



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 2B: Unit 2: Lesson 9**

## **Close Reading:** Launching the *Exploring Countries* Books, Part 1



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

- I can answer questions to deepen my understanding of informational text. (RI.3.1)
- I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
- I can use information from the words to understand informational text. (RI.3.7)
- I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can learn about my country by doing close reading, with teacher guidance, on my *Exploring Countries* text.
- I can accurately record information I find about my country.
- I can use text features to efficiently find information in my *Exploring Countries* text.
- I can use text features to learn new information about my country.

Ongoing Assessment

- Text-Dependent Questions (Italy Research Group only)
- Text Feature Scavenger Hunt recording form
- Fact Hunt/Flag Activity recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Getting Ready for Work Tasks (7 minutes)</li><li>B. Work Time (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Praise and Probe (6 minutes)</li><li>B. Review Word Tracker Routine (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. A. Word Tracker homework.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students transition back to reading informational text. The informational texts, which partner with the <i>Magic Tree House</i> texts, are as follows:<ul style="list-style-type: none"><li>– Iraq Book Club groups: <i>Seasons of the Sandstorm</i> → <i>Exploring Countries: Iraq</i></li><li>– Italy Book Club groups: <i>Carnival at Candlelight</i> → <i>Exploring Countries: Italy</i></li><li>– India Book Club groups: <i>A Crazy Day with Cobras</i> → <i>Exploring Countries: India</i></li></ul></li><li>• In this lesson, students are given their informational texts.</li><li>• Starting with this lesson, each country group will cycle through a series of activities by the end of Lesson 11. The activities include an independent read of pages 4–11 in their <i>Exploring Countries</i> text, a text feature scavenger hunt with the group or a reading partner, a fact hunt/flag activity, and a guided close reading with the teacher.</li><li>• In this lesson, the Italy group completes a series of text-dependent questions with teacher guidance and support during Work Time while the Iraq and India groups focus on the Text Feature Scavenger Hunt recording form and Fact Hunt/Flag Activity recording form. The Iraq and India groups are expected to work independently while completing these forms. Tailor this expectation to your students' needs and capabilities. Alter the lesson demands as necessary.</li><li>• If students finish their work early, have another task in place for them to complete. One suggestion is for them to read their independent reading books.</li><li>• Use the Closing and Assessment to get an accurate understanding of how well students worked during Work Time. Use this time to address any concerns as necessary and to use students' self-assessments as formative assessments. This will help inform how Work Time is implemented in Lessons 10 and 11.</li><li>• In the homework for this lesson, students engage with selected vocabulary from the portions of text read using the Word Tracker routine. Students have some familiarity with the Word Tracker routine and recording form from Unit 1. The purpose of the vocabulary work in this lesson is to support students in carefully attending to words. They need not memorize the words, but they do need to build strategies to help them find the meaning of unknown words. These include knowing how to use a glossary or dictionary.</li><li>• Continue to use a simple organization system for students to keep track of all materials e.g. two-pocket folder). Students will need all of their Unit 2 materials again in Unit 3.</li></ul>



