Groups: Using Culture Research Matrix (30 minutes)</p> <ul style="list-style-type: none">• Gather students together.• Remind them again about the importance of text features in reading informational text.• Direct their attention to the Culture Categories anchor chart from Lesson 12.• Ask students to get out their Culture Research Matrix recording form from Lesson 12. Invite them to take a few minutes to review the information they've gathered and recorded so far. Let them know that this is the last day they will add information to this recording form.• Remind students that the Culture Categories shown on the anchor chart also appear toward the top of the recording form.• Review the steps listed at the top of the recording form. Remind students that they will read assigned portions of the text twice. Tell them to pay particular attention to the sequence of the steps in relation to the first and second reads.• Direct students' attention to the Research Group Routine for Informational Text anchor chart.• Remind students that these are the same steps shown on their Culture Research Matrix recording form and encourage them to return to this anchor chart as necessary while they are working.• Draw students' attention to the sections of the text they will work with today:<ul style="list-style-type: none">– Food, pp. 22 and 23– Holidays, pp. 24 and 25– Special Place, pp. 26 and 27 <p><i>Note: Each book lists a "special place" in that country such as the Venice for Italy, the Taj Mahal for India, and monuments for Iraq. The heading for the text varies with each book.</i></p> <ul style="list-style-type: none">• Ask students to assemble these materials:<ol style="list-style-type: none">1. <i>Exploring Countries</i> text2. Culture Research Matrix recording form3. Pencil with an eraser• Invite them to join their Research Groups in their designated meeting areas.• Ask students to begin working.• Circulate and check in with them as they work. | <ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.• Consider partnering an ELL with a student who speaks the same home 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 challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>B. Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Text-Dependent Questions. Note that these handouts are book-specific.• At this point in the year, students are very familiar with answering text-dependent questions. If necessary, do a brief review about using words from the question in the first part of the answer and using text evidence in the last part of the answer.• Tell students they have 15 minutes to do this work.• If students do not finish, consider whether the work will need to be finished for homework or during another part of the school day. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Praise and Probe (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole class. Congratulate them on their hard work reading and learning from their informational text (praise).• Ask students to each think of a key learning for them from today's lesson (probe).• Cold call students to share out. | <ul style="list-style-type: none">• Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes. |
| <p>B. Reflecting on Group Discussion and Individual Accountability (5 minutes)</p> <ul style="list-style-type: none">• Tell students to return to their desks.• Have students complete the Constructed Response Question recording form they began in Lesson 12. This is an opportunity for students to write down what they learned about their country. Collect the Constructed Response Question recording form as an informal assessment.• Distribute a clean copy of the Book Discussion checklist. Ask students to fill in the top portion.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the two questions below the chart:<ul style="list-style-type: none">* "What is a goal for yourself the next time you have a discussion?"* "What is a goal for your group the next time you have a discussion?"• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group. | <ul style="list-style-type: none">• Using total participation techniques such as cold calls or equity sticks encourages a wider range of voices in whole-class shares. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Share what you learned about your assigned country's culture today with someone at home. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
India (Answers, for Teacher Reference)

Name:

Date:

Country: India

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | Chutney is served with main dishes. | 22 |
| | People eat with their hands. | 22 |
| | Tandoori ovens are used to cook food. | 23 |
| | | |
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| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
India (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|--|----------------|
| Category 4: Holidays and Festivals (celebrations and special days) | The Festival of Lights is called Diwali. | 24 |
| | The Festival of Color is called Holi. | 24 |
| | Muslims observe Ramadan. | 24 |
| | India has many national holidays. | 25 |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | Many people are Muslims who celebrate Ramadan. Muslims fast to practice modesty and patience. | 24 |
| | Diet is part of religion. | 22 |
| | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Italy (Answers, for Teacher Reference)

Name:

Date:

Country: Italy

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|--|----------------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | Pasta is part of every meal. | 22 |
| | Dinner is the largest meal of the day and eaten late in the evening. | 23 |
| | In Venice, people travel in gondolas. | 26 |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Italy (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|-----------|
| Category 4: Holidays and Festivals (celebrations and special days) | They celebrate Easter and Christmas. | 25 |
| | Republic Day is June 2, commemorating when Italians created a republic. | 25 |
| | | |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | Most Italians are Catholic. | 25 |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Iraq (Answers, for Teacher Reference)

Name:

Date:

Country: Iraq

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
3. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|---------|
| Category 1: Activities of Families and Schools (how people live, work, and go to school) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|---|---|-----------|
| Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation) | Families gather for every meal. | 22 |
| | Lunch is the main meal of the day. | 22 |
| | Masgouf is the national dish. | 23 |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
Iraq (Answers, for Teacher Reference)

| Culture Category | Facts <i>What information did you find in the text about this part of culture?</i> | Page(s) |
|--|---|-----------|
| Category 4: Holidays and Festivals (celebrations and special days) | Ramadan is one of the most important holidays. | 24 |
| | October 3 is National Day. | 25 |
| | July 14 is Republic Day. This is the day the country became a republic. | 25 |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
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Text-Dependent Questions: *Exploring Countries: Iraq “Monuments”*

Name: _____

Date: _____

Part A: Reread the section titled “Iraqi Monuments.” Answer the reflection question.

What was something you learned about your country that you found particularly interesting?

Part B: Answer the text-dependent questions.

1. What is the Al-Shaheed Monument?

2. What do Iraq’s monuments represent?



Text-Dependent Questions: *Exploring Countries: India “The Taj Mahal”*

Name: _____

Date: _____

Part A: Reread the section titled “The Taj Mahal.” Answer the reflection question.

