



EXPEDITIONARY
LEARNING

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

Working with Peers to Ask and Answer Questions: Continuing to Read and Discuss the *Magic Tree House* Books



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

- I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1)
- I can retell a chapter in a story using key details from the text. (RL.3.2)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can document what I learn about a topic by sorting evidence into categories and 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 the criteria of a fluent reader to read aloud a selected part of my *Magic Tree House* book.
- I can retell Chapter 2 (who/what/where) of my *Magic Tree House* book using specific details.
- I can use context clues to determine the meaning of words and phrases in Chapter 2 of my *Magic Tree House* book.
- I can effectively participate in a discussion with my peers about my *Magic Tree House* book.
- I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country.

Ongoing Assessment

- Capturing Key Details recording form
- Book Discussion checklist



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader: Fluency Partners (7 minutes)B. Unpacking the Learning Targets (3 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Review Book Discussion Checklist (2 minutes)B. Magic Tree House Book Clubs: Parts A and B of Capturing Key Details Recording Form (12 minutes)C. Magic Tree House Book Clubs: Parts C and D of Capturing Key Details Recording Form (26 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debriefing the Discussion (10 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Read the assigned chapter. Complete the homework version of the recording form.	<ul style="list-style-type: none">• In this lesson, students continue to read, write, and discuss their <i>Magic Tree House</i> books with the Book Clubs established in Lesson 1.• Book pacing and homework chapter (see Unit 2 overview for a Reading Calendar for each <i>Magic Tree House</i> book)<ul style="list-style-type: none">– <i>A Crazy Day with Cobras</i>: Chapter 2 in class; Chapter 3 as homework– <i>Carnival at Candlelight</i>: Chapter 2 in class; Chapter 3 as homework– <i>Season of the Sandstorms</i>: Chapter 2 in class; Chapter 3 as homework• In the Opening, students choose one member of their Book Club to be their fluency partner. This same person will be their fluency partner later in the unit, as well. Students read the paragraphs they chose for homework in Lesson 1 to their fluency partners. Their partners should offer them specific, constructive feedback while also identifying their strengths. Consider using the Stars and Steps protocol.• As in Lesson 1, there is intentional scaffolding used throughout Work Time to help students understand the steps they will be using in their Book Clubs. Using a “catch and release” approach, a portion of the work will be modeled, and then “released” to students. With each new step, students will be pulled back in with teacher modeling before being released again to work more independently.• For many lessons in this unit, students will be given a new Book Discussion checklist and Capturing Key Details recording form for the day’s work. To save time in the lesson and to streamline logistics, distribute the checklist and recording form to students before the start of the lesson. If students are using a two-pocket folder for the unit materials (highly recommended), the checklist and recording form could be placed in their folders before the lesson.• Remember that the Capturing Key Details recording form is book-specific. The focus question is the same for all groups and will be consistent over the next three days, as well.• You may want to suggest that when students observe the group or themselves using one of the behaviors on the Book Discussion checklist, they place a small tally mark within the appropriate box in the left-side column. At the end of the lesson, the areas of the checklist with many tallies will show them which discussion behaviors are more secure for them, and this will help with their self-assessments.• Remind students that materials used in Lessons 1–5 are critical for the Mid-Unit 2 Assessment. Be sure students have a organization system for students to keep track of their materials.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This is the first lesson requiring a chapter to be read for homework. The homework also includes a recording form that is an abbreviated version of the steps followed in class. For students who are unable to complete reading chapters for homework, make other accommodations so that they do not fall behind in the reading or have gaps in their learning.• Preview the mid-unit assessment (Lesson 7), which centers on speaking and listening standards. Students will discuss evidence of culture found in their <i>Magic Tree House</i> text. In addition, they will compare and contrast the setting of their books with the settings of the other two <i>Magic Tree House</i> titles. They will have an opportunity to prepare for the discussion ahead of time.• Note that this lesson includes fluency work. For more details regarding how to support students with fluency, see the stand-alone document Foundational Reading and Language Standards: Resource Package for Grades 3-5. See in particular the Fluency Packet.• For students who will move quickly through their <i>Magic Tree House</i> text, encourage them to read additional texts on this topic from the Unit 1 Recommended Texts list. Review this list in advance. Consider any books from the public, school, classroom, or home libraries that fit the content of the module. This module assumes that you have established a clear and purposeful system in place to engage students in independent reading consistently and regularly. See the stand-alone document Foundational Reading and Language Standards: Resource Package for Grades 3-5. See in particular the document “Independent Reading: the Importance of a Volume of Reading and Sample Plan.”• One specific purpose of this unit is to get students hooked on a book series (<i>Magic Tree House</i>), in alignment with RL.3.9.• There are many Checking for Understanding techniques (see Appendix) to see whether a concept or learning target has been understood or reached. In this module, Fist to Five is commonly used. Other engaging, yet quick techniques can be used interchangeably, depending on the need or purpose, as a way for students to self-assess their level of understanding while making you aware as well. based on your preferences and the needs of your students (e.g. for physical movement, visual cues, etc.). Some techniques include: Thumb-O-Meter, Glass-Bugs-Mud, Red Light-Green Light, Sticky Bars, Learning Line Ups, Human Bar Graph, and Table Tags.• In advance:<ul style="list-style-type: none">– Post learning targets, Fluent Reader Criteria anchor chart, Holding a Book Discussion anchor chart.– Create and post the Book Club Steps anchor chart.



