



EXPEDITIONARY
LEARNING

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

Reading to Capture the Key Details of a Chapter:

Dragon of the Red Dawn Chapter 3



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



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

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



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Supporting Materials



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

Name: _____

Date: _____

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

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

Part 2: Focusing on Culture

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

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



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

Name: _____

Date: _____

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

How to Work with Context Clues:

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

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

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

Part 1: Classwork

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

I believe that is something we all seek.

Think:

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

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

The shogun does not allow foreigners into our country.

Think:

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

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

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

Think:

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



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

4. **briskly** (page 26)

He started walking briskly through the garden.

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

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

What does this word mean?

5. **moat** (page 27)

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

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

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

What does this word mean?



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

Part 2: Homework

***pedestrians* (page 33)**

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



Exit Ticket:
Working with Context Clues

Name:

Date:

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

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

How to Work with Context Clues:

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

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

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

***barges* (page 31)**

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

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

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

What does this word mean?



Capturing Key Details Recording Form:

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

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

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

Part 2: Focusing on Culture

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

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



Working with Context Clues Recording Form:

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

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

How to Work with Context Clues:

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

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

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

Part 1: Classwork

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

I believe that is something we all seek.

Think:

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

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

The shogun does not allow foreigners into our country.

Think:

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

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

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

Think:

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



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 3

(Sample, for Teacher Reference)

4. *briskly* (page 26)

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

5. *moat* (page 27)

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



Working with Context Clues Recording Form:

Dragon of the Red Dawn Chapter 3

(Sample, for Teacher Reference)

Part 2: Homework

***pedestrians* (page 33)**

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



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

Name: _____

Date: _____

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

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

Part 2: Focusing on Culture

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

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



Capturing Key Details Recording Form:

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

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

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

Part 2: Focusing on Culture

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

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