



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 4

Practicing Fluency and Independent Book Clubs: Continuing to Deepen Understanding of *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 read third grade level texts accurately and fluently to make meaning. (RF.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.
- I can use the criteria of a fluent reader to read aloud a selected part of my *Magic Tree House* book.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Fluency Partners (9 minutes)Unpacking the Learning Targets (1 minute)Reflecting on Book Discussions: Concentric Circles (5 minutes)Work Time<ol style="list-style-type: none">Book Clubs (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debriefing the Discussion (10 minutes)Homework<ol style="list-style-type: none">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 1–3 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 Unit 2 overview)<ul style="list-style-type: none"><i>A Crazy Day with Cobras</i>: Chapters 7 and 8 in class; Chapter 9 as homework (see note directly below)<i>Carnival at Candlelight</i>: Chapter 6 in class; Chapter 7 as homework<i>Season of the Sandstorms</i>: Chapters 6 and 7 in class; Chapter 8 as homework (see note directly below)Students again are given a new generic Book Discussion checklist and chapter-specific Capturing Key Details recording form. To save time in the lesson and streamline logistics, distribute the checklist and recording form before the start of the lesson.Also similar to Lessons 1–3, students debrief by self-assessing their group work.Find time before the lesson to tell the <i>A Crazy Day with Cobras</i> group(s) and the <i>Season of the Sandstorms</i> group(s) that they will be reading two chapters in today's lesson. Their Capturing Key Details recording form is modified, with the two chapters grouped together. So in a way, they are to treat the two chapters as one. You may want to show them the recording form ahead of time so it will be clearer to them. These two books have more chapters than <i>Carnival at Candlelight</i>, so the volume of reading had to be increased.This lesson again requires a chapter to be read for homework. The homework also includes a worksheet that is an abbreviated version of the steps followed in class. For students who are unable to follow through with reading chapters for homework, other accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review the Concentric Circles protocol (see Appendix).– Post the learning targets, three charts for the Closing, Fluent Reader Criteria anchor chart, and Class Norms for Conversation anchor chart.– Display the three charts with the headings from the Book Discussion Checklist (from Lesson 3).• As in Lesson 3, set three charts at stations around the room 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!

Lesson Vocabulary	Materials
fluent, criteria, phrasing, rate, punctuation, accuracy, cite, notes, opinion, objects, places, traditions, evidence, beneficial	<ul style="list-style-type: none">• Fluent Reader Criteria anchor chart (from Lesson 2)• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter; see Teaching Notes)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Discussion checklist (Lesson 2; one new blank copy per student)• Three charts with headings from Book Discussion checklist (from Lesson 3)• Homework for <i>Season of the Sandstorms</i>: Chapter 8 (one per student in this group)• Homework for <i>Carnival at Candlelight</i>: Chapter 7 (one per student in this group)• Homework for <i>A Crazy Day with Cobras</i>: Chapter 9 (one per student in this group)• Homework (answers, for teacher reference; book and chapter-specific)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Fluency Partners (9 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on the fabulous work they are doing in their Book Clubs. • Remind them of their fluency practice in Lesson 2 with their fluency partner. • Display the Fluent Reader Criteria anchor chart. Quickly go through each of the criteria, explaining and expanding as necessary. • Direct students to have their <i>Magic Tree House</i> books out and to search within their homework chapter for a section or a couple of paragraphs to use for some fluency practice. • Tell students to spend 2 minutes softly reading aloud the passage themselves, focusing on aspects of good oral reading fluency. They can refer to the anchor chart as often as necessary. • After 2 minutes, tell students to sit knee-to-knee or shoulder-to-shoulder with their fluency partner from Lesson 2, taking their book with them. Once settled, they should take turns reading their selected paragraphs aloud to each other. • After his or her fluency partner reads, each student should give verbal feedback using the star and step framework. Consider using sentence frames: "I like how you _____" and "I think you would be more fluent if you _____." 	<ul style="list-style-type: none"> • When reviewing graphic organizers or anchor charts, consider using a document camera to display them on a larger screen for students who struggle with looking at a chart.
<p>B. Unpacking the Learning Targets (1 minute)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets and read each one 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." * "I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book." • Have students turn to their partners and share in their own words what they targets are telling them to do as readers today. 	