Lesson Vocabulary	Materials
criteria, cite, notes, opinion, customs, traditions, evidence	<ul style="list-style-type: none">• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Fluent Reader Criteria anchor chart (begun in Module 1, Unit 2, Lesson 8; also provided in supporting materials for this lesson)• Book Discussion checklist (from Lesson 1; one new blank copy per student; see Teaching Notes)• Document camera• Capturing Key Details recording form (one per student for their assigned Book Club and specific chapter; see Teaching Notes)• Capturing Key Details recording form (answers, for teacher reference, for each of the assigned <i>Magic Tree House</i> books and specific chapters)• Book Club Steps anchor chart (new; teacher-created; see supporting materials)• Holding a Book Discussion anchor chart (begun in Lesson 1)• Lesson 2 Homework: Chapter 3 (one per student)• Lesson 2 Homework: Chapter 3 (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Fluency Partners (7 minutes)</p> <ul style="list-style-type: none">• Congratulate students on a great first day. Remind them of their Lesson 1 homework.• Direct students to take their <i>Magic Tree House</i> books and join their Book Clubs at their designated meeting spots.• Remind them that in Unit 2 of Module 1, they worked very formally on oral reading fluency by saying something like:<ul style="list-style-type: none">* “Back in Module 1, we developed a list of criteria of what makes a fluent reader. This list contained characteristics of a fluent reader. We had five main criteria: phrasing, rate, observing punctuation, expression, and accuracy.”• Direct students to the posted learning targets and read the first one aloud:<ul style="list-style-type: none">* “I can use the criteria of a fluent reader to read aloud a selected part of my <i>Magic Tree House</i> book.”• Tell students they are now going to focus on addressing this learning target.• Display the Fluent Reader Criteria anchor chart. Go through each of the criteria. Explain and expand as necessary.• Tell students to spend 2 minutes softly reading aloud the passage they selected for homework to themselves, focusing on reading fluently. They can refer to the anchor chart as often as necessary.• Invite students to choose one member of their Book Club to be their fluency partner for today and move to sit with that person.• Ask students to read their selected fluency paragraphs to their fluency partner. After they are done reading, their partner should provide them with verbal feedback about their fluency using the sentence frames: “I like how you _____” and “I think you would be more fluent if you _____.”	<ul style="list-style-type: none">• Offer coaching strategies for fluency partnerships, such as having one partner read aloud and the other repeat, or reading together.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Redirect students' attention to the learning targets and read the next three aloud: <ul style="list-style-type: none"> * "I can retell Chapter 2 (who/what/where) of my <i>Magic Tree House</i> book using specific details." * "I can use context clues to determine the meaning of words and phrases in Chapter 2 of my <i>Magic Tree House</i> book." * "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book." • Point out that these three targets are identical to those in Lesson 1, except that they are working with a new chapter from their <i>Magic Tree House</i> books. • Read the final learning target: <ul style="list-style-type: none"> * "I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country." • Deconstruct the target by underlining the key words <i>identify</i>, <i>categorize</i>, and <i>record</i> and asking students to name other words that mean the same thing (such as <i>tell</i>, <i>sort</i>, <i>write</i>). Ask students if they have additional questions about the target's meaning. It may be necessary to review the meaning of the words <i>details</i>, <i>customs</i>, and <i>traditions</i>. 	<ul style="list-style-type: none"> • When unpacking a learning target with key words, consider using a different pen/marker to highlight or circle the key words that are being focused on.

