



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 13

Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 2



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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
- Text-dependent questions (book-specific)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Research Groups: Using Culture Research Matrix (30 minutes)B. Text-Dependent Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on Group Discussion and Individual Accountability (5 minutes)B. Praise and Probe (7 minutes)4. Homework<ol style="list-style-type: none">A. Share information about the culture of your country with someone at home. Continue reading your independent reading book.	<ul style="list-style-type: none">• Similar to Lesson 12, students work with their Research Groups. They continue to fill out their Culture Research Matrix recording form (from Lesson 12) as a guide to further unpacking their <i>Exploring Countries</i> text. In Lesson 12, students focused on “Daily Life” and “the People.” In this lesson, they focus on “Going to School,” “Working,” and “Playing.” The intent of the Culture Research Matrix is for students to continually add information as they read and work in Lessons 12–14.• A new Culture Research Matrix recording form: “Going to School,” “Working,” and “Playing” (answers, for teacher reference) is provided: for <u>each</u> of the three texts, specific to the <u>section</u> of text students work on during today’s lesson. This will help you know the types of information students may be adding to their Matrix each day.• Use the Research Group Routine for Informational Text anchor chart to guide students’ Work Time A and focus their work. Note the similarity between this anchor chart and the Culture Categories anchor chart.• Students also answer text-dependent questions about their country during Work Time B.• In the closing students again add to their Constructed Response Question recording form. Help students notice how their understanding about their country is deepening the more that they read, think, talk, and write.• In advance: Post: Learning targets, Culture Categories anchor chart, and Research Group Routine for Informational Text anchor chart.



Lesson Vocabulary	Materials
matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices	<ul style="list-style-type: none"> • <i>Exploring Countries</i> (books; one per student for their assigned group) • Culture Categories anchor chart (begun in Lesson 12) • Culture Research Matrix recording form (from Lesson 12) • Culture Research Matrix recording form: “Going to School,” “Working,” and “Playing” (answers, for teacher reference, for each of the three countries) • Research Group Routine for Informational Text anchor chart (begun in Lesson 12) • Text-Dependent Questions: <i>Exploring Countries: Iraq “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: India “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: Italy “Working”</i> (one per student in this group) • Text-Dependent Questions: <i>Exploring Countries: Iraq “Working”</i> (answers, for teacher reference) • Text-Dependent Questions: <i>Exploring Countries: India “Working”</i> (answers, for teacher reference) • Text-Dependent Questions: <i>Exploring Countries: Italy “Working”</i> (answers, for teacher reference) • Constructed Response Question recording form (from Lesson 12) • Book Discussion checklist (from Lesson 2; one new blank copy per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the learning targets and read each one aloud. Note that these are identical to those of Lesson 12. <ul style="list-style-type: none"> * “I can use text features to efficiently find information in the <i>Exploring Countries</i> 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 <i>Exploring Countries</i> book.” • Cold call students to put the learning targets into their own words. 	