Opening (continued)	Meeting Students' Needs
<p>C. Reflecting on Book Discussions: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Post three questions for students to see:<ol style="list-style-type: none">1. What is something you've learned about your country's customs or traditions?2. What do you find beneficial about Book Club?3. What is your biggest improvement with discussion skills?• Read the questions aloud to students. Inform them that the word <i>beneficial</i> in Question 2 means that something is good or helpful.• Invite students to take a few moments to think about their response to each question (to prepare them for the Concentric Circles activity).• Have students form concentric circles. Pick a number randomly and have students move that many spaces to their left. (This pairs students with random partners.)• On your cue, tell students they will answer the question you pose with the person opposite them. After 30 seconds or so, tell students to move two spaces to the left. Encourage them to maintain solid eye contact and to listen respectfully each time they pair up. Decide whether you want to repeat the same question for a couple of turns or whether you will rotate through the three questions for each turn. Use each question two or three times, time permitting.	<ul style="list-style-type: none">• Protocols like Concentric Circles allow students an opportunity to be accountable for work they have done and to share it with their peers in an engaging way. Some students may need support with expressing themselves either accurately or clearly.



Work Time	Meeting Students' Needs
<p>A. Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Distribute the Capturing Key Details recording form and the Book Discussion checklist for today. • Have students assemble their materials in preparation for moving to their Book Club 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 • Remind students that some may finish earlier than others. <u>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.</u> • 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 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. Remind the <i>A Crazy Day with Cobras</i> and <i>Season of the Sandstorms</i> groups that they have two chapters to work with. • 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) is conversation-based, try to 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 group aside 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 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 cultural objects, places, 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 their desks.• Direct students' attention to the three charts positioned at different locations in the classroom. Read each chart aloud:<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.• Invite students to stand up. 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. One, it allows you, as the teacher, to see which book discussion skills need work or which students are in need. Two, it allows students who may not yet be fully secure on certain skills to see that there are others who are also still developing.• Invite students to return to their desks.• Ask them to take out their Book Discussion checklist and fill in the information at the top.• Quickly 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.• Students should then self-reflect to complete the two questions below the chart:<ul style="list-style-type: none">* "What is a goal for yourself the next time you have a discussion?"* "What is a goal for your group 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 Homework and preview as needed.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the assigned chapter(s) of your <i>Magic Tree House</i> book at home 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 do not have support at home and are unable to follow through with this homework, other accommodations will need to be made so that they do not fall behind with the reading. These accommodations could include having a peer homework buddy who can meet before class or at another point in the day.



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Grade 3: Module 2B: Unit 2: Lesson 4

Supporting Materials



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Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

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 chapters?

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
6			
7			

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



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

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. 6, p. 60 “Jack looked down to <u>shield</u> his eyes from the burning sunlight.”		
Ch. 7, pp. 61–62 “Jack and Annie rode alongside boys <u>driving sheep</u> and farmers in donkey carts.”		
Ch. 7, p. 67 “At the end of the wide <u>cobbled</u> road was another green field.”		



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7

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:
Season of the Sandstorms, Chapters 6 and 7

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

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(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 chapters?

