



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 11

Using Informational Text: Learning More about Japan's Culture



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

I can ask and answer questions about informational texts. (RI.3.1)
I can use information from the words and illustrations 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 read with a question in mind to find information about traditions of Japan.
- I can record my thinking about Japan's traditions on the Exploring Culture recording form.
- I can answer text-dependent questions about traditions in Japan using evidence from the text.

Ongoing Assessment

- Independent Reading recording form: Chapter 9(from homework)
- Exploring Culture recording form
- Japan's Culture anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Homework Routine (5 minutes)B. Unpacking Learning Targets and the Special Significance of Traditions (10 minutes)2. Work Time<ol style="list-style-type: none">A. Reading and Writing about Japan's Traditions (15 minutes)B. Asking Questions about the Text: Traditions of Japan (15 minutes)C. Answering Text-Dependent Questions (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to Japan's Culture Anchor Chart and Identifying Traditions (5 minutes)4. Homework<ol style="list-style-type: none">A. Read <i>Dragon of the Red Dawn</i> Chapter 10 and complete the Independent Reading recording form.B. Complete Exploring Culture (Traditions) recording form, Part 2, if not completed.	<ul style="list-style-type: none">• The Work Time of this lesson unfolds much as it did in Lesson 10, but this time students focus on traditions of cultural significance to Japan. The procedure should feel and look similar. Keep students with the same partner as in Lesson 10.• Review: Mix and Mingle protocol (see Appendix).



Lesson Vocabulary	Materials
tradition	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (begun in Lesson 9)• Japan's Culture anchor chart (begun in Lesson 10)• <i>Exploring Countries: Japan</i> (book; one per student)• Reading with a Question in Mind anchor chart (from Lesson 9)• Exploring Culture (Traditions) recording form (one per student and one for display)• Document camera• Independent Reading recording form: Chapter 10 (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather students whole group. Ask students to take out the Independent Reading recording form they completed for homework last night. Have students turn and talk to a partner about something they learned about ancient Japan from last night's reading of Chapter 9.• Then cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart. Ask a volunteer to share the answer to this chapter's word puzzle and add the starred letter to the Mystery Letter anchor chart.	<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.• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and the Special Significance of Traditions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to focus on today's learning targets. Ask students if the targets seem familiar. (Because these targets are identical to those in Lesson 10 except for the focus on traditions rather than customs, they should seem familiar.)• Review the Japan's Culture anchor chart (begun in Lesson 10). For each item listed, ask for students (by volunteer or cold call) to elaborate on the custom by describing it and/or talking about how it is evidence of the culture in Japan.• Tell students that the work they do today will follow the same pattern as the previous lesson, but the focus will be on traditions of cultural significance to Japanese people.• Ask students to close their eyes as you describe a holiday that happens every summer in America.• Say to students: "I want you to close your eyes and pretend you are sitting with your friends and family on a hot July night. Maybe you are sitting on the grass or in a park. There are many people around you and everyone is excited and looking up at the sky. It is dark outside but suddenly you hear a loud 'BOOM!' and the sky is filled with amazing colors! Where are you?"• Ask students to turn and talk with a partner:<ul style="list-style-type: none">* "Where do you think you are?"* "What holiday is this?"• Ask for a volunteer to respond. Listen for: "the Fourth of July, a holiday that happens every summer in the United States."• Tell students that the Fourth of July is a holiday in America and is one of our country's traditions. It is a <i>tradition</i> because it is a way to remind us of when our country won its independence. The Fourth of July has been celebrated for many generations.• To help students understand this, name some other traditions important to our culture. If necessary, refer to the definition of "tradition" from the article "Discovering Culture" in Lessons 2 and 3.	<ul style="list-style-type: none">• For ELLs or students new to the country, consider posting visuals of the Fourth of July or showing a short video clip. Some students may not have background knowledge about celebrations in the United States such as the Fourth of July.



