



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 2

Reading Closely to Build Understanding:

“Discovering Culture” Part 1



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can use information from the words and illustrations (photographs, captions) to understand informational texts. (RI.3.7)

I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of the article “Discovering Culture” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the words and illustrations help me understand the concept of culture.
- I can discuss how the main ideas in this article are conveyed through key details.

Ongoing Assessment

- Observations of partner discussions
- Close Reading as Researchers (Main Ideas and Details) recording form



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (5 minutes)B. Engaging the Reader: What Is Culture? (5 minutes)2. Work Time<ol style="list-style-type: none">A. Rereading on Your Own: Capturing the Gist (20 minutes)B. Reading Again for Important Details: “Discovering Culture” (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Building an Understanding of Culture (6 minutes)B. Revisiting Learning Targets (4 minutes)4. Homework<ol style="list-style-type: none">A. Reread “Discovering Culture” | <ul style="list-style-type: none">• In this lesson, students are introduced to the concept of culture. They embark on a two-day study of this concept by doing a close reading of the selected informational text about culture. For the purposes of this module, students are focusing on finding evidence of culture through customs and traditions. Students are working not to define what culture is, but to find evidence of it. In Units 1 and 2, students learn about culture through both literary and informational texts. In both units, students are looking for customs and traditions.• Customs: A custom is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly.• Traditions: A tradition is a behavior or action that has been handed down from a previous generation. There are many different types of traditions, including family and religious traditions.• As noted in the Module Overview, this module is designed to connect with social studies topics. It does not fully address the social studies standards, which merit much deeper study during social studies time.• Completion of the Close Reading as Researchers: Main Ideas and Details recording form may prove challenging for students. Be ready to provide additional support for students who struggle. They use this form throughout the module, and will build confidence over time.• Throughout this module, students again discuss their reading in groups. Use purposeful grouping, and consider whether to continue with the same groups as Module 1 or to change them.• It is an expectation that teachers have a clear and purposeful system in place for students to be engaged in independent reading on a consistent and regular basis. As in Module 1, students are encouraged to read additional texts on this topic from the Recommended Texts list (review this in advance) or other books that fit the content of the module from public, school, classroom, or home libraries. There is not time allocated in this lesson to introduce students to some of these books; this activity should be done during another part of the school day as early in Unit 1 as possible.• In advance:<ul style="list-style-type: none">– Review: Think-Pair-Share protocol and Helping Students Read Closely (see Appendix).– Review: Cold call and Fist to Five in Checking for Understanding Techniques (see Appendix). |



| Agenda | Teaching Notes (continued) |
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| | <ul style="list-style-type: none"> – Prepare the Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”) (an enlarged version of the student recording form with this same name; see supporting materials). • Post: Learning targets. |

| Lesson Vocabulary | Materials |
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| <p>culture, generation, custom, tradition, fact, definition</p> <p>(Note: These words will be explicitly addressed in Lesson 3, when students begin their work with vocabulary.)</p> | <ul style="list-style-type: none"> • “Discovering Culture” (article; one per student) • Document camera • Close Reading as Researchers: Main Ideas and Details recording form (for “Discovering Culture”) (one per student) • Things Close Readers Do anchor chart (from Module 1, Unit 1, Lesson 2; or see supporting materials) • Sticky notes (one pack per student; see Work Time A) • Conversation Criteria checklist (from Lesson 1; for teacher use) • Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”) (new; teacher-created; see Teaching Notes) • Photographs/illustrations (from Lesson 1 Carousel Brainstorm protocol; see Closing A) • Mystery text excerpts (from Lesson 1 Carousel Brainstorm protocol; see Closing A) |