What was something you learned about your country that you found particularly interesting?

Part B: Answer the text-dependent questions.

1. What is the Taj Mahal, and when was it built?

2. What decorates the dome and other parts of the Taj Mahal?



Text-Dependent Questions: *Exploring Countries: Italy “Venice”*

Name: _____

Date: _____

Part A: Reread the section titled “Venice.” Answer the reflection question.

What was something you learned about your country that you found particularly interesting?

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Part B: Answer the text-dependent questions.

1. Where is Venice, and why was it built on top of 117 islands?

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2. How do people get around in Venice?

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Text-Dependent Questions: *Exploring Countries: Iraq “Monuments”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Iraqi Monuments.” Answer the reflection question.

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. What is the Al-Shaheed Monument?

The Al-Shaheed Monument is a monument 131 feet high in Baghdad that was built to honor Iraqi soldiers. It is made of two blue half domes.

2. What do Iraq’s monuments represent?

Iraq’s monuments represent the rich history of the country as well as its struggle for peace, both in the past and in the present.



Text-Dependent Questions: *Exploring Countries: India “The Taj Mahal”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “The Taj Mahal.” Answer the reflection question.

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. What is the Taj Mahal, and when was it built?

The Taj Mahal is a large palace made of marble and precious gems. It is India’s most famous monument, and it was built by Emperor Shah Jahan as a tribute to his wife, Queen Mumtaz Mahal. The Taj Mahal took 21 years to build (1632–1653) and is one of the Seven Wonders of the Modern World.

2. What decorates the dome and other parts of the Taj Mahal?

A lotus shape decorates the dome and other parts of the Taj Mahal.



Text-Dependent Questions: *Exploring Countries: Italy “Venice”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Venice.” Answer the reflection question.

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. Where is Venice, and why was it built on top of 117 islands?

Venice is in the middle of a lagoon, and it was built on top of 117 islands as a way to protect the republic from invaders.

2. How do people get around in Venice?

The people of Venice are called Venetians. Venetians get around only by walking or by boat. There are no roads or cars in Venice. Boats travel on any of 150 small canals in the city.



EXPEDITIONARY
LEARNING

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

Close Reading Supplemental Articles: Gathering More Culture Research and Synthesizing Learning



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

- I can ask and answer questions to deepen my understanding of informational text. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- 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 answer questions using specific details from literary text. (RL.3.1)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the gist of my supplemental article by reading the text closely.
- I can identify evidence of culture for my assigned country by reading the text closely.
- I can record new evidence of culture on my Culture Research Matrix recording form.
- I can discuss how the culture of my assigned country has stayed the same from the past to the present.
- I can discuss how the culture of my assigned country has changed from the past to the present.

Ongoing Assessment

- Culture Research Matrix recording form: Supplemental Articles



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Unpacking the Learning Targets and Things Close Readers Do (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading Supplemental Articles (25 minutes)B. Bringing It Together Conversation (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit. | <ul style="list-style-type: none">• In this lesson, students independently apply the close reading skills they have been building throughout the module to a new informational text. This text is a supplemental material that will provide additional information about the culture of the country being researched. Each country will have a different supplemental text:<ul style="list-style-type: none">– India groups → “The Ancient Art of Rangoli”– Iraq groups → “Republic of Iraq” Kids Culturegrams 2013– Italy groups → “Soccer Mania”• During Work Time A, students are asked to read the supplemental text closely as an independent activity. They record evidence of culture on a new recording form, the Culture Matrix Recording Form: Supplemental Articles. Consider collecting this recording form as a formative assessment.• The recording forms students will be using are the same except for group working with Iraq. In this recording form, students will record the page(s) number rather than the paragraph number(s). Be sure to draw students’ attention to this.• This lesson also provides students with the opportunity to rejoin their groups to discuss what they have learned about their countries and connect that learning back to the <i>Magic Tree House</i> book read in the first half of Unit 2. Students are invited to discuss evidence of culture that has endured from the past to the present day.• After their close reading of the supplemental articles, students use multiple recording forms, as well as their <i>Magic Tree House</i> books, informational texts, and supplemental texts to participate in a discussion. During the discussion, they sit in Research Groups (same groupings used during <i>Exploring Countries</i> study) and discuss within their groups, but the questions are posed to the whole class, one at a time. See Group Discussion Questions in the supporting materials.• Students will need many recording forms from previous lessons. See materials list below. It will be important that students can quickly retrieve all of these recording forms and texts. Plan ahead about how best to support them in quickly retrieving these items. |



