



EXPEDITIONARY  
LEARNING

# Grade 3: Module 2B: Unit 2: Overview



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## Unit 2: Case Study: Researching a Country's Culture

In Unit 2, students continue to develop their skills through careful reading of both literary and informational texts. Class members extend their expertise of learning about culture beyond Japan and begin studying three different countries. Students build their ability to share learning about these countries through reading and structured book discussions. The class begins the unit by reading a new *Magic Tree House* book and discovering the evidence of culture within that country. They read the book in class and at home, sharing and supporting each other through a structured Book Club. Students are also supported to pay attention to key vocabulary and begin a routine to practice reading fluently. For a mid-unit assessment, students demonstrate their reading and discussion skills through a two-part assessment in which they prepare key information to share with others who have not read the same *Magic Tree House* book. Next, students continue to

hone their ability to read and understand informational text. The class builds its knowledge of culture by closely reading *Exploring Countries* texts that correlate with the country portrayed in the *Magic Tree House* book they read. Students continue to learn more about how to use features of informational text when learning about a topic. During this time, students are also expanding their definition of what culture is. After learning from the *Exploring Countries* texts, they are given a supplemental article that offers additional research to build their content knowledge of the culture of their country. As an end of unit assessment, students will demonstrate their skill with informational texts by reading excerpts from a new text about a different country: France. Students also write an on-demand paragraph about the customs and traditions they discovered in this new text.

### Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *Authors review, examine, and discuss multiple sources to gather information and build knowledge on a topic.*
- *Authors share knowledge on a topic through literary or informational texts.*
- *Culture is the way of life that has been passed from one generation to the next.*



Mid-Unit 2 Assessment	<p><b>Book Discussions and Text-Dependent Questions on the <i>Magic Tree House</i> Books</b></p> <p>This assessment centers on standards NYSP ELA CCSS RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3. After reading a <i>Magic Tree House</i> book independently, students prepare for a small group discussion by gathering evidence from their notes on the Expert Research Matrix. These written notes are collected at the end of the assessment and will be used to assess RL.3.1, RL.3.9, and W.3.8. Students also work in triads to discuss key details about the plot of the book they have read and what they have learned about their country’s culture. During the discussion, the teacher circulates, using a checklist to assess SL.3.1 and SL.3.3.</p>
End of Unit 2 Assessment	<p><b>Reading and Writing about a New Informational Text: <i>Exploring France</i> excerpts</b></p> <p>This assessment centers on standards NYSP ELA CCSS RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8. In the second portion of Unit 2, students practiced using text features to locate information during a close reading of the informational texts about a country featured in the <i>Magic Tree House</i> books. In this on-demand assessment, students apply these skills to an informational text about a new country. Students locate information in the text and write a short, informative paragraph about the customs and traditions in that country. The NYS 4-point writing rubric will be used to score this assessment.</p>

## Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the cultures of various countries. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

### Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

#### Unifying Themes (pages 7–8)

- Theme 2: Development, Movement, and Interaction of Cultures: Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art.

#### Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades K–4:

- Descriptor 1: Form questions about the world in which we live (page 16 of 29).

#### Key Ideas and Conceptual Understandings, Grade 3, Communities around the World—Learning about People and Places:

- Development, Movement, and Interaction of Cultures: 3.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.



Texts
1. Mary Pope Osborne, <i>Magic Tree House #45: A Crazy Day with Cobras</i> (New York: A Stepping Stone Book by Random House, 2011), ISBN: 978-0-375-86795-8. (Enough texts for 1/3 of the class).
2. Mary Pope Osborne, <i>Magic Tree House #33: Carnival at Candlelight</i> (New York: A Stepping Stone Book by Random House, 2005), ISBN: 978-0-375-83034-1. (Enough texts for 1/3 of the class).
3. Mary Pope Osborne, <i>Magic Tree House #34: Season of the Sandstorms</i> (New York: A Stepping Stone Book by Random House, 2005), ISBN: 978-0-375-83032-7. (Enough texts for 1/3 of the class).
4. Jim Bartell, <i>Exploring Countries: India</i> (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-555-1. (Enough texts for 1/3 of the class).
5. Lisa Owings, <i>Exploring Countries: Iraq</i> (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-592-6. (Enough texts for 1/3 of the class).
6. Walter Simmons, <i>Exploring Countries: Italy</i> (Minneapolis: Bellwether Media, 2012), ISBN 978-1-60014-673-2. (Enough texts for 1/3 of the class).
7. Rachel Grack, <i>Exploring Countries: France</i> (excerpts) (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-480-6. (no purchase necessary; excerpt only).
8. "Republic of Iraq." In CultureGrams Kids Edition 2013. Proquest. 2013. PDF.
9. Cynthia Hatch, “Soccer Mania,” in <i>Faces</i> (Vol. 22, No. 2), Oct. 2005, 40–41.
10. Shruti Priya and Katherine Darrow, “The Ancient Art of Rangoli,” in <i>Calliope</i> (Vol. 23, No. 6), March 2013, 34–36.



