



EXPEDITIONARY
LEARNING

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

Working with Peers to Ask and Answer Questions: Launching the *Magic Tree House* Books



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

- I can ask questions to deepen my understanding of a literary text. (RL.3.1)
- I can answer questions using specific details from literary text. (RL.3.1)
- 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 effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions (who/what/where) using specific details from Chapter 1 of my *Magic Tree House* book.
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in Chapter 1 of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.

Ongoing Assessment

- Capturing Key Details recording form (for Chapter 1)
- Book Discussion checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Launching Unit 2: Introducing Book Clubs and the <i>Magic Tree House</i> Books (5 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none"><i>Magic Tree House</i> Books Scavenger Hunt (16 minutes)Launching the Book Clubs (25 minutes)Closing and Assessment<ol style="list-style-type: none">Debriefing the Discussion (10 minutes)Homework<ol style="list-style-type: none">Finish Chapter 1 of your <i>Magic Tree House</i> book if you did not do so in class.Pick two paragraphs from Chapter 1 of your <i>Magic Tree House</i> book that are interesting to you. Read them aloud to someone at home or to yourself in front of a mirror. Be prepared to share your fluency selection in class tomorrow.	<ul style="list-style-type: none">Book Clubs are a key design feature of this unit. For the purposes of this module, a Book Club is defined as a group of students reading and interacting with the same texts (both literary and informational). Students will work within their Book Clubs to actively practice the SL.3.1 standard.See the Unit 2 overview for details regarding how to group students, assign texts, ensure students have an appropriate workspace, support homework routines, and support struggling readers.Note that students need to have finished their <i>Magic Tree House</i> book by Lesson 7 (the mid-unit assessment).Note that when students are reading, they will sit together with fellow Book Club members at designated meeting spots, but each student will read the text silently and independently.This lesson includes intentional scaffolding to help students understand the steps they will be using in their Book Clubs. Using a “catch and release” approach, a portion of the work will be modeled, then “released” to students.The Capturing Key Details recording form is reintroduced in this lesson and is used consistently during the reading of the literary text in order to respond to their reading, strengthen vocabulary acquisition skills, and chart evidence of customs and traditions revealed within the text. For each of the Capturing Key Details recording forms, there are sample answers (for teacher reference) in the supporting materials.This unit also introduces a new Book Discussion checklist. Each day, in Lessons 1–5, students will get a new copy of each of these forms. It is critical that students keep these forms for their assessments in Units 2 and 3. See Unit 2 overview for details, including suggestions for systems to help students organize their work.In advance:<ul style="list-style-type: none">Locate a world map.Post learning targets and Class Norms for Conversation anchor chart.Decide whether you will use the provided Holding a Book Discussion anchor chart in the supporting materials or co-create one with students during the Closing.Review Fist to Five Checking in Checking for Understanding techniques (see Appendix).



Lesson Vocabulary	Materials
conversation, discussion, cite, notes, opinion, evidence	<ul style="list-style-type: none">• <i>Carnival at Candlelight</i> (book; one per student in Italy Book Clubs and one for display)• <i>Season of the Sandstorms</i> (book; one per student in Iraq Book Clubs and one for display)• <i>A Crazy Day with Cobras</i> (book; one per student in India Book Clubs and one for display)• World map (one to display)• Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4)• <i>Magic Tree House</i> Book Scavenger Hunt (one per student for their assigned Book Club, and one to display)• Capturing Key Details recording form (one per student for their assigned Book Club, and one to display)• Document camera or projector• Holding a Book Discussion anchor chart (new; teacher-created or co-created with students during Closing; see supporting materials)• Book Discussion checklist (one per student)• Book Discussion anchor chart (new; teacher-created; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Launching Unit 2: Introducing Book Clubs and the <i>Magic Tree House</i> Books (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Congratulate them on a successful completion of Unit 1. Tell students it's time for them to leave Japan and travel to new lands! Build up the excitement in whatever way suits your teaching style.• Display or project the covers of the three <i>Magic Tree House</i> texts: <i>Carnival at Candlelight</i>, <i>Season of the Sandstorms</i>, and <i>A Crazy Day with Cobras</i>.• Explain that students will each read a <i>Magic Tree House</i> book in something called a Book Club. Tell them that they have been placed in a Book Club with three or four other students. Each Book Club will focus on reading and discussing a <i>Magic Tree House</i> book that is set in a different country. Tell students that they will be working closely with the other students in their Book Club throughout Units 2 and 3.• Explain the Book Club by saying something like: "As you read your <i>Magic Tree House</i> book, you will be sitting with your Book Club members. You will be assigned chapters to read, but you will read on your own. You will read each chapter two times, each time for a different purpose. The best thing about a Book Club is you get to have great conversations about what you're reading with your Book Club members. This helps you to understand the story even better. You can share observations with each other. You can ask questions of each other. You can answer other group members' questions. A Book Club is a fabulous way to experience a book."• Introduce the setting for each of the literary texts. Display a world map and show students the location of India, Iraq, and Italy. Say something like: "Just like Jack and Annie, who are always willing to explore new places and head to unknown lands, you too will begin an exploration of a faraway land by journeying through a <i>Magic Tree House</i> text."	
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read aloud one target at a time, examining the language within each target and allowing students to ask questions to clarify the target's meaning.• Use the Fist to Five Checking for Understanding technique as a way for students to show their understanding of each target.	