| Agenda | Teaching Notes (continued) |
|--------|---|
| | <ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review the Group Discussion Questions (see supporting materials).– Review: Helping Students Read Closely, and Back-to-Back, Face-to-Face protocol (see Appendix).– Locate and post the Things Close Readers Do anchor chart from Module 1 (or be prepared to begin a new chart).• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|-----------------------------|--|
| supplemental, article, gist | <ul style="list-style-type: none">• Things Close Readers Do anchor chart (begun in Module 1, Unit 2, Lesson 2)• Supplemental articles:<ul style="list-style-type: none">– “The Ancient Art of Rangoli” (one per student in India groups)– “The Republic of Iraq” (one per student in Iraq groups)– “Soccer Mania” (one per student in Italy groups)• Culture Research Matrix recording form: Supplemental Articles (one per student)• Culture Matrix recording form: Supplemental Articles (answers, for teacher reference, for each of the three countries)• Capturing Key Details recording form (from Lesson 2)• Text Feature Scavenger Hunt recording form (from Lesson 9)• Fact Hunt/Flag Activity recording form (from Lesson 9)• Culture Research Matrix recording form (from Lesson 12-14)• Group Discussion Questions (for teacher reference) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader: Unpacking the Learning Targets and Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle.• Tell them that today they are going to read a new informational article closely. This article will give them additional information on the country they have been researching through their <i>Magic Tree House</i> books and <i>Exploring Countries</i> texts. Inform students that we sometimes call additional articles “supplemental.” This means that they are adding more information.• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can identify the gist of my supplemental article by reading the text closely.”* “I can identify evidence of culture for my assigned country by reading the text closely.”* “I can record new evidence of culture on my Culture Matrix recording form.”* “I can discuss how the culture of my assigned country has stayed the same from the past to the present.”* “I can discuss how the culture of my assigned country has changed from the past to the present.”• Ask students to turn and talk:<ul style="list-style-type: none">* “Based on these learning targets, what do you think we will be doing today?”• Ask for volunteers to share.• Tell students that they have been getting a lot of practice reading closely and learning about their countries. Today, they are going to continue reading like a researcher as they read the supplemental articles about their countries. Refer to the Things Close Readers Do anchor chart. Use this anchor chart to remind students of the many strategies close readers use to tackle challenging text. close readers go through.• Tell students they will meet with their Book Clubs/Research Groups today to connect their <i>Magic Tree House</i> book with the new information they have learned from their <i>Exploring Countries</i> texts and today’s supplemental articles. Remind them of the expectations for holding a Book Club discussion. | <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 is helpful to visual learners. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Close Reading Supplemental Articles (25 minutes)</p> <ul style="list-style-type: none">• Distribute the supplemental articles to the appropriate research groups:<ul style="list-style-type: none">– “The Ancient Art of Rangoli” (India group)– “The Republic of Iraq” (Iraq group)– “Soccer Mania” (Italy group)• Distribute the new Culture Matrix Recording Form: Supplemental Articles. Point out that this recording form is similar to the Culture Research Matrix recording forms used in the last few lessons.• Read over the new recording form with students.• Remind them to read the text multiple times. Highlight the directions at the top of the recording form to support students in reading closely.• Answer any clarifying questions.• Give students 25 minutes to complete a close read of their supplemental articles and record evidence of culture. | <ul style="list-style-type: none">• For struggling readers, consider pulling each article group and reading the text aloud one time to support decoding and fluency.• Consider limiting the amount of text struggling readers work with. Teach students to use a piece of paper to cover portions of text to help them “chunk” the amount of text that is visible at one time. |
| <p>B. Bringing It Together Conversation (25 minutes)</p> <ul style="list-style-type: none">• Refocus students whole class.• Ask them to return to their desks and gather these materials:<ul style="list-style-type: none">– Capturing Key Details recording form (from Lesson 2)– Text Feature Scavenger Hunt recording form (from Lesson 9)– Fact Hunt/Flag Activity recording form (from Lesson 9)– Culture Research Matrix recording form (from Lesson 12)– Culture Matrix Recording Form: Supplemental Articles (from today)• Invite students to take these materials and return to their meeting spots.• Tell them that they will now discuss with their Research Groups what they have learned about the culture of their countries. They will compare evidence of culture from their <i>Magic Tree House</i> book with evidence of culture found in <i>Exploring Countries</i> and today's additional article. | <ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the discussions.• Provide a “talking object” such as a ball or stick that students could use in their groups to ensure that all voices are heard. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Reread the final two learning targets aloud:<ul style="list-style-type: none">* "I can discuss how the culture of my assigned country has stayed the same from the past to the present."* "I can discuss how the culture of my assigned country has changed from the past to the present."• Tell students that, for this discussion, they have to show what they know. They will sit with their groups and you will pose the Group Discussion Questions to the whole class, one at a time, and give them about 5 minutes to discuss each one. They do not need to write anything down; instead, they should use their recording forms to help them answer the questions and focus on talking and listening to everyone in their group.• After students have settled into their groups, ask the questions one at a time. Display the questions so students can refer to them (see the supporting materials). Ask:<ul style="list-style-type: none">* "What customs and traditions did you find were in both your <i>Magic Tree House</i> book and your informational texts? Which ones were not?"* "What holidays and festivals did you find were in both your <i>Magic Tree House</i> book and your informational texts? Which ones were not?"* "What did you learn about the way people lived in your country in the past (from <i>Magic Tree House</i>) and the way they live in the present (from your informational texts)?"• As students discuss, they should refer to evidence from their three texts, as well as their recording forms.• During the discussion, circulate and encourage students to use evidence directly from their recording forms. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none">• Invite students to return to their desks.• Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share:<ul style="list-style-type: none">– One new fact of culture they learned from their supplemental article– One thing they felt went really well for them today as a reader and researcher• Give students a moment to think. Use the sentence frames: "I learned that _____. One thing that went well for me today as a reader and researcher was _____." | <ul style="list-style-type: none">• For students who need additional support, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading your independent reading book for this unit. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



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The Ancient Art of Rangoli

By Shruti Priya and Katherine Darrow

1. More than 5,000 years ago, people living in the Indus Valley of northern India decorated the floors and walls of their homes with elaborate designs of flowers, birds, or geometric patterns. This ancient tradition, known as *Rangoli*, is practiced today throughout India as an important part of festivals and celebrations. In southern India, women and children still make *Rangoli* every morning on the threshold of their homes. They perform this daily ritual to welcome guests and bring good luck to the family.

