



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 10

Close Reading: Launching the *Exploring Countries* Books, Part 2



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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

- Word Tracker homework (from Lesson 9)
- Text-dependent Questions (Iraq Research group only)
- Text Feature Scavenger Hunt recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Concentric Circles to Share Homework (6 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Getting Ready for Work Tasks (5 minutes)Work Time (40 minutes)Closing and Assessment<ol style="list-style-type: none">Praise and Probe (5 minutes)Review Word Tracker Routine (2 minutes)Homework<ol style="list-style-type: none">Word Tracker homework.	<ul style="list-style-type: none">In this lesson, students continue to use the informational texts distributed in Lesson 9: <i>Exploring Countries: Italy</i>, <i>Exploring Countries: Iraq</i>, and <i>Exploring Countries: India</i>.This lesson's Work Time and Closing follow a similar arc to Lesson 9. During Work Time, the Iraq groups meet with you to participate in a guided close reading while the Italy and India groups work independently on the Text Feature Scavenger Hunt recording form and Fact Hunt/Flag Activity recording form.As in Lesson 9, if students finish their work early (in Work Time), have another task in place for them to complete. One suggestion is for them to read their independent reading books.The Closing allows for time to assess how students' Work Time was spent and to review the homework. The homework is another Word Tracker recording form, with different words.Continue to support students in keeping their materials organized; they will need them again in Unit 3.In advance:<ul style="list-style-type: none">Review the Concentric Circles protocol and Fist to Five Checking for Understanding technique (see Appendix).Post Learning targets and Lessons 9, 10, and 11 Work Time Tasks anchor chart.



Lesson Vocabulary	Materials
text feature, culture, glossary, index, caption, table of contents, definition, close reading	<ul style="list-style-type: none">• <i>Exploring Countries</i> informational texts (book; one per student for their assigned group)• Text Feature Scavenger Hunt recording form (from Lesson 9)• Fact Hunt/Flag Activity recording form (from Lesson 9)• Lessons 9, 10, and 11 Work Time Tasks anchor chart (begun in Lesson 9)• Text-dependent Questions: <i>Exploring Countries: Iraq</i> (one per student studying Iraq)• Close Reading Guide: <i>Exploring Countries: Iraq</i> (for teacher reference)• Equity sticks• Word Tracker homework, Lesson 10 (one per student)• Word Tracker homework, Lesson 10 (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Concentric Circles to Share Homework (6 minutes)</p> <ul style="list-style-type: none">• Ask students to have their Word Tracker homework in hand.• Remind them of the Concentric Circles protocol and review as necessary. Invite them to form concentric circles.• Give them 1 minute to review the three words/terms from Lesson 9's homework.• Pick a number randomly and have students move that many spaces to their left.• On your cue, have students swap homework papers with the student opposite them. Direct one student to quiz the other on his or her three homework words/terms. Then, change roles.• Time permitting, have circles rotate three places to the left and repeat the steps.• Collect students' Word Tracker homework to informally assess students' ability to use context clues to understand words in the text.	<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.
<p>B. Unpacking the Learning Targets (2 minutes)</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 learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text."* "I can accurately record information I find about my country."* "I can use text features to efficiently find information in my <i>Exploring Countries</i> text."* "I can use text features to learn new information about my country."• Pause after each target and ask students to indicate their level of understanding by using the Fist to Five.• Since these are identical to the learning targets from Lesson 9, students should feel relatively comfortable with them.	<ul style="list-style-type: none">• The unpacking of learning targets is a crucial early step in every lesson. Targets help 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 grasp the learning targets. Make sure they feel comfortable enough to speak up to ask for clarification if it's needed.