**This unit is approximately 3 weeks or 16 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Working with Peers to Ask and Answer Questions: Launching the <i>Magic Tree House</i> Books	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>I can answer questions using specific details from literary text. (RL.3.1)</li> <li>I can retell a chapter in a story using key details from the text. (RL.3.2)</li> <li>I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions (who/what/where) using specific details from Chapter 1 of my <i>Magic Tree House</i> book.</li> <li>I can explain why I chose specific details to answer questions about the text.</li> <li>I can use context clues to determine the meaning of words and phrases in Chapter 1 of my <i>Magic Tree House</i> book.</li> <li>I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.</li> </ul>	<ul style="list-style-type: none"> <li>Capturing Key Details recording form (for Chapter 1)</li> <li>Book Discussion checklist</li> </ul>	<ul style="list-style-type: none"> <li>Class Norms for Conversation anchor chart</li> <li>Holding a Book Discussion anchor chart</li> </ul>
<b>Lesson 2</b>	Working with Peers to Ask and Answer Questions: Continuing to Read and Discuss the <i>Magic Tree House</i> Books	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>I can retell a chapter in a story using key details from the text. (RL.3.2)</li> <li>I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)</li> <li>I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book.</li> <li>I can retell Chapter 2 (who/what/where) of my <i>Magic Tree House</i> book using specific details.</li> <li>I can use context clues to determine the meaning of words and phrases in Chapter 2 of my <i>Magic Tree House</i> book.</li> <li>I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.</li> <li>I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.</li> </ul>	<ul style="list-style-type: none"> <li>Capturing Key Details recording form</li> <li>Book Discussion checklist</li> </ul>	<ul style="list-style-type: none"> <li>Fluent Reader Criteria anchor chart</li> <li>Holding a Book Discussion anchor chart</li> <li>Book Club Steps anchor chart</li> <li>Stars and Steps protocol</li> </ul>



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<b>Lesson 3</b>	Building Confidence with Book Clubs: Continuing to Read and Discuss the <i>Magic Tree House</i> Books	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>• I can retell a chapter in a story using key details from the text. (RL.3.2)</li> <li>• I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>• I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where).</li> <li>• I can explain why I chose specific details to answer questions about the text.</li> <li>• I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book.</li> <li>• I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.</li> <li>• I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.</li> </ul>	<ul style="list-style-type: none"> <li>• Capturing Key Details recording form</li> <li>• Book Discussion checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Class Norms for Discussion anchor chart</li> <li>• Book Club Steps anchor chart</li> </ul>



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<b>Lesson 4</b>	Practicing Fluency and Independent Book Clubs: Continuing to Deepen Understanding of <i>Magic Tree House</i> books.	<ul style="list-style-type: none"> <li>I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>I can retell a chapter in a story using key details from the text. (RL.3.2)</li> <li>I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)</li> <li>I can document what I learn about a topic by sorting evidence into categories and taking notes. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where).</li> <li>I can explain why I chose specific details to answer questions about the text.</li> <li>I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book.</li> <li>I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.</li> <li>I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.</li> <li>I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book.</li> </ul>	<ul style="list-style-type: none"> <li>Capturing Key Details recording form</li> <li>Book Discussion checklist</li> </ul>	<ul style="list-style-type: none"> <li>Fluent Reader Criteria anchor chart</li> <li>Class Norms for Conversation anchor chart</li> <li>Concentric Circles protocol</li> </ul>