| Opening | Meeting Students’ Needs |
|---|---|
| <p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read each target individually with students. Explain that these targets should seem familiar since they worked with informational text when they read <i>My Librarian is a Camel</i> in Module 1. • Give students time to think, then cold call a student to explain what a main idea is. Cold call another student to explain what a key detail is. <p><i>Note: As stated in Lesson 1, do not define culture for students at this time. The purpose of the close reading in this lesson and Lesson 3 is for students to build their understanding of this important term on their own using the text.</i></p> | <ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This supports visual learners. |
| <p>B. Engaging the Reader: What Is Culture? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Tell students that today they are going to read a text that will help them begin to understand culture and the aspects that show evidence of it. Explain that they will be reading literary and informational texts, and they will need to be able to recognize when an author includes information about a country’s culture within a story or article. <p><i>Note: It is important that this text is read fluently and without interruption to acquaint students with the text. As with other read-alouds in this unit, ask students to follow along on their copy of the text.</i></p> <ul style="list-style-type: none"> • Distribute the “Discovering Culture” article. Using a document camera, display a copy for students to see. Read aloud slowly, fluently, and without interruption. If students want to talk or ask questions about the text, remind them: “Just like the books and texts we have read before, you will have a chance to reread this article and talk about it later in the lesson and tomorrow as well.” | <ul style="list-style-type: none"> • When reading aloud, encourage students to use strategies such as whisper reading to follow along. Ask students to track with their finger and whisper read as you read aloud. |



| Work Time | Meeting Students’ Needs |
|---|---|
| <p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> • Distribute the Close Reading as Researchers (Main Ideas and Details) recording form (for “Discovering Culture”). Orient students to this recording form as needed. Point out that like the forms they used during Module 1, the purpose of this type of recording form is to help students take notes and focus on important ideas and details within informational text. • Remind students of the close reading routines they built in Module 1 and briefly display the Things Close Readers Do anchor chart. <ul style="list-style-type: none"> – Read, think, and jot notes on my own. – Talk with my group about the text. – Write notes or answer questions about the text. • Give students 10 minutes to reread the text on their own. Circulate and support students as they read. Tell students that as they read, they should underline words that they don’t know and they should stop after each paragraph to record the gist of the section they just read. • As you circulate around the room, remind students to capture unfamiliar words on sticky notes or by underlining them in the text. • After students have read for 10 minutes, stop them in their work. (It’s fine if they did not finish, since they will continue to reread and discuss throughout the lesson.) • Place students in groups. If needed, remind students of the criteria for a quality conversation. Then give students 5 minutes in their groups to discuss what they wrote and marked. Consider posing questions such as: “Do you have similar words underlined?” or “Did you capture a similar gist?” As students work in their discussion groups, continue gathering data on the Conversation Criteria checklist. • After the discussion, ask students to take 3 to 5 minutes to fill in the top box on their Close Reading as Researchers (Main Ideas and Details) recording form (for “Discovering Culture”) about the main idea of this article. Students should not work on the two detail boxes at this time. | <ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing. • To support ELL learners and struggling readers, consider creating a chart that represents the reading routine pictorially along with key phrases. • During this Work Time, you may want to pull a small group of students to support in finding evidence from “Discovering Culture.” Some students will need more guided practice before they are ready for independent work. • Consider providing smaller chunks of the text for ELLs. Teachers can check in on students’ thinking as they write or speak about their text. • Consider providing an alternate version of the article that has writing space directly after each paragraph for students to record the gist. |