	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• In advance: <ul style="list-style-type: none"> <li>– Review the Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference).</li> <li>– Create and post the Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart and Lessons 9, 10, and 11 Work Time Tasks anchor chart.</li> <li>– Post: Learning targets.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
text feature, culture, glossary, index, caption, table of contents, definition, close reading	<ul style="list-style-type: none"> <li>• <i>Exploring Countries: Japan</i> (one per student in that assigned group)</li> <li>• <i>Exploring Countries: Italy</i> (one per student in that assigned group)</li> <li>• <i>Exploring Countries: India</i> (one per student in that assigned group)</li> <li>• Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart (new; teacher-created; see supporting materials)</li> <li>• Text Feature Scavenger Hunt recording form (one per student)</li> <li>• Lessons 9, 10, and 11 Work Time Tasks anchor chart (new; teacher-created; see supporting materials)</li> <li>• Fact Hunt/Flag Activity recording form (one per student)</li> <li>• Text-dependent Questions: <i>Exploring Countries: Italy</i> (one per student studying Italy)</li> <li>• Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference)</li> <li>• Equity sticks</li> <li>• Word Tracker homework, Lesson 9 (one per student)</li> <li>• Word Tracker homework, Lesson 9 (answers, for teacher reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Note: See Work Time Tasks chart (in supporting materials) for which groups work on text-dependent questions in this lesson.</li> <li>Gather students together. Tell them it's once again time to think about digging in to some research.             <ul style="list-style-type: none"> <li>Remind students of this module's performance task (first mentioned in Unit 1, Lesson 6). Start by saying something like: "The performance task is always the creation of a special product of some sort. In Module 1, you created the 'Accessing Books around the World' bookmark. In your <i>Magic Tree House</i> Book Club, you have learned about cultures in Italy, Iraq, or India from a time period in the past. As you know, author Mary Pope Osborne always sends Jack and Annie back in time to places and countries that existed long ago. Her <i>Magic Tree House</i> stories are set in the past."</li> </ul> </li> <li>Continue by saying something like:             <ul style="list-style-type: none"> <li>"You will continue to work with your group, but for the next several lessons, you will be working with informational texts to research a country and its culture in the present day. You will read informational texts, take notes, and have discussions with your research group. After you conduct your research and learn about the country's culture, you will write a letter to Mary Pope Osborne! The purpose of your letter will be to ask her to consider sending Jack and Annie back to a country she has written about before, but in the present day. Your letter will need to be full of facts and details. You will need to give specific information about the culture of your country that Ms. Osborne could use in a present-day story."</li> </ul> </li> <li>Explain that to do this, the students will first have to do some research.</li> <li>Direct their attention to the learning targets and read the first two aloud:             <ul style="list-style-type: none"> <li>"I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text."</li> <li>"I can accurately record information I find about my country."</li> </ul> </li> <li>Deconstruct the first learning target by underlining the phrases "close reading" and "guidance." Students should be familiar with the term 'close reading,' but help them understand that when you will be guiding them through the work, helping with the reading and gathering of details in a structured and purposeful way.</li> <li>Tell students that across the next few lessons, each Book Club will take notes about text-dependent questions with your guidance.</li> <li>Redirect their attention back to the learning targets and read the next two aloud:             <ul style="list-style-type: none"> <li>"I can use text features to efficiently find information in my <i>Exploring Countries</i> text."</li> <li>"I can use text features to learn new information about my country."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The unpacking of the learning targets is a crucial early step in every lesson. Targets help the students see where they're going, what they will be doing and learning. It's important that you help your students understand that in this part of the lesson, they must work hard to understand the learning targets. Make sure they feel comfortable enough to speak up to ask for clarification if it's needed.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Highlight the words <i>text features</i> in the targets. Remind students that text features are “the parts of a book that stand out from the rest of the text.”</li><li>• Ask them to name some examples of text features.</li><li>• Cold call on a few students to share out. Confirm accurate responses and correct any misconceptions.</li><li>• Tell students they need to think about how to use text features to find information efficiently, or quickly. Remind them that good researchers are also good readers and that reading informational text is very different from reading literary text.</li><li>• Say something like:<ul style="list-style-type: none"><li>* “Readers of informational text need to learn how to navigate the text and learn how to use the text features. One way you are going to become stronger readers of informational text is by learning to use and read the text features in informational books.”