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<b>Lesson 5</b>	Independent Book Clubs: Finishing the <i>Magic Tree House</i> books	<ul style="list-style-type: none"> <li>I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1)</li> <li>I can retell a chapter in a story using key details from the text. (RL.3.2)</li> <li>I can determine the meaning of words using clues from the story. (RL.3.4)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where).</li> <li>I can explain why I chose specific details to answer questions about the text.</li> <li>I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) of my <i>Magic Tree House</i> book.</li> <li>I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book.</li> <li>I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.</li> </ul>	<ul style="list-style-type: none"> <li>Capturing Key Details recording form</li> <li>Book Discussion checklist</li> </ul>	
<b>Lesson 6</b>	Beginning the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1	<ul style="list-style-type: none"> <li>I can answer questions using specific details from literary text. (RL.3.1)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can record what I will share about my <i>Magic Tree House</i> book on my Mid-Unit 2 Assessment: Expert Research Matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: expert Research Matrix, Part 1</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw protocol</li> <li>Fishbowl Discussion protocol</li> </ul>





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<b>Lesson 7</b>	Mid-Unit 2 Assessment, continued: Fishbowl Discussion of <i>Magic Tree House</i> books	<ul style="list-style-type: none"> <li>I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)</li> <li>I can answer questions using specific details from literary text. (RL.3.1)</li> <li>I can compare and contrast stories by the same author. (RL.3.9).</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)</li> <li>I can express my own ideas clearly during discussions. (SL.3.1)</li> <li>I can build on others' ideas during discussions. (SL.3.1)</li> <li>I can ask questions when I am confused about what a speaker is saying. (SL.3.3)</li> <li>I can answer questions to show what I know when listening to a speaker. (SL.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.</li> <li>I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> book.</li> <li>I can compare and contrast stories in the <i>Magic Tree House</i> series.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Expert Research Matrix (began in Lesson 6)</li> <li>Teacher Assessment Checklist for Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Procedure for Mid-Unit 2 Assessment Discussion anchor chart</li> <li>Fluent Reader Criteria anchor chart</li> <li>Fishbowl protocol</li> </ul>



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<b>Lesson 8</b>	Completing the Mid-Unit 2 Assessment: Continuing Fishbowl Discussion and Completing Expert Research Matrix, Part 2	<ul style="list-style-type: none"> <li>• I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)</li> <li>• I can answer questions using specific details from literary text. (RL.3.1)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)</li> <li>• I can express my own ideas clearly during discussions. (SL.3.1)</li> <li>• I can build on others' ideas during discussions. (SL.3.1)</li> <li>• I can ask questions when I am confused about what a speaker is saying. (SL.3.3)</li> <li>• I can answer questions to show what I know when listening to a speaker. (SL.3.3)</li> <li>• I can compare and contrast stories by the same author. (RL.3.9)</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.</li> <li>• I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> book.</li> <li>• I can compare and contrast stories in the <i>Magic Tree House</i> series.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Expert Research Matrix (began in Lesson 6)</li> <li>• Assessment Checklist for Discussion (began in Lesson 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure for Mid-Unit 2 Assessment Discussion anchor chart</li> </ul>