| Work Time (continued) | Meeting Students’ Needs |
|---|---|
| <p>B. Reading Again for Important Details: “Discovering Culture” (20 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Direct their attention to the Close Reading as Researchers: Main Ideas and Details anchor chart (for “Discovering Culture”). • Invite a few students to share what they wrote in the top box of their recording form (their thinking about the main idea). • Point out to students that they need to learn everything they can about culture because this will help them read and understand both the literary and informational texts in this module. Explain that they should always try to gather as many <i>facts, definitions, and details</i> as they can while they read. Clarify these terms as needed. • If needed, do a brief guided practice. Invite students to Think-Pair-Share about a detail they noticed in the first two paragraphs that seemed important and why. Listen for students to share details such as: “Culture is passed down from one generation to the next.” • Tell students that they will now read the article again, this time focusing on the details within the text. • Give students 10–13 minutes to reread the text on their own, writing down key details on their recording form. Tell them to wait to answer the question at the bottom. • After 15 minutes, invite students to briefly discuss with their groups: <ul style="list-style-type: none"> * “What key details from the text and illustrations seemed to support the main idea?” * “Has your thinking about the main idea changed?” • Remind students that this kind of reading is what helped them build their expertise in reading about superheroes in Module 1. Encourage all students to share details. • Give students 5 minutes in their groups to discuss what they wrote. As students are in their discussion groups, continue gathering data on the Conversation Criteria checklist. • Direct students’ attention to the Close Reading as Researchers: Main Ideas and Details anchor chart (for “Discovering Culture”). Have students share out details they found and document them on the anchor chart. • Orient students to the question at the bottom of the recording form. Ask them to take 2 minutes to write their answer to this question: <ul style="list-style-type: none"> * “What is culture?” <p><i>Note: Students will have multiple opportunities to revisit this question and refine their thinking. Students will work with the “Discovering Culture” text again in Lesson 3. Either hold on to their articles or have students file them.</i></p> | <ul style="list-style-type: none"> • To support struggling students with vocabulary acquisition, consider providing these learners with index cards with the word or phrase on one side and the definition on the other. Work with these words from time to time at other ELA parts of the school day. • Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their own language. • Encourage partners to employ strategies like whisper reading. Sitting with a partner, students move their hands over the text as they read and whisper the words together. This way, you can visually track the progress of all the students, and the students can support each other. • Providing models of expected work, by doing the first two paragraphs as guided practice, supports all students but especially supports challenged learners. |



| Closing and Assessment | Meeting Students’ Needs |
|---|--|
| <p>A. Debrief: Building an Understanding of Culture (6 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Give students specific positive feedback for their efforts today reading and learning from a challenging text. Remind students about the article they read today and ask them to think of what they have learned so far about culture.• Display some of the photographs/illustrations from the Carousel Brainstorm protocol in Lesson 1, as well as some of the mystery text excerpts. Give students a few moments to look over the photographs and excerpts on display. Then ask:<ul style="list-style-type: none">* “Why do you think these images and excerpts were chosen as examples of culture?”• Have students do a quick Think-Pair-Share. Give them time to talk and then cold call one or two students to share out. At this point, it’s okay for students to have responses that may lack depth or sophistication since this is a difficult concept.• Repeat the Think-Pair-Share and cold call with the question:<ul style="list-style-type: none">* “What is a specific example of culture?”• Students’ answers may refer to either the article or the images and excerpts from Lesson 1.• Invite students to assist in completing the Close Reading as Researchers: Main Idea and Details anchor chart (for “Discovering Culture”). Focus on the question at the bottom: “What is culture?” Call on a few volunteers and document their thinking on the anchor chart.• Remind students that knowing about and understanding <i>culture</i> is going to be really useful as they begin reading literary and informational texts about different countries. Build up the excitement about the new learning experience they are about to embark on.• Collect students’ Close Reading as Researchers: Main Ideas and Details recording forms. Review these as an informal assessment. If research folders were created, put these recording forms in their folders after a quick review. | <ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide structure.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This lets ELLs participate in a meaningful way. |



| Closing and Assessment (continued) | Meeting Students’ Needs |
|---|--|
| <p>B. Revisiting Learning Targets (4 minutes)</p> <ul style="list-style-type: none"> • Display today’s learning targets. Direct students to read the targets to themselves silently. Use Fist to Five as a check for success with each target individually. • Ask students to think about today’s lesson and all the work they did. Invite students to Think-Pair-Share: “What was most helpful to you today as a learner in meeting your learning targets?” | <ul style="list-style-type: none"> • Monitor students’ responses during Closing and Assessment B and note target(s) that seemed to be a sticking point for students. Clarify the meaning of each target as needed to ensure that the wording of the target was clear. Make sure to check in with students who indicate lack of success with the targets at another point in the school day. |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none"> • Reread “Discovering Culture.” | |



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Supporting Materials



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“Discovering Culture”

Culture refers to a group’s way of life, or how they do things. The culture of a community is the way of life for a group that has been passed from one **generation** to the next.