</li></ul></li><li>• Underline the word <i>efficiently</i> in the first target and ask a volunteer to define this word.</li><li>• Make sure students understand that it means being “quick but accurate.” Help students understand that they will use resources and text features to find information in their new text.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Getting Ready for Work Tasks (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to move to their designated Book Club meeting spots.</li> <li>• Distribute the <b><i>Exploring Countries</i> informational texts</b> to the appropriate Book Clubs.</li> <li>• Remind students of their work with <i>Exploring Countries: Japan</i>. Allow them 1 minute to page through their books. Direct students to look at the table of contents of their books.</li> <li>• Display the <b>Structural Features of Informational Text (<i>Exploring Countries</i>) anchor chart</b>. Read through the anchor chart together. Ask for volunteers to give a brief description of these standard nonfiction text features: table of contents, index, glossary, and caption.</li> <li>• Distribute the <b>Text Feature Scavenger Hunt recording form</b>. Tell students that they will be using their <i>Exploring Countries</i> informational texts to <u>find</u> and <u>learn</u> information efficiently using text features.</li> <li>• Display the <b>Lessons 9, 10, and 11 Work Time Tasks anchor chart</b>.</li> <li>• Explain that the work for these lessons will require students to carefully attend to <u>four</u> specific tasks:             <ol style="list-style-type: none"> <li>1. Independently read pages 4–11 of their <i>Exploring Countries</i> text.</li> <li>2. Complete the Text Feature Scavenger Hunt with a reading partner or their group.</li> <li>3. Participate in a guided close reading of pages 4–11 of their <i>Exploring Countries</i> text led by the teacher.</li> <li>4. Complete the Fact Hunt/Flag Activity.</li> </ol> </li> <li>• Help each group understand the flow of their work based on the anchor chart. Explain that you will need to do the close reading work with each group without interruptions from the other groups. Ask students a few procedural questions to see if they all understand how things will work in these lessons. Allow for any additional questions.</li> <li>• Distribute the <b>Fact Hunt/Flag Activity recording form</b>. Allow students a few moments to orient to this form. Ask them to imagine doing the work of this activity in a quiet and independent way.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Using total participation techniques, such as cold call or equity sticks, encourages a wider range of voices in whole-class shares.</li> <li>• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> <li>• Providing models of expected work supports all learners, but especially challenged learners.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Work Time (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they have 40 minutes to complete their work. If they finish early, they should read their independent reading books.</li><li>• Ask those students assigned to Italy to gather their <i>Exploring Countries</i> text and a pencil and gather with you in a particular area in the classroom.</li><li>• Distribute the Text-Dependent Questions: <b><i>Exploring Countries: Italy</i></b> to the Italy group.</li><li>• Guide students through the Close Reading Guide, referring to the <b>Close Reading Guide: <i>Exploring Countries: Italy</i> (for teacher reference)</b> and providing extra support by doing the first read with them.</li><li>• Check on the Iraq and India groups as necessary during this work time. Remind these students that they should work quietly and productively for the duration of the period. If they finish early, they should read their independent reading books silently.</li></ul>	<ul style="list-style-type: none"><li>• During this work time, you may want to assign an adult to monitor the process of the work and assist students who may struggle or lack independence.</li><li>• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Praise and Probe (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together and congratulate them on a strong and smooth transition back to informational text (praise).</li><li>• Ask students to each think of key learning for them from today's lesson (probe).</li><li>• Use <b>equity sticks</b> to determine which students share their key learning.</li></ul>	
<p><b>B. Review Word Tracker Routine (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Word Tracker homework, Lesson 9</b>. Remind students of the routine followed in Unit 1.<ul style="list-style-type: none"><li>– In Column 1, they write the word or term.</li><li>– In Column 2, they copy the definition as it appears in the glossary (of their <i>Exploring Countries</i> book).</li><li>– After thinking about the meaning of the word or term, in Column 3, students should write a simplified version of the definition shown in Column 2 using their own words.</li></ul></li><li>• If necessary, project one of the book's glossaries and practice the routine with a word from the glossary (or use <i>Exploring Countries: Japan</i>).</li><li>• Tell students they will need to take their <i>Exploring Countries</i> text home to do this work. Stress that they must be responsible and return both the book and the Word Tracker homework to the next class.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Word Tracker homework. Bring the book and Word Tracker Homework back to school for the next lesson.</li></ul>	



