



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 2B: Unit 1: Lesson 10**

### **Using Informational Text: Learning about Japan's Customs**



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

- I can ask and answer questions about informational texts. (RI.3.1)
- I can use information from the words and illustrations to understand informational texts. (RI.3.7)
- I can use a variety of strategies to determine meaning of words and phrases. (RL.3.4)
- I can document what I learn about a topic by taking notes. (W.3.8)

**Supporting Learning Targets**

- I can read with a question in mind to find information about the culture of Japan.
- I can record my thinking about Japan's customs on the Exploring Culture recording form.
- I can use text features efficiently to help find information about Japan's customs.
- I can answer text-dependent questions about the customs of Japan using evidence from the text.
- I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

**Ongoing Assessment**

- Independent Reading recording form: Chapter 8 (from homework)
- Exploring Culture recording form
- Working with Context Clues recording form
- Japan's Culture anchor chart



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Homework Routine (5 Minutes)</p> <p>B. Understanding How Customs Can Be Evidence of Culture and Unpacking Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Reading and Writing about Japan's Customs (20 minutes)</p> <p>B. Asking Questions about the Text: Customs of Japan (10 minutes)</p> <p>C. Working with Context Clues: Words from <i>Exploring Countries: Japan</i> (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Beginning the Japan's Culture Anchor Chart (5 minutes)</p> <p>4. Homework</p> <p>A. Read <i>Dragon of the Red Dawn</i> Chapter 9 and complete the Independent Reading recording form.</p> <p>B. Complete Answering Questions about Japan's Customs of Exploring Culture (Customs) recording form, Part 2.</p>	<ul style="list-style-type: none"> <li>• Students have been learning about Japan's culture through both literary and informational texts. In this lesson, students begin to use informational text to explore the culture of Japan. This lesson specifically leads students in examining Japan's culture as expressed by its customs.</li> <li>• In the Opening of this lesson, the handshake is used as an example of a greeting custom in the United States. Not all subcultures within the United States greet each other this way, but it provides a fairly simple and concrete example of customs. Based on your student population, feel free to offer a different example of a customary greeting, and/or to clarify that there are subcultures within the United States, each with its own customs. The intent of showing these examples is for students to understand that customs are one piece of evidence that people can examine to learn about a culture. Greetings are just one example of a custom in a country.</li> <li>• This lesson again includes partner reading, designed to support students with comprehension.</li> <li>• Ink-Pair-Share protocol is used in this lesson. Students should be familiar with this from Module 1; it is a variation of Think-Pair-Share. When a question is posed to students, they think about it, write down their thinking, then share with a partner. The activity ends with whole group selective sharing. Note that as with Think-Pair-Share, the "Share" portion of Ink-Pair-Share requires students to share their partners' thinking, not their own. This promotes active and careful listening between the partners.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– Gather several images (from books, magazines, or the internet) of different ways people greet each other around the world (for Opening A). Consider images like bowing, handshakes, hugs, etc. Students will be viewing these to make connections to what a custom is and how it can contribute to learning about the culture of a country.</li> </ul> </li> <li>Review: Ink-Pair-Share protocol (see Appendix).</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
custom, text features, object, document, catches (n), founding	<ul style="list-style-type: none"><li>• <i>Dragon of the Red Dawn</i> (book; one per student)</li><li>• Mystery Letter anchor chart (begun in Lesson 9)</li><li>• Document camera</li><li>• Images of people greeting each other in different cultures (see Teaching Notes)</li><li>• Exploring Culture (Customs) recording form (one per student)</li><li>• <i>Exploring Countries: Japan</i> (book; one per student)</li><li>• Working with Context Clues recording form (one per student and one to project)</li><li>• Japan's Culture anchor chart (new; co-created with students during Closing A)</li><li>• Independent Reading recording form: Chapter 9 (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Homework Routine (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather as a group to discuss the homework. Ask students to take out the Independent Reading recording forms they completed for Chapter 8. Have students turn and talk to a partner for 2 minutes about something they learned about ancient Japan from last night's reading.</li> <li>• Then cold call a few students to briefly share their responses in the Where, Who and What columns on the chart. Ask a volunteer to share the answer to this chapter's word puzzle and add the starred letter to the <b>Mystery Letter anchor chart</b>.</li> <li>• Clarify any other aspects of the chapter as needed. Continue to emphasize that one of the joys of historical fiction is that readers can simultaneously read an engaging story and learn about a real time and place in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Using total participation techniques such as cold call or equity sticks encourages a wider range of voices in whole class shares.</li> <li>• Use thoughtful pairings of students for protocols such as Think-Pair-Share. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>
