



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 14

Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 3



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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">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Constructed Response Questions (7 minutes)Unpacking the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Research Groups: Using Culture Research Matrix (30 minutes)Text-Dependent Questions (10 minutes)Closing and Assessment<ol style="list-style-type: none">Praise and Probe (5 minutes)Reflecting on Group Discussion and Individual Accountability (5 minutes)Homework<ol style="list-style-type: none">Share what you learned about your assigned country's culture today with someone at home. | <ul style="list-style-type: none">Similar to Lessons 12 and 13, students work with their Research Groups during Work Time of this lesson. They use the Culture Research Matrix recording form as a guide to further unpacking their <i>Exploring Countries</i> text. In Lesson 12, students focused on “Daily Life” and “the People.” In Lesson 13, they focused on “Going to School,” “Working,” and “Playing.” Today, they focus on “Food” and “Holidays.” Note that today is the final lesson for students to add information to these recording forms.A new Culture Research Matrix recording form: “Food,” “Holidays,” and “Special Place” (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.In addition to filling out their Culture Research Matrix recording forms, students answer text-dependent questions about their country during Work Time B.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.In advance: Post the Culture Categories anchor chart, Research Group Routine for Informational Text anchor chart, learning targets. |



| Lesson Vocabulary | Materials |
|---|---|
| matrix, evidence, culture, custom, tradition, religion, holidays, festivals, beliefs, practices | <ul style="list-style-type: none">• Constructed Response Question recording form (begun in Lesson 12)• <i>Exploring Countries</i> text (one per student)• Culture Categories anchor chart (begun in Lesson 12)• Culture Research Matrix recording form (from Lesson 12)• Culture Research Matrix recording form: “Food,” “Holidays,” and “Special Place” (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, Monuments</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: India, “The Taj Majal”</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: Italy, “Venice”</i> (one per student in this group)• Text-Dependent Questions: <i>Exploring Countries: Iraq, Monuments</i> (answers, for teacher reference)• Text-Dependent Questions: <i>Exploring Countries: India, “The Taj Majal”</i> (answers, for teacher reference)• Text-Dependent Questions: <i>Exploring Countries: Italy, “Venice”</i> (answers, for teacher reference)• Book Discussion checklist (from Lesson 2; one new blank copy per student) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Engaging the Reader: Sharing Constructed Response Questions (7 minutes)</p> <ul style="list-style-type: none">• Have students gather with their Research Group sitting knee-to-knee in a circle. Students will begin by sharing what they have been recording in their Constructed Response Questions recording form that was started in Lesson 12. The purpose is for the group to hear what everyone has been learning and remembering about their research country.• Going clockwise, have students share one response that they would like to read aloud to their group.• Offer feedback to the peer using a star and a step.• Repeat as time allows. | |
| <p>B. 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 Lessons 12 and 13.<ul style="list-style-type: none">* "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 <i>Exploring Countries</i> book."• Pause after reading each learning target and ask students to use a Fist to Five to rate their mastery toward the learning target. | |



| 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.• Remind them again about the importance of text features in reading informational text.• Direct their attention to the Culture Categories anchor chart from Lesson 12.• Ask students to get out their Culture Research Matrix recording form from Lesson 12. Invite them to take a few minutes to review the information they've gathered and recorded so far. Let them know that this is the last day they will add information to this recording form.• Remind students that the Culture Categories shown on the anchor chart also appear toward the top of the recording form.• Review the steps listed at the top of the 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.• Direct students' attention to the Research Group Routine for Informational Text anchor chart.• Remind students that these are the same steps shown on their Culture Research Matrix recording form and encourage them to return to this anchor chart as necessary while they are working.• Draw students' attention to the sections of the text they will work with today:<ul style="list-style-type: none">– Food, pp. 22 and 23– Holidays, pp. 24 and 25– Special Place, pp. 26 and 27 <p><i>Note: Each book lists a "special place" in that country such as the Venice for Italy, the Taj Mahal for India, and monuments for Iraq. The heading for the text varies with each book.</i></p> <ul style="list-style-type: none">• 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 them to join their Research Groups in their designated meeting areas.• Ask students to begin working.• Circulate and check in with them as they work. | <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 |
|--|-------------------------|
| <p>B. Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Text-Dependent Questions. Note that these handouts 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 students 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. Praise and Probe (5 minutes)</p> <ul style="list-style-type: none">• 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">• Self-reflection and goal setting are intended to elevate students' skills toward the desired outcomes. |
| <p>B. 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. Collect the Constructed Response Question recording form as an informal assessment.• 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 two questions below the chart:<ul style="list-style-type: none">* "What is a goal for yourself the next time you have a discussion?"* "What is a goal for your group 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">• 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 what you learned about your assigned country's culture today with someone at home. | |



