



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 2: Lesson 5

Independent Book Clubs: Finishing 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 document what I learn about a topic by sorting evidence into categories. (W.3.8)
- 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 retell the assigned chapter(s) of my *Magic Tree House* book using specific details (who/what/where).
- I can explain why I chose specific details to answer questions about the text.
- I can use context clues to determine the meaning of words and phrases in the assigned chapter(s) 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(s) 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> <p>A. Unpacking the Learning Targets (1 minute)</p> <p>2. Work Time</p> <p>A. <i>Magic Tree House</i> Book Clubs (35 minutes)</p> <p>B. Debriefing the Discussion (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Revisiting the Learning Targets (4 minutes)</p> <p>4. Homework</p> <p>A. Read the assigned chapter(s). Complete the homework version of the recording form.</p>	<ul style="list-style-type: none">• Students will again 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 streamline logistics, distribute the checklist and recording form 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 can be placed in their folders before the lesson. Remember that the Capturing Key Details recording form is book-specific.• Book pacing and homework chapter (see Reading Calendars in Unit 2 overview):<ul style="list-style-type: none">– <i>A Crazy Day with Cobras</i>: Chapters 10 and 11 in class; Chapter 12 as homework (see note directly below)– <i>Carnival at Candlelight</i>: Chapter 8 in class; Chapter 9 as homework– <i>Season of the Sandstorms</i>: Chapter 9 in class; Chapter 10 as homework• Since the homework chapters are the final chapters of all three books, there is not as much information dealing with evidence of culture. The final chapter is always when Jack and Annie return home.• Find time before the lesson to tell the <i>A Crazy Day with Cobras</i> group that again they will read two chapters in today's lesson. Their Capturing Key Details recording form is modified with the two chapters grouped together. So in a way, they are to treat the two chapters as one. You may want to show them the recording form ahead of time so it will be clearer to them.• Students will need all materials relating to the <i>Magic Tree house</i> books later in Unit 2.• This lesson again requires a chapter to be read for homework. The homework also includes a worksheet that is an abbreviated version of the steps followed in class. For students who are unable to follow through with reading chapters for homework, other accommodations will need to be made so that they do not fall behind with the reading or have gaps in their learning. Consider creating peer homework buddies so students can check in with a peer before class as a support system for completing homework.



	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Have ready the three charts from Lesson 3 that were used in the Closing. The charts read: <ul style="list-style-type: none"> – I Need More Work or Time With This – I'm Getting There – I've Got It! • Post: Learning targets.

Lesson Vocabulary	Materials
<p>cite, notes, opinion, customs, traditions, evidence</p>	<ul style="list-style-type: none"> • <i>Magic Tree House</i> books (one per student for their assigned Book Club group) • Book Discussion checklist (from Lesson 1; one new blank copy per student) • 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 Discussion checklists from Lessons 2–5 (one set per student) • My Growth with Book Discussions recording form (one per student) • Document camera • Homework for <i>Season of the Sandstorms</i>: Chapter 10 (one per student in this group) • Homework for <i>Carnival at Candlelight</i>: Chapter 9 (one per student in this group) • Homework for <i>A Crazy Day with Cobras</i>: Chapter 12 (one per student in this group) • Homework (answers, for teacher reference; book and chapter-specific)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and cold call a few students to read them aloud:<ul style="list-style-type: none">* "I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where)."* "I can explain why I chose specific details to answer questions about the text."* "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."* "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book."* "I can identify, categorize, and record key details from the assigned chapter(s) that connect with the customs and traditions of my country."• Point out that these learning targets are similar to those found in earlier lessons. Clarify as necessary and answer any questions.	