Work Time	Meeting Students' Needs
<p>A. Getting Ready for Work Tasks (5 minutes)</p> <ul style="list-style-type: none">• Direct students to take out these materials from Lesson 9:<ul style="list-style-type: none">– <i>Exploring Countries</i> informational text– Text Feature Scavenger Hunt recording form– Fact Hunt/Flag Activity recording form• Display the Lessons 9, 10, and 11 Work Time Tasks anchor chart introduced in Lesson 9. Explain that the work students began in Lesson 9 will continue today. Invite them to read the anchor chart silently to themselves, specifically taking note of the tasks listed for today's lesson (Lesson 10).• Ask students to think of their work in Lesson 9. With a show of hands, ask which students did the close reading with your guidance. Then, ask which students worked on the Text Feature Scavenger Hunt. Finally, ask which students worked on the independent reading of pages 4–11 in their <i>Exploring Countries</i> text and the Fact Hunt/Flag Activity.• Ask students if they know what all the tasks have in common.• Cold call a few to share out. Listen for them to say, "All of the tasks are helping us to learn more about our country."• Explain that once again, you will need to work with a small group of students on the guided close reading while the rest of the class works independently. Make sure students realize that this means you will be unavailable to anyone not in the Iraq group. Therefore, it is important for groups to work on their assigned tasks without interrupting or distracting the other groups or you.• Help each group understand the flow of their work for today based on the anchor chart. Ask students a few procedural questions to see if they all understand how things will work in the lesson. Allow for any additional questions.	<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.• Using total participation techniques, such as cold calls or equity sticks, encourages a wider range of voices in whole-class shares.• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Providing models of expected work supports all learners, but especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Work Time (40 minutes)</p> <ul style="list-style-type: none">• Remind students that they have 40 minutes to complete their work. If they finish early, they should read their independent reading book.• Ask those students assigned to Iraq to gather their <i>Exploring Countries</i> text and a pencil and gather with you in a particular area in the classroom.• Distribute the Text-dependent Questions: <i>Exploring Countries: Iraq</i> to the Iraq group.• Lead students through their close reading, referring to the Close Reading Guide: <i>Exploring Countries: Iraq</i> (for teacher reference) and providing extra support by doing the first read with them.• Check on the Italy 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 book silently.	<ul style="list-style-type: none">• 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.• 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Praise and Probe (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on a strong and smooth transition back to informational text (praise).• Ask students to each think of key learning for them from today's lesson (probe).• Use equity sticks to determine which students share their key learning.	
<p>B. Review Word Tracker Routine (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Word Tracker homework, Lesson 10. Point out that this homework assignment is identical to Lesson 9's, except it uses new words.• 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>).• Remind students they will need to take their <i>Exploring Countries</i> text home to do this work.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Word Tracker homework. Bring the book and Word Tracker homework back to school for the next lesson.	



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Supporting Materials



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Text-Dependent Questions: *Exploring Countries: Iraq*

Name: _____

Date: _____

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

Iraq/Activity	Questions to Discuss and Answer
<p><i>Look carefully at pages 4 and 5 but do not reread them yet.</i></p> <p><i>Use what you notice to answer the questions in the box on the right.</i></p>	<p>What can you find out by reading these pages?</p> <p>_____</p> <p>_____</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p>
<p><i>Read along as your teacher reads page 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p>	<p>The text says, “Stretching across 169,235 square miles (438,317 square kilometers), it is surrounded by six other countries.”</p> <p><i>What is surrounded by six other countries?</i></p> <p>_____</p> <p>169, 235 square miles is the same as _____ square kilometers.</p>
<p>* How did you figure out the number of square kilometers?</p> <p>_____</p>	



Text-Dependent Questions: *Exploring Countries: Iraq*

Iraq/Activity	Questions to Discuss and Answer
<i>With your group, answer the question on the right.</i>	<p>Reread these sentences out loud together: “Iraq shares its entire eastern border with Iran. It has a short southeastern border with Kuwait.”</p> <p>Look carefully at the map. Put one finger on Iraq, then point to Iran and Kuwait with your other hand.</p> <p>What do you think the word <i>border</i> means?</p> <hr/>
<p>*What strategy did you use to figure out what this word means?</p> <hr/>	



Text-Dependent Questions: *Exploring Countries: Iraq*

Iraq/Activity	Questions to Discuss and Answer
<i>Look carefully at the map on page 4, and then answer the question on the right.</i>	<p>List three other countries that border Iraq:</p> <hr/> <hr/> <hr/>
<p><i>Look carefully at pages 6 and 7 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What can you find out by reading these pages?</p> <hr/> <hr/> <p>How do you know? Turn and talk to a partner about the clues you used.</p>
<p><i>Look at the photo at the bottom of page 6.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What is being shown in the photo?</p> <hr/> <p>How do you know?</p> <hr/>
<p>* How did you figure out what the photo was showing?</p> <hr/>	



Text-Dependent Questions: *Exploring Countries: Iraq*

Iraq/Activity	Questions to Discuss and Answer
<p><i>Look carefully at pages 8 and 9 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What can you find out about by reading these pages?</p> <hr/> <hr/> <p>How do you know? Turn and talk to a partner about the clues you used.</p>
<p><i>Read along as someone in your group reads page 8 aloud.</i></p> <p><i>Then answer the questions in the box at the right.</i></p>	<p>The text says, “The Ma’dan people, or Marsh Arabs, have lived in these marshes for thousands of years.”</p> <p>What is another name for the Ma’dan people?</p> <hr/> <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 5?</p>
<p>What strategy did you use to figure out another name for the Ma’dan people?</p> <hr/>	