Work Time	Meeting Students' Needs
<p>A. <i>Magic Tree House</i> Books Scavenger Hunt (16 minutes)</p> <ul style="list-style-type: none">• Display the Class Norms for Discussion anchor chart.• Briefly review the norms by reading them aloud. Remind students of the need for discussion work to be authentic and conversational. Students have used these norms since they were introduced in Module 1. Tell them that these conversation norms will be more important than ever as they work in their Book Clubs.• Announce Book Club groups and which book each group will read.• Distribute students' <i>Magic Tree House</i> books.• Distribute the <i>Magic Tree House</i> Book Scavenger Hunt recording form. Explain to students that the scavenger hunt has three purposes:<ul style="list-style-type: none">– to go on a book walk and notice things about the new book– to begin to develop a working relationship with fellow Book Club members– to deepen the ability to have conversations about a book• Tell students that throughout the unit, each Book Club will need a place to meet and work together. These locations will be called meeting spots. Explain to groups that, for each lesson, it will be important for them to assemble quickly and quietly in order to start working.• Tell Book Clubs their assigned meeting spots. Ask students to move to their meeting spots, taking their Scavenger Hunt recording forms, books, and pencils with them.• After Book Club groups are settled in their meeting spots, direct students to begin the scavenger hunt. They should be familiar with a book scavenger hunt from Unit 1, Lesson 8. Tell Book Club groups they have 12 minutes to complete as much of the scavenger hunt as they can.• After 12 minutes, tell students you hope the scavenger hunt helped get them excited about going on a new <i>Magic Tree House</i> adventure and learning about a new country's culture through this literary text.	<ul style="list-style-type: none">• For groups with struggling readers, provide strategic partnerships within the group to support students with the scavenger hunt.• Demonstrate for students how to “chunk” the scavenger hunt by using a piece of paper to cover the sections that students are not currently working on. This will help to visually chunk the text and offer support.• Read aloud the scavenger hunt to support struggling readers.



Work Time (continued)	Meeting Students' Needs
<p>B. Launching the Book Clubs (25 minutes)</p> <ul style="list-style-type: none"> • Redirect students whole group. Remind them about the Capturing Key Details recording form used in Unit 1. Explain that this recording form has been modified for use in their Book Clubs. Tell them that today they will get to see the first portion of this unit's Capturing Key Details recording form. • Distribute the Capturing Key Details recording forms and ask students to look them over. These are specific to each book. • Ask for and clarify any questions about the recording forms. • Invite students to begin to independently read Chapter 1 in their <i>Magic Tree House</i> books and complete the Where/Who/What details from Part A of the Capturing Key Details recording form. Tell them they have 10 minutes to do this; if they do not finish, they may do so for homework. • After 10 minutes, invite students to share what they wrote in Part A with their Book Clubs. Remind them that they should make sure their discussion sounds and looks like a conversation. Allow 3 to 5 minutes for the discussion. Included within this will be one student doing a quick oral retelling of the chapter using the details recorded within Part A. Remaining group members will offer feedback on the oral retelling. • Stop students after 5 minutes (or earlier if it appears groups are finished). Do a process-check by asking students how their discussions went ("What's working well? What needs work?"). • Tell students it's time to move on to the next section of the Capturing Key Details recording form: Part B—Key Words and Phrases. Display using a document camera or projector one of the group's recording forms and direct students' attention to Part B. • Students should be familiar with working with context clues from Unit 1. Briefly review the steps for working with context clues to ascertain the meaning of unknown words or phrases: <ul style="list-style-type: none"> – Read the sentence a few times, focusing on the unknown word or phrase. – Look at the other words in the sentence and think about clues the sentence gives you. – Consider the other sentences around the sentence containing the unknown word or phrase. – Try to replace the unknown word or phrase with a different word/phrase that seems to fit and make sense. 	<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. • During this work time, you may want to pull a small group of students to support in finding details from the text. Some will need more guided practice before they are ready for independent work. Additionally, the work with unknown words and phrases will likely need to be supported. • A parent volunteer can also be assigned to any group that struggles with the text complexity or would benefit from assistance with task management. It is important to acclimate any parent volunteers to the tasks and help them know what level of assistance is expected and allowed.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Explain to students that, for this part of the recording form, they will work together as a group. They will use their books and turn to the pages indicated on the recording form. One group member should read the sentence that contains the word or phrase aloud while the other members follow along in their own books. The group should then discuss what they think each word or phrase means based on the text and then decide what to record together. The group members should also be able to articulate what clues they used and record those on the recording form as well. Allow 10 minutes for this work.	<ul style="list-style-type: none">Since it's important to tier the task and not the text, adjustments and modifications may need to be made for students who struggle. Some suggestions include: providing audio recordings, allowing students to dictate written responses, and highlighting context clues that would allow students to determine the meaning of the identified unknown words. It is important that these supports be gradually removed as students gain the skills they are designed to teach.