Work Time	Meeting Students' Needs
<p>A. <i>Magic Tree House</i> Book Clubs (35 minutes)</p> <ul style="list-style-type: none"> • Have students assemble their materials in preparation for moving to their group 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 • Send groups off to their meeting spots. Continue to reinforce routines as needed. Remind students that they may finish at different times: they may reread within the chapter, do quiet fluency work, or they go back and look for words/phrases that they were uncertain about to perhaps share with group members at a later point. Caution students <u>not</u> to move on in advance of the group. • When all groups are settled, ask if there are any lingering questions. If there is a group that seems unclear or uncertain, allow the other groups to begin their work and go directly to the group in need and help them to get started. • Tell groups they have 35 minutes to complete all of their work, which includes reading the chapter two times and completing all parts of the Capturing Key Details recording form. • 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). As you circulate, offer praise, cautions, or redirection to each group specifically, as needed, rather than interrupt the flow of the work by addressing the whole class. • If necessary and desired, call out the halfway point in the work session. At that point, groups should be well into the second read (Parts C and D on the Capturing Key Details recording form). The second read and the work associated with it will likely require a little more time than the first read work. • Since the final portion of Work Time A (the last half of Part C and all of Part D) is conversation-based, try to take note of whether groups are in conversation for (approximately) the final 15 minutes of the 35-minute work time. • When there are 5 minutes left, make sure all groups are on Part D, discussing and recording a response to the focus question. If any group(s) is still working on Part C, make a note of this but have the group(s) stop and move on to Part D. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially challenged learners. • During this work time, you may want to pull a group aside to support them with the work. Some students will need more guided practice before they are ready for independent work. • Consider the use of a literacy aide or other adult who can circulate and assist groups with the procedural steps. • Consider preparing audio recordings of the texts used within the module. • Consider chunking the chapters for struggling readers, or look for other ways to “tier the task.” • Students who struggle to recognize, categorize, and explain cultural objects, places, and traditions found within the text may need extra support and additional opportunities to practice using similar material.



Work Time (continued)	Meeting Students' Needs
<p>B. Debriefing the Discussion (20 minutes)</p> <ul style="list-style-type: none">• Tell students to return to their desks.• Direct their attention to the Book Discussion checklist and ask them to fill in the information at the top.• Quickly review the three descriptors at the top. Read each criteria and direct students to self-assess by placing an X or a checkmark in the column that best matches their own discussion work today.• Students should then self-reflect to complete the two questions below the chart:<ul style="list-style-type: none">* “What is a goal for yourself the next time you have a discussion?”* “What is a goal for your group the next time you have a discussion?”• Encourage students to truly be self-reflective and establish a concrete and appropriate goal for themselves and their group.• Have each student gather his/her four Book Discussion checklists together (from Lessons 2–4 as well as today).• Acknowledge students’ hard work and progress with being able to have robust, interesting conversations about reading. Explain that they will look over their four checklists starting with the first one, going in order through to the one just completed. The idea is for them to try to see evidence of growth or change in their discussion skills and habits.• Distribute the My Growth with Book Discussions recording form and display a copy via a document camera.• Ask students to read over the My Growth with Book Discussions recording form. If necessary, read through the questions with them.• Ask them to complete the recording form, using the Book Discussion checklists as the basis for their responses.• Invite students to move to sit with their fluency partner from Lessons 2 and 4.• Ask partners to take turns sharing one area they feel has improved and one area they would still like to work on.• Circulate to listen in as students share.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revisiting the Learning Targets (4 minutes)</p> <ul style="list-style-type: none"> • Redirect students' attention to the learning targets. • Reread each target aloud. Pause after each to ask students to use Fist to Five as a means to show their perceived level of success with each target. <ul style="list-style-type: none"> * "I can retell the assigned chapter(s) of my <i>Magic Tree House</i> book using specific details (who/what/where)." * "I can explain why I chose specific details to answer questions about the text." * "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." * "I can effectively participate in a discussion with my peers about my <i>Magic Tree House</i> book." * "I can identify, categorize, and record key details from the assigned chapter that connect with the customs and traditions of my country." • Distribute Homework and preview as needed. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read the assigned chapter of your <i>Magic Tree House</i> book at home and complete the shortened version of the recording form. Be sure to bring your book back to the next class. This is the final chapter in your <i>Magic Tree House</i> book. 	<ul style="list-style-type: none"> • Other accommodations will need to be made for students who do not have the home support to complete the homework assignment.



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Supporting Materials



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Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) 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(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) 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 9

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. 9, p. 89 “But now that he knew their friend Mamoon was the <u>mighty</u> caliph, he felt shy.”		
Ch. 9, p. 89 “The caliph <u>escorted</u> Jack and Annie through the front door and down a wide hallway.”		
Ch. 9, p. 90 “The man was writing <u>furiously</u> .”		



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9

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 9

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 9
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) 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(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) 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"> • House of Wisdom 	<ul style="list-style-type: none"> • Jack • Annie • Mamoon • great mathematicians and scientists 	<ul style="list-style-type: none"> • Mamoon thanks Jack and Annie for bringing the book back. • He takes them to his House of Wisdom. • He leads them to the library, where great thinkers are working.

