



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 15

Close Reading Supplemental Articles: Gathering More Culture Research and Synthesizing Learning



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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 determine the main idea of an informational text. (RI.3.2)
- 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 answer questions using specific details from literary text. (RI.3.1)
- 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 identify the gist of my supplemental article by reading the text closely.
- I can identify evidence of culture for my assigned country by reading the text closely.
- I can record new evidence of culture on my Culture Research Matrix recording form.
- I can discuss how the culture of my assigned country has stayed the same from the past to the present.
- I can discuss how the culture of my assigned country has changed from the past to the present.

Ongoing Assessment

- Culture Research Matrix recording form: Supplemental Articles



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Unpacking the Learning Targets and Things Close Readers Do (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading Supplemental Articles (25 minutes)B. Bringing It Together Conversation (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students independently apply the close reading skills they have been building throughout the module to a new informational text. This text is a supplemental material that will provide additional information about the culture of the country being researched. Each country will have a different supplemental text:<ul style="list-style-type: none">– India groups → “The Ancient Art of Rangoli”– Iraq groups → “Republic of Iraq” Kids Culturegrams 2013– Italy groups → “Soccer Mania”• During Work Time A, students are asked to read the supplemental text closely as an independent activity. They record evidence of culture on a new recording form, the Culture Matrix Recording Form: Supplemental Articles. Consider collecting this recording form as a formative assessment.• The recording forms students will be using are the same except for group working with Iraq. In this recording form, students will record the page(s) number rather than the paragraph number(s). Be sure to draw students’ attention to this.• This lesson also provides students with the opportunity to rejoin their groups to discuss what they have learned about their countries and connect that learning back to the <i>Magic Tree House</i> book read in the first half of Unit 2. Students are invited to discuss evidence of culture that has endured from the past to the present day.• After their close reading of the supplemental articles, students use multiple recording forms, as well as their <i>Magic Tree House</i> books, informational texts, and supplemental texts to participate in a discussion. During the discussion, they sit in Research Groups (same groupings used during <i>Exploring Countries</i> study) and discuss within their groups, but the questions are posed to the whole class, one at a time. See Group Discussion Questions in the supporting materials.• Students will need many recording forms from previous lessons. See materials list below. It will be important that students can quickly retrieve all of these recording forms and texts. Plan ahead about how best to support them in quickly retrieving these items.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review the Group Discussion Questions (see supporting materials).– Review: Helping Students Read Closely, and Back-to-Back, Face-to-Face protocol (see Appendix).– Locate and post the Things Close Readers Do anchor chart from Module 1 (or be prepared to begin a new chart).• Post: Learning targets.