Work Time	Meeting Students' Needs
<p>A. Review Book Discussion Checklist (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to return to their desks. • Distribute a new Book Discussion checklist to students. Using a document camera, display the checklist so you can gesture to the criteria as you review its format. • Read each of the criteria and remind students of the need to focus on these discussion behaviors when they are with their group. Students will not complete the Book Discussion checklist until later. However, having the checklist now to refer to will help them focus on the discussion behaviors as they work. 	<ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (Continued)	Meeting Students' Needs
<p>B. <i>Magic Tree House</i> Book Clubs: Parts A and B of Capturing Key Details Recording Form (12 minutes)</p> <ul style="list-style-type: none">• Distribute the Capturing Key Details recording forms to the respective groups.• Briefly tell students that the version of this recording form for today's work includes a Part C and Part D. Tell them that for now, they should direct their attention only to Parts A and B, which they are familiar with from Lesson 1.• Display one of the Capturing Key Details recording forms via the document camera.• Review the directions listed as "First Read Directions" (directions for Parts A and B). Students are familiar with these steps from Lesson 1. Read the directions one at a time, pausing after each to clarify if needed.• Direct students' attention to the heading "First Read Directions." Say something like:<ul style="list-style-type: none">* "Starting today, you will read each chapter two times, each time for a different purpose or with a different focus. When you read Chapter 1 yesterday, you completed Part A: where/who/what and Part B: key words and phrases. That was the work of your first read of a chapter. We're going to practice that again right now with Chapter 2."• Have students assemble their materials and move to their Book Clubs' designated meeting spots. They need:<ul style="list-style-type: none">– <i>Magic Tree House</i> book– Book Discussion checklist– Capturing Key Details recording form– Pencil with an eraser• Continue to reinforce the Book Club routine by giving specific positive feedback for groups that make a quick and quiet transition.• Have students independently read Chapter 2 and complete Part A of their Capturing Key Details recording form.• Then, invite group members to take 1 or 2 minutes to share and discuss the evidence they recorded in Part A, followed by a transition to Part B to work with the identified key words and phrases together as a group through discussion.• As groups are working, circulate and focus primarily on the process of this work. Jot down specific observations to share with the group as a whole (both actions to praise and also cautions).	<ul style="list-style-type: none">• During this work time, you may want to pull a group aside to support. Some students will need more guided practice before they are ready for independent work.• Even though students will be grouped somewhat by ability, they may finish the independent reading at different times, so make sure there is a clear expectation about what to do if they finish ahead of other group members.• Consider the use of a literacy aide or other adult who can also circulate and assist groups with the procedural steps.• Providing models of expected work supports all learners, but especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>C. <i>Magic Tree House</i> Book Clubs: Parts C and D of Capturing Key Details Recording Form (26 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Praise their efforts and accomplishments with Parts A and B. Briefly share your observations from Work Time B, providing both positive feedback and cautions. • Direct students' attention to the "Second Read" portion of the displayed Captured Key Details recording form. • Tell them to look closely at Part C. Ask them if Part C looks familiar. They should easily recognize this part of the recording form as the same chart they used when reading <i>Dragon of the Red Dawn</i> in Unit 1. Ask: <ul style="list-style-type: none"> * "What do you remember about using this type of chart?" • Now draw students' attention to the "Second Read Directions." Remind them that they will read each chapter two times from now on. Go over the "Second Read Directions" together. • Make special note of Step 2: "Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question." • Make it very clear to students that this means that as they are reading, if they come across a custom or tradition, they will pause in their reading long enough to record the evidence in the Part C section of their recording form. So, rather than rereading the chapter and then going back to look for evidence to record, they should record as they read. Clarify any steps as necessary. • According to the directions, before group members begin reading Chapter 2 a second time, they first need to examine the focus question together and discuss what evidence they will be looking for. Tell students this should take them 1 or 2 minutes. After that, they will independently read Chapter 2 again. • Ask students to proceed with working on Part C. 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 also cautions). • Refocus students' attention whole group. Briefly share your observations from Part C, both the positives you observed and the cautions. • Students are now ready for Part D of the Capturing Key Details record form: <ul style="list-style-type: none"> * "Revisit the focus question with your group. Have a robust discussion and record your response in Part D." • Clarify this step as necessary. Invite students to complete Part D. Since they will be discussing the focus question before writing their response, it's very likely that students within a given group will have identical or similar responses. This is perfectly fine, since it means that students are socially constructing meaning, deepening their learning through talking with each other. 	<ul style="list-style-type: none"> • During this work time, you may want to pull a small group of students to support in finding evidence from the text. Some will need more guided practice before they are ready for independent work. • Students who struggle to recognize evidence of culture found within the text may need extra support and additional opportunities to do this kind of work using other similar material.