2. *Rang* is the **Hindi** word for "color," but throughout the country, different styles of *Rangoli* are known by other names. The brilliant, colored powders used to make *Rangoli* are made from finely ground rock powder, spices, and other kinds of dyes mixed with rice flour. Turmeric, a spice commonly used in Indian cooking, gives a bright yellow. Indigo is a deep blue made from the leaves of a shrub. Vermillion red is made from grinding up a mineral called cinnabar. Plain white rice flour is also part of the color spectrum in *Rangoli*.



3. Festivals such as *Diwali*, or "Festival of Lights," call for a special *Rangoli* inviting Lakshmi, the Hindu goddess of wealth, to people's homes. Lakshmi is believed to visit households that have been well cleaned and beautifully decorated. The whole family helps to complete the big *Rangoli* by filling colors in the intricate patterns. A special impression of Lakshmi's footprint is made by dipping the side of a fist into the rice paste, and then adding toes using fingertips.

4. There are no fixed rules to making *Rangoli*. Why not try your hand at making one with ordinary materials that you have around the house.



Glossary

Hindi is the national language of India.



Make Your Own Rangoli!

1. Plan your design

Sketch the design, after planning it in your head or referring to the web/books for ideas.

2. Gather colors for sprinkling

You can use white rice or sawdust dyed with food coloring, dried flower petals, brightly colored spices, or plain white flour. Colored sand can also be purchased at many craft shops. Anything that flows easily through your fingers will work well.

3. Find a place to make your *Rangoli*

Patios, sidewalks, or a driveway near the entrance of your home are good spots where there is not too much foot traffic and your artwork can be admired by friends and family. You can also use a cardboard or poster board as the base for an indoor piece.

4. Sweep the area clean with a broom

One of the intentions of *Rangoli* is to welcome visitors, both human and spiritual, to your home. Taking care to clean your home is one way to honor your guests.

5. Outline your design

Using your thumb and forefinger, sprinkle the outline of your design with your lightest color.

Or, make a grid

Another tradition, called *kolam*, begins with a grid of white dots, made with a small pinch or sprinkle, which is then followed by connecting the dots with lines and loops in a symmetrical pattern.

6. Fill in your design

Carefully fill in the shapes you have outlined with as many different colors as you like. One way to fill large areas is to put the color in a cone made of newspaper, using your finger as a stopper to control the flow. The more carefully you sprinkle, the more beautiful your design will be. Take your time!

7. Light some candles

In India, small clay oil lamps called *diyas* are used to light the *Rangoli* at night. You can also use votive candles.

8. Sweep and start again!

Rangoli is meant to be transient or temporary to help us remember that everything is always changing. In the morning, you can sweep away your old *Rangoli* and make a new one!



Did You Know?

Wall murals, made with rice flour paste, decorate walls at Sabarmati *Ashram* where Gandhi spent his later years. Like *Rangoli*, Warli folk art has been practiced for thousands of years, but unlike the inherently transient *Rangolis*, Warli paintings are more permanent.

Shruti Priya has lived in 10 different states of India and loves to explore connections between different cultures.

Katherine Darrow is a writer, artist, and naturalist living in Phoenix, Arizona.



The Republic of Iraq

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Soccer Mania

By Cynthia Hatch

1. Few countries have a shape that is easier to remember than Italy's. The Italian peninsula looks just like a boot kicking a ball. What's the ball? It is the neighboring island of Sicily. But that's not the best part. Can you guess which sport is Italy's national sport? That's right--**soccer**.

2. Is it a coincidence that this boot-shape country is home to **soccer**, called *il calcio* in Italian, as its national pastime? No. Italians love **soccer**. For some Italians, watching **soccer** is like breathing. **Soccer** became popular in the 1930s, when Mussolini, Italy's prime minister, believed that a great Italian **soccer** team would be a source of national pride. Mussolini had many **soccer** stadiums built and teams formed in Italy, and the sport's popularity followed.

(See picture, "**Soccer** Players.")



3. Italian children start playing **soccer** in school yards, public squares, and quiet streets at an early age. Many children dream of playing in one of Italy's **soccer** leagues. Some of the best teams are SS Lazio, AS Roma, AC Milan, Juventus, and AC Fiorentina. But **soccer** appeals to many Italians, not just young dreamers. In fact, Italy's current Prime Minister, Silvio Berlusconi, owns AC Milan.



Italy! Where'd the game go? Soccer fans at the 2005 Champions League, which pitted Lazio versus AC Milan create a sea of red, white, and black.

4. Some of the world's best **soccer** players are Italian.

International **soccer** star Roberto Baggio calls Italy home. Italy has won the World Cup three times--in 1934, 1938, and 1982. Italy has made it to the World Cup finals at least ten times, and in 1990 it hosted the event.

(See picture, "**Soccer** Fans at 2005 Champions League.")

5. Italians take their **soccer** very seriously. After a victory, fans will sing songs, wave flags, and take the celebration out into the streets. Sometimes after a win, fans will rush onto the field and even hug and kiss the players. But a team's losses can make the fans angry. When the national team came home from their 1986 World Cup defeat, fans met the players at the airport. They weren't there to offer them support or soothe their wounds. The angry fans were there to boo them!



Culture Matrix Recording Form: Supplemental Articles

Name: _____

Date: _____

Article: _____

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s)*.