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



Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9
(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. 9, p. 89 “But now that he knew their friend Mamoon was the <u>mighty</u> caliph, he felt shy.”	powerful	I can tell it’s an adjective describing a caliph, who is a ruler, like a king. So the word might mean “famous” or “powerful” or “strong,” because they are good words to describe a ruler.
Ch. 9, p. 89 “The caliph <u>escorted</u> Jack and Annie through the front door and down a wide hallway.”	I think it means “walked with” or “took them.”	I can tell it’s a verb, and the sentence makes me think that Jack and Annie are going with the caliph.
Ch. 9, p. 90 “The man was writing <u>furiously</u> .”	I think it means “quickly,” like he’s nervous or really frantic.	I don’t think it means mad or furious that way. The caliph says the man is hunched over a pile of papers, so I think he’s really busy.

Capturing Key Details Recording Form:
Season of the Sandstorms, Chapter 9
(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)
Carriage perched on camels with long poles attached to saddles (how the caliph traveled in Baghdad)	p. 88
House of Wisdom—respect for knowledge	p. 90

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

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

In this chapter, I learned that the caliph in Baghdad loves to share learning. He built a House of Wisdom so that learning could be shared throughout the world. This tells me that the culture in this country is one that loves to read and tell stories and learn.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) 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(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) 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 8

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. 8, p. 89 "Venice was <u>veiled</u> in a soft, pink light."		
Ch. 8, p. 90 "In an instant, his shaggy mane, golden back, powerful legs, <u>tufted</u> tail, and feathered wings all turned to carved gray stone."		
Ch. 8, p. 93 " <u>Cobblers</u> were sitting at their workbenches and cats were stretching in the chilly sunlight."		



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8

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)

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 8
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) 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(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) 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"> • St. Mark’s Square, Venice, Italy 	<ul style="list-style-type: none"> • Jack • Annie 	<ul style="list-style-type: none"> • Jack and Annie fly back to St. Mark’s Square on the back of the winged lion. • Venice is safe now, and Jack and Annie prepare to leave. • They find Teddy and Kathleen’s book of rhymes. • They see Lorenzo Tiepolo, who gives them a painting. • They leave Venice in a gondola (with a disguised Teddy and Kathleen)

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



Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8
(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. 8, p. 89 “Venice was <u>veiled</u> in a soft, pink light.”	covered	I can tell it’s a word to help me imagine what Venice looks like at night. A veil is something that covers up something.
Ch. 8, p. 90 “In an instant, his shaggy mane, golden back, powerful legs, <u>tufted</u> tail, and feathered wings all turned to carved gray stone.”	I think it means fluffy.	It’s a word describing the tail.
Ch. 8, p. 93 “ <u>Cobblers</u> were sitting at their workbenches and cats were stretching in the chilly sunlight.”	workers	I know cobblers are people who are doing work.

Capturing Key Details Recording Form:
Carnival at Candlelight, Chapter 8
(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)
Venice—towers, domes, church spires	p. 89
pigeons	p. 92

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 St. Mark’s Square is always very busy and it is traditional for people to gather there regularly for various reasons.

Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

Name: _____

Date: _____

Read, Think, Write, Talk

Part A Directions:

1. Read the chapter(s) 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(s).
3. After reading, discuss your notes with your group. Then have one person orally retell the chapter(s) using these details, followed by quick feedback from the group.

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

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
10			
11			

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



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

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. 10, p. 88 “The elephant’s fuzzy hair felt <u>coarse</u> and tickly.”		
Ch. 10, p. 90 “Then she turned and <u>lumbered</u> off with her baby at her heels.”		
Ch. 11, p. 95 “They walked up to the <u>looming</u> gateway.”		
Ch. 11, p. 98 “They are rich and <u>stirring</u> .”		



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

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)

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



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11

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



Capturing Key Details Recording Form
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

Read, Think, Write, Talk

Part A Directions:

1. Read the chapters 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 chapters.
3. After reading, discuss your notes with your group. Then have one person orally retell the chapters using these details, followed by quick feedback from the group.

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

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
10	<ul style="list-style-type: none"> • in the forest 	<ul style="list-style-type: none"> • Jack • Annie • Morning Breeze • her baby • a guard 	<ul style="list-style-type: none"> • Morning Breeze carries Jack and Annie to safety and stops in the forest. • When they stop, her baby elephant appears. • Jack and Annie know why she ran away. They help her take off all the decorations from the parade. • They pet the baby and head for the tree house. • They run back through the forest to the dirt path. • At the dirt path, an imperial guard stops them and tells them they must come back to the palace or go to prison.



