



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 2B: Unit 2: Lesson 12**

## **Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 1**



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

- I can ask and 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)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use text features to efficiently find information in the *Exploring Countries* text for my country.
- I can use text features to learn new information about my country.
- I can accurately record information I find about my country as I read.
- I can effectively participate in a discussion with my Research Group peers about the information found within my *Exploring Countries* book.

Ongoing Assessment

- Culture Research Matrix recording form
- Book Discussion checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Scavenger Hunt and Fact Hunt Share (8 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Preparing to Research Using Culture Categories (12 minutes)</li> <li>B. Research Groups: Using Culture Research Matrix (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Reflecting on Group Discussion and Individual Accountability (5 minutes)</li> <li>B. 3-2-1 Exit Ticket (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete any unfinished work from today's lesson. Share information about the culture of your country with someone at home.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In Lessons 2–5, students worked in Book Clubs to read and explore their <i>Magic Tree House</i> books. In this lesson, students will work in their same groups. Now, however, they will read their <i>Exploring Countries</i> texts and will be referred to as Research Groups. This name change is done to help focus students on their current task: researching information based on non-fiction text (rather than reading a chapter book). Students should still meet in the same designated meeting spots during Work Time.</li> <li>• To prepare students for their work with their Research Groups, they review the differences between informational and literary texts. By focusing on specific elements found in informational texts (e.g., section headers, bold and italicized words), students will be more efficient in their work. They also review how to recognize <i>evidence of culture</i>, something that should be familiar to them from Unit 1.</li> <li>• In this lesson, as well as Lesson 13-14, students' work will be guided by the Culture Research Matrix recording form. The intent is for students to continually add information to the Culture Research Matrix as they read and work in Lessons 12–14.</li> <li>• This lesson focuses on daily life and the people. Therefore, a Culture Research Matrix recording form: “Daily Life” and “People” (answers, for teacher reference) is provided. There will be a new “answers, for teacher reference” material provided in both Lesson 13 and Lesson 14: for <u>each</u> of the three texts, specific to the <u>section</u> of text students work on in that lesson.</li> <li>• Use the Research Group Routine for Informational Text anchor chart to guide students' Work Time B and focus their work. Note the similarity between this anchor chart and the Culture Categories anchor chart.</li> <li>• The Closing of this lesson gives students another opportunity to reflect and self-assess, which is an important step in the learning process. Students work on the Constructed Response Question recording form. This form will be updated at the end of Lessons 12-14, providing students an opportunity to write down what they learned about their country.</li> </ul> <p>The Research Group Routine for Information Text anchor chart includes a pacing chart. Depending on the ability and level of task commitment of the students, some students may need to complete the reading and note-taking of the assigned sections for homework.</p>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance:<ul style="list-style-type: none"><li>– Create and post the Culture Categories and Research Group Routine for Informational Text anchor charts.</li><li>– Post: Learning targets</li></ul></li></ul>