***For students working on the country of Iraq, you will record the page numbers and not the paragraph numbers.**



Culture Matrix Recording Form: Supplemental Articles

| Facts <i>What information did you find in the text about the culture of this country?</i> | Culture Category <i>Write a number from the chart above.</i> | Paragraph(s) |
|---|--|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |



Culture Matrix Recording Form: Supplemental Articles

“Soccer Mania”

(Answers, for Teacher Reference)

Name:

Date:

Article: “Soccer Mania”

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

“Soccer Mania”

(Answers, for Teacher Reference)

| Facts <i>What information did you find in the text about the culture of this country?</i> | Culture Category <i>Write a number from the chart above.</i> | Paragraph(s) |
|---|--|---------------------|
| Soccer is a national sport that people love. | 1 | 2 |
| After a soccer victory, people celebrate with songs and flags. | 2 | 5 |
| People will rush onto the field if a soccer team wins and hug and kiss the players. | 2 | 5 |
| Italian children learn to play soccer very early. | 1 | 3 |
| People will boo the team if they lose. | 2 | 5 |



Culture Matrix Recording Form: Supplemental Articles

“The Ancient Art of Rangoli”
(Answers, for Teacher Reference)

Name: _____

Date: _____

Article: “The Ancient Art of Rangoli”

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

“The Ancient Art of Rangoli”
(Answers, for Teacher Reference)

| Facts <i>What information did you find in the text about the culture of this country?</i> | Culture Category <i>Write a number from the chart above.</i> | Paragraph(s) |
|--|--|---------------------|
| Turmeric is used in cooking. | 1 | 2 |
| Rangoli is a tradition of decorating floors and walls with designs of birds, flowers, and patterns. | 2 | 1 |
| Rangoli is practiced every day to welcome guests and bring good luck. | 2 | 1 |
| Woman and children make rangoli every morning. | 2 | 1 |
| Diwali uses special rangoli to welcome Lakshmi. | 4 | 3 |



Culture Matrix Recording Form: Supplemental Articles

“The Republic of Iraq”
(Answers, for Teacher Reference)

Name:

Date:

Article: “The Republic of Iraq”

Focus question: What evidence of culture can you find in informational text?

| Culture Categories |
|---------------------------------------|
| 1. Activities of Families and Schools |
| 2. Customs and Traditions |
| 3. Members and Languages Spoken |
| 4. Holidays and Festivals |
| 5. Religious Beliefs and Practices |

Directions:

1. Do an independent first read of the supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

"The Republic of Iraq"
(Answers, for Teacher Reference)

| Facts <i>What information did you find in the text about the culture of this country?</i> | Culture Category <i>Write a number from the chart above.</i> | Page(s) |
|---|--|----------------|
| Football is the most popular sport in Iraq. | 1 | 7 |
| Iraqis eat three meals a day, mostly with family. | 2 | 8 |
| The official language is Arabic. | 3 | 2 |
| Eid al-Fitr is a three-day celebration marking the end of Ramadan. | 4 | 7 |
| Most Iraqis are Muslims. | 5 | 3 |



Group Discussion Questions
(For Teacher Reference)

1. What customs and traditions did you find were in both your *Magic Tree House* book and your informational texts? Which ones were not?
2. What holidays and festivals did you find were in both your *Magic Tree House* book and your informational texts? Which ones were not?
3. What did you learn about the way people lived in your country in the past (from *Magic Tree House*) and the way they live in the present (from your informational texts)?



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 16

End of Unit 2 Assessment: Reading and Writing
about a New Informational Text: *Exploring Countries:
France*



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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 text features to locate information efficiently. (RI.3.5)
- I can answer questions using specific details from informational text. (RI.3.1)
- 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 document what I learn about a topic by taking notes. (W.3.8)
- I can sort evidence into provided categories. (W.3.8)

Supporting Learning Targets

- I can answer questions about the culture of France by reading excerpts from an informational text closely.
- I can identify the main idea of a paragraph in *Exploring Countries: France* by reading closely.
- I can identify key details that support the main idea in a paragraph from *Exploring Countries: France*.
- I can use text features to help me answer questions about the text.
- I can record evidence I find of customs and traditions in France.
- I can write an informative paragraph about some of the customs and traditions in France.

Ongoing Assessment

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 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 (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment: Close Reading on My Own (35 minutes)Tracking My Progress (5 minutes)Things I Want to Know (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">None. | <ul style="list-style-type: none">In the Opening of this lesson, students are reminded of the things close readers do using the Things Close Readers Do anchor chart. This will help give them confidence to complete today's work, as they realize that they have been practicing all of these skills throughout this module.For the bulk of this lesson, students independently apply the close reading skills they have been building throughout the module to complete the End of Unit 2 Assessment. Because this is a reading assessment, the text should not be read aloud.If students finish the assessment before their classmates, they should read their independent reading book, reread the excerpts from <i>Exploring Countries: France</i>, or complete another task that you designate ahead of time.After the End of Unit 2 Assessment, students have a chance to formally assess their learning using the Tracking My Progress recording form. Remind them of the importance of “checking in” with themselves, so they can see where they’ve been, where they are, and where they would like to go with their learning. This self-awareness is a powerful learning tool.The writing portion of the End of Unit 2 Assessment should be assessed using the New York State Grade 3 Expository Writing Evaluation Rubric (see the supporting materials). Note that the New York State Grade 3 Writing Evaluation Rubric includes language that states: “Essays at this level....” For this assessment, students will not be crafting an essay. Rather, they will craft full paragraphs. But the criteria for quality as identified in the rubric remains the same for both essays and paragraphs. |



