



EXPEDITIONARY
LEARNING

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

Building Confidence with Book Clubs: Continuing to Read and Discuss the *Magic Tree House* Books



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

- I can ask and answer questions to deepen my understanding of a 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 document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can retell the assigned chapter(s) of my *Magic Tree House* book using specific details (who/what/where).
- 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 the assigned chapter(s) of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Review Book Discussion Checklist (10 minutes) B. Reviewing the Learning Targets and the Routine of Book Club (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. <i>Magic Tree House</i> Book Clubs (35 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing the Discussion (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read the assigned chapter(s). Complete the homework version of the recording form. 	<ul style="list-style-type: none"> • This lesson follows a similar pattern to Lessons 1 and 2 in terms of outcome: Students read a chapter (or two) from their <i>Magic Tree House</i> books and complete a Capturing Key Details recording form with their Book Clubs. However, this lesson has less scaffolding and more independent work time, as students should be familiar with the recording form and processes. • Book pacing and homework chapter (see Reading Calendars in the Unit 2 overview): <ul style="list-style-type: none"> – <i>A Crazy Day with Cobras</i>: Chapters 4 and 5 in class, Chapter 6 as homework (see note directly below) – <i>Carnival at Candlelight</i>: Chapter 4 in class, Chapter 5 as homework – <i>Season of the Sandstorms</i>: Chapter 4 in class, Chapter 5 as homework • The Class Norms for Discussion were established in Module 1. Students may need to be reminded how these norms are their own separate list of things like speaking in full sentences, establishing eye contact with the speaker, having enough voice volume, making sure everyone gets to speak, etc. • Also similar to Lessons 1 and 2, students debrief by self-assessing their group work. • There is time in the Opening of this lesson to review the routines. In today's work, as well as in Lessons 4 and 5, Book Club groups will function more independently and will need to know how to transition themselves from one step to the next. In this lesson, that transitioning will need to be closely monitored, and for some groups it may be necessary to facilitate the transition. • For many lessons in this unit, students will be given a new Book Discussion checklist and Capturing Key Details recording form for the day's work. Remember that the Capturing Key Details recording form is book and chapter-specific. • Before the lesson, find time to tell the <i>A Crazy Day with Cobras</i> group(s) that they will read two chapters in today's lesson. The Capturing Key Details recording form is modified with the two chapters for this book club. Show students the recording form ahead of time so it will be clear to them. This book has 12 chapters, which is one of the reasons to have the more secure readers assigned to this book.



	Teaching Notes (continued)
	<ul style="list-style-type: none">• The homework includes written work that is an abbreviated version of the steps followed in class. If some students are unable to follow through with reading chapters for homework, accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning.• For students who are moving quickly through their <i>Magic Tree House</i> text, they are encouraged to read additional texts from the Recommended Texts list or consider any books from the public, school, classroom, or home libraries that fit the content of the module. This will help to increase their volume of reading.• In advance: Prepare three charts using the column headings on the Book Discussion checklist. These charts will be set at stations around the classroom for use in Closing A.<ul style="list-style-type: none">– I Need More Work or Time with This– I'm Getting There– I've Got It! I'm on My Way!