Capturing Key Details Recording Form
A Crazy Day for Cobras, Chapters 10 and 11
(Answers, for Teacher Reference)

CH	Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
11	<ul style="list-style-type: none">• on a carriage ride with the guard• Taj Mahal	<ul style="list-style-type: none">• Jack• Annie• Great Mogul	<ul style="list-style-type: none">• The guard takes Jack and Annie back to the Red Fort.• Instead of going in the fort, they are brought to a huge gate. They are told to go inside and wait.• They go inside and see a huge dome that is shimmering. The Great Mogul is there and meets them.• He tells them he loved the story and pictures. He loved the heart in them. Now he will show them his heart.• He explains that he once loved his wife so much that when she died, he built the Taj Mahal in her honor.

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



Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11
(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. 10, p. 88 “The elephant’s fuzzy hair felt <u>coarse</u> and tickly.”	I think it might mean “rough” like whiskers.	The words <i>fuzzy</i> and <i>tickly</i> make me think the hair feels a certain way, maybe like whiskers. I imagined how it would feel.
Ch. 10, p. 90 “Then she turned and <u>lumbered</u> off with her baby at her heels.”	walked heavily I think that it means “to walk heavily,” because she is walking in the forest with her baby, but elephants are huge creatures, so they don’t walk lightly.	turned and ___ off with her baby at her heels This gives me the image that she is turning around and I can imagine how big elephants are when they walk around. The babies are smaller and would be little compared to the huge mom walking.
Ch. 11, p. 95 “They walked up to the <u>looming</u> gateway.”	I think it might mean “really big.”	It’s a word describing or telling about the gateway.
Ch. 11, p. 98 “They are rich and <u>stirring</u> .”	I think it means <i>moving</i> like “touching,” that he really likes the picture.	I can tell it’s a compliment, a good thing. The Great Mogul is describing Annie’s picture, and he really likes it a lot.

Capturing Key Details Recording Form:
A Crazy Day for Cobras, Chapters 10 and 11
(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)
Decorating elephant with bells and jewels	p. 87
Traveling in the jungle	pp. 92–93
Open-air bazaar	pp. 95–96

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

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

In Chapter 10, I learned that elephants are in the wild in India and have babies there. But people also make straw carriages to ride in on top of elephants. I think that this is telling me how important elephants are to the Indian culture.

In Chapter 11, I learned that the Great Mogul can show deep love. The Taj Mahal was built in honor of his wife who died. It is a symbol for the country of great love.

My Growth with Book Discussions Recording Form

Name:

Date:

Lay out your five Book Discussion checklists *in order of completion*. Spend a few minutes examining them. Look for *evidence of growth and changes* in your ability to discuss your reading with your peers.

1. What area or areas show the most improvement for you? What is your evidence?

2. What area was the most challenging for you? What is your evidence?

3. What area or areas do you feel you still need to work on? What is your evidence?



My Growth with Book Discussions Recording Form

4. Read the goal statements you made at the end of each lesson for you as an individual. Do you feel you focused on these goals from one day to the next? Explain.

Homework for *Season of the Sandstorms*: Chapter 10

Name:

Date:

Directions:

1. Read Chapter 10.
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.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Season of the Sandstorms*: Chapter 10

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 10 (Answers, for Teacher Reference)

Directions:

1. Read Chapter 10.
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.

Write down the words or phrases you found challenging or confusing 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)
Baghdad—place for scholars and scientists	p. 98
oasis	p. 102

Homework for *Carnival at Candlelight*: Chapter 9

Name:

Date:

Directions:

1. Read Chapter 9.
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.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *Carnival at Candlelight*: Chapter 9

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 *Carnival at Candlelight*: Chapter 9
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 9.
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.

Write down the words or phrases you found challenging or confusing 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)
Gondolas used to travel; gondoliers operate the gondolas	p. 99
Masked people at Carnival	p. 101



Homework for *A Crazy Day with Cobras*: Chapter 12

Name: _____

Date: _____

Directions:

1. Read Chapter 12.
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.

Write down the words or phrases you found challenging or confusing and note the page number.



Homework for *A Crazy Day with Cobras*: Chapter 12

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 *A Crazy Day with Cobras*: Chapter 12
(Answers, for Teacher Reference)

Directions:

1. Read Chapter 12.
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.

Write down the words or phrases you found challenging or confusing 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)
Taj Mahal, precious stones in marble, emeralds	pp. 101–103
Veiled women, oxen, sheep	p. 105
Red Fort	p. 105