



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 11

Close Reading: Launching the *Exploring Countries* Books, Part 3



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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 10)
- Text-dependent Questions (India 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 (7 minutes) Homework <ol style="list-style-type: none"> Continue reading your independent reading book. Choose one paragraph to practice reading fluently and read it aloud to someone at home or in front of the mirror. 	<ul style="list-style-type: none"> In this lesson, students will 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 Lessons 9 and 10. During Work Time, the India groups meet with you to participate in a guided close reading while the Italy and Iraq groups work independently on the Text Feature Scavenger Hunt and Fact Hunt/Flag Activity recording forms. At the end of this lesson, all groups will have completed all of these activities. As in Lessons 9 and 10, if students finish their work early (in Work Time), have another task in place for them to complete. For homework, students continue to read their independent reading book. They should also choose one paragraph from their reading to read aloud to someone at home or in front of the mirror. They should focus on their fluency during this "out loud" reading. 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 the 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 (books; 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: India</i> (one per student studying India) Close Reading Guide: <i>Exploring Countries: India</i> (for teacher reference) Equity sticks



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Concentric Circles to Share Homework (6 minutes)</p> <ul style="list-style-type: none">• Instruct students to have their Word Tracker homework from Lesson 10 in hand.• Remind them of the Concentric Circle protocol and review as necessary.• Have students form concentric circles.• Give them 1 minute to review the three words/terms from Lesson 10's homework.• Pick a number randomly and have them move that many spaces to their left (this pairs students with someone other than who they might have chosen themselves).• 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 understand words from the text.	<ul style="list-style-type: none">• Protocols like Concentric Circles allow students 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 or invite a volunteer to do so.<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 Lessons 9 and 10, students should feel relatively comfortable with them.	<ul style="list-style-type: none">• The unpacking of the 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, which were distributed in Lesson 9:<ul style="list-style-type: none">– <i>Exploring Countries</i> informational texts– 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 Lessons 9 and 10 will continue today. Invite them to read the anchor chart silently to themselves, taking note of the tasks listed for today's lesson (Lesson 11).• Ask students to think of their work in Lesson 10. With a show of hands, ask which students did 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.• Remind students that they are doing this important work to learn more about their assigned country.• Reinforce the routines as needed: 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 this means that you will be unavailable to anyone not in the India 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.



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 India 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: India</i> to the India group.Lead students through the Close Reading Guide, referring to the Close Reading Guide: <i>Exploring Countries: India</i> (for teacher reference) and providing extra support by doing the first read with them.Check on the Italy and Iraq 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">Providing models of expected work supports all learners, but especially challenged learnersDuring 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 (7 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.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading your independent reading book. Choose one paragraph to practice reading fluently and read it aloud to someone at home or in front of the mirror.	



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Supporting Materials



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Text-dependent Questions: *Exploring Countries: India*

Name: _____

Date: _____

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

India/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 pages 4 and 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p>	<p>Reread this sentence out loud together: “India shares borders with Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh.”</p> <p>Look carefully at the map. Put one finger on India, then point to <u>Pakistan</u>, <u>China</u>, <u>Nepal</u>, <u>Bhutan</u>, <u>Myanmar</u>, and <u>Bangladesh</u> with your other hand.</p> <p>What do you think the word <i>borders</i> means?</p> <p>_____</p> <p>_____</p>
<p>* What strategy did you use to figure out what this word means?</p> <p>_____</p>	



Text-dependent Questions: *Exploring Countries: India*

India/Activity	Questions to Discuss and Answer
<i>Look carefully at the map on page 4 and then answer the question on the right.</i>	What two large bodies of water border India? <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 about by reading these pages? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used.
<i>Read along as your teacher reads page 6 out loud.</i>	Why is the word tributaries in bold (dark) print? <hr/> What are tributaries? <hr/>
* What strategy did you use to figure out what tributaries are? <hr/>	



Text-dependent Questions: *Exploring Countries: India*

India/Activity	Questions to Discuss and Answer
<i>Look carefully at pages 8 and 9 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? <hr/> <hr/> How do you know? Turn and talk to a partner about the clues you used.
<i>Silently read the Fun Fact! on page 8 and answer the question in the box to the right.</i>	What does the word hima mean? <hr/> <hr/>
* What strategy did you use to figure out what hima means? <hr/>	