Lesson Vocabulary	Materials
cite, notes, opinion, objects, places, traditions, evidence	<ul style="list-style-type: none">• Book Discussion checklist (from Lesson 1; completed version from Lesson 2 plus one new blank copy per student)• Document camera• Class Norms for Discussion anchor chart (from Module 1, Unit 1, Lesson 4)• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Club Steps anchor chart (begun in Lesson 2)• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Three charts with headings from Book Discussion checklist (see Teaching Notes)• Homework for <i>Season of the Sandstorms</i> or <i>Carnival at Candlelight</i>: Chapter 5 (one per student in those groups)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 6 (one per student in this group)• Homework for <i>Season of the Sandstorms</i> or <i>Carnival at Candlelight</i>: Chapter 5 (answers, for teacher reference)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 6 (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Review Book Discussion Checklist (10 minutes)</p> <ul style="list-style-type: none">• Instruct students to take out their Book Discussion checklist from Lesson 2.• Gather students together whole group. Direct them to spend a minute looking over the checklist. Then say:<ul style="list-style-type: none">* “We have been talking about how a big part of your work in this unit is learning how to talk with each other about your reading. Our Book Discussion checklist has some very specific things listed on it. Let’s look at each item again before you start your Book Club work today.”• Using a document camera, display the Book Discussion checklist but show only one book club behavior at a time (or have each discussion behavior written on an electronic white board or chart paper).• Direct students’ attention to the first Book Club behavior:<ul style="list-style-type: none">– “I read the pages I was assigned to read.”• Have students Think-Pair-Share with someone not in their Book Club about what this means and, more specifically, why it’s important.• Move on to the next Book Club behavior and repeat the Think-Pair-Share:<ul style="list-style-type: none">– “I am prepared for the discussion and have my notes and book with me.”• Spend a little more time with the next Book Club behavior:<ul style="list-style-type: none">– “I follow our class norms for conversation.”• Move on to the next four Book Club behaviors, one at a time, and repeat the Think-Pair-Share for each about what each one means and, more specifically, why it’s important:<ul style="list-style-type: none">– “I listen carefully and ask questions of others to make sure I understand.”– “I share my ideas with my group members, stay on topic, and explain my thinking.”– “I encourage and respect others’ opinions.”– “I answer questions from others in my group.”• Consider displaying the Class Norms for Discussion anchor chart again here and reviewing it, since these norms are referenced in the Book Discussion checklist.	<ul style="list-style-type: none">• Consider providing students with a discussion starter for partner conversations. Possible starters could be: “I think this means_____” and “It is important because_____.”



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> When sharing and discussing the final Book Club behavior, make sure students fully understand what the word <i>cite</i> means. <ul style="list-style-type: none"> “I refer to the text to support my ideas. This means I use page numbers and <u>cite</u> lines or words as needed.” Explain that this means they will refer <i>directly</i> to the text to a <i>specific</i> sentence or part on a <i>specific</i> page. Distribute a new Book Discussion checklist to students for today’s work. Remind them that they will not complete the Book Discussion checklist until later in the lesson. However, having the checklist with them through the lesson will help them to focus on the Book Club behaviors as they work. <p><i>Note: You may want to suggest to students that when they observe one of the behaviors on the checklist, they place a small tally mark within the appropriate box in the left-side column. At the end of the lesson, the areas of the checklist with many tallies will show them which discussion behaviors are more secure for them.</i></p>	
<p>B. Reviewing the Learning Targets and the Routine of Book Club (5 minutes)</p> <ul style="list-style-type: none"> Direct students’ attention to the learning targets and ask for volunteers to read them aloud: <ul style="list-style-type: none"> * “I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where).” * “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 the assigned chapter(s) of my <i>Magic Tree House</i> book.” * “I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.” * “I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country.” Point out that most of these targets are identical to those in Lesson 1 except that they are working with a new chapter (or chapters). Distribute the Capturing Key Details recording form for today’s work. Remind students how this recording form will keep them moving from one step to the next as they work in their Book Club. Display the Book Club Steps anchor chart from Lesson 2. With students referencing their Capturing Key Details recording form, read each step on the anchor chart and ask students what part (A, B, C, or D) the step aligns with. For example, the first three steps on the anchor chart are all from Part A, the fourth step is from Part B, and so on. The last step on the anchor chart refers to the Book Discussion checklist. 	<ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. When reviewing anchor charts, use a document camera to more prominently display the anchor chart for students who struggle with smaller sharing mechanisms such as chart paper.