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing the Discussion (10 minutes)</p> <ul style="list-style-type: none">• Direct students to return to their desks. Help them to reflect on all they accomplished today and to think about the specific actions they took. Say something like: “The Capturing Key Details recording form was so important to today’s work. It served as a guide to the steps you needed to take in your Book Club.”• Review the Book Club Steps anchor chart with students:<ol style="list-style-type: none">1. Read the assigned chapter for the first time.2. Record in Part A (where/who/what).3. Discuss Part A evidence with group members.4. Work with key words/phrases in Part B with group members and record thinking.5. Read the focus question with group members and discuss what kind of evidence you will be looking for when you read the chapter again.6. Reread the assigned chapter and, while reading, record evidence of culture (customs and traditions) in Part C.7. Share and discuss text evidence recorded in Part C with group members.8. Revisit the focus question with group members and record a response.• Display the Holding a Book Discussion anchor chart from Lesson 1. Remind students that this anchor chart identifies the things that the class agreed would occur in a book discussion.• Direct students’ attention to their Book Discussion checklist. Have them fill in their names and the date, as well as the chapter number.• 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.	<ul style="list-style-type: none">• When reviewing anchor charts, use a document camera to more prominently display the anchor chart for students who struggle with smaller sharing mechanisms such as chart paper.



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute Lesson 2 Homework: Chapter 3. • Direct students to look over their homework task. Tell them that the homework is a shortened version of the longer Capturing Key Details recording form used in today's work with Chapter 2. Clarify as needed. • Stress the importance of completing this work for homework carefully. All groups will be starting up with Chapter 4 in tomorrow's lesson, so it is imperative that they read Chapter 3 for homework. 	<ul style="list-style-type: none"> • If students lack support at home and are unable to follow through with this homework, make other accommodations so that they do not fall behind with the reading. • Consider preparing audio recordings of the texts used in the module.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read the assigned chapter of your <i>Magic Tree House</i> book and complete the shortened version of the Capturing Key Details recording form. Be sure to bring your book back to school. <p><i>Note: The Book Discussion checklist from this lesson will be used at the beginning of Lesson 3.</i></p>	



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Supporting Materials



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Fluent Reader Criteria

Accuracy	I can read the words correctly.
Phrasing	I can group the right words together as I read to help the words flow.
Rate	I can read like I talk, and I stop only when it makes sense in the text.
Observing Punctuation	I can pay attention to the punctuation, and I use it to help me know how to read the text.
Expression	I can use expression to read, and it helps me understand the story.

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 10 “Burning sunlight was <u>flooding</u> into the tree house.”		
Ch. 2, p. 12 “During that time, a ruler known as a <u>caliph</u> governed an empire that stretched for thousands of miles.”		
Ch. 2, p. 13 “Okay, okay---” Annie <u>broke</u> in.		



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
<ul style="list-style-type: none"> • Desert near Baghdad 	<ul style="list-style-type: none"> • Jack • Annie • helpers on camels 	<ul style="list-style-type: none"> • Land in the desert near Baghdad • Sandstorm comes • Use magic rhyme to get helpers to them

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 10 “Burning sunlight was <u>flooding</u> into the tree house.”	pouring or streaming	Bright sunlight would pour through windows like a flood of water.
Ch. 2, p. 12 “During that time, a ruler known as a <u>caliph</u> governed an empire that stretched for thousands of miles.”	a ruler	It’s defined directly in the sentence.
Ch. 2, p. 13 “Okay, okay---” Annie <u>broke</u> in.	interrupted	There’s a little line after Annie’s second okay that means she stopped speaking. This may mean that feels she annoyed or upset.