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<b>Lesson 9</b>	Close Reading: Launching the <i>Exploring Countries</i> Books, Part 1	<ul style="list-style-type: none"> <li>I can answer questions to deepen my understanding of informational text. (RI.3.1)</li> <li>I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>I can use information from the words to understand informational text. (RI.3.7)</li> <li>I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text.</li> <li>I can accurately record information I find about my country.</li> <li>I can use text features to efficiently find information in my <i>Exploring Countries</i> text.</li> <li>I can use text features to learn new information about my country.</li> </ul>	<ul style="list-style-type: none"> <li>Text-Dependent Questions (Italy Research Group only)</li> <li>Text Feature Scavenger Hunt recording form</li> <li>Fact Hunt/Flag Activity recording form</li> </ul>	<ul style="list-style-type: none"> <li>Structural Features of Informational Text (Exploring Countries) anchor chart</li> <li>Work Time Tasks anchor chart</li> <li>Think-Pair-Share protocol</li> </ul>
<b>Lesson 10</b>	Close Reading: Launching the <i>Exploring Countries</i> Books, Part 2	<ul style="list-style-type: none"> <li>I can answer questions to deepen my understanding of informational text. (RI.3.1)</li> <li>I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>I can use information from the words to understand informational text. (RI.3.7)</li> <li>I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text.</li> <li>I can accurately record information I find about my country.</li> <li>I can use text features to efficiently find information in my <i>Exploring Countries</i> text.</li> <li>I can use text features to learn new information about my country.</li> </ul>	<ul style="list-style-type: none"> <li>Word Tracker homework (from Lesson 9)</li> <li>Text-Dependent Questions (Iraq Research group only)</li> <li>Text Feature Scavenger Hunt recording form</li> </ul>	<ul style="list-style-type: none"> <li>Work Time Task anchor chart</li> <li>Concentric Circles protocol</li> </ul>



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<b>Lesson 11</b>	Close Reading: Launching the <i>Exploring Countries</i> Books, Part 3	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen understanding of informational text. (RI.3.1)</li> <li>• I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• I can use information from the words to understand informational text. (RI.3.7)</li> <li>• I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• I can learn about my country by doing close reading, with teacher guidance, on my <i>Exploring Countries</i> text.</li> <li>• I can accurately record information I find about my country.</li> <li>• I can use text features to efficiently find information in my <i>Exploring Countries</i> text.</li> <li>• I can use text features to learn new information about my country.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Tracker homework (from Lesson 9)</li> <li>• Text-Dependent Questions (India Research group only)</li> <li>• Text Feature Scavenger Hunt recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time Tasks anchor chart</li> <li>• Concentric Circle protocol</li> </ul>



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<b>Lesson 12</b>	Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 1	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen understanding of informational text. (RI.3.1)</li> <li>• I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• I can use information from the words to understand informational text. (RI.3.7)</li> <li>• I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Culture Research Matrix recording form</li> <li>• Book Discussion checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Research Group Routine for Informational Text anchor chart</li> <li>• Culture Categories anchor chart</li> </ul>



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<b>Lesson 13</b>	Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 2	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen understanding of informational text. (RI.3.1)</li> <li>• I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• I can use information from the words to understand informational text. (RI.3.7)</li> <li>• I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Culture Research Matrix recording form</li> <li>• Book Discussion checklist</li> <li>• Text-Dependent Questions (book-specific)</li> </ul>	<ul style="list-style-type: none"> <li>• Research Group Routine for Informational Text anchor chart</li> <li>• Culture Categories anchor chart</li> </ul>



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<b>Lesson 14</b>	Using the Culture Research Matrix: Learning and Talking in Research Groups, Part 3	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen understanding of informational text. (RI.3.1)</li> <li>• I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• I can use information from the words to understand informational text. (RI.3.7)</li> <li>• I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Culture Research Matrix recording form</li> <li>• Book Discussion checklist</li> <li>• Text-Dependent Questions (book-specific)</li> </ul>	<ul style="list-style-type: none"> <li>• Research Group Routine for Informational Text anchor chart</li> <li>• Culture Categories anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 15</b>	Close Reading Supplemental Articles: Gathering More Culture Research and Synthesizing Learning	<ul style="list-style-type: none"> <li>• I can ask and answer questions to deepen understanding of informational text. (RI.3.1)</li> <li>• I can determine the main idea of an informational text. (RI.3.2)</li> <li>• I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• I can use information from the words to understand informational text. (RI.3.7)</li> <li>• I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>• I can answer questions using specific details from literary text. (RL.3.1)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the gist of my supplemental article by reading the text closely.</li> <li>• I can identify evidence of culture for my assigned country by reading the text closely.</li> <li>• I can record new evidence of culture on my Culture Research Matrix recording form.</li> <li>• I can discuss how the culture of my assigned country has stayed the same from the past to the present.</li> <li>• I can discuss how the culture of my assigned country has changed from the past to the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture Research Matrix recording from: Supplemental Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Things Close Readers Do anchor chart</li> <li>• Back-to-Back, Face-to-Face protocol</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 16</b>	End of Unit 2 Assessment: Reading and Writing about a New Informational Text: <i>Exploring Countries: France</i>	<ul style="list-style-type: none"> <li>• I can write an informative text that has a clear topic. (W.3.2)</li> <li>• I can develop the topic with facts, definitions, and details. (W.3.2)</li> <li>• I can construct a closing statement on the topic of an informative text. (W.3.2)</li> <li>• I can use text features to locate information efficiently. (RI.3.5)</li> <li>• I can answer questions using specific details from informational text. (RI.3.1)</li> <li>• I can determine the main idea of an informational text. (RI.3.2)</li> <li>• I can retell key ideas from an informational text. (RI.3.2)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can sort evidence into provided categories. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about the culture of France by reading excerpts from an informational text closely.</li> <li>• I can identify the main idea of a paragraph in <i>Exploring Countries: France</i> by reading closely.</li> <li>• I can identify key details that support the main idea in a paragraph from <i>Exploring Countries: France</i>.</li> <li>• I can use text features to help me answer questions about the text.</li> <li>• I can record evidence I find of customs and traditions in France.</li> <li>• I can write an informative paragraph about some of the customs and traditions in France.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 2 Assessment</li> <li>• Tracking My Progress, End of Unit 2 recording form</li> </ul>	