Work Time	Meeting Students' Needs
<p>A. Reading and Writing about Japan's Traditions (15 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Exploring Countries: Japan</i>.• Gather students whole group. Review the Reading with a Question in Mind anchor chart (from Lesson 9). Emphasize that they are practicing a key skill that is particularly useful when reading informational text.• Distribute the Exploring Culture (Traditions) recording form. Tell students that just as they did in the previous lesson, they will continue to practice the reading strategy of asking questions to learn more. Reading with a question in mind is a way to target your reading in a more specific way.• Using a document camera, project a copy of the Exploring Culture (Traditions) recording form to orient students to the layout. Draw students' attention to the fact that there is a distinct focus on traditions. As they are reading, students will see information about many things, but their job is to be focused on traditions.• Remind students that like in Lesson 10, looking in the index for the word "traditions" will not work because this term is a broad category. An index will usually only include very specific things.• Have students work with a partner to complete a first read of pages 20, 21, 24, and 25–27. Students should read and take notes on the traditions they are finding in the text in the second column of their recording forms.• Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly.	<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.• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their native language.• Providing models of expected work supports all students but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Asking Questions about the Text: Traditions of Japan (15 minutes)</p> <ul style="list-style-type: none"> • Tell students they will now work with their same partner to reread the sections in their <i>Exploring Countries: Japan</i> books to see if they can create questions that will help them learn more. Remind students they should take note of any text features on these pages that might help them efficiently find information or contribute to their learning about some customs of Japan. • Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly. • Ask partners to reread pages 20, 21, 24, 25, 26, and 27 <i>as they relate to the traditions</i> recorded in Part 1. Remind them that even though they will work with their partner, they should complete the right-hand column of the recording form on their own. Tell students to leave the final question about traditions blank for now. They will discuss this in the closing of the lesson. • Circulate and confer with students as they work; provide support as needed. 	<ul style="list-style-type: none"> • During Work Time B and C, you may want to pull a small group of students to support in finding evidence in the text. Some students will need more guided practice before they are ready for independent work. • Students who cannot yet read independently will benefit from hearing books read to them through audio recordings.
<p>C. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none"> • Reorient students to the learning target: <ul style="list-style-type: none"> * "I can answer text-dependent questions about traditions in Japan using evidence from the text." • At this point in the year, students should be familiar with targets related to asking and answering questions based on evidence from the text. The text-dependent questions are Part 2 of the Exploring Culture (Traditions) recording form. Suggest to students that they read the questions first and then look back through the text to see if they can locate the places where there is evidence. • Give students 10 minutes to write their answers to the questions from the text independently. Circulate and support students in finding evidence. 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.) • After 10 minutes, refocus students whole group. Remind them that they will have time to finish their answers for homework or at another point in the school day. 	<ul style="list-style-type: none"> • Consider writing and displaying steps for answering text-dependent questions, using nonlinguistic symbols to match each step.



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to Japan's Culture Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group and congratulate them on all they have learned about Japan's traditions today. Ask the question at the bottom of their Exploring Culture (Traditions) recording form. Invite students to add to the Japan's Culture anchor chart by recording students' thinking using a section delegated for traditions.• Use a sentence frame to support students such as: "I think a tradition in Japan is _____ because _____."• Direct students to complete the last question on Part 1 of the Exploring Culture (Traditions) recording form:<ul style="list-style-type: none">* "Based on your work today, what are some traditions in Japan?"• Distribute the Independent Reading recording form: Chapter 10, to be completed for homework.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 10 and complete the Independent Reading recording form.• Complete Exploring Culture (Traditions) recording form, Part 2, if not completed.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



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Supporting Materials



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Exploring Culture (Traditions) Recording Form

Name: _____

Date: _____

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 20, 21, 24, and 25–27.
2. Identify traditions that capture your attention.
3. Write down questions that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Traditions			



Exploring Culture (Traditions) Recording Form

Based on your work today, what are some traditions of Japan?

Part 2: Answering Questions about Japan's Traditions

1. According to the text, how are the Ainu different from other people living in Japan?

2. According to the text, how do you know watching sumo wrestling is part of the Japanese culture?



Exploring Culture (Traditions) Recording Form

3. According to the text, what are the traditions involved with Kabuki ?



Exploring Culture (Traditions) Recording Form
(Answers, for Teacher Reference)

Part 1: Asking and Answering Questions about Japan's Culture to Deepen My Understanding of the Text

Directions:

1. Read pages 20, 21, 24, and 25–27.
2. Identify **traditions** that capture your attention.
3. Write down questions that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Traditions	Sumo is Japan's national sport.	20	Why is sumo so popular?
	The New Year is Japan's biggest holiday.	24	Why is New Year the most important holiday?
	They celebrate their daughters with Doll's Festival.	24	Do they have a tradition to celebrate boys?
	They have many holidays that celebrate emperors, children, and the founding of the country.	25	Why do their traditions focus mostly on people?
	Bunraku is a puppet theater.	26	Are these plays just for children?
	Kabuki is a theater with lively characters.	26	Do they have theater shows like we do in America?
	There are traditional arts like ikebana, origami, manga, and anime.	27	Why are their arts like anime so popular throughout the world?



Exploring Culture (Traditions) Recording Form
(Answers, for Teacher Reference)

Based on your work today, what are some traditions of Japan?

Japan has many traditions, such as holidays that celebrate important people and important days. Japan also has many traditions in the arts. They have different types of theater, and art like anime that has spread throughout the world. Some traditions, like sumo wrestling, are also well-known around the world.

Part 2: Answering Questions about Japan's Traditions

1. According to the text, how are the Ainu different from other people living in Japan?

The Ainu people are different because they eat and grow food like their ancestors did.

2. According to the text, how do you know watching sumo wrestling is part of the Japanese culture?

It is part of the culture because it is the national sport.

3. According to the text, what are the traditions involved with Kabuki ?

The traditions involved are wearing colorful costumes and makeup like they have for hundreds of years.

Independent Reading Recording Form: Chapter 10

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 in the blank spaces 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 journey of a thousand miles begins with this (page 99)

ANSWER:

*



Independent Reading Recording Form: Chapter 10

(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?
the Imperial Garden the Magic Tree House Frog Creek	Jack Annie samurai	Jack and Annie were going back to the tree house to go home. They were stopped by a samurai who asked to see passports. They said they burned in the fire and they were students of Basho's. They recited poems and Jack got it right this time. They were happy to be home.

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces 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 journey of a thousand miles begins with this (page 99)

ANSWER:

O N E S T E P
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