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# Grade 3: Module 2B: Unit 2: Lesson 9

## Supporting Materials



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Lessons 9, 10, and 11 Work Time Tasks

Lesson	India	Iraq	Italy
9	Text Feature Scavenger Hunt  Independent reading book	Independently read pages 4–11  Fact Hunt/Flag	MEET WITH TEACHER  Read aloud pages 4–11  Close Reading
10	Independently read pages 4–11  Fact Hunt/Flag	MEET WITH TEACHER  Close Reading	Text Feature Scavenger Hunt  Independent reading book
11	MEET WITH TEACHER  Close Reading	Text Feature Scavenger Hunt  Independent reading book	Fact Hunt/Flag  Independently reread pages 4–11

**IMPORTANT:**

- Each work period is 40 minutes long. If you finish ahead of time, read your independent reading book.
- Your teacher needs to be completely focused on working with the group. If you are not working with the teacher, your work cannot interfere with or disrupt the work of the other students/groups.



**Structural Features of Informational Text (*Exploring Countries*)**

1. Table of contents
2. Text in chapters with fact boxes, maps, insets, photographs, captions, graphic sources (maps, pie chart)
3. Fast Facts
4. Glossary
5. Learn More section
6. Index



Text Feature Scavenger Hunt Recording Form

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

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

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

Text feature that helps us find information efficiently	Page	Information I learned
<b>Photographs</b> (Picture that shows the reader what something looks like)		
<b>Map</b> (Image showing part of the earth's surface, usually including land and water features)		
<b>Did you know? Fun Facts captions</b> (Words that describe a picture or photograph so the reader can better understand it)		
<b>Bold words</b> (Words in heavy type that help the reader spot the most important words)		



Text Feature Scavenger Hunt Recording Form

Text feature that helps us find information efficiently	Page	Information I learned
<b>Index</b> (Alphabetical list of important topics in the text with page numbers, found at the end of the text)		
<b>Glossary</b> (Mini dictionary that helps the reader define important words in the text)		
<b>Table of contents</b> (List of key topics in the order they appear to help the reader find information more easily)		
<b>Other</b> (Extra information placed within the text, such as graphs, charts, or fact lists)		



Fact Hunt / Flag Activity

**Use pages 28 and 29 to learn interesting facts about your country.**

1. What is the main religion of the country? \_\_\_\_\_  
What percent of the people follow this religion? \_\_\_\_\_ %  
What other religions are practiced in this country? \_\_\_\_\_
2. What is the official language of the country? \_\_\_\_\_
3. Name four products that are grown in this country:  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the capital city of the country? \_\_\_\_\_
5. What is the currency (unit of money)? \_\_\_\_\_
6. Name three other cities in the country:  
\_\_\_\_\_
7. Name four products that are manufactured (made) in this country:  
\_\_\_\_\_  
\_\_\_\_\_
8. What is the official name of the country?  
\_\_\_\_\_
9. What is the population of the country? \_\_\_\_\_ as of \_\_\_\_\_
10. What are three industries that are important to the country's economy?  
\_\_\_\_\_



Fact Hunt / Flag Activity

**Use page 28 to read about your country's flag and see what it looks like.**

Transform the rectangle below into the flag for your country. Draw before you color.

A large, empty rectangular box with a thin black border, intended for a student to draw a flag.

When was the flag adopted? \_\_\_\_\_

What do the colors stand for?

---

---

---

What symbol is part of your country's flag? \_\_\_\_\_

What does this symbolize? \_\_\_\_\_

---





Text-Dependent Questions: *Exploring Countries: Italy*

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

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

**\*\*You will use this sheet as I guide your group in rereading pages 4–11\*\***

Italy/Activity	Questions to Discuss and Answer
<i>Look carefully at pages 4 and 5 but do not reread them yet.</i>  <i>Use what you notice to answer the questions in the box on the right.</i>	What can you find out by reading these pages? _____ _____  How do you know? Turn and talk to a partner about the clues you used.
<i>Read along as your teacher reads page 5 aloud.</i>  <i>With your group, answer the question on the right.</i>	Reread this sentence out loud together:  “In the north, Italy <b>borders</b> France, Switzerland, Austria and Slovenia”  Look carefully at the map. Put one finger on Italy, then point to France, Switzerland, Austria, and Slovenia with your other hand.  What do you think the word <i>borders</i> means? _____  * What strategy did you use to figure out what this word means? _____ _____