| Lesson Vocabulary | Materials |
|--|---|
| France, facts, main idea, details, informative | <ul style="list-style-type: none">• Things Close Readers Do anchor chart (begun in Module 1, Unit 1, Lesson 2)• Exploring Countries: France excerpt (assessment text; one per student)• End of Unit 2 Assessment: Reading and Writing about a New Informational Text: Exploring France excerpts (one per student)• End of Unit 2 Assessment: Reading and Writing about a New Informational Text: Exploring France excerpts (answers, for teacher reference)• Tracking My Progress, End of Unit 2 recording form (one per student)• Index cards (one per student)• New York State Grade 3 Expository Writing Evaluation Rubric (for teacher reference) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle.• Tell them that today they are going to “show what they know” about reading closely. Tell them they will read a new informational text about a new country: France. They will also be asked to take the same kind of notes they have been taking in previous lessons on their recording forms.• Direct students’ attention to the Things Close Readers Do anchor chart. Ask for volunteers to read the items on the anchor chart aloud.• Ask:<ul style="list-style-type: none">* “What have we been learning about how to read closely?”* “What specifically have we been learning about how to read informational text to build expertise on a topic?”• Listen for them to offer comments that illuminate today’s learning targets.• Point out this connection to students. Probe as needed, emphasizing the importance of rereading, asking questions, looking in the text for answers, finding the main idea, finding details to support the main idea, using text features, and recording your new learning on a recording form.• Tell students that these are exactly the skills they will demonstrate on today’s end of unit 2 assessment. | <ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target. |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. End of Unit 2 Assessment: Close Reading on My Own (35 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Exploring Countries: France</i> excerpt and the End of Unit 2 Assessment: Reading and Writing about a New Informational Text: <i>Exploring France</i> excerpts.• Read the directions on the End of Unit 2 Assessment. Point out that students will record information. They need to find four examples of customs and traditions in France. They will take notes about these, and they should feel confident in this task, as they have been practicing this skill in class.• Remind students that they should read the text multiple times:<ul style="list-style-type: none">– First for gist– Then to identify unfamiliar words– Then to think about the main idea and details– One last time to answer the questions• Answer any clarifying questions.• Give students 30 minutes to complete the assessment. If they finish early, they should read their independent reading book or reread <i>Exploring Countries: France</i> to generate questions they have about France (see Work Time C).• Collect students' End of Unit 2 Assessments. | <ul style="list-style-type: none">• Consider previewing the text excerpts with struggling readers as an extra support.• If students are reading below grade level and having trouble decoding, consider pulling them into a small group and reading the text aloud. |
| <p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they now have a chance to self-assess their learning as researchers. Tell them that this time, they will reflect on the guiding questions for the module, rather than on their progress toward specific learning targets.• Distribute the Tracking My Progress, End of Unit 2 recording form. Ask students to complete it independently. Remind them that they have been self-assessing in various ways throughout this unit. | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>C. Things I Want to Know (10 minutes)</p> <p><i>Note: Do this activity as time permits, being sure to save 5 minutes for the debrief.</i></p> <ul style="list-style-type: none">• Distribute one index card to each student.• Invite students to skim back through the text excerpts of <i>Exploring Countries: France</i>. Ask them to record any facts or words they found particularly interesting on one side of the card. On the other side, students should write a question about what they want to know about this fact or word. For example, on one side a student may write “ratatouille,” and on the other side, “Why is this called <u>ratatouille</u>?”• Ask students to complete this step.• Once they have written on their cards, give these instructions:<ul style="list-style-type: none">– When you say “Go,” they will:<ol style="list-style-type: none">1. Stand up and find a partner.2. Read a word or fact from one side of their card.3. Invite their partner to tell what he/she thinks the word means or what it makes him/her wonder about.4. Read their question and explain what they were wondering about it.5. Trade, so that the other person can share.• Ask students to find a new partner and repeat as time allows.• Collect students' index cards. | |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to form a circle in the middle of the room.• Ask them to turn to their neighbor and complete these sentence stems:• “I used to think _____, but now I _____.” (For example, “I used to think that France had lots of french fries, but now I know that France has many different foods, including breads and cheeses.”) | <ul style="list-style-type: none">• Consider providing a sentence frame, sentence starter, or cloze sentence to assist with language production and the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• None. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 16

Supporting Materials



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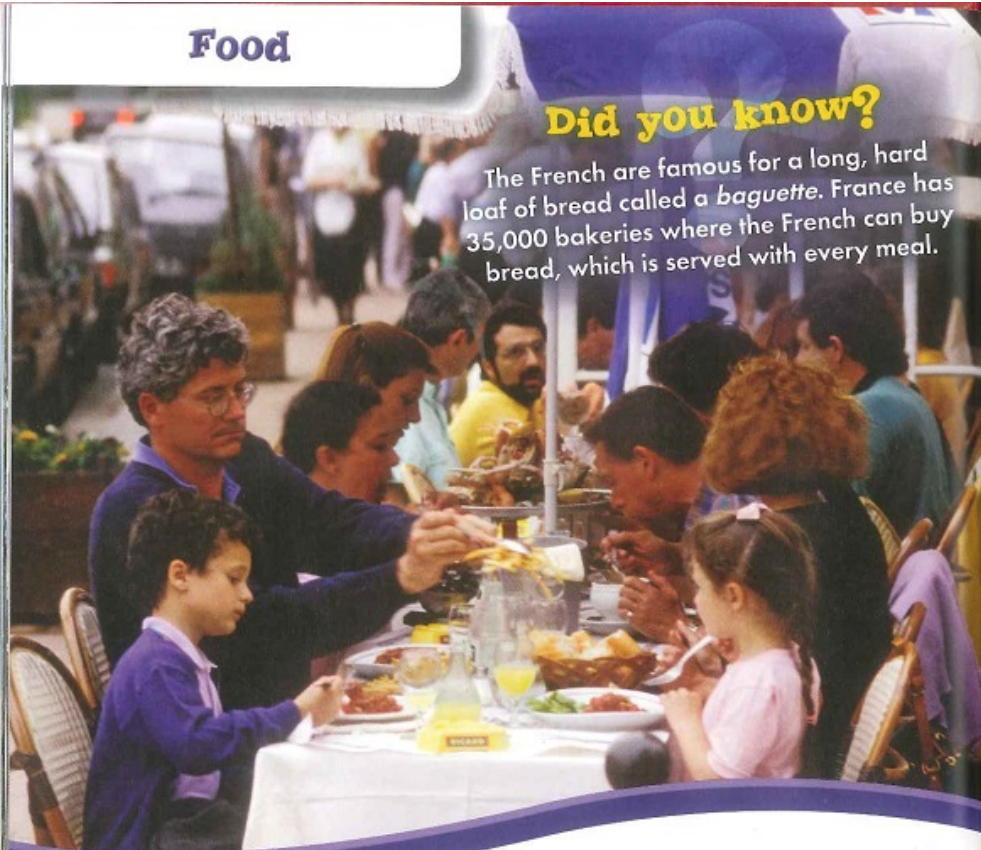
Exploring Countries: France