Text-Dependent Questions: *Exploring Countries: Iraq*

Iraq/Activity	Questions to Discuss and Answer
<i>Discuss the question on the right with a partner.</i>	Why do you think the Ma'dan are called "Marsh Arabs?" _____
<i>Read along as your teacher reads page 9 out loud.</i> <i>Answer the questions in the box on the right.</i>	Why is the word ancestors in bold (dark) print? _____ What are ancestors? _____ _____
What strategy did you use to get more information about locusts? _____	
<i>Discuss this question with your group.</i>	What do some Ma'dan do in the same way their ancestors did?
<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 about by reading these pages? _____ _____ How do you know? Turn and talk to a partner about the clues you used.



Text-Dependent Questions: *Exploring Countries: Iraq*

Iraq/Activity	Questions to Discuss and Answer
<p><i>Read along as your teacher reads pages 10 and 11 out loud.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What animals that live in Iraq are featured in <u>both</u> the text and the photos?</p> <hr/> <hr/> <p>Where could you find information about the locust?</p> <hr/> <hr/>
<p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p>	<p>Why do you think locusts might cause a problem in Iraq?</p> <hr/> <hr/>
<p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p>	<p>Why do you think locusts might cause a problem in Iraq?</p> <hr/> <hr/>
<p>What strategy did you use to get more information about locusts?</p> <hr/>	



Text-Dependent Questions: *Exploring Countries: Iraq*

Finding Out More in an Informational Text

Look back at your answers in the long boxes with **asterisks in them.**

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1.

2.

3.

4.

5.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



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

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

Iraq/Activity Have the group begin by reading the directions on the left aloud.	Questions to Discuss and Answer Then work through each question in the corresponding box at the right together, using each as an opportunity for instruction and discussion.
<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? Where Iraq is. How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the map, on which Iraq is circled.
<i>Read along as your teacher reads page 5 aloud.</i> <i>With your group, answer the question on the right.</i>	The text says, “Stretching across 169,235 square miles (438,317 square kilometers), it is surrounded by six other countries.” <i>What is surrounded by six other countries?</i> Iraq 169, 235 square miles is the same as _____ square kilometers. Note: Point out the use of the parentheses. Clarify for students that this parentheses signals that 169, 235 square miles is the same as 438,317 square kilometers.
* How did you figure out the number of square kilometers? I looked inside the parentheses to find out more. 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.	



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

Iraq/Activity	Questions to Discuss and Answer
<i>With your group, answer the question on the right.</i>	<p>Reread these sentences out loud together: “Iraq shares its entire eastern border with Iran. It has a short southeastern border with Kuwait.”</p> <p>Look carefully at the map. Put one finger on Iraq, then point to Iran and Kuwait with your other hand.</p> <p>What do you think the word <i>border</i> means? Border must mean “next to” or “beside.”</p>
<p>*What strategy did you use to figure out what this word means? I looked carefully at the illustrations (map) to help me figure out what the words in the text might mean.</p>	



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

Iraq/Activity	Questions to Discuss and Answer
<i>Look carefully at the map on page 4, and then answer the question on the right.</i>	List three other countries that border Iraq: Turkey Syria Saudi Arabia
<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? What the land is like in Iraq How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page.
<i>Look at the photo at the bottom of page 6.</i> <i>Answer the questions in the box on the right.</i>	What is being shown in the photo? A sandstorm How do you know? I read about it in the Fun Fact! box Introduce the term sidebar if students are unfamiliar with it. Be sure students notice that information about the photo can be found in the Fun Fact! sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text.
* How did you figure out what the photo was showing? I read the information in the sidebar.	