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- Invite a guest speaker who has either lived in or spent significant time in Iraq, India, or Italy.
- Invite an anthropologist who studies ancient and modern cultures.
- Watch short video clips about the cultures of Iraq, India, or Italy.
- Consider hosting a cultural event at school. Students could invite locals who have connections to these countries to share their experiences with others.

**Fieldwork:**

- If there is a local museum that has exhibits on cultures around the world, that could offer expanded opportunities for learning about the culture of these countries.

**Service:**

- Research organizations that are supporting service to these countries in various ways.

**Optional: Extensions**

- Library/media specialist: study of Iraq, India, or Italy through storybooks, poems, and other literature
- Technology/media specialist: Explore the culture of these countries through searches on the computer (e.g., Web sites, online videos, maps, etc.).



Preparation and Materials

**This unit includes a number of routines.**

**1. Book Clubs/Research Groups**

- Book Clubs are a key design feature of this unit. For the purposes of this module, a Book Club is defined as a group of students reading and interacting with the same texts. Students will work within their Book Clubs to actively practice the SL.3.1 standard. In the first half of the unit, these groups are called “Book Clubs” as they read their *Magic Tree House* book. In the second half of the unit, the groups are renamed as “Research Groups,” to emphasize the skill they are working on as they research more about their country.
- Students will be assigned to a new country: Iraq, Italy, or India. They will again use a *Magic Tree House* book as a literary text to explore the customs and traditions of their assigned country. They will also use a book within the *Exploring Countries* series as their primary informational text. Other informational texts will be available in the form of articles for students to read. Using additional articles will allow them to expand their understanding of culture beyond customs and traditions.
- The *Magic Tree House* books used in Lessons 1-8 are as follows: #33, *Carnival at Candlelight* (Italy), 590L; #34, *Season of the Sandstorms* (Iraq), 580L; and #45, *A Crazy Day with Cobras* (India), 570L. The text level and number of chapters in the books differ, so teachers will have to group students according to the demands of the texts. Group them strategically. Stronger readers should read *A Crazy Day with Cobras* (partially because this book has 12 chapters, which means students need to read two chapters for some homework assignments). Struggling readers should read *Carnival at Candlelight* with 9 chapters, which means students will be able to receive more in class support by reading 1 chapter in class and 1 for homework. This will allow for better support of the struggling readers during independent reading time. It also will allow students who read at similar rates to discuss the text at required points in the story. Plan these groups carefully ahead of time.
- When students are reading, they will sit together with fellow Book Club members at designated meeting spots, but each student will read the text silently and independently. They will then use various recording forms to discuss their reading with their Book Club members. For these reasons, Book Club group size should not exceed five; in most classrooms, there will be more than one Book Club for each country.
- Each Book Club group will need a work area to gather to do their work. Decide in advance where each Book Club will meet. These meeting spots should stay consistent throughout the unit. Consider the needs of each group; some may be comfortable and productive working on the floor, but others may need to be seated at a table or collection of desks. Since conversation plays a critical role in this unit, meeting spots should allow for easy interactions. These meeting spots are introduced in this lesson.
- In the second half of the unit, the routines above continue, but students are reading informational text. The *Exploring Countries* books used in Lessons 9-15 are *Exploring Countries: Italy*, *Exploring Countries: India*, and *Exploring Countries: Iraq*. These three texts are paired with the *Magic Tree House* books set in the same country.