Work Time	Meeting Students' Needs
<p>A. <i>Magic Tree House</i> Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Have students assemble their materials in preparation for moving to their group meeting spots. They need: <ul style="list-style-type: none"> – <i>Magic Tree House</i> book – Book Discussion checklist – Capturing Key Details recording form – Pencil with an eraser • Send groups off to their meeting spots. Praise those that make a quick, yet quiet transition. • When all groups are settled, ask if there are any lingering questions. If there is a group that seems unclear or uncertain, allow the other groups to begin their work and go directly to the group in need and help them to get started. • Tell students that it is natural that some students within a group may finish the independent reading/work at different times, so make sure there is a clear expectation outlined for those who finish ahead of other group members. It will be important that they remain silent and not distract their classmates. Suggest that they reread within the chapter, do quiet fluency work, or go back and look for words or phrases that they were uncertain about to perhaps share with group members later. Caution students not to move on in advance of the group. • Tell groups they have 35 minutes to complete all of their work, which includes reading the chapter two times and completing all parts of the Capturing Key Details recording form. • As groups are working, circulate and focus primarily on the <i>process</i> of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions). As you circulate, offer praise, cautions, or redirection to each group specifically, as needed, rather than interrupt the flow of the work by addressing the whole class. • If necessary and desired, call out the halfway point in the work session. At that point, groups should be well into the second read (Parts C and D on the Capturing Key Details recording form). The second read and the work associated with it will likely require a little more time than the first read work. • Since the final portion of Work Time A (the last half of Part C and all of Part D) are all conversation-based, take note of whether groups are in conversation for (approximately) the final 15 minutes of the 35-minute work time. • When there are 5 minutes left, make sure all groups are on Part D, discussing and recording a response to the focus question. If any group(s) is still working on Part C, make a note of this but have the group(s) stop and move on to Part D. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially challenged learners. • During this work time, you may want to pull a small group of students to support them with the work. Some will need more guided practice before they are ready for independent work. • Consider the use of a literacy aide or other adult who can also circulate and assist groups with the procedural steps. • Consider preparing audio recordings of the texts used in the module. • Consider chunking the chapters for struggling readers or look for other ways to “tier the task.” • Students who struggle to recognize, categorize, and explain customs and traditions found within the text may need extra support and additional opportunities to practice using similar material.



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. All materials should be left at students' desks.• Direct their attention to this learning target:<ul style="list-style-type: none">* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."• Then, direct students' attention to the three charts positioned at different locations in the classroom. Read each chart aloud to students:<ul style="list-style-type: none">* "I Need More Work or Time with This"* "I'm Getting There"* "I've Got It!"• Students should recognize these as the column headings on their Book Discussion checklist.• Tell students to stand up.• In a loud, clear voice, read the first Book Club behavior on the Book Discussion checklist:<ul style="list-style-type: none">* "I read the pages I was assigned to read."• Give students a few moments to think carefully about how they would categorize their own work today on that one behavior. Direct them to move to the chart that best matches their self- assessment. Encourage them to be honest in their assessment and not to be influenced by others' choices.• Continue with each of the Book Club behaviors on the checklist. Notice whether there are any patterns, and use these to inform instruction.• After the last movement, gather students back together to debrief the activity. The purpose of this activity is twofold. It allows you, as the teacher, to see which book discussion skills need work or which students are in need. It also allows students who may not yet be fully secure on certain skills to see that there are other students who are also still developing.• Tell students to return to their desks.• Ask them to take out their Book Discussion checklist and fill in the information at the top.• Review the three descriptors at the top. 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.	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">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?"Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and for the group.Distribute and preview the Homework for <i>Seasons of the Sandstorms</i>, <i>Carnival at Candlelight</i>, and <i>A Crazy Day with Cobras</i> recording forms. Clarify questions as they arise.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the assigned chapter of your <i>Magic Tree House</i> book at home for homework and complete the shortened version of the Capturing Key Details recording form. Be sure to bring your book back to school for the next lesson.	<ul style="list-style-type: none">If students lack support at home and are unable to follow through with this homework, make other accommodations so that they do not fall behind with the reading.Consider preparing audio recordings of the texts used within the module.



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Supporting Materials



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Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/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?

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

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. 4, p. 31 “Cutie rose <u>awkwardly</u> up from a kneeling position to a full stand.”		
Ch. 4, p. 32 “Annie’s camel began <u>ambling</u> toward the other camels waiting to head off into the desert.”		