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Grade 3: Module 2B: Unit 2: Lesson 14

Supporting Materials



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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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: “Food,” “Holidays,” and “Special Place”
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) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | Chutney is served with main dishes. | 22 |
| | People eat with their hands. | 22 |
| | Tandoori ovens are used to cook food. | 23 |
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| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | The Festival of Lights is called Diwali. | 24 |
| | The Festival of Color is called Holi. | 24 |
| | Muslims observe Ramadan. | 24 |
| | India has many national holidays. | 25 |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | Many people are Muslims who celebrate Ramadan. Muslims fast to practice modesty and patience. | 24 |
| | Diet is part of religion. | 22 |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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: “Food,” “Holidays,” and “Special Place”
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) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | Pasta is part of every meal. | 22 |
| | Dinner is the largest meal of the day and eaten late in the evening. | 23 |
| | In Venice, people travel in gondolas. | 26 |
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| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | They celebrate Easter and Christmas. | 25 |
| | Republic Day is June 2, commemorating when Italians created a republic. | 25 |
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| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | Most Italians are Catholic. | 25 |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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: “Food,” “Holidays,” and “Special Place”
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) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | Families gather for every meal. | 22 |
| | Lunch is the main meal of the day. | 22 |
| | Masgouf is the national dish. | 23 |
| | | |
| | | |
| Category 3. Members and Languages Spoken (the people and their way of speaking) | | |
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Culture Research Matrix Recording Form: “Food,” “Holidays,” and “Special Place”
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) | Ramadan is one of the most important holidays. | 24 |
| | October 3 is National Day. | 25 |
| | July 14 is Republic Day. This is the day the country became a republic. | 25 |
| | | |
| | | |
| Category 5: Religious Beliefs and Practices (things people believe in related to their religion and ways of worshipping) | | |
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Text-Dependent Questions: *Exploring Countries: Iraq “Monuments”*

Name: _____

Date: _____

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

What was something you learned about your country that you found particularly interesting?

Part B: Answer the text-dependent questions.

1. What is the Al-Shaheed Monument?

2. What do Iraq’s monuments represent?



Text-Dependent Questions: *Exploring Countries: India “The Taj Mahal”*

Name: _____

Date: _____

Part A: Reread the section titled “The Taj Mahal.” Answer the reflection question.

What was something you learned about your country that you found particularly interesting?

Part B: Answer the text-dependent questions.

1. What is the Taj Mahal, and when was it built?

2. What decorates the dome and other parts of the Taj Mahal?



Text-Dependent Questions: *Exploring Countries: Italy “Venice”*

Name: _____

Date: _____

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

What was something you learned about your country that you found particularly interesting?

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Part B: Answer the text-dependent questions.

1. Where is Venice, and why was it built on top of 117 islands?

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2. How do people get around in Venice?

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

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

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. What is the Al-Shaheed Monument?

The Al-Shaheed Monument is a monument 131 feet high in Baghdad that was built to honor Iraqi soldiers. It is made of two blue half domes.

2. What do Iraq’s monuments represent?

Iraq’s monuments represent the rich history of the country as well as its struggle for peace, both in the past and in the present.



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

Part A: Reread the section titled “The Taj Mahal.” Answer the reflection question.

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. What is the Taj Mahal, and when was it built?

The Taj Mahal is a large palace made of marble and precious gems. It is India’s most famous monument, and it was built by Emperor Shah Jahan as a tribute to his wife, Queen Mumtaz Mahal. The Taj Mahal took 21 years to build (1632–1653) and is one of the Seven Wonders of the Modern World.

2. What decorates the dome and other parts of the Taj Mahal?

A lotus shape decorates the dome and other parts of the Taj Mahal.



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

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

| | |
|---|---------------------------------------|
| What was something you learned about your country that you found particularly interesting? | (answers will vary by student) |
|---|---------------------------------------|

Part B: Answer the text-dependent questions.

1. Where is Venice, and why was it built on top of 117 islands?

Venice is in the middle of a lagoon, and it was built on top of 117 islands as a way to protect the republic from invaders.

2. How do people get around in Venice?

The people of Venice are called Venetians. Venetians get around only by walking or by boat. There are no roads or cars in Venice. Boats travel on any of 150 small canals in the city.