## 2. Graphic Organizers

- In Unit 1, students were shown how to work with both literary and informational text to learn about the culture of Japan, with a focus on customs and traditions. Routines were established that allowed them to capture details and gather evidence of customs and traditions. Many of these routines will be used in Unit 2. Some recording forms used in Unit 1 are slightly altered to support the Book Club structure.
- Students will have multiple copies of the Capturing Key Details recording form from various chapters of their *Magic Tree House* text as well the Capturing Key Details recording form is reintroduced in this lesson and is used consistently during the reading of the literary text. Students use the Capturing Key Details recording form to respond to their reading, strengthen vocabulary acquisition skills, and chart evidence of customs and traditions revealed within the text.
- As a new recording form students will also use Book Discussion checklist in Lessons 1-5. Each day, students will get a new copy of each of these forms.
- Establish a simple organization system so that they can keep track of their materials. A two-pocket folder is highly recommended. Materials used in Lessons 1–5 are critical for the Mid-Unit 2 Assessment. All Unit 2 recording forms also need to be kept for use in Unit 3. Consider what organizational system will best help students keep track of these recording forms. For example, you may want to use five different colors of paper, one for each day. Since the forms have the same title and will look similar, having each day's form on a different color paper may lessen confusion, particularly for those who have difficulty with organization.
- In the second half of the unit, students use a Research Matrix to gather notes about their country. Preview Lesson 9.

## 3. Homework and Independent Reading

- The *Magic Tree House* titles used range in length from nine to twelve chapters. These *Magic Tree House* books need to be read, in their entirety, before the mid-unit assessment, which begins in Lesson 6. This means that some chapters will need to be read for homework. The homework routine includes reading and accountable purposeful work that will help students further their understanding of the story and the country's culture.
- Students may finish the independent reading at different times; make sure there is a clear expectation outlined for those who finish ahead of other group members.



#### **4. Supporting Struggling Readers**

- For students who need more support with independent reading, consider these supports:
  1. Pull groups for guided support during reading.
  2. Devote an instructional aide or another adult to supporting students while they read the chapters aloud. This gives students guidance with both decoding and comprehension, as well as with adherence to the steps for Book Club.
  3. Once students have completed a first read on their own, find another time in the day to review, as needed, and support their comprehension.
  4. Provide audio recordings of the chapters to replace a first read for struggling readers.
- For students unable to follow through with reading chapters for homework, other accommodations will need to be made to ensure that they do not fall behind with the reading or have gaps in their learning.



**The calendar below shows reading that is due daily for each *Magic Tree House* book..**

Teachers can modify this document to include dates instead of lessons.

Students are responsible for reading chapters in class and at home.

Students will share what they have done in class through various protocols and recording forms.

Book: *A Crazy Day with Cobras*

Due at Lesson #	Chapters read or reviewed in class	Chapters read and recording form completed for homework
1	Prologue, 1	Prologue, 1
2	2	3 and Homework recording form
3	4-5	6 and Homework recording form
4	7-8	9 and Homework recording form
5	10-11	12 and Homework recording form

Book: *Carnival at Candlelight*

Due at Lesson #	Chapters read or reviewed in class	Chapters read and recording form completed for homework
1	Prologue, 1	Prologue, 1
2	2	3 and Homework recording form
3	4	5 and Homework recording form
4	6	7 and Homework recording form
5	8	9 and Homework recording form

Book: *Season of the Sandstorms*

Due at Lesson #	Chapters read or reviewed in class	Chapters read and recording form completed for homework
1	Prologue, 1	Prologue, 1
2	2	3 and Homework recording form
3	4	5 and Homework recording form
4	6-7	8 and Homework recording form
5	9	10 and Homework recording form