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form

Season of the Sandstorms, Chapter 4

(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/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">• Desert near Baghdad at night	<ul style="list-style-type: none">• Jack• Annie• Mamoon• Cutie and Beauty	<ul style="list-style-type: none">• Get on their camels• Jack's camel won't go, and he calls her stupid.• Mamoon tells him that camels are not stupid and shares the great things about camels.• He says people must respect and honor camels.• Bandits come.

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

Season of the Sandstorms, Chapter 4

(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. 4, p. 31 “Cutie rose <u>awkwardly</u> up from a kneeling position to a full stand.”	I think it means clumsily or not smoothly.	I can visualize the camel getting up with its long legs. The hump must be heavy, so it might be difficult to get up.
Ch. 4, p. 32 “Annie’s camel began <u>ambling</u> toward the other camels waiting to head off into the desert.”	I think it means a kind of slow walk.	I can tell it’s a word that is describing what the camel is doing.

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 4
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Camel saddles are made with colorful cushions.	p. 31
Camels carry people across the desert (thousands of years).	p. 33
Desert people respect and need camels.	pp. 33–35
Use of stars to navigate (reading the stars and wind)	p. 39

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that people in this country show respect and honor for creatures like the camel. They also enjoy telling stories and singing together like they did when they were in the desert.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

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

Part A: Retelling the story ... what are the important parts of the chapter?

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
4			



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
5			

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

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. 4, p. 30 “The Great Mogul sat cross-legged on a cushion and <u>looked coldly</u> at his audience.”		
Ch. 4, p. 36 “She <u>solemnly</u> showed it to Jack.”		
Ch. 5, p. 39 “The other ambassadors were already entering the palace <u>quarters</u> on the far side.”		

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

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

Part A: Retelling the story ... what are the important parts of the chapter?

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
4	<ul style="list-style-type: none"> • palace • Peacock throne 	<ul style="list-style-type: none"> • Jack • Annie • Great Mogul 	<ul style="list-style-type: none"> • Jack and Annie are waiting in line to see the Great Mogul. They watch how to bow and give the gift. • When it is Jack and Annie's turn, they bow and Jack presents his story as the gift. • The Great Mogul looks over the story and then Jack and Annie are to choose a precious stone. • Annie finds the emerald cut like a rose. • They succeed and try to find their way out but instead are told to go and watch the parade in their honor.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
5	<ul style="list-style-type: none">• courtyard• balcony	<ul style="list-style-type: none">• Jack• Annie• ambassadors, guards, Great Mogul	<ul style="list-style-type: none">• Jack and Annie are taken to see the parade.• They are given silk robes, turbans, and pointy shoes to wear.• They go to the balcony and see the parade.• The parade has horses, cheetahs, oxen, and elephants.• The parade is interrupted when an elephant breaks free.• Annie asks what will happen to the elephant. The guard says she will be punished for not showing respect to the Great Mogul.• Annie yells because it is just an animal and should not be hurt.• Everyone is staring at Annie.

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(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. 4, p. 30 “The Great Mogul sat cross-legged on a cushion and <u>looked coldly</u> at his audience.”	I think it means like a stare with no smiling.	The Great Mogul is like a king and everyone must respect him. He has to be very serious and formal.
Ch. 4, p. 36 “She <u>solemnly</u> showed it to Jack.”	<ul style="list-style-type: none">• quietly and calmly I think it means to be very quiet and calm. They have to be quiet and calm in front of the Great Mogul. Jack is having a hard time finding a stone, so Annie does it quietly and calmly.	<ul style="list-style-type: none">• Jack nodded, trying to appear calm.• ...and carefully picked up...• They are not talking.
Ch. 5, p. 39 “The other ambassadors were already entering the palace <u>quarters</u> on the far side.”	I think it’s a room in the palace.	I can tell the word is used as a noun, that it’s a place the ambassadors are going into.