Text-dependent Questions: *Exploring Countries: India*

India/Activity	Questions to Discuss and Answer
<p><i>Take turns reading the sentences on page 9 aloud.</i></p> <p><i>Then answer the questions to the right.</i></p>	<p>The text says,</p> <p>“They grow up to 3 inches (8 centimeters) taller every year.”</p> <p>What grows up to 3 inches taller every year? (Hint: Reread the other sentences in the paragraph.)</p> <p>_____</p> <p>_____</p> <p>Three inches is the same as _____centimeters.</p>
<p>* How did you figure this out?</p> <p>_____</p>	



Text-dependent Questions: *Exploring Countries: India*

India/Activity	Questions to Discuss and Answer
<p><i>Look carefully at pages 10 and 11 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>Reread pages 10 and 11 silently and then answer the question in the box at the right.</i></p>	<p>Look carefully at the pictures. What is a <i>lotus</i>?</p> <hr/> <p>What additional information do you discover about the lotus between the commas on page 11?</p> <hr/> <hr/> <p>Where can you find information about the birds in India?</p> <hr/>
<p>* What strategy did you use to get more information about the birds in India?</p> <hr/>	



Text-dependent Questions: *Exploring Countries: India*

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: India*
(For Teacher Reference)

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

India/Activity Note: Have the group begin by reading the directions on the left aloud.	Questions to Discuss and Answer Note: 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>	<p>What can you find out by reading these pages?</p> <p>Where India is</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 map, on which India is circled.</p>
<p><i>Read along as your teacher reads pages 4 and 5 aloud.</i></p> <p><i>With your group, answer the question on the right.</i></p>	<p>Reread this sentence out loud together: “India shares borders with Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh.”</p> <p>Look carefully at the map. Put one finger on India, then point to <u>Pakistan</u>, <u>China</u>, <u>Nepal</u>, <u>Bhutan</u>, <u>Myanmar</u>, and <u>Bangladesh</u> with your other hand.</p> <p>What do you think the word <i>borders</i> means?</p> <p>Borders must mean “is next to” or “beside.”</p>
<p>* What strategy did you use to figure out what this word means?</p> <p>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: India
(For Teacher Reference)

India/Activity	Questions to Discuss and Answer
<i>Look carefully at the map on page 4 and then answer the question on the right.</i>	What two large bodies of water border India? Arabian Sea Indian Ocean
<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 about by reading these pages? What the land is like in India 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>Read along as your teacher reads page 6 out loud.</i>	Why is the word tributaries in bold (dark) print? It can be found in the glossary. What are tributaries? Streams or rivers that flow into a larger stream or river
* What strategy did you use to figure out what tributaries are? I looked in the glossary at the back of the book.	



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

India/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 Himalayan Mountains</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.</p> <p>Note: support students in using the photos on the page to infer that “the Himalayas” are mountains.</p>
<p><i>Silently read the Fun Fact! on page 8 and answer the question in the box to the right.</i></p>	<p>What does the word <i>hima</i> mean?</p> <p>snow</p>
<p>* What strategy did you use to figure out what <i>hima</i> means?</p> <p>I looked between the commas for more information.</p> <p>Note: If students are unfamiliar with the word comma, review it here. Be sure they notice that a pair of commas is used to provide additional information that helps the reader better understand the words just before them.</p>	



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

India/Activity	Questions to Discuss and Answer
<i>Take turns reading the sentences on page 9 aloud.</i> <i>Then answer the questions to the right.</i>	<p>The text says,</p> <p>“They grow up to 3 inches (8 centimeters) taller every year.”</p> <p>What grows up to 3 inches taller every year? (Hint: Reread the other sentences in the paragraph.)</p> <p>The Himalayan Mountains Demonstrate how to reread the previous sentence to find this information</p> <p>Three inches is the same as 8 centimeters.</p>
<p>* How did you figure this out?</p> <p>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.</p>	



Text-dependent Questions: *Exploring Countries: India*
(For Teacher Reference)

India/Activity	Questions to Discuss and Answer
<p><i>Look carefully at pages 10 and 11 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> <p>The wildlife in India</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>Reread pages 10 and 11 silently and then answer the question in the box at the right.</i></p>	<p>Look carefully at the pictures. What is a <i>lotus</i>?</p> <p>a flower</p> <p>What additional information do you discover about the lotus between the commas on page 11?</p> <p>It is native to India.</p> <p>Where can you find information about the birds in India?</p> <p>Introduce the term sidebar if students are unfamiliar with it. Be sure students notice that information about the birds 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>* What strategy did you use to get more information about the birds in India?</p> <p>I looked at the information in the Fun Fact! sidebar.</p>	



Text-dependent Questions: *Exploring Countries: India*
(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.

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