



EXPEDITIONARY  
LEARNING

## Module 2B: Unit 1: Lesson 6

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

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



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



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



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



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



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



Work Time (continued)	Meeting Students' Needs
<p><b>B. Working with Context Clues: Chapter 5 Words (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group. Say: “Yesterday you did some great work using context clues to determine the meaning of a word. It’s important for you as a reader to have strategies to help you when come across a word that confuses you. Using context clues is a very effective strategy.”</li><li>• Using a <b>document camera</b>, project the <b>Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 4</b> (from Lesson 5). Say: “Remember that you can figure out the meaning of a word by looking at other words in the sentence and thinking about clues the sentence gives you, and then trying to replace the word with a word you know.” Briefly, review the sequence of steps shown at the top of the recording form.</li><li>• Tell students: “Let’s practice this with an example word from Chapter 4 that you read for homework yesterday. Even if you know this word, you still need to work through this example with the class.”</li><li>• Write this sentence from Chapter 4, page 46 of <i>Dragon of the Red Dawn</i> for students to view: “A waiter with a <u>kerchief</u> around his head hurried to the table.” Read the sentence aloud. Encourage students to turn to page 46 in their books and locate the actual sentence in the text.</li><li>• Ask students to Think-Pair-Share what the word “kerchief” means and remind them to use the steps:<ol style="list-style-type: none"><li>1. Read the sentence a few times, focusing on the unknown word.</li><li>2. Look at the other words in the sentence and think about what clues the sentence gives you.</li><li>3. Try to replace the unknown word with a word you know.</li></ol></li><li>• After 1–2 minutes, cold call a few students to share their thinking.</li><li>• Distribute the <b>Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 5</b>. Ask students to take 5 minutes with their reading partner to work on the terms <i>frantically</i> and peddlers on their recording forms.</li><li>• After 5 minutes, bring students back together and ask for volunteers to share whole class in order to check understanding for all. Listen for definitions such as:<ul style="list-style-type: none"><li>– “Frantically means with great excitement; desperately.”</li><li>– “Peddlers are people who sell things along the street.”</li></ul></li><li>• Remind students that they will complete Part 2 of this Working with Context Clues recording form for homework.</li></ul>	<ul style="list-style-type: none"><li>• During Work Time B, you may want to pull a small group of students to support their work with determining the meaning of the words using the context. Some students will need more guided practice before they are ready for independent work.</li><li>• Students who did not finish answering the text-dependent questions are likely ELLs or struggling readers or writers. Consider finding another time to work with these students and assist them.</li></ul>





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



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



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



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

## Supporting Materials



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Capturing Key Details Recording Form:

*Dragon of the Red Dawn Chapter 5*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text Title and Chapters: \_\_\_\_\_

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

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

**Part 2: Focusing on Culture**

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

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



**Capturing Key Details Recording Form:**

*Dragon of the Red Dawn* Chapter 5

(Answers, for Teacher Reference)

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

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

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

**Part 2: Focusing on Culture**

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

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



**Questions from the Text:**

*Dragon of the Red Dawn* Chapter 5

**Name:**

**Date:**

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

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

Use details from the text to support your answer.

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### Questions from the Text:

## Dragon of the Red Dawn Chapter 5

3. Reread this excerpt from the story:

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

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

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

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

### Questions from the Text:



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

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

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

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

Use details from the text to support your answer.

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

3. Reread this excerpt from the story:

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

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

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

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

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**How to Work with Context Clues:**

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

**Part 1: Classwork**

**1. *frantically* (page 49)**

What talent? Jack wondered *frantically*.

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

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

**What does this word mean?**



Working with Context Clues Recording Form:

*Dragon of the Red Dawn* Chapter 5

**2. *peddlers* (page 52)**

*Peddlers* carried long poles over their shoulders with baskets swinging on the ends.

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

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

**What does this word mean?**



Working with Context Clues Recording Form:

*Dragon of the Red Dawn* Chapter 5

**Part 2: Homework**

***wares* (page 53)**

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

***clearing* (page 54)**

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

Working with Context Clues Recording Form:

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

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

**How to Work with Context Clues:**

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

**Part 1: Classwork**

**1. *frantically* (page 49)**

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



Working with Context Clues Recording Form:

*Dragon of the Red Dawn* Chapter 5

Answers, for Teacher Reference

**2. peddlers (page 52)**

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



Working with Context Clues Recording Form:

*Dragon of the Red Dawn* Chapter 5

Answers, for Teacher Reference

**Part 2: Homework**

***wares* (page 53)**

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

***clearing* (page 54)**

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



### Performance Task Prompt

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

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