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Great Mogul (leader) has lots of servants; must bow and treat him with the utmost respect.	pp. 30, 34
People give Mogul precious things; he gives jewels as rewards—all kinds.	p. 32
Great Mogul makes everyone afraid.	p. 36
Women wear veils and keep out of sight. At court you wear jeweled turbans and special clothes.	pp. 39–41
Parades have lots of animals (horses, cheetahs, elephants). Animals are trained to keep time to the music.	pp. 44–45 p. 46

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 4 and 5

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In Chapter 4, I learned that jewels are very important. The Great Mogul wears them on his clothing and gives them away as gifts. Jewels must be abundant in India, but they are probably only for the very respected. In Chapter 5, I learned that animals are very important to India. Some of the important animals are Arabian horses, cheetahs, and elephants. Just like people, if animals do not show respect to the Great Mogul, they will be punished.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/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?

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

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 word/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 4, p. 42 “The prison cells at ground level in the palace were called the <u>pozzi</u> , meaning wells or pits.”		
Ch. 4, p. 48 “Jack and Annie <u>bounded</u> down the Golden Staircase two steps at a time.”		



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 4 and, as you read, pay close attention to the key words/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">• ruler's palace• prison cell	<ul style="list-style-type: none">• Jack• Annie• guards	<ul style="list-style-type: none">• Jack and Annie are in the ruler's palace. They use a map to help find their way around.• They saw the ruler's living chamber, Giant Staircase, and Map Room.• Guards caught them and took them to the prison.• There were rats in the prison.• Jack and Annie used magic to bend the bars and escape from the prison.

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(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 word/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 4, p. 42 “The prison cells at ground level in the palace were called the <u>pozzi</u> , meaning wells or pits.”	wells or pits	It said right after it that it meant wells or pits.
Ch. 4, p. 48 “Jack and Annie <u>bounded</u> down the Golden Staircase two steps at a time.”	It means when you are hurrying or running down stairs and your feet are very heavy and loud—almost like you are leaping.	Jack and Annie are afraid of getting caught, so I know they are moving fast.

Capturing Key Details Recording Form

Carnival at Candlelight, Chapter 4
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
There are statues of animals and Roman gods.	p. 35
Use lots of marble and gold.	p. 38
Pictures and statues of lions with wings.	p. 39

Note to group: Hold a discussion after the second read.

Part D: Focus question: How did recognizing customs and traditions help you understand the culture of your country?

In this chapter, I learned that the prisons in Italy were horrible places. The prison that Jack and Annie were placed in was dark and full of rats. The guard who took them there said that they would not be coming out for a long time. I think that this is teaching me that in Italy, they believed that when you commit a crime, you should be severely punished.



Homework for *Season of the Sandstorms* or *Carnival at Candlelight*: Chapter 5

Name: _____

Date: _____

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Season of the Sandstorms* or *Carnival at Candlelight*: Chapter 5

Focusing on culture ... what **evidence of customs or traditions** did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Homework for *A Crazy Day with Cobras*: Chapter 6

Name: _____

Date: _____

Directions:

1. Read Chapter 6.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

Homework for *A Crazy Day with Cobras*: Chapter 6

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?



Customs and Traditions: Evidence from the Text	Page number(s)



Homework for *Season of the Sandstorms*: Chapter 5
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Caravans (groups traveling in the desert)	p. 42
Spice trade (cinnamon and pepper)	p. 43
Saddles on camels; clucking tongue to communicate with camel	pp. 44, 45, 47
Travel at night in the desert when it's cool/cold.	p. 49
Wear head cloths for protection while traveling in the desert.	p. 50



Homework for *Carnival at Candlelight*: Chapter 5
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 5.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Puppet shows are a part of entertainment.	p. 49
Fireworks on the waterfront	pp. 52–53
Paint pictures of Roman gods	p. 58
Neptune is the ruler of the sea and lives under the water (mythology).	pp. 59–60
Venice is considered the “Grand Lady of the Lagoon.”	p. 62



Homework for *A Crazy Day with Cobras*: Chapter 6
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 6.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Write down the words or phrases you found challenging or confusing and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Gifts are important to show respect and reward.	p. 50
Animals like elephants and camels kneel so you can climb on to ride.	p. 54
The palace has moats and a drawbridge.	p. 55