Text-Dependent Questions: *Exploring Countries: Italy*

Italy/Activity	Questions to Discuss and Answer
<i>Read page 5 silently and then answer the question on the right.</i>	List four seas that <b>border</b> Italy:  <hr/> <hr/> <hr/> <hr/>
<i>Look carefully at pages 6 and 7 but do not reread them yet.</i>  <i>Answer the questions in the box on the right.</i>	What can you find out by reading these pages?  <hr/> <hr/>  How do you know? Turn and talk to a partner about the clues you used.
<i>Take turns reading the paragraphs on page 6 aloud.</i>	The text says, “With a height of 15,770 feet (4,807 meters), this mountain is the tallest in Europe.”  15,770 feet is the same as _____ meters.
* How did you figure this out?  <hr/> <hr/>	



Text-Dependent Questions: *Exploring Countries: Italy*

Italy/Activity	Questions to Discuss and Answer
<i>Discuss this question with the group.</i>	<p>Which mountain is the tallest in Europe? (Hint: carefully reread the other sentences in this paragraph.)</p> <p>_____</p>
<i>Read along as someone in your group reads page 8 aloud.</i>	<p>The text says, “Mount Vesuvius, the only active volcano on Europe’s mainland, rises near the city of Naples.”</p> <p>What is Mount Vesuvius?</p> <p>_____</p> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 6?</p>
<p>* What strategy did you use to figure out what Mount Vesuvius is?</p> <p>_____</p>	
<i>Read along as your teacher reads page 9 out loud.</i>	<p>Why is the word <i>archeologist</i> in <b>bold</b> (dark) print?</p> <p>_____</p> <p>What is an <i>archeologist</i>?</p> <p>_____</p> <p>_____</p>
<p>* What strategy did you use to figure out what an <i>archeologist</i> is?</p> <p>_____</p>	



Text-Dependent Questions: *Exploring Countries: Italy*

Italy/Activity	Questions to Discuss and Answer
<i>Discuss this question with your group.</i>	Why are the <b>archeologists</b> in Pompeii?   
<i>Look carefully at pages 10 and 11 but do not reread them yet.</i>  <i>Answer the questions in the box on the right.</i>	What can you find out by reading these pages?   How do you know? Turn and talk to a partner about the clues you used.
<i>Read along as your teacher reads pages 10 and 11 out loud.</i>	What is a marmot?   
* What strategy did you use to figure out what this word means?  	



Text-Dependent Questions: *Exploring Countries: Italy*

Italy/Activity	Questions to Discuss and Answer
<i>Reread page 11 silently, then answer the question in the box at the right.</i>	<p>What animals that live in Italy are featured in <u>both</u> the text and the photos?</p> <hr/> <hr/> <p>Where did you find information about the wild boar?</p> <hr/>
<p><b>Finding Out More in a Nonfiction Text</b></p> <p><b>Look back at your answers in the long boxes with *asterisks* in them.</b></p> <p>List <b>five</b> different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.</p>	
1.	
2.	
3.	
4.	
5.	
<p><b>SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR <i>EXPLORING COUNTRIES</i> BOOK.</b></p>	



Close Reading Guide: Exploring Countries: Italy  
(For Teacher Reference)