Work Time	Meeting Students' Needs
<p>A. Research Groups: Using Culture Research Matrix (30 minutes)</p> <ul style="list-style-type: none"> • Gather students together, directing them to bring their <i>Exploring Countries</i> text. • Remind students again about the importance of text features in reading informational text. Let them know that today they will review a broad type of text feature called graphic aids. Graphic aids are things like maps, charts, diagrams, photographs (usually included to illustrate or summarize information). • Allow students a couple of minutes to page through their <i>Exploring Countries</i> text to find and examine graphic aids. • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the purpose of graphic aids such as charts and diagrams?” • Confirm with students that charts and diagrams are ways of presenting information in an organized way. • Ask students to Think-Pair-Share with a new partner: <ul style="list-style-type: none"> * “What is the purpose of graphic aids such as maps and photographs?” • Confirm with students that photographs and maps often provide a visual match for something within the text and give additional information. • Have students each select one graphic aid from their <i>Exploring Countries</i> text to share with a new partner. They should name the graphic aid and tell or explain what can be learned from it. • Ask for volunteers to share out. • Remind students that captions or labels must be examined carefully for relevant information. • Quickly review the Culture Categories anchor chart from Lesson 12. • Instruct students to get out their Culture Research Matrix recording form from Lesson 12. Remind them that the Culture Categories shown on the anchor chart also appear toward the top of the recording form. • Allow students 2 minutes to reorient to the recording form and review information they recorded in Lesson 12. • Review the steps listed at the top of the Culture Research Matrix recording form. Remind students that they will read assigned portions of the text twice. Tell them to pay particular attention to the sequence of the steps in relation to the first and second reads. 	<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. • 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. • Providing models of expected work supports all students, but especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Research Group Routine for Informational Text anchor chart. Tell students these are the same steps shown on their recording form. Encourage them to return to this anchor chart as necessary while they are working.• Draw students' attention to the sections of the text that they will work with today:<ul style="list-style-type: none">– Going to School, pp. 16 and 17– Working, pp. 18 and 19– Playing, pp. 20 and 21• Ask students to assemble these materials:<ol style="list-style-type: none">1. <i>Exploring Countries</i> text2. Culture Research Matrix recording form3. Pencil with an eraser• Invite students to join their Research Groups in their designated meeting areas.• Ask them to begin working.• 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).	
<p>B. Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Text-Dependent Questions. Note that these are book-specific.• At this point in the year, students are very familiar with answering text-dependent questions. If necessary, do a brief review about using words from the question in the first part of the answer and using text evidence in the last part of the answer.• Tell students they have 15 minutes to do this work.• If they do not finish, consider whether the work will need to be finished for homework or during another part of the school day.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Group Discussion and Individual Accountability (5 minutes)</p> <ul style="list-style-type: none"> • Tell students to return to their desks. • Have students complete the Constructed Response Question recording form they began in Lesson 12. This is an opportunity for students to write down what they learned about their country. • Distribute a clean copy of the Book Discussion checklist. Ask students to fill in the top portion. • Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today. • Students should then self-reflect to complete the question below the chart: <ul style="list-style-type: none"> * "What is a goal for yourself the next time you have a discussion?" • Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group. 	<ul style="list-style-type: none"> • Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes.
<ul style="list-style-type: none"> • B. Praise and Probe (7 minutes) • Refocus students whole class. Congratulate them on their hard work reading and learning from their informational text (praise). • Ask students to each think of a key learning for them from today's lesson (probe). • Cold call students to share out. 	<ul style="list-style-type: none"> • Using total participation techniques such as cold calls or equity sticks encourages a wider range of voices in whole-class shares.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Share information about the culture of your country with someone at home. Continue reading your independent reading book. 	



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Supporting Materials



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Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. 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.
3. 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: “Going to School,”
“Working,” and “Playing”
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)
Category 1: Activities of Families and Schools (how people live, work, and go to school)	Children go to school for free until age 14.	16
	Many children quit to work and support families after 14.	16
	Only one out of 10 Indians attends university.	17
	Work is different for people who live in cities and in the countryside. More than half of Indians are farmers.	19
	The most popular sports are cricket, field hockey, and soccer.	20



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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)
Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation)		
Category 3. Members and Languages Spoken (the people and their way of speaking)	Many languages spoken.	13
	Hindi is the official language.	13
	English is used for national, political, and business purposes.	13



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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)
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: “Going to School,”
“Working,” and “Playing”
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:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. 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.
3. 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: “Going to School,”
“Working,” and “Playing”
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)	Everyone starts school at 6 and attends until age 16.	17
	Students must pass an exam to go to high school.	17
	Many Italians have service jobs.	19
	Italians spend their free time playing sports.	20



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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 2: Customs and Traditions (common practices and behaviors passed down from generation to generation)	Opera is a traditional art invented in Italy.	21
Category 3. Members and Languages Spoken (the people and their way of speaking)	Italian is the official language.	13



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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 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: “Going to School,”
“Working,” and “Playing”
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:

Do an independent first read of the assigned sections in your *Exploring Countries* informational text.