<p><b>B. Understanding How Customs Can Be Evidence of Culture and Unpacking Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather the class together. Ask students to turn and talk:             <ul style="list-style-type: none"> <li>* "What is a <i>custom</i>?"</li> </ul> </li> <li>• Cold call on a student to answer. Listen for: "A custom <i>is</i> accepted or typical practice." Follow up by asking students to call out a few examples of customs they might know about.</li> <li>• Ask for a volunteer to engage in a quick demonstration with you. Invite a student to come to the front of the room and show how strangers in the United States often first greet other. If students are unfamiliar with this, quickly inform them that in the United States when adults greet a stranger, they usually offer their right hand, give a quick but gentle handshake, make eye contact, say hello, and introduce themselves.</li> <li>• After modeling in front of the class, have students practice with others who are near them. Remind students that in many parts of the United States, greeting each other in this way is a custom. It is part of our culture. People in other countries may have this same greeting custom, or may greet each other in different ways.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Using a <b>document camera</b>, show students <b>images of people greeting each other in different cultures</b> (such as the kiss on the cheek for a greeting in France, or a slight bow of the head in Korea for greeting friends). Ask students:<ul style="list-style-type: none"><li>* “What did you notice about the images?”</li></ul></li><li>• Confirm that the images were of people greeting each other in different ways. Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How can we learn about a culture by examining these greetings?”</li></ul></li><li>• Ask for volunteers to share what they discussed. Confirm responses that allude to greetings being one accepted behavior or practice of people and therefore evidence of culture.</li><li>• Clarify for students that many of the customs that are used each day can be evidence of a group's culture. Explain to students that customs can have their own history and because of that, they can reflect a cultural meaning for a group of people. In a way, a custom has a story to tell. It can say something significant about the lives of a group of people, both in the past and in the present.</li><li>• Tell students that every country will have a number of customs that hold special meaning for them as a group or country.</li><li>• Project the learning targets one at a time. Ask students to turn and talk:<ul style="list-style-type: none"><li>* “What do you think you'll be doing today?”</li></ul></li><li>• Tell students that these targets should seem familiar to them. Reread each target, one at a time, and have students use a Fist to Five as a way to show their understanding of the targets.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading and Writing about Japan's Customs (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students and distribute the <b>Exploring Culture (Customs) recording form</b>. Tell students that they will continue to practice a strategy that good readers use: asking questions to learn more. Remind them that they did this in Lesson 9, but today they are going to take a fresh look at some specific sections of the text. Project a copy of the Exploring Culture (Customs) recording form in order to orient students to the layout of the recording form. Draw students' attention to the fact that there is a distinct focus on customs.</li><li>• Be sure students have their text <i>Exploring Countries: Japan</i>. Review the term <i>text features</i> (parts of a book that stand out from the rest of the text) if necessary.</li><li>• Ask students to look at the table of contents in their own books and try to identify possible chapters that may have information about customs.</li><li>• Invite volunteers to share out, suggesting chapters by their titles, and ask them to explain the potential of that chapter to reveal information about customs. (For example, a student may suggest "Daily Life" or "Food," to which you could respond : "Yes, it's quite possible that the chapter on 'Daily Life' could contain information about some daily customs. We learned in <i>Dragon of the Red Dawn</i> about bowing to each other, which characters in the book did in daily life.")</li><li>• Reiterate to students that their focus today is on customs. Continue to clarify the definition of this key term. Have students look in the index for the word "customs." (They will discover that it's not listed in the index). Help them to understand that customs is a broad category and that an index will usually include only very specific things.</li><li>• Invite students to work with a partner to complete a first read of pages 12–17 and 22–23. Students should read and take notes on the customs they are finding in the text in second column of their recording forms.</li><li>• Tell students they will complete Part 2 of this recording form for homework, after they have spent more time reading the text.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li><li>• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This lets students have more meaningful discussions and clarify points in their native language.</li><li>• Providing models of expected work supports all students but especially supports challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Asking Questions about the Text: Customs of Japan (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will now work with their partner to reread sections in <i>Exploring Countries: Japan</i> to see if they can construct questions that will help them to learn more about the customs of Japan. Remind students they should take note of any text features on these pages that might help them efficiently find information or contribute to their learning about customs of Japan.</li><li>• Ask students to give a thumbs-up if they understand the task and thumbs-down if they have questions related to the task. Address students' questions quickly.</li><li>• Give directions:<ul style="list-style-type: none"><li>* Focus on pages 12–17 and 22–23 as they relate to the customs recorded in Part 1.</li><li>* Read with your partner.</li><li>* Complete the right-hand column of the recording form on your own.</li><li>* Leave the final question about customs blank for now.</li></ul></li><li>• Circulate and confer with students as they work.</li></ul>	<ul style="list-style-type: none"><li>• During Work Time B, you may want to pull a small group of students to support in finding evidence in the text. Some students will need more guided practice before they are ready for independent work.