



EXPEDITIONARY
LEARNING

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

Reading Closely to Build Understanding:

“Discovering Culture” Part 2



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

I can ask questions to deepen my understanding of informational text. (RI.3.1)
I can answer questions using specific details from informational text. (RI.3.1)
I can determine the meaning of unknown words in informational text. (RI.3.4)
I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)
I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



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



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



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





Questions from the Text: “Discovering Culture”

Name:

Date:

Text Dependent Questions

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

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

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

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



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

Text-Dependent Questions

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

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

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

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

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

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

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

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



Word Tracker Recording Form

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



Word Tracker Recording Form
(Answers, for Teacher Reference)

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



3-2-1 Exit Ticket

3 vocabulary words I learned more about today:

1. _____

2. _____

3. _____

2 things I learned about culture today:

1. _____

2. _____

1 thing I know about a glossary:

1. _____