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
6	<ul style="list-style-type: none"> • Desert near Baghdad 	<ul style="list-style-type: none"> • -Jack • -Annie • Cutie and Beauty 	<ul style="list-style-type: none"> • They are hit by a sandstorm. • In the storm, the box with the treasure is blown away. • Jack and Annie chase the box to save it but get separated from Mamoon. • They open the box and find a book inside by Aristotle. • They ride to Baghdad to get the book back.
7	<ul style="list-style-type: none"> • in Baghdad 	<ul style="list-style-type: none"> • Jack • Annie • Cutie and Beauty 	<ul style="list-style-type: none"> • They make it to Baghdad. • They must pass three gates. • They pass a bazaar and kids playing in the field. • They stop at the stable to put the camels in. Annie gets in trouble for bragging. • The camel ate the precious treasure: the book.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(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. 6, p. 60 “Jack looked down to <u>shield</u> his eyes from the burning sunlight.”	Protect like blocking something out	The sun is so bright and hot in the desert that it kind of hurts Jack’s eyes. A shield is something to protect you in a fight, so Jack looks down to protect his eyes from the sun.
Ch. 7, pp. 61–62 “Jack and Annie rode alongside boys <u>driving sheep</u> and farmers in donkey carts.”	Moving them along in a certain direction	You don’t drive sheep like you drive a car, but the picture shows the sheep walking and the boys are like shepherds, so it might just mean helping the sheep move along.
Ch. 7, p. 67 “At the end of the wide <u>cobbled</u> road was another green field.”	I just know it’s something the road is made of.	I can tell it’s an adjective describing the road.

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(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)
Sandstorms a way of life in the desert; lay low to ground during sandstorm; using saddlebags on camels	pp. 51–53
Head scarf to cover face Respect for learning (Aristotle)	p. 54 p. 58
Women wearing veils Baghdad, a place that brings many people for many reasons; outdoor/open air market called bazaar, with merchants (sellers, traders)	p. 62 pp. 59,64

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



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapters 6 and 7
(Answers, for Teacher Reference)

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

In Chapter 6, I learned that the precious treasure is actually a book from a famous philosopher. This connects to the mission Jack and Annie have of helping to spread wisdom to the world. I think that people in this culture value learning, especially learning from books.

In Chapter 7, I learned that the city of Baghdad is not like the desert and has grass and a river. There are many people who sell goods at the bazaar and kids playing ball. People can enter the palace walls but not the palace. I think that means that this country has a powerful ruler who welcomes people but is still not seen.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 6 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 6

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. 6, p. 71 “The air was damp and <u>musty</u> .”		
Ch. 6, p. 71 “Jack was breathing hard as he pushed open a heavy door that led out onto the <u>bell terrace</u> .”		

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 6

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 6

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



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 6 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">• Venice• St. Mark's Square	<ul style="list-style-type: none">• Jack• Annie	<ul style="list-style-type: none">• Venice is flooding.• Jack and Annie are trying to save Venice.• They are searching for Neptune to get help.• They climb the tower in St. Mark's Square.

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



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(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. 6, p. 71 “The air was damp and <u>musty</u> .”	A bad smell	It’s with the word <i>damp</i>, so it must be a word that describes how air is when it’s damp. You can tell it’s not a good smell.
Ch. 6, p. 71 “Jack was breathing hard as he pushed open a heavy door that led out onto the <u>bell terrace</u> .”	I think it’s like a patio outside a door, and a bell terrace could be a patio where the bell is kept.	I can tell it’s a noun, and it seems like Jack is going outside when he’s pushing through the door.



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(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)
Prevention of flooding/high tides	pp. 63–64
Bird masks	p. 64
Cafes	p. 64
Belief in mythology	p. 65
Footbridges for travel within Venice	p. 66
Fireworks	p. 67
Saint Mark's Square as a place to gather	p. 71
Stone statue: lions with wings	p. 72



Capturing Key Details Recording Form:

Carnival at Candlelight, Chapter 6
(Answers, for Teacher Reference)

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

In this chapter, I learned how the water in the canals is how the people travel from place to place in Venice. Sometimes storms cause flooding, which can be very serious. I also learned that fireworks are a part of the Carnival celebrations. The people wear costumes and watch the fireworks at midnight.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

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?
7			



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
8			

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



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

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?