Lesson Vocabulary	Materials
informational, literary, matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices	<ul style="list-style-type: none"><li>• <i>Exploring Countries</i> informational texts (books; one per student for their assigned group)</li><li>• Text Feature Scavenger Hunt recording form (from Lesson 9)</li><li>• Fact Hunt/Flag Activity recording form (from Lesson 9)</li><li>• Book Discussion checklist (from Lesson 2; one new blank copy per student)</li><li>• Culture Categories anchor chart (new; teacher-created; see supporting materials)</li><li>• Culture Research Matrix recording form (one per student and one to display)</li><li>• Culture Research Matrix recording form: “The People” and “Daily Life” (answers, for teacher reference, for each of the three countries)</li><li>• Document camera</li><li>• Research Group Routine for Informational Text anchor chart (new; teacher-created; see supporting materials)</li><li>• Constructed Response Question recording form (new; one per student)</li><li>• 3-2-1 Exit ticket (one per student)</li><li>• Equity sticks</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Scavenger Hunt and Fact Hunt Share (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their materials from Lesson 9:<ul style="list-style-type: none"><li>– <b>Text Feature Scavenger Hunt recording form</b></li><li>– <b>Fact Hunt/Flag Activity recording form</b></li></ul></li><li>• Say something like:<ul style="list-style-type: none"><li>* “When you were reading your <i>Magic Tree House</i> book, you worked in a Book Club. Now that you are reading informational text, the Book Clubs will be renamed Research Groups. You will work in your Research Groups later in the lesson.”</li></ul></li><li>• Invite students to turn to a neighbor and compare their answers on the Text Feature Scavenger Hunt and Fact Hunt/Flag Activity recording forms.</li><li>• Collect the recording forms for review.</li></ul>	<ul style="list-style-type: none"><li>• This type of activity allows 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.</li><li>• Students should be directed to speak in full sentences as they share and to structure the sharing as conversation.</li></ul>
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group and direct their attention to the learning targets.<ul style="list-style-type: none"><li>* “I can use text features to efficiently find information in the <i>Exploring Countries</i> text for my country.”</li><li>* “I can use text features to learn new information about my country.”</li><li>* “I can accurately record information I find about my country as I read.”</li><li>* “I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book.”</li></ul></li><li>• Read each target aloud, pausing after each one to ask students to use Fist to Five to show their understanding of the target.</li><li>• Reread the last learning target:<ul style="list-style-type: none"><li>* “I can effectively participate in a discussion with my Research Group peers about the information found within my <i>Exploring Countries</i> book.”</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 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.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Display the <b>Book Discussion checklist</b>. Students should be familiar with this checklist from Lessons 2–5. Have them spend 1 minute reviewing the categories. If desired, read each category aloud, one at a time. Ask students to turn and talk with an elbow partner:<ul style="list-style-type: none"><li>* “What discussion behaviors do you feel the most skilled with at this point?”</li></ul></li><li>• Invite volunteers to share out behaviors they feel skilled at.</li><li>• Explain that students will use the Book Discussion checklist in today’s lesson, as well as the next two lessons.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Preparing to Research Using Culture Categories (12 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students they will continue learning about their assigned country's culture today through further research. Ask them to turn and talk with a new partner:             <ul style="list-style-type: none"> <li>* "How does an informational text <i>look</i> different from a literary text?"</li> </ul> </li> <li>Cold call students to share out. Listen for answers such as: "There are chapter titles and section headers," "The pages have a variety of fonts and type sizes," "Some words are in bold or italic font," and "There are graphic aids such as maps, charts, diagrams, and photographs with captions or labels."</li> <li>Then, invite students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "What is the purpose of a heading or section header?"                 <p>Confirm with students that section headers give a preview of information to come and give clues about the main idea of the section or portion of the informational text.</p> </li> <li>* "What is the purpose of bold or italic words?"                 <p>Confirm with students that some words are shown in bold or italic font to signal that they are important words or phrases. Bold words are usually found in the book's glossary.</p> </li> </ul> </li> <li>Circulate to listen in as students share.</li> <li>Tell them that as they work today with their informational text, they should pay particular attention to the bold and italic words and use the texts' section headers. Remind students of the working definition of <i>culture</i> from Unit 1: Culture refers to a group's "way of life," or how they do things. The culture of a community is the way of life for a group that has been passed from one generation to the next.</li> <li>Remind students that in Unit 1, they learned how to find <i>evidence of culture</i> within informational text. Such evidence fell into different <i>categories</i>. For example, in Unit 1 they looked specifically for evidence related to customs and traditions. Customs and traditions are considered a <i>category</i>.</li> <li>Share the <b>Culture Categories anchor chart</b>. Students should take note that Customs and Traditions is on the anchor chart.</li> <li>Help students understand what each of the categories means by conducting a series of Think-Pair-Shares. As students share, confirm correct responses and add notes to the anchor chart. Correct any misconceptions.</li> <li>Explain that these categories are important to the work of the Research Groups as they read the remainder of the <i>Exploring Countries</i> text.</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>Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This lets students have more meaningful discussions and clarify points in their native language.</li> <li>Providing models of expected work supports all students, but especially challenged learners.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Research Groups: Using the Culture Research Matrix (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Culture Research Matrix recording form: “The People” and “Daily Life”</b> and display a copy using a <b>document camera</b>.</li><li>• Ask students to silently read the recording form.</li><li>• Then, using the display version, continue to orient students to the recording form by asking some specific questions. Questions should relate to the format of the recording form and the sequence of the work they will be engaged in. Point out that just as they did with their <i>Magic Tree House</i> book, they will be doing two reads of assigned portions of the informational text. Point out that each read asks them to follow a different sequence of steps. Answer any clarifying questions.</li><li>• Redirect students' attention to the Culture Categories anchor chart.</li><li>• Point out that the Culture Categories are also listed on the Culture Research Matrix recording form: “The People” and “Daily Life.”</li><li>• Remind students that they already read pages 4–11 in their <i>Exploring Countries</i> texts when they completed the Close Reading Guide with you in Lessons 9–11. Tell them they will finish these texts by the end of Lesson 14.</li><li>• Display the <b>Research Group Routine for Informational Text anchor chart</b>.</li><li>• Read the steps of the routine aloud. These steps correspond to the sequential steps on the Culture Research Matrix recording form: “The People” and “Daily Life.” Leave the anchor chart visible for students to refer to as they work.</li><li>• Distribute the Book Discussion checklist (discussed in Opening B).</li><li>• Have students assemble these materials:<ol style="list-style-type: none"><li>1. <i>Exploring Countries</i> text</li><li>2. Book Discussion checklist</li><li>3. Culture Research Matrix recording form: “The People” and “Daily Life”</li><li>4. Pencil with an eraser</li></ol></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to quietly move to their designated meeting spots. Remind students that you will start referring to these groups as Research Groups from now on.</li><li>• Direct the Research Groups to begin their work using the steps listed on the Culture Research Matrix recording form: "The People" and "Daily Life." Encourage students to refer to the Research Group Routine for Informational Text anchor chart as they are working. The sections to work with today are:<ul style="list-style-type: none"><li>– The People, pp. 12 and 13</li><li>– Daily Life, pp. 14 and 15</li></ul></li><li>• 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 cautions).</li><li>• Stop students when there are 10 minutes left in the lesson to leave time for the Closing.</li></ul>	<ul style="list-style-type: none"><li>• Consider having an adult monitor each group to observe and facilitate as needed. If there are fewer adults, one adult could monitor two or three groups; alternatively, assign an adult monitor only to groups that are struggling to stay on task and/or stay organized.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Group Discussion and Individual Accountability (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to return to their desks.</li> <li>• Share a few of your observations from Work Time B (specific positive feedback and/or a few suggestions).</li> <li>• Have students complete the <b>Constructed Response Question recording form</b> that will be updated at the end of Lessons 12-14. This is an opportunity for students to write down what they learned about their country.</li> <li>• Direct students' attention to their Book Discussion checklist and ask them to fill in the top portion.</li> <li>• 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.</li> <li>• Students should then self-reflect to complete the question below the chart: * "What is a goal for yourself the next time you have a discussion?"</li> <li>• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes.</li> </ul>
<p><b>B. 3-2-1 Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students on their hard work finding facts about culture in their informational text.</li> <li>• Distribute the <b>3-2-1 Exit ticket</b> to students. Ask them to complete the 3-2-1 Exit ticket independently.</li> <li>• If time allows, use <b>equity sticks</b> or cold call to have students share some of their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Using total participation techniques such as cold calls or equity sticks encourages a wider range of voices in whole-class shares.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Complete any unfinished work from today's lesson. Share information about the culture of your country with someone at home.</li> </ul>	