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Wearing head cloths and long robes in the desert (protection from heat and blowing sand)	pp. 10–11
Caliphs were rulers at this time period.	p. 12
Baghdad was a center for learning and trade.	p. 12
Using camels as a means of transportation and to carry people and goods; traveling in caravans (groups of travelers)	p. 17

Note to group: Hold a discussion after the second read.



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 2
(Answers, for Teacher Reference)

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

I can tell that the country where this story takes place is in a desert. They have to use things like camels because it helps them survive. The people there have to learn how to survive in a place that is hot and dry.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 12 “A man called a <u>gondolier</u> stands in the back of the boat and uses a long oar to propel the gondola through the water.”		
Ch. 2, p. 12 “A man called a gondolier stands in the back of the boat and uses a long oar to <u>propel</u> the gondola through the water.”		
Ch. 2, p. 17 “The person’s voice was <u>muffled</u> behind the white mask.”		



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
<ul style="list-style-type: none"> • Venice, Italy • In a boat 	<ul style="list-style-type: none"> • Jack • Annie • two people in bird costumes 	<ul style="list-style-type: none"> • Jack and Annie land in Venice dressed in clown clothes with red slippers. • They get into a gondola and go to the Carnival. • A storm is coming, and the water is rough. Jack is nervous.

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 12 “A man called a <u>gondolier</u> stands in the back of the boat and uses a long oar to propel the gondola through the water.”	a person who drives the boat	It says that a man called a gondolier stands in back of the boat and uses a long oar to propel the gondola through the water.
Ch. 2, p. 12 “A man called a gondolier stands in the back of the boat and uses a long oar to <u>propel</u> the gondola through the water.”	to move	It says an oar is used, and oars move boats like rowboats and canoes.
Ch. 2, p. 17 “The person’s voice was <u>muffled</u> behind the white mask.”	covered or mumbly sounding	The mask would make someone’s voice harder to hear, like if you have your hand partly over your mouth.



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Wearing costumes and mask in Venice during Carnival	pp. 11, 17–18
Traveling on the canals (waterways) in Venice using boats and gondolas (there are no roads in Venice)	p. 12
Carnival (famous yearly festival) in Venice	p. 19



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 2
(Answers, for Teacher Reference)

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that Italy has a special festival called Carnival. People dress in costumes. I think that people must like to celebrate by dressing up, like we do on Halloween.

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapter 2

Name: _____

Date: _____

Read, Think, Write, Talk

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a <u>drawbridge</u> , and massive red battlements.”		
Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a drawbridge, and massive red <u>battlements</u> .”		
Ch. 2, p. 14 “Yeah, and there’s a <u>bazaar</u> like the one we saw in Baghdad,” said Jack.		



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapter 2
(Answers, for Teacher Reference)

Read, Think, Write, Talk

1. Read Chapter 2 and, as you read, pay close attention to the key words/phrases listed on your recording form.
2. Take notes in Part A about the where/who/what of the chapter.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter using these details, followed by quick feedback from the group.

Part A: Retelling the story ... what are the important parts of the chapter?

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
<ul style="list-style-type: none"> • Magic Tree House • Red Fort in India 	<ul style="list-style-type: none"> • Jack • Annie • guard 	<ul style="list-style-type: none"> • Jack and Annie land in a crowded city in India. They are dressed in clothes like ambassadors. Jack still has his bag with his schoolwork in it. • They see the palace and a bazaar. They also see the other ambassadors going into the palace. • They make a plan to run after the ambassadors and pretend they are trying to catch up. • A guard stops them. They explain that they are ambassadors who are young and learned. Jack's bag has the gifts for the Great Mogul.

Note to group: Complete all Part A work before moving to Part B.



Capturing Key Details Recording Form:

A Crazy Day with Cobras, Chapter 2

(Answers, for Teacher Reference)

Part B Directions:

Now work as a group to examine the words/phrases listed in Part B. Through discussion, decide together what notes to record.

Part B: Key words and phrases ... what do the words mean? Focus on the underlined words/phrases.