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Invite students to return to their desks.• Either display the already-created Holding a Book Discussion anchor chart or co-create one with students by asking:<ul style="list-style-type: none">* “What does a book discussion look like? What does it sound like?”• If co-creating the anchor chart, write students’ responses.• Distribute the Book Discussion checklist. Have students fill in their names and the date, as well as the chapter number.• Using a document camera, project an enlarged version of the Book Discussion checklist to function as the Book Discussion anchor chart. Orient students to the format and contents of the checklist by reading each of the criteria aloud.• Ask students what <i>additional</i> things might need to be added to the Holding a Book Discussion anchor chart. Cold call students to share out.• Review the three descriptors at the top of the Book Discussion checklist. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the question below the chart:<ul style="list-style-type: none">* “What is a goal for yourself the next time you have a discussion?”• Explain that deep, robust conversations about books are at the heart of Unit 2. Every day, students will have conversations with their groups about what they’re reading. They will use the Book Discussion checklist to assess themselves on the discussion criteria. It will be important for them to build their capacity for having meaningful conversations.• Emphasize that their work with their Book Club, and their notes, is a really important way for them to keep track of their thinking. Encourage students to keep all of the checklists, so they can monitor their growth with discussion skills and see patterns in their learning.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish Chapter 1 of your <i>Magic Tree House</i> book if you did not do so in class.• Pick two paragraphs from Chapter 1 of your <i>Magic Tree House</i> book that are interesting to you. Read them aloud to someone at home or to yourself in front of a mirror. Be prepared to share your fluency selection in class for the next lesson.	<ul style="list-style-type: none">• Arrange for students who do not have the support at home to read to an adult at school.



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

Supporting Materials



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Magic Tree House Book Scavenger Hunt

As you conduct the scavenger hunt, begin developing solid discussion habits with your new Book Club group members.

- ☐ Examine the cover of your *Magic Tree House* book. Look carefully at the details of the cover art. What do you see? What do you notice? What does the cover art reveal about the story?
- ☐ Read the “Dear Reader” letter from author Mary Pope Osborne. Does she reveal the reason for writing your *Magic Tree House* story? What is it?
- ☐ Examine the table of contents. Take note of how many chapters are in your book. Read and think about the chapter titles. What chapter titles make you the most curious? What are some things you think may happen in the story based on the chapter titles?
- ☐ Read the epigraph (the quote on the page before the prologue). What does it mean to you? Why do you think Mary Pope Osborne chose this quotation as the epigraph?
- ☐ Use the paragraph breaks within the prologue and read it aloud as a group. What is the purpose of a prologue? Why does Mary Pope Osborne include the same prologue in all the *Magic Tree House* books?



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

Name:

Date:

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 6 “Your mission is to journey to Baghdad of long ago and help the <u>caliph</u> spread wisdom to the world.”		
Ch. 1, pp. 6–7 “Your mission is to journey to Baghdad of long ago and help the caliph <u>spread wisdom to the world</u> .”		