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# Grade 3: Module 2B: Unit 2: Lesson 12

## Supporting Materials



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Culture Categories Anchor Chart

**Activities of Families and Schools**

Notes:

**Customs and Traditions**

Notes:

**Members and Languages Spoken**

Notes:

**Holidays and Festivals**

Notes:

**Religious Beliefs and Practices**

Notes:



Culture Research Matrix Recording Form

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

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

Country: \_\_\_\_\_

**Focus question: What evidence of culture can you find in informational text?**

Culture Categories
1. Activities of Families and Schools
2. Customs and Traditions
3. Members and Languages Spoken
4. Holidays and Festivals
5. Religious Beliefs and Practices

**Directions:**

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today's reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 1: Activities of Families and Schools</b>  (how people live, work, and go to school)		



Culture Research Matrix Recording Form

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 2: Customs and Traditions</b> (common practices and behaviors passed down from generation to generation)		
<b>Category 3. Members and Languages Spoken</b> (the people and their way of speaking)		



Culture Research Matrix Recording Form

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
Category 4: Holidays and Festivals (celebrations and special days)		
Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping)		





Culture Research Matrix Recording Form: “The People” and “Daily Life”  
India (Answers, for Teacher Reference)

Name:

Date:

Country: India

**Focus question: What evidence of culture can you find in informational text?**

Culture Categories
1. Activities of Families and Schools
2. Customs and Traditions
3. Members and Languages Spoken
4. Holidays and Festivals
5. Religious Beliefs and Practices

**Directions:**

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
India (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 1: Activities of Families and Schools</b>  (how people live, work, and go to school)	<b>Families are large. Children, parents, and grandparents all live together.</b>	<b>12</b>
	<b>In cities, people live in crowded apartments.</b>	<b>12</b>
	<b>In cities, people walk or ride bikes and shop in stores and markets.</b>	<b>12</b>
	<b>Some people live in quiet villages and share grazing grounds, water wells, and temples.</b>	<b>13</b>
	<b>Villagers grow their food</b>	<b>13</b>



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
India (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 2: Customs and Traditions</b> (common practices and behaviors passed down from generation to generation)		
<b>Category 3. Members and Languages Spoken</b> (the people and their way of speaking)	<b>Many languages spoken.</b>	<b>13</b>
	<b>Hindi is the official language.</b>	<b>13</b>
	<b>English is used for national, political, and business purposes.</b>	<b>13</b>
	<b>Many languages spoken.</b>	<b>13</b>



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
India (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 4: Holidays and Festivals</b> (celebrations and special days)		
<b>Category 5: Religious Beliefs and Practices</b> (things people believe in related to their religion and ways of worshipping)		