Excerpts

Food

Did you know?

The French are famous for a long, hard loaf of bread called a *baguette*. France has 35,000 bakeries where the French can buy bread, which is served with every meal.



Food is an important part of French culture. The midday meal, the largest meal of the day, is traditionally eaten with the entire family. It begins with an appetizer, or *hors d'oeuvre*. This might consist of sausage, soup, raw vegetables, or liver paste called *pâté*. The main dish is called the *entrée*. It usually features seafood stew, fried steak, or roasted chicken or lamb. The *entrée* is often served with side dishes such as *ratatouille*, a mixed vegetable dish. Dessert is often a plate of fruit and cheese.



Exploring Countries: France
Excerpts

French food varies widely between regions. Cooks in the French Mediterranean use olive oil, **herbs**, and tomatoes in many dishes. Food in northwest France is made with butter and sour cream. Northeast France has strong German influences. Meals in this region often include sauerkraut. Seafood is commonly eaten along the French coasts.



fun fact

France boasts 500 different types of cheese. Local shops are constantly trying to create new kinds of cheese.





Exploring Countries: France

Excerpts

Holidays

Mardi Gras



The French celebrate many holidays. The most famous French holiday is Mardi Gras. Many towns throw huge Mardi Gras carnivals that include floats and people in flashy costumes. The Feast of Kings, or *Fête des Rois*, is on January 6. The French celebrate this day with king cake. Most French people also celebrate Christmas.