1. Meet with your Research Group to discuss the **main idea of each section** and name a few **key details** that support the main idea.
2. 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.
3. 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: “Going to School,”
“Working,” and “Playing”
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)
Category 1: Activities of Families and Schools (how people live, work, and go to school)	Children start school at age 6 and go until age 12.	16
	Students can choose to go to vocational school.	16
	Iraqis in the countryside are oil workers. People in the city have service jobs.	19
	Their favorite sport is soccer.	20



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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)
Category 2: Customs and Traditions (common practices and behaviors passed down from generation to generation)		
Category 3. Members and Languages Spoken (the people and their way of speaking)	Iraq has more than 29 million people.	12
	Many Iraqis are Arabs.	12
	Kurdish is the official language. Arabic is also spoken.	13



Culture Research Matrix Recording Form: “Going to School,”
“Working,” and “Playing”
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)
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)	People follow Islam.	15
	People pray five times a day.	15
	Men and women wear long robes to cover their bodies. Women cover their heads with scarves.	15



Text-Dependent Questions: *Exploring Countries: Iraq, “Working”*

Name: _____

Date: _____

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what are other types of jobs Iraqi people have in the countryside?

2. According to the text, what types of things are produced or made in Iraq?



Text-Dependent Questions: *Exploring Countries: India, "Working"*

Name: _____

Date: _____

Part A: Reread the section titled "Working." Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what kind of work is done in the countryside of India?

2. According to the text, what are some important natural resources in India?



Text-Dependent Questions: *Exploring Countries: Italy, "Working"*

Name: _____

Date: _____

Part A: Reread the section titled "Working." Answer the reflection question.

Explain the circle (pie) graph on page 18.

Part B: Answer the text-dependent questions.

1. According to the text, what type of work might a person from Italy do?

2. According to the text, what is southern Italy known for?



Text-Dependent Questions: *Exploring Countries: Iraq, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

The circle graph on page 18 shows that more than half of the people in Iraq have service jobs (60 percent). The other types of jobs are in manufacturing and farming, and they are almost equal. There is a little more farming (21 percent) than manufacturing (19 percent).

Part B: Answer the text-dependent questions.

1. According to the text, what are other types of jobs Iraqi people have in the countryside?

In the countryside, people might work by being a farmer, fisherman, or oil worker.

2. According to the text, what types of things are produced or made in Iraq?

According to the text, some things made in Iraq are textiles, cement, and chemicals. They also grow things like rice, wheat, and dates. Iraq is one of the world’s largest date producers.



Text-Dependent Questions: *Exploring Countries: India, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.

The circle graph on page 18 shows that more than half of the people in India work in farming. There are also a large number of service-type jobs, 34 percent. Manufacturing makes up only 14 percent of the jobs in India.

Part B: Answer the text-dependent questions.

1. According to the text, what kind of work is done in the countryside of India?

According to the text, workers in the countryside of India grow things like peanuts, rice, cotton, wheat, potatoes, and tea. There are also workers who raise animals like goats, sheep, and chickens.

2. According to the text, what are some important natural resources in India?

According to the text, some important natural resources in India are coal and diamonds.



Text-Dependent Questions: *Exploring Countries: Italy, “Working”*
(Answers, for Teacher Reference)

Part A: Reread the section titled “Working.” Answer the reflection question.

Explain the circle (pie) graph on page 18.	The circle graph on page 18 shows that very few people have jobs in farming, only 4.2 percent. Most people in Italy have jobs that are service-type jobs (65.1 percent). There are also many workers in manufacturing, 30.7 percent.
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Part B: Answer the text-dependent questions.

1. According to the text, what type of work might a person from Italy do?

According to the text, Italians might have jobs as factory workers or service workers in banks, hospitals, or schools. Other jobs might be in shops or stores. Some Italians are farmers.

2. According to the text, what is southern Italy known for?

According to the text, southern Italy is known for its orchards, where olives, figs, and citrus trees grow.