**Teacher Directions:** Use this guide to help students move through their rereading of pages 4–11

<b>Italy/Activity</b> <i>Have the group begin by reading the directions on the left aloud.</i>	<b>Questions to Discuss and Answer</b> <i>Then work through each question in the corresponding box at the right together, using each as an opportunity for instruction and discussion.</i>
<i>Look carefully at pages 4 and 5 but do not reread them yet.</i>  <i>Use what you notice to answer the questions in the box on the right.</i>	What can you find out by reading these pages? <b>Where Italy is</b>  How do you know? Turn and talk to a partner about the clues you used. <b>Students should note the header in red at the top of the page, as well as the map, on which Italy is circled.</b>
<i>Read along as your teacher reads page 5 aloud.</i>  <i>With your group, answer the question on the right.</i>	Reread this sentence out loud together:  “In the north, Italy <b>borders</b> France, Switzerland, Austria and Slovenia”  Look carefully at the map. Put one finger on Italy, then point to France, Switzerland, Austria, and Slovenia with your other hand.  What do you think the word <i>borders</i> means? <b>Borders must mean “is next to” or “beside.”</b>
* What strategy did you use to figure out what this word means? <b>I looked carefully at the illustrations (map) to help me figure out what the words in the text might mean.</b>	



Close Reading Guide: Exploring Countries: Italy  
(For Teacher Reference)

Italy/Activity	Questions to Discuss and Answer
<i>Read page 5 silently and then answer the question on the right.</i>	List four seas that <b>border</b> Italy: <b>Adriatic Sea</b> <b>Tyrrhenian Sea</b> <b>Ionian Sea</b> <b>Mediterranean Sea</b>
<i>Look carefully at pages 6 and 7 but do not reread them yet.</i>  <i>Answer the questions in the box on the right.</i>	What can you find out by reading these pages? <b>What the land is like in Italy</b>  How do you know? Turn and talk to a partner about the clues you used. <b>Students should note the header in red at the top of the page, as well as the photos on the page.</b>
<i>Take turns reading the paragraphs on page 6 aloud.</i>	The text says, “With a height of 15,770 feet (4,807 meters), this mountain is the tallest in Europe.”  15,770 feet is the same as <b>4,807</b> meters.
* How did you figure this out? <b>I looked inside the parentheses to find out more.</b>  <b>Students may not be familiar with the word “parentheses.” If not, introduce it here. Discuss the use of parentheses to add additional information in the sentence above. Be sure students understand the relationship between the information in parentheses and the words just before the parentheses.</b>	



Text-Dependent Questions: *Exploring Countries: Italy*  
(For Teacher Reference)

Italy/Activity	Questions to Discuss and Answer
<i>Discuss this question with the group.</i>	<p><i>Which</i> mountain is the tallest in Europe? (Hint: carefully reread the other sentences in this paragraph.) <b>Monte Bianco</b></p> <p><b>Demonstrate how to reread the previous sentence to find this information.</b></p>
<i>Read along as someone in your group reads page 8 aloud.</i>	<p>The text says, “Mount Vesuvius, the <u>only active volcano on Europe’s mainland</u>, rises near the city of Naples.”</p> <p>What is Mount Vesuvius? <b>The only active volcano on Europe’s mainland</b></p> <p>Underline the words in the sentence you used to answer this question.</p> <p>Turn and talk to a partner. What do you notice? How are the commas in this sentence like the parentheses on page 6? <b>Note: If students are unfamiliar with the word comma, review it here. Be sure they notice that both the pair of parentheses and pair of commas are used to provide additional information that helps the reader better understand the words just before them.</b></p>
<p>* What strategy did you use to figure out what Mount Vesuvius is? <b>I looked between the commas for more information.</b></p>	





Text-Dependent Questions: *Exploring Countries: Italy*  
(For Teacher Reference)

Italy/Activity	Questions to Discuss and Answer
<i>Read along as your teacher reads page 9 out loud.</i>	Why is the word <i>archeologist</i> in <b>bold</b> (dark) print? <b>It can be found in the glossary.</b>  What is an <i>archeologist</i> ? <b>A scientist who studies the remains of past civilizations.</b>
* What strategy did you use to figure out what an <i>archeologist</i> is? <b>I looked in the glossary at the back of the book.</b>	



Text-Dependent Questions: *Exploring Countries: Italy*  
(For Teacher Reference)