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Italy (Answers, for Teacher Reference)

Name:

Date:

Country: Italy

**Focus question: What evidence of culture can you find in informational text?**

Culture Categories
1. Activities of Families and Schools
2. Customs and Traditions
3. Members and Languages Spoken
4. Holidays and Festivals
5. Religious Beliefs and Practices

**Directions:**

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Italy (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
Category 1: Activities of Families and Schools  (how people live, work, and go to school)	Immigrants have influenced Italy.	12
	Most people live in busy cities. Fewer live in the country.	14
	Most people live in northern Italy.	13
	Many people visit the piazzas for shopping and food.	15
	Families gather for evening meals.	15



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Italy (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 2: Customs and Traditions</b> (common practices and behaviors passed down from generation to generation)		
<b>Category 3. Members and Languages Spoken</b> (the people and their way of speaking)	<b>Italian is the official language.</b>	<b>13</b>



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Italy (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 4: Holidays and Festivals</b> (celebrations and special days)		
<b>Category 5: Religious Beliefs and Practices</b> (things people believe in related to their religion and ways of worshipping)		





Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Iraq (Answers, for Teacher Reference)

Name:

Date:

Country: Iraq

**Focus question: What evidence of culture can you find in informational text?**

Culture Categories
1. Activities of Families and Schools
2. Customs and Traditions
3. Members and Languages Spoken
4. Holidays and Festivals
5. Religious Beliefs and Practices

**Directions:**

1. Do an independent first read of the assigned sections in your *Exploring Countries* informational text.
2. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
3. Revisit the focus question: *What evidence of culture can you find in informational text?* Review the five Culture Categories. Discuss whether any information in today’s reading fits within these categories.
4. Reread the assigned sections with your Research Group. As you read, look for evidence of culture within the Culture Categories. Record the evidence by writing the precise fact you found and noting the page number(s).



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Iraq (Answers, for Teacher Reference))

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 1: Activities of Families and Schools</b>  (how people live, work, and go to school)	<b>Daily life has been hard for people in Iraq because of war.</b>	<b>14</b>
	<b>Most people live in crowded apartments. In the countryside, people live in brick houses near the river.</b>	<b>14</b>
	<b>Religion is an important part of daily life.</b>	<b>15</b>



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Iraq (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 2: Customs and Traditions</b> (common practices and behaviors passed down from generation to generation)		
<b>Category 3. Members and Languages Spoken</b> (the people and their way of speaking)	<b>Iraq has more than 29 million people.</b>	<b>12</b>
	<b>Many Iraqis are Arabs.</b>	<b>12</b>
	<b>Kurdish is the official language. Arabic is also spoken.</b>	<b>13</b>



Culture Research Matrix Recording Form: “The People” and “Daily Life”  
Iraq (Answers, for Teacher Reference)

Culture Category	Facts <i>What information did you find in the text about this part of culture?</i>	Page(s)
<b>Category 4: Holidays and Festivals</b> (celebrations and special days)		
<b>Category 5: Religious Beliefs and Practices</b> (things people believe in related to their religion and ways of worshipping)	<b>People follow Islam.</b>	<b>15</b>
	<b>People pray five times a day.</b>	<b>15</b>
	<b>Men and women wear long robes to cover their bodies. Women cover their heads with scarves.</b>	<b>15</b>



Research Group Routine for Informational Text

1. Read the focus question and review the Culture Categories.
2. Do a first read of the assigned portion(s) of the text on your own.

	Lesson 12	Lesson 13	Lesson 14
Sections to Read	The People, pp. 12–13 Daily Life, pp. 14–15	Going to School, pp. 16–17 Working, pp. 18–19 Playing, pp. 20–21	Food, pp. 22–23 Holidays, pp. 24–25 (Special Place), pp. 26–27

3. Come together with your Research Group to discuss the **main idea of each section** and name a few key details that support the main idea.
4. Revisit the focus question and the five Culture Categories with your Research Group. Discuss the evidence you will be looking for.
5. Do a second read of the assigned portion(s) of the informational text with your Research Group and, as you read, look for evidence of culture within the Culture Categories.
6. Record the evidence by writing the facts on the Culture Research Matrix and recording the page numbers.
7. Complete the Constructed Response Question (update each day at the end of Lessons 12–14).



Constructed Response Question

**\*\* Update your response each day, at the end of Lessons 12–14\*\***

Lesson	What did you learn about your country's culture from today's reading?
<b>Lesson 12</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Lesson 13</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Lesson 14</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



3-2-1 Exit Ticket

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

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

What are three new words for you coming out of today's work?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What are two things you found interesting about your country's culture?

1. \_\_\_\_\_

2. \_\_\_\_\_

What is one question you have about your country or its culture?

1. \_\_\_\_\_