Lesson Vocabulary	Materials
supplemental, article, gist	<ul style="list-style-type: none">• Things Close Readers Do anchor chart (begun in Module 1, Unit 2, Lesson 2)• Supplemental articles:<ul style="list-style-type: none">– “The Ancient Art of Rangoli” (one per student in India groups)– “The Republic of Iraq” (one per student in Iraq groups)– “Soccer Mania” (one per student in Italy groups)• Culture Research Matrix recording form: Supplemental Articles (one per student)• Culture Matrix recording form: Supplemental Articles (answers, for teacher reference, for each of the three countries)• Capturing Key Details recording form (from Lesson 2)• Text Feature Scavenger Hunt recording form (from Lesson 9)• Fact Hunt/Flag Activity recording form (from Lesson 9)• Culture Research Matrix recording form (from Lesson 12-14)• Group Discussion Questions (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Unpacking the Learning Targets and Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle.• Tell them that today they are going to read a new informational article closely. This article will give them additional information on the country they have been researching through their <i>Magic Tree House</i> books and <i>Exploring Countries</i> texts. Inform students that we sometimes call additional articles “supplemental.” This means that they are adding more information.• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can identify the gist of my supplemental article by reading the text closely.”* “I can identify evidence of culture for my assigned country by reading the text closely.”* “I can record new evidence of culture on my Culture Matrix recording form.”* “I can discuss how the culture of my assigned country has stayed the same from the past to the present.”* “I can discuss how the culture of my assigned country has changed from the past to the present.”• Ask students to turn and talk:<ul style="list-style-type: none">* “Based on these learning targets, what do you think we will be doing today?”• Ask for volunteers to share.• Tell students that they have been getting a lot of practice reading closely and learning about their countries. Today, they are going to continue reading like a researcher as they read the supplemental articles about their countries. Refer to the Things Close Readers Do anchor chart. Use this anchor chart to remind students of the many strategies close readers use to tackle challenging text. close readers go through.• Tell students they will meet with their Book Clubs/Research Groups today to connect their <i>Magic Tree House</i> book with the new information they have learned from their <i>Exploring Countries</i> texts and today’s supplemental articles. Remind them of the expectations for holding a Book Club discussion.	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Work Time	Meeting Students' Needs
<p>A. Close Reading Supplemental Articles (25 minutes)</p> <ul style="list-style-type: none"> Distribute the supplemental articles to the appropriate research groups: <ul style="list-style-type: none"> – “The Ancient Art of Rangoli” (India group) – “The Republic of Iraq” (Iraq group) – “Soccer Mania” (Italy group) Distribute the new Culture Matrix Recording Form: Supplemental Articles. Point out that this recording form is similar to the Culture Research Matrix recording forms used in the last few lessons. Read over the new recording form with students. Remind them to read the text multiple times. Highlight the directions at the top of the recording form to support students in reading closely. Answer any clarifying questions. Give students 25 minutes to complete a close read of their supplemental articles and record evidence of culture. 	<ul style="list-style-type: none"> For struggling readers, consider pulling each article group and reading the text aloud one time to support decoding and fluency. Consider limiting the amount of text struggling readers work with. Teach students to use a piece of paper to cover portions of text to help them “chunk” the amount of text that is visible at one time.
<p>B. Bringing It Together Conversation (25 minutes)</p> <ul style="list-style-type: none"> Refocus students whole class. Ask them to return to their desks and gather these materials: <ul style="list-style-type: none"> – Capturing Key Details recording form (from Lesson 2) – Text Feature Scavenger Hunt recording form (from Lesson 9) – Fact Hunt/Flag Activity recording form (from Lesson 9) – Culture Research Matrix recording form (from Lesson 12) – Culture Matrix Recording Form: Supplemental Articles (from today) Invite students to take these materials and return to their meeting spots. Tell them that they will now discuss with their Research Groups what they have learned about the culture of their countries. They will compare evidence of culture from their <i>Magic Tree House</i> book with evidence of culture found in <i>Exploring Countries</i> and today's additional article. 	<ul style="list-style-type: none"> Provide sentence frames for students to use as they participate in the discussions. Provide a “talking object” such as a ball or stick that students could use in their groups to ensure that all voices are heard.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the final two learning targets aloud:<ul style="list-style-type: none">* "I can discuss how the culture of my assigned country has stayed the same from the past to the present."* "I can discuss how the culture of my assigned country has changed from the past to the present."• Tell students that, for this discussion, they have to show what they know. They will sit with their groups and you will pose the Group Discussion Questions to the whole class, one at a time, and give them about 5 minutes to discuss each one. They do not need to write anything down; instead, they should use their recording forms to help them answer the questions and focus on talking and listening to everyone in their group.• After students have settled into their groups, ask the questions one at a time. Display the questions so students can refer to them (see the supporting materials). Ask:<ul style="list-style-type: none">* "What customs and traditions did you find were in both your <i>Magic Tree House</i> book and your informational texts? Which ones were not?"* "What holidays and festivals did you find were in both your <i>Magic Tree House</i> book and your informational texts? Which ones were not?"* "What did you learn about the way people lived in your country in the past (from <i>Magic Tree House</i>) and the way they live in the present (from your informational texts)?"• As students discuss, they should refer to evidence from their three texts, as well as their recording forms.• During the discussion, circulate and encourage students to use evidence directly from their recording forms.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none">• Invite students to return to their desks.• Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share:<ul style="list-style-type: none">– One new fact of culture they learned from their supplemental article– One thing they felt went really well for them today as a reader and researcher• Give students a moment to think. Use the sentence frames: "I learned that _____. One thing that went well for me today as a reader and researcher was _____."	<ul style="list-style-type: none">• For students who need additional support, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



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Supporting Materials



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The Ancient Art of Rangoli

By Shruti Priya and Katherine Darrow

1. More than 5,000 years ago, people living in the Indus Valley of northern India decorated the floors and walls of their homes with elaborate designs of flowers, birds, or geometric patterns. This ancient tradition, known as *Rangoli*, is practiced today throughout India as an important part of festivals and celebrations. In southern India, women and children still make *Rangoli* every morning on the threshold of their homes. They perform this daily ritual to welcome guests and bring good luck to the family.