Key word/phrase	What we think it means	What helped us understand it
Ch. 7, p. 58 “ <u>Rogue</u> elephant!”		
Ch. 7, p. 59 “The merchants shouted with <u>rage</u> .”		
Ch. 7, p. 60 Sheep and goats bleated and <u>scuttled</u> out of her way.”		



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8

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 7 and 8

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 7 and 8
(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?
7	<ul style="list-style-type: none">• bazaar• outside of tow	<ul style="list-style-type: none">• Jack• Annie• Morning Breeze	<ul style="list-style-type: none">• Jack and Annie try to get Morning Breeze out of the Red Fort. Morning Breeze starts running.• She runs through the bazaar, ruining everything as she goes. People yell and shout at Jack and Annie.• They make it outside of town, and Morning Breeze is still running. She finally dumps them out and runs away.• Jack and Annie try to find everything that fell out of Jack's bag when they were dumped out. The emerald rose is missing.• Annie spots the emerald rose in a pile of dead leaves. But the leaves start moving.• A king cobra is right by the emerald rose.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(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?
8	<ul style="list-style-type: none">• scrubby forest outside palace	<ul style="list-style-type: none">• Jack• Annie• Morning Breeze (elephant)• King cobra (snake)	<ul style="list-style-type: none">• Morning Breeze runs away into the forest. Jack and Annie are surprised by a king cobra, and they use the research book to find out how to get away safely. But they need to get the emerald to save Penny. They use the liquid in the blue bottle to make themselves really small. They see a cricket and butterfly, which look big because they are so small.



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(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?

Key word/phrase	What we think it means	What helped us understand it
Ch. 7, p. 58 “ <u>Rogue</u> elephant!”	wild	-“ Sorry! Sorry! ” yelled Jack.’ -sends everyone scrambling -knocks over wooden poles Morning Breeze is running free through the streets and ruining the bazaar. I think that <i>rogue</i> means “wild.”
Ch. 7, p. 59 “The merchants shouted with <u>rage</u> .”	anger	The merchants are very upset because Morning Breeze knocked everything over. On page 59, it says the merchants grab sticks and charge at the elephant.
Ch. 7, p. 60 Sheep and goats bleated and <u>scuttled</u> out of her way.”	ran, scurried	I can tell it’s a verb; it’s what the animals are doing. They would be afraid of a big elephant, so they would move quickly.

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(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)
Men wear colorful coats and women in outfits that hide their faces	p. 58
bazaar—selling figs, rice, peas, lemons, oranges, and pineapples silk shawls, carpets	p. 59 p. 59
Huts are made of mud.	p. 63
Red Fort is protected by battlements, moats, and drawbridges.	p. 58

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



Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapters 7 and 8
(Answers, for Teacher Reference)

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

In this chapter, I learned about the places in India. India has fancy palaces like where the Great Mogul lives, but it also has bazaars, a countryside, and a wild jungle. This is teaching me that India is a country with many different climates. The bazaar with people selling things is a commonplace thing. It is part of the way of life. There are tents and stalls with merchants. People come from all over to buy and sell.



Homework for *Season of the Sandstorms*: Chapter 8

Name: _____

Date: _____

Directions:

1. Read Chapter 8.
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*: Chapter 8

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 8
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 8.
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)
Stables for animals	p. 78
“Room of the Tree”	p. 79
bowing to the caliph	p. 81
House of Wisdom (respected place of learning)	p. 91



Homework for *Carnival at Candlelight*: Chapter 7

Directions:

1. Read Chapter 7.
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 *Carnival at Candlelight*: Chapter 7

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 *Carnival at Candlelight: Chapter 7*
(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)
Winged lion statues	p. 77
Fireworks at Carnival	p. 80
Belief in mythology: Neptune, god of the sea (mythology); three-pronged spear (trident)	p. 83



Homework for *A Crazy Day with Cobras*: Chapter 9

Name: _____

Date: _____

Directions:

1. Read Chapter 9.
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.

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)
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Homework for *A Crazy Day with Cobras*: Chapter 9
(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)
none	