Key word/phrase	What we think it means	What helped us understand it
Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a <u>drawbridge</u> , and massive red battlements.”	<ul style="list-style-type: none"> • a special bridge • a bridge that closes <p>I think it is a bridge that can be raised and lowered. I think that because of the picture and because it reminds me of ancient castles.</p>	<ul style="list-style-type: none"> • moat • breaking up the word into two parts: draw and bridge • the picture helps
Ch. 2, p. 14 “The trees stood next to a red fort with a moat, a drawbridge, and massive red <u>battlements</u> .”	<ul style="list-style-type: none"> • part of the castle 	<p>It has the word <i>massive</i> before it, and <i>massive</i> means “really big.” There are battles at castles, so battlements might be the big walls around a castle.</p>
Ch. 2, p. 14 “Yeah, and there’s a <u>bazaar</u> like the one we saw in Baghdad,” said Jack.	<ul style="list-style-type: none"> • a market <p>I think that a bazaar is a market where people buy and sells things.</p>	<ul style="list-style-type: none"> • street lined with tents and stalls • the pictures

Capturing Key Details Recording Form:
A Crazy Day with Cobras, Chapter 2
 (Answers, for Teacher Reference)

Second Read Directions:

1. Read the focus question as a group. Discuss what evidence you will be looking for.
 How did recognizing customs or traditions help you understand the culture of your country?
2. Reread the chapter(s) on your own, recording text evidence in Part C that supports the focus question.
3. Share and discuss text evidence recorded in Part C with your group.
4. Revisit the focus question with your group. Have a robust discussion and record your response in Part D.

Part C: Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Women wearing veils to cover their faces and heads	pp. 14–15
Outdoor markets called bazaars	p. 14
Using elephants as a means of transportation	p. 15
Great Moguls were rulers in India at this time period. They lived within forts. Moguls had the title of shah and were protected by Imperial Guards. The forts had moats and drawbridges. Kings and queens of Europe would give very valuable gifts to the Great Moguls.	p. 17 pp. 20–21

Note to group: Hold a discussion after the second read.

Part D: Focus question: *How did recognizing customs and traditions help you understand the culture of your country?*

In this chapter, I learned that when ambassadors would visit the Great Mogul, they would bring him rare and precious gifts. This made me think that it is a tradition in India to be able to honor and show respect to rulers by offering gifts from where you live.



Lesson 2 Homework: Chapter 3

Name: _____

Date: _____

Text Title: _____

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

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Lesson 2 Homework: Chapter 3

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)



Homework for *Season of the Sandstorms*: Chapter 3
(Answers, for Teacher Reference)

Text Title: _____

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Men wore long white robes, pointy shoes, and head cloths.	pp. 19, 21
Traveled by camel; saddles and decorated blankets adorned the camels' backs	p. 21
Merchants traveled across the desert to Baghdad; would stop at an oasis to rest, get out of the sun, get water and food (dates from date palms). Merchants would trade spices, jewels, beads.	pp. 22–24 p. 27



Homework for *Carnival at Candlelight*: Chapter 3
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country’s culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Venice had many famous and well-known painters.	p. 26
Saint Mark’s Square (ruler lived there in a palace); Saint Mark’s Square watchtower with weather vane (used by sailors), tallest building in Venice at that time	pp. 27–29
Winged lion	p. 32

Homework for *Carnival at Candlelight*: Chapter 3
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 3.
2. As you read, pay close attention to words and phrases that you find challenging or confusing. Write them in the box.
3. After you read the chapter, name the where/who/what of the chapter out loud to yourself or to someone at home.
4. Record the customs and traditions related to the country's culture in the chart.
5. Be prepared to share this work in class with your group.

Words/Phrases: Write the word or phrase and note the page number.

(will vary by student)

Focusing on culture ... what evidence of customs or traditions did you find in this chapter?

Customs and Traditions: Evidence from the Text	Page number(s)
Court nobles lived in the palace. The Great Mogul would hold daily public audiences. Ambassadors from the countries of Europe would visit the Great Mogul, bringing gifts.	pp. 22–23 pp. 24–25
The Great Mogul sat in the Peacock Throne under a golden canopy. All had to be silent. People bowed to the Great Mogul and spoke only if given permission.	pp. 26–28

Book Club Steps

1. Read the assigned chapter for the first time independently.
2. Independently record in Part A (where/who/what).
3. Discuss Part A evidence with group members.
4. Work with key words/phrases in Part B with group members and record thinking.
5. Read the focus question with group members and discuss what evidence you will be looking for when you read the chapter a second time.
6. Read the assigned chapter a second time independently and, while reading, record evidence of culture (customs and traditions) in Part C.
7. Share and discuss text evidence recorded in Part C with group members.
8. Revisit the focus question with group members and record a response.
9. Complete the Book Discussion checklist independently.