Every community in the world has a culture. Culture is reflected in how a community—a group of people—has lived in the past and how they live now. It is a collection of many things like the members of the community, languages spoken, customs and traditions, and religious beliefs and practices. These are preserved in the present, and given to future generations. From ancient civilizations to the present, there are ways to discover what a group of people believe in, what they value as important, and how they live their lives.

A **custom** is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly. Customs are one way to learn about a community’s culture. For example, in America when people meet for the first time, it is a custom to shake right hands firmly, make eye contact, and introduce yourself. It is also a custom in the United States to stand, face the flag, and place your right hand over your heart when the “Pledge of Allegiance” is recited. Some cultures have customs that are special ways of celebrating birthdays or specific ways to greet each other.



English tradition of dancing around the maypole



“Pledge of Allegiance”



Fireworks on the Fourth of July

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U.S. Navy photo by Journalist 2nd Class Mark O'Donald. Public Domain



“Discovering Culture”

A **tradition** is a behavior or action that has been handed down from a previous generation. There are many different types of traditions. Examples include family traditions, social traditions, patriotic traditions, and religious traditions. The traditions of a group or community can tell a lot about their culture. Traditions can often relate to the way a holiday is celebrated. For example, May Day is a spring holiday celebrated in many countries in the northern hemisphere, and one May Day tradition is to dance in costume around a Maypole. The Matabele women in Zimbabwe, Africa, are known for their detailed beadwork. It is a tradition for this skill to be passed from generation to generation, and it helps them make a living.

Customs and traditions are some ways to find evidence of a community’s culture. Each of these captures part of ‘the story’ that allows us to know what a group of people believes in, what they value as important, and how they live their lives.

Glossary

| | |
|-------------------|--|
| culture: | the way of life for a group that has been passed from one generation to the next |
| custom: | a common practice followed by people in a group; a way of doing something that is repeated |
| generation | all the people living at the same time or of approximately the same age |
| tradition: | a behavior or action handed down from a previous generation |

Discovering Culture
Written by Expeditionary Learning for Instructional Purposes



Close Reading as Researchers: Main Idea and Details Recording Form
(for “Discovering Culture”)

| |
|---|
| Main idea of the text |
| |
| Key details from the text that help me understand the main idea |
| |
| Key details from the illustrations that help me understand the main idea |
| |

Revisiting the main idea: *What is culture?*



Close Reading as Researchers: Main Idea and Details Recording Form
(for “Discovering Culture”)
(Answers, for Teacher Reference)

| |
|---|
| Main idea of the text |
| Culture is about how people live and what’s important to them. Culture is passed down from one generation to the next. There are many things that are part of a community’s culture. |
| Key details from the text that help me understand the main idea |
| Customs are one way to discover culture. Customs are an accepted way to act or behave. Yodeling is one example of the Swiss culture. Traditions are another way to discover culture. Traditions are repeated over time. A tradition like celebrating May Day is an example of a community’s culture. |
| Key details from the illustrations that help me understand the main idea |
| Custom: yodeling Traditions: dancing in around the maypole, fireworks on the Fourth of July |

Revisiting the main idea: *What is culture?*

Culture is about what a group of people believe in and feel is important to them. There are many things that show what a country or group’s culture is. Cultural heritage is passed down from one generation to the next.



Things Close Readers Do Anchor Chart

(If the Module 1 anchor chart no longer exists, create a new anchor chart with the following points, along with any other strategies you want your students to consistently use.)

- We reread the text multiple times.
- We reread first for gist.
- Then we identify unfamiliar words.
- Then we think about the main idea and details.
- We read again to answer the questions.
- We ask ourselves question