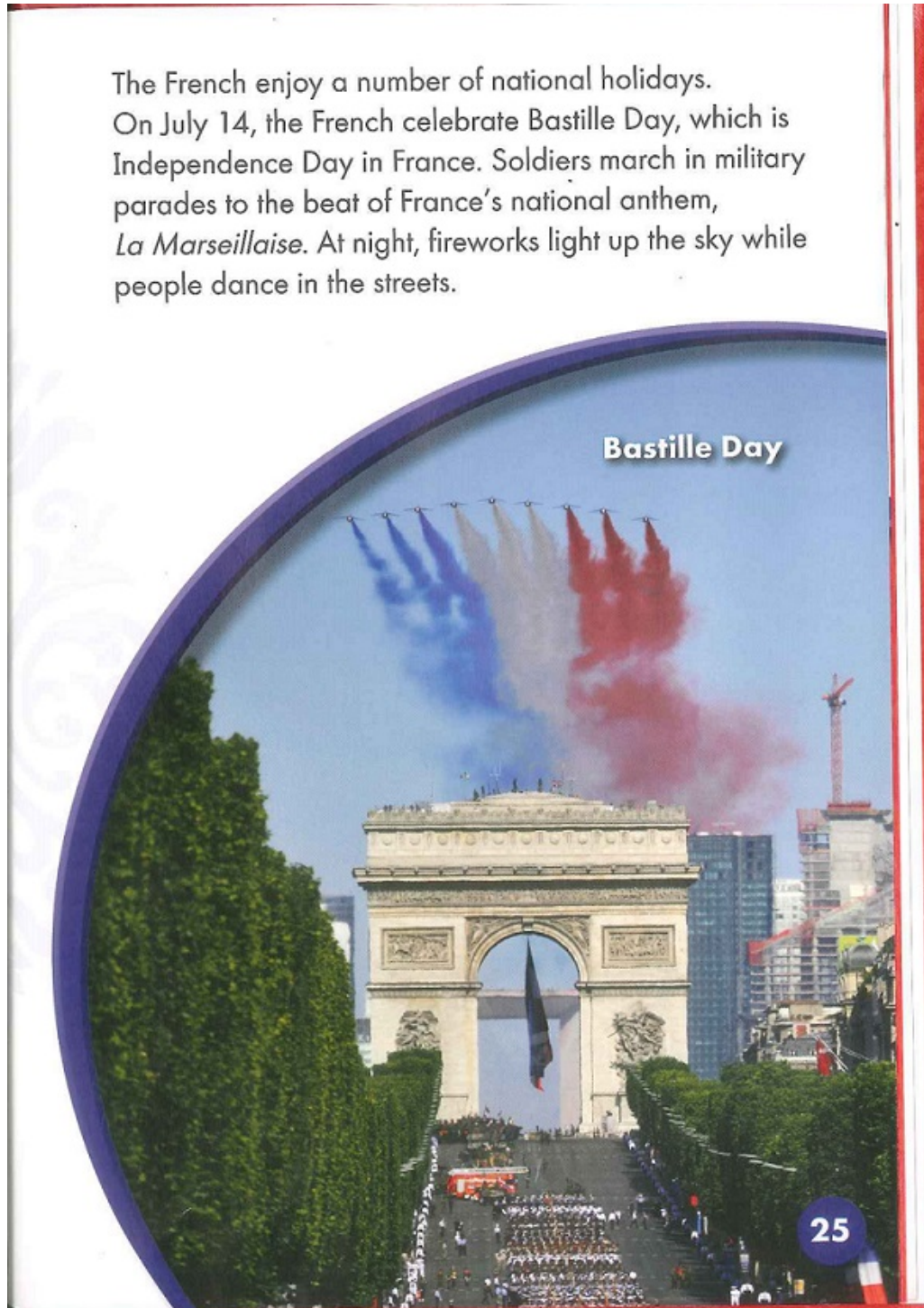
24



Exploring Countries: France

Excerpts

The French enjoy a number of national holidays. On July 14, the French celebrate Bastille Day, which is Independence Day in France. Soldiers march in military parades to the beat of France's national anthem, *La Marseillaise*. At night, fireworks light up the sky while people dance in the streets.



Grack, Rachel. "Exploring Countries: France." Blastoff! Readers, Bellweather Media. 8 Aug. 2010: 22-25. Print.



End of Unit 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts

Name:

Date:

Part A: Reading Closely to Gather Information

Directions:

1. Read the text excerpts from *Exploring Countries: France*.
2. Reread the same excerpts and find four examples of French customs and traditions.
3. Take notes on this recording form, just as you have been doing in class.

Complete after reading text excerpts.

| Category | Facts <i>What facts did you find in the text about this part of culture?</i> | Page Number |
|------------------------|---|--------------------|
| Customs and Traditions | | 1. p. _____ |
| | | 2. p. _____ |
| | | 3. p. _____ |
| | | 4. p. _____ |



End of Unit 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts

Part B: Questions from the Text

1. What does *hors d'oeuvre* mean?
 - a. mean
 - b. appetizer
 - c. sausage
 - d. liver paste

2. Which text feature in the excerpt helps you understand how many different types of cheese are in France?
 - a. “Did you know?” fact
 - b. photograph
 - c. “Fun Fact” box
 - d. caption

3. Reread the first paragraph on page 24. Which sentence best expresses the main idea of this paragraph?
 - a. The French people like to have parades.
 - b. The French people are good at making balloons.
 - c. The French people celebrate many traditional holidays.
 - d. The French people like many colors.

4. Which of the details below does the author use to support this main idea?
 - a. A famous holiday is Mardi Gras.
 - b. There are floats.
 - c. People dress in flashy costumes.
 - d. They have cake.



End of Unit 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts

Part C: Writing a Research-Based Informational Paragraph

You have learned a lot about using informational text to help you better understand the culture of a country. Use the graphic organizer you just completed to write a paragraph about some of the customs and traditions of France.

Write an informational paragraph describing two customs or traditions in France. 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 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts
(Answers, for Teacher Reference)

Part A: Reading Closely to Gather Information

Directions:

1. Read the text excerpts from *Exploring Countries: France*.
2. Reread the same excerpts and find four examples of French customs and traditions.
3. Take notes on this recording form, just as you have been doing in class.

Complete after reading text excerpts.

| Category | Facts <i>What facts did you find in the text about this part of culture?</i> | Page Number |
|------------------------|---|-----------------------------------|
| Customs and Traditions | 1. Midday meal is eaten with the entire family. | 1. p. __22__ |
| | 2. Midday meal has an appetizer, entrée, and dessert. | 2. p. __22__ |
| | 3. Famous holiday is Mardi Gras. | 3. p. __24__ |
| | 4. The Feast of Kings is celebrated every January 6 with king cake. | 4. p. __24__ |



End of Unit 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts
(Answers, for Teacher Reference)

Part B: Questions from the Text

1. What does *hors d'oeuvre* mean?
 - a. mean
 - b. appetizer**
 - c. sausage
 - d. liver paste

2. Which text feature in the excerpt helps you understand how many different types of cheese are in France?
 - a. “Did you know?” fact
 - b. photograph
 - c. “Fun Fact” box**
 - d. caption

3. Reread the first paragraph on page 24. Which sentence best expresses the main idea of this paragraph?
 - a. The French people like to have parades.
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4. Which of the details below does the author use to support this main idea?
 - a. A famous holiday is Mardi Gras.**
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 - c. People dress in flashy costumes.
 - d. They have cake.



End of Unit 2 Assessment:

Reading and Writing about a New Informational Text: *Exploring France* excerpts
(Answers, for Teacher Reference)

Part C: Writing a Research-Based Informational Paragraph

You have learned a lot about using informational text to help you better understand the culture of a country. Use the graphic organizer you just completed to write a paragraph about some of the customs and traditions of France.

Write an informational paragraph describing two customs or traditions in France. 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.

France is a country that enjoys food and holidays. In France, an important meal is the midday meal. This meal has many parts, including appetizers. One unique appetizer is liver paste. France also has many traditional holidays. One famous holiday is Mardi Gras. Mardi Gras is when people dress up in costumes. The floats in the parade are very large. France is a country that enjoys lots of customs and traditions. These are just two examples.



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

1. What defines culture?

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:



New York State Grade 3 Expository Writing Evaluation Rubric

Note to teachers: The New York State rubric includes the language “Essays at this level....” Students are not required to draft complete essays. They will draft complete paragraphs, but the criteria for quality remain the same.

| 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 that 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.