2. *Rang* is the **Hindi** word for "color," but throughout the country, different styles of *Rangoli* are known by other names. The brilliant, colored powders used to make *Rangoli* are made from finely ground rock powder, spices, and other kinds of dyes mixed with rice flour. Turmeric, a spice commonly used in Indian cooking, gives a bright yellow. Indigo is a deep blue made from the leaves of a shrub. Vermillion red is made from grinding up a mineral called cinnabar. Plain white rice flour is also part of the color spectrum in *Rangoli*.



3. Festivals such as *Diwali*, or "Festival of Lights," call for a special *Rangoli* inviting Lakshmi, the Hindu goddess of wealth, to people's homes. Lakshmi is believed to visit households that have been well cleaned and beautifully decorated. The whole family helps to complete the big *Rangoli* by filling colors in the intricate patterns. A special impression of Lakshmi's footprint is made by dipping the side of a fist into the rice paste, and then adding toes using fingertips.

4. There are no fixed rules to making *Rangoli*. Why not try your hand at making one with ordinary materials that you have around the house.



Glossary

Hindi is the national language of India.



Make Your Own Rangoli!

1. Plan your design

Sketch the design, after planning it in your head or referring to the web/books for ideas.

2. Gather colors for sprinkling

You can use white rice or sawdust dyed with food coloring, dried flower petals, brightly colored spices, or plain white flour. Colored sand can also be purchased at many craft shops. Anything that flows easily through your fingers will work well.

3. Find a place to make your *Rangoli*

Patios, sidewalks, or a driveway near the entrance of your home are good spots where there is not too much foot traffic and your artwork can be admired by friends and family. You can also use a cardboard or poster board as the base for an indoor piece.

4. Sweep the area clean with a broom

One of the intentions of *Rangoli* is to welcome visitors, both human and spiritual, to your home. Taking care to clean your home is one way to honor your guests.

5. Outline your design

Using your thumb and forefinger, sprinkle the outline of your design with your lightest color.

Or, make a grid

Another tradition, called *kolam*, begins with a grid of white dots, made with a small pinch or sprinkle, which is then followed by connecting the dots with lines and loops in a symmetrical pattern.

6. Fill in your design

Carefully fill in the shapes you have outlined with as many different colors as you like. One way to fill large areas is to put the color in a cone made of newspaper, using your finger as a stopper to control the flow. The more carefully you sprinkle, the more beautiful your design will be. Take your time!

7. Light some candles

In India, small clay oil lamps called *diyas* are used to light the *Rangoli* at night. You can also use votive candles.

8. Sweep and start again!

Rangoli is meant to be transient or temporary to help us remember that everything is always changing. In the morning, you can sweep away your old *Rangoli* and make a new one!



Did You Know?

Wall murals, made with rice flour paste, decorate walls at Sabarmati *Ashram* where Gandhi spent his later years. Like *Rangoli*, Warli folk art has been practiced for thousands of years, but unlike the inherently transient *Rangolis*, Warli paintings are more permanent.

Shruti Priya has lived in 10 different states of India and loves to explore connections between different cultures.

Katherine Darrow is a writer, artist, and naturalist living in Phoenix, Arizona.



The Republic of Iraq

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Soccer Mania

By Cynthia Hatch

1. Few countries have a shape that is easier to remember than Italy's. The Italian peninsula looks just like a boot kicking a ball. What's the ball? It is the neighboring island of Sicily. But that's not the best part. Can you guess which sport is Italy's national sport? That's right--**soccer**.

2. Is it a coincidence that this boot-shape country is home to **soccer**, called *il calcio* in Italian, as its national pastime? No. Italians love **soccer**. For some Italians, watching **soccer** is like breathing. **Soccer** became popular in the 1930s, when Mussolini, Italy's prime minister, believed that a great Italian **soccer** team would be a source of national pride. Mussolini had many **soccer** stadiums built and teams formed in Italy, and the sport's popularity followed.

(See picture, "**Soccer** Players.")