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?
<ul style="list-style-type: none">• Frog Creek woods• Magic Tree House• Travel to Baghdad	<ul style="list-style-type: none">• Jack• Annie	<ul style="list-style-type: none">• Get letter from Merlin• Travel to Baghdad to spread wisdom



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 1

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 6 “Your mission is to journey to Baghdad of long ago and help the <u>caliph</u> spread wisdom to the world.”	an important person	It says, “You must help the caliph.” That means you might be helping a certain person.
Ch. 1, pp. 6–7 “Your mission is to journey to Baghdad of long ago and help the caliph <u>spread wisdom to the world</u> .”	<i>Spread</i> is “to cover” and <i>wisdom</i> is a sort of deep knowledge, so it means to share your deep knowledge around the world knowledge.	I broke apart the words I knew: <i>spread</i> and <i>wisdom</i>.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 1

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 4 “She stood up, <u>drawing her cloak</u> around her.”		
Ch. 1, p. 5 “He is also <u>wary</u> of magic being used outside the realm of Camelot.”		



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?
<ul style="list-style-type: none">• Frog Creek• Magic Tree House	<ul style="list-style-type: none">• Jack• Annie• Kathleen• Teddy	<ul style="list-style-type: none">• Jack and Annie go to the tree house.• Kathleen and Teddy tell them that they are going to use magic on a special mission.• They are given a book about Venice, Italy.• They go to Venice, Italy.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 1

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 4 “She stood up, <u>drawing her cloak</u> around her.”	to pull	It said she was drawing her cloak around her. A cloak is like a coat, so she was pulling it around herself to keep warm.
Ch. 1, p. 5 “He is also <u>wary</u> of magic being used outside the realm of Camelot.”	careful	It said <i>cautious</i> before, and it said that he is wary, or careful, of magic outside Camelot.



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1

Name:

Date:

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 6 “Morgan <u>forbids</u> us to try any spells on our own, but I disobeyed when I found a simple one that turns things into stone.”		
Ch. 1, p. 9 “You will have to pretend to be <u>ambassadors</u> .”		



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 1, and as you read, pay close attention to the key words and phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... 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?
<ul style="list-style-type: none">• school• Magic Tree House	<ul style="list-style-type: none">• Jack• Annie• Kathleen• Teddy	<ul style="list-style-type: none">• Jack and Annie are leaving school. Jack has good news because he got an A+ on his story.• Teddy and Kathleen see them and tell them to hurry to the tree house.• The penguin Penny has been turned to stone and must be saved. Teddy did this by mistake with a spell.• Jack and Annie must help by going to India to find an emerald rose.• They will have to be ambassadors. Annie will have to pretend to be a boy. They also have some magic to help them.



Capturing Key Details Recording Form:

A Crazy Day for Cobras, Chapter 1
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 1, p. 6 “Morgan <u>forbids</u> us to try any spells on our own, but I disobeyed when I found a simple one that turns things into stone.”	<ul style="list-style-type: none">• doesn’t allow, orders not to	I can tell it’s a verb. I tried a replacement and it seemed to make sense.
Ch. 1, p. 9 “You will have to pretend to be <u>ambassadors</u> .”	<ul style="list-style-type: none">• visiting ambassadors• ambassadors are usually grown-ups	<ul style="list-style-type: none">• famous people• soldiers• representatives I think that they are adults who are important and visit other places.



Holding a Book Discussion

- We will use the Class Norms for Discussion as our guiding principles.
- We will be prepared by reading the same pages/chapters.
- We will keep our conversation centered on the assigned topic. We will stay on task.
- We will record our conversations through writing. We will use the assigned recording forms.
- We will talk about what we're reading by sharing our thinking with the group and asking questions.
- We will encourage all members to be actively involved.
- We will support each other when we are confused.
- If we can't find an answer, we will seek help.



Book Discussion Checklist

Name: _____

Date: _____

Book: _____ Chapter(s): _____

#	Discussion Criteria	I need more work or time with this.	I'm getting there.	I've got it!
1	I read the pages I was assigned to read.			
2	I am prepared for the discussion and have my notes and book with me.			
3	I follow our class norms for discussion.			
4	I listen carefully and ask questions of others to make sure I understand.			
5	I share my ideas with my group members, stay on topic, and explain my thinking.			
6	I encourage and respect others' opinions.			
7	I answer questions from others in my group.			
8	I refer to the text to support my ideas. This means I use page numbers and cite lines or words as needed.			

What is a goal for yourself the next time you have a discussion?
