



EXPEDITIONARY  
LEARNING

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

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



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

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

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

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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

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



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



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



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



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



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



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





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



Closing and Assessment	Meeting Students' Needs
<p><b>A. Concentric Circles: Sharing from Our Scavenger Hunt (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Call students together in an open area of the classroom. Ask them to bring their Text Feature Scavenger Hunt recording form with them.</li><li>• Use the Concentric Circles protocol to allow students to share the new information they learned from the text features in <i>Exploring Countries: Japan</i>. Gauge time carefully before stopping students and having them move two or three places to the left and repeating the process. Students will need to have enough time to allow each partner to share something different from their recording forms.</li><li>• Remind students of the new independent reading routine they will begin for homework tonight.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</li><li>• Provide the necessary support for ELLs to share orally, including as part of a triad if that is helpful.</li></ul>
<p><b>B. Target Check (1 minute)</b></p> <ul style="list-style-type: none"><li>• Refer to the learning targets for the day. Reread them to the class. Ask students to quickly show a thumbs-up, thumbs-sideways, or thumbs-down for each target in regards to how they felt they did in accomplishing the target. Take note of students who are giving thumbs-sideways or thumbs-down. Students who feel they may be struggling could benefit from additional support later in the day or during the next day's lesson.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form.</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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## Supporting Materials



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Independent Reading Recording Form: Chapter 7

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

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

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

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

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

**Word Puzzle: Finding Specific Details in the Chapter**

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

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

\_\_\_\_\_  
\*      \_\_\_\_\_



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

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

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

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

**Word Puzzle: Finding Specific Details in the Chapter**

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

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

E      D      O  
\*                \*



Text Feature Scavenger Hunt Recording Form

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

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

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

Text Feature That Helps Us Find Information Efficiently	Page #	Information I Learned
<b>Photographs</b> (Picture that shows the reader what something looks like)		
<b>Map</b> (Image showing part of the earth's surface, usually including land and water features)		
<b>Caption</b> (Words that describe a picture or photograph so the reader can better understand it)		
<b>Bold Words</b> (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
<b>Index</b> (Alphabetical list of important topics in the text with page numbers, found at the end of the text)		
<b>Glossary</b> (Mini-dictionary that helps the reader define important words in the text)		
<b>Table of Contents</b> (List of key topics in the order they appear to help the reader find information more easily)		
<b>Other</b>		



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

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

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





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

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