Italy/Activity	Questions to Discuss and Answer
<i>Discuss this question with your group.</i>	Why are the <b>archeologists</b> in Pompeii? <b>Reread and discuss to be sure students infer that the volcanic eruption left Pompeii much as it was 2,000 years ago- providing a very rich opportunity for archeologists to learn about the past.</b>
<i>Look carefully at pages 10 and 11 but do not reread them yet.</i>  <i>Answer the questions in the box on the right.</i>	What can you find out by reading these pages? <b>The wildlife there are in Italy</b>  How do you know? Turn and talk to a partner about the clues you used. <b>Students should note the header in red at the top of the page, as well as the photos on the page.</b>
<i>Read along as your teacher reads pages 10 and 11 out loud.</i>	What is a marmot? <b>A kind of squirrel that lives in the ground</b>  <b>Use this question to check to see if students understand how to use the information between the commas to define the word, “marmot”. Review if necessary.</b>
* What strategy did you use to figure out what this word means? <b>I looked at the information between the commas.</b>	



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Italy/Activity	Questions to Discuss and Answer
<i>Reread page 11 silently, then answer the question in the box at the right.</i>	<p>What animals that live in Italy are featured in <u>both</u> the text and the photos? <b>Porcupines, chamois, wild boar, and pink flamingos.</b></p> <p>Where did you find information about the wild boar? <b>In the “Did you know?” section</b></p> <p><b>Note: Introduce the term sidebar if students are unfamiliar with it. Be sure they notice that information about the wild boar can be found only in the Did You Know? sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text.</b></p>
<p><b>Finding Out More in a Nonfiction Text</b></p> <p><b>Look back at your answers in the long boxes with *asterisks* in them.</b></p> <p>List <u>five</u> different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.</p>	
1. <b>Look at the illustrations, photos, or graphics.</b>	
2. <b>Look at the words inside the parentheses.</b>	
3. <b>Look at the words inside sets of commas.</b>	
4. <b>Look in the glossary.</b>	
5. <b>Read the sidebars.</b>	
<p><b>SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR <i>EXPLORING COUNTRIES</i> BOOK.</b></p>	



Word Tracker Homework, Lesson 9

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

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

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

Exploring Countries: Italy	Exploring Countries: India	Exploring Countries: Iraq
peninsula, glaciers, fertile	peninsula, gulf, plateau	gulf, salt flats, fertile

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Homework, Lesson 9

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Homework, Lesson 9  
(Answers, for Teacher Reference)

Follow the Word Tracker routine using the words for your *Exploring Countries* text.

Exploring Countries: Italy	Exploring Countries: India	Exploring Countries: Iraq
peninsula, glaciers, fertile	peninsula, gulf, plateau	gulf, salt flats, fertile

Vocabulary word or phrase	Definition	Definition in my own words
<b>peninsula (Italy)</b>  <b>glaciers (Italy)</b>  <b>fertile (Italy)</b>	<b>a section of land that extends out from a larger piece of land and is almost completely surrounded by water</b>  <b>massive sheets of ice that move slowly over large areas of land</b>  <b>supports growth</b>	<b>land with water on three sides</b>  <b>really large masses of ice that move slowly</b>  <b>good for growing things</b>
<b>peninsula (India)</b>  <b>gulf (India)</b>  <b>plateau (India)</b>	<b>a section of land that extends out from a larger piece of land and is almost completely surrounded by water</b>  <b>part of an ocean or sea that extends into land</b>  <b>an area of flat, raised land</b>	<b>land with water on three sides</b>  <b>like a bay, an area off an ocean</b>  <b>raised land with a flat top</b>



Word Tracker Homework, Lesson 9  
(Answers, for Teacher Reference)

Vocabulary word or phrase	Definition	Definition in my own words
<b>gulf (Iraq)</b>	<b>part of an ocean or sea that extends into land</b>	<b>like a bay, an area off an ocean</b>
<b>salt flats (Iraq)</b>	<b>salt-covered areas of land</b>	<b>land where there is natural salt</b>
<b>fertile (Iraq)</b>	<b>supports growth</b>	<b>good for growing things</b>