3. Italian children start playing **soccer** in school yards, public squares, and quiet streets at an early age. Many children dream of playing in one of Italy's **soccer** leagues. Some of the best teams are SS Lazio, AS Roma, AC Milan, Juventus, and AC Fiorentina. But **soccer** appeals to many Italians, not just young dreamers. In fact, Italy's current Prime Minister, Silvio Berlusconi, owns AC Milan.



Italy! Where'd the game go? Soccer fans at the 2005 Champions League, which pitted Lazio versus AC Milan create a sea of red, white, and black.

4. Some of the world's best **soccer** players are Italian.

International **soccer** star Roberto Baggio calls Italy home. Italy has won the World Cup three times--in 1934, 1938, and 1982. Italy has made it to the World Cup finals at least ten times, and in 1990 it hosted the event.

(See picture, "**Soccer** Fans at 2005 Champions League.")

5. Italians take their **soccer** very seriously. After a victory, fans will sing songs, wave flags, and take the celebration out into the streets. Sometimes after a win, fans will rush onto the field and even hug and kiss the players. But a team's losses can make the fans angry. When the national team came home from their 1986 World Cup defeat, fans met the players at the airport. They weren't there to offer them support or soothe their wounds. The angry fans were there to boo them!



Culture Matrix Recording Form: Supplemental Articles

Name: _____

Date: _____

Article: _____

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 supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s)*.

***For students working on the country of Iraq, you will record the page numbers and not the paragraph numbers.**



Culture Matrix Recording Form: Supplemental Articles

Facts <i>What information did you find in the text about the culture of this country?</i>	Culture Category <i>Write a number from the chart above.</i>	Paragraph(s)



Culture Matrix Recording Form: Supplemental Articles

“Soccer Mania”

(Answers, for Teacher Reference)

Name:

Date:

Article: “Soccer Mania”

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 supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

“Soccer Mania”

(Answers, for Teacher Reference)

Facts <i>What information did you find in the text about the culture of this country?</i>	Culture Category <i>Write a number from the chart above.</i>	Paragraph(s)
Soccer is a national sport that people love.	1	2
After a soccer victory, people celebrate with songs and flags.	2	5
People will rush onto the field if a soccer team wins and hug and kiss the players.	2	5
Italian children learn to play soccer very early.	1	3
People will boo the team if they lose.	2	5



Culture Matrix Recording Form: Supplemental Articles

“The Ancient Art of Rangoli”
(Answers, for Teacher Reference)

Name: _____

Date: _____

Article: “The Ancient Art of Rangoli”

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 supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

“The Ancient Art of Rangoli”
(Answers, for Teacher Reference)

Facts <i>What information did you find in the text about the culture of this country?</i>	Culture Category <i>Write a number from the chart above.</i>	Paragraph(s)
Turmeric is used in cooking.	1	2
Rangoli is a tradition of decorating floors and walls with designs of birds, flowers, and patterns.	2	1
Rangoli is practiced every day to welcome guests and bring good luck.	2	1
Woman and children make rangoli every morning.	2	1
Diwali uses special rangoli to welcome Lakshmi.	4	3



Culture Matrix Recording Form: Supplemental Articles

“The Republic of Iraq”
(Answers, for Teacher Reference)

Name: _____

Date: _____

Article: “The Republic of 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 supplemental article, looking for unfamiliar words or phrases.
2. Reread the article, reading for gist.
3. Read the article one last time, looking for evidence of culture. Record the evidence by writing the precise fact you found and noting the paragraph number(s).



Culture Matrix Recording Form: Supplemental Articles

"The Republic of Iraq"
(Answers, for Teacher Reference)

Facts <i>What information did you find in the text about the culture of this country?</i>	Culture Category <i>Write a number from the chart above.</i>	Page(s)
Football is the most popular sport in Iraq.	1	7
Iraqis eat three meals a day, mostly with family.	2	8
The official language is Arabic.	3	2
Eid al-Fitr is a three-day celebration marking the end of Ramadan.	4	7
Most Iraqis are Muslims.	5	3



Group Discussion Questions
(For Teacher Reference)

1. What customs and traditions did you find were in both your *Magic Tree House* book and your informational texts? Which ones were not?
2. What holidays and festivals did you find were in both your *Magic Tree House* book and your informational texts? Which ones were not?
3. What did you learn about the way people lived in your country in the past (from *Magic Tree House*) and the way they live in the present (from your informational texts)?