</li><li>• Students who cannot yet read independently will benefit from hearing books read to them through audio recordings.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Working with Context Clues: Words from <i>Exploring Countries: Japan</i> (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together whole group. Review students' previous work with using context clues, drawing on specific examples from your class as much as possible. A general review might sound something like: "We've talked several times about how important it is for you as readers to always be building your word power. As a reader, you need to have strategies for determining what words mean. The first strategy you should try is using context clues—looking for clues around the unknown word as a way to help you get to the word's meaning. With informational texts, it's possible that the word you're stuck on is in glossary. Or you may have to use a dictionary to locate the definition of the word. Today we're going to work with that first strategy again—determining the meaning of words using the context."</li><li>• Distribute and display the <b>Working with Context Clues recording form</b>. Remind students that they used this recording form when reading <i>Dragon of the Red Dawn</i>.</li><li>• Remind students that one way to figure out the meaning of a word is to look at other words in the sentence, think about what clues the sentence gives, and then try to replace the word with a word they know. Briefly review the sequence of steps shown at the top of the recording form. Since this is a familiar routine, students should be able to proceed with their partner with relative ease.</li><li>• Ask students to take 5 minutes with their partner to work on the terms <i>catches</i> and <i>founding</i> on their Working with Context Clues recording form. Suggest that students focus only on the left-hand and center columns (the right-hand column will be filled out whole group). Circulate and assist as needed.</li><li>• After 5 minutes, bring students back together and invite volunteers to share whole class the information they recorded in the first two columns. Bring students to the final step by sharing the actual definitions for the two words:<ol style="list-style-type: none"><li>1. "Catches are groups of something caught, like fish."</li><li>2. "Founding is the beginning or start of something, like the founding of a country."</li></ol></li><li>• Direct students to write these definitions in the right-hand column on their recording forms.</li></ul>	<ul style="list-style-type: none"><li>• Some students may benefit from receiving direct support working with context clues.</li><li>• Providing models of expected work supports all students but especially supports challenged learners.</li><li>• Closely monitor students who have difficulty with near-point copying.</li><li>• To support struggling students with vocabulary acquisition, consider providing index cards with the word or phrase on one side and the definition on the other. Work with these words during other ELA parts of the school day.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Beginning the Japan’s Culture Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students together and give them specific feedback on some of the things you heard that they learned about Japan’s customs today. Ask the question at the bottom of their Exploring Culture (Customs) recording form:               <ul style="list-style-type: none"> <li>* “Based on your work today, what are some customs of Japan?”</li> </ul> </li> <li>• Help students justify why the custom they named can be considered evidence of culture. It may be necessary to remind students about the work done in the Opening about how different ways of greeting tell us about different cultures. Provide the sentence frame: “A _____ can be considered a custom of Japan because _____.”</li> <li>• Invite students to Think-Pair-Share. Co-create a new <b>Japan’s Culture anchor chart</b> by adding students’ thinking to a section delegated for customs. (This anchor chart is an opportunity to informally assess students’ understandings of Japan’s culture).</li> <li>• Congratulate students on their excellent research. Ask students to turn to a partner and share one interesting fact they learned about Japan from the text today.</li> <li>• Distribute the <b>Independent Reading recording form: Chapter 9</b>, to be completed for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering an ELL with a student who speaks the same language. This lets students have more meaningful closure to the lesson.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read <i>Dragon of the Red Dawn</i> Chapter 9 and complete the Independent Reading recording form.</li> <li>• Complete Answering Questions about Japan’s Customs of Exploring Culture (Customs) recording form, Part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.</li> </ul>



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# Grade 3: Module 2B: Unit 1: Lesson 10

## Supporting Materials



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Exploring Culture (Customs) Recording Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 1: Asking and Answering Questions about Japan’s Culture to Deepen My Understanding of the Text**

Directions:

1. Read pages 12–13, 14–15, 16–17, and 22–23.
2. Identify facts **about customs** that capture your attention.
3. Write down question that would help you to learn more.

<b>Category</b>	<b>Facts</b> What facts about culture did you find in the text?	<b>Page in Text</b>	<b>Questions</b> What question would help you understand more?
Customs			



Exploring Culture (Customs) Recording Form

Based on your work today, what are some customs of Japan?

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**Part 2: Answering Questions about Japan's Customs**

1. According to the text, why do people bow to each other? Use evidence from the text to support your thinking.

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2. According to the text, what is sushi and how is it eaten? Use evidence from the text to support your thinking.

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Exploring Culture (Customs) Recording Form  
(Answers, for Teacher Reference)

**Part 1: Asking and Answering Questions about Japan’s Culture