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

Iraq/Activity	Questions to Discuss and Answer
<p><i>Look carefully at pages 8 and 9 but do not reread them yet.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What can you find out about by reading these pages?</p> <p>The Mesopotamian Marshes</p> <p>How do you know? Turn and talk to a partner about the clues you used.</p> <p>Students should note the header in red at the top of the page, as well as the photos on the page.</p>
<p><i>Read along as someone in your group reads page 8 aloud.</i></p> <p><i>Then answer the questions in the box at the right.</i></p>	<p>The text says, “The Ma’dan people, or Marsh Arabs, have lived in these marshes for thousands of years.”</p> <p>What is another name for the Ma’dan people?</p> <p>Marsh Arabs</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 5?</p> <p>If students are unfamiliar with the word comma, review it here.</p> <p>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.</p>
<p>What strategy did you use to figure out another name for the Ma’dan people?</p> <p>I looked for more information between the commas.</p>	



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

Iraq/Activity	Questions to Discuss and Answer
<i>Discuss the question on the right with a partner.</i>	Why do you think the Ma'dan are called "Marsh Arabs?" Because they live in the wetlands (marshes)
<i>Read along as your teacher reads page 9 out loud.</i> <i>Answer the questions in the box on the right.</i>	Why is the word <i>ancestors</i> in bold (dark) print? It can be found in the glossary What are ancestors? Relatives who lived long ago
What strategy did you use to get more information about locusts? I looked in the glossary at the back of the book.	
<i>Discuss this question with your group.</i>	What do some Ma'dan do in the same way their ancestors did? Fish, grow rice, and raise water buffalo
<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 about by reading these pages? The wildlife in Iraq How do you know? Turn and talk to a partner about the clues you used. Students should note the header in red at the top of the page, as well as the photos on the page.



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

Iraq/Activity	Questions to Discuss and Answer
<p><i>Read along as your teacher reads pages 10 and 11 out loud.</i></p> <p><i>Answer the questions in the box on the right.</i></p>	<p>What animals that live in Iraq are featured in <u>both</u> the text and the photos?</p> <p>Sacred ibis, jerboa, striped hyena, and locust.</p> <p>Where could you find information about the locust?</p> <p>Introduce the term sidebar if students are unfamiliar with it. Be sure they notice that information about the locust can be found only in the Fun Fact! sidebar and discuss the importance of reading sidebars to deepen the understanding of a particular topic in a text.</p>
<p><i>Reread the information in the Fun Fact! box with a partner. Together, answer the question in the box at the right.</i></p>	<p>Why do you think locusts might cause a problem in Iraq?</p> <p>I looked at the information in the Fun Fact! sidebar.</p>
<p>What strategy did you use to get more information about locusts?</p> <p>I looked at the information in the Fun Fact! sidebar.</p>	



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

Finding Out More in an Informational Text

Look back at your answers in the long boxes with *asterisks* in them.

List five different ways you can find out more information about a word, phrase, or topic when you are reading nonfiction text.

1. Look at the illustrations, photos, or graphics.

2. Look at the words inside the parentheses.

3. Look at the words inside sets of commas.

4. Look in the glossary.

5. Read the sidebars.

SAVE THIS HANDOUT AND USE IT AS YOU CONTINUE READING YOUR *EXPLORING COUNTRIES* BOOK.



Word Tracker Homework, Lesson 10

Name: _____

Date: _____

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

Exploring Countries: Italy	Exploring Countries: India	Exploring Countries: Iraq
archaeologists, wetlands, migrate	tributaries, summit, native	fertile, wetlands, ancestors

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Homework, Lesson 10

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

Exploring Countries: Italy	Exploring Countries: India	Exploring Countries: Iraq
archaeologists, wetlands, migrate	tributaries, summit, native	fertile, wetlands, ancestors

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Homework, Lesson 10
(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
archaeologists, wetlands, migrate	tributaries, summit, native	fertile, wetlands, ancestors

Vocabulary word or phrase	Definition	Definition in my own words
archaeologists (Italy)	scientists who study the remains of past civilizations	people who know about groups who lived long ago
wetlands (Italy)	wet, spongy land; bogs, marshes, swamps are wetlands	land that is very wet; swampy places
migrate (Italy)	to move from one place to another, often with the seasons	when someone or something changes location and goes from one place to another for a reason
tributaries (India)	streams or rivers that flow into a larger stream or river	water that flows into bigger rivers or streams
summit (India)	the highest point of something	the top of a mountain
native (India)	originally from a place	a person who is from a place



Word Tracker Homework, Lesson 10
(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
archaeologists, wetlands, migrate	tributaries, summit, native	fertile, wetlands, ancestors

Vocabulary word or phrase	Definition	Definition in my own words
fertile (Iraq)	supports growth	good for growing things
wetlands (Iraq)	wet, spongy land; bogs, marshes, swamps are wetlands	land that is very wet; swampy places
ancestors (Iraq)	relatives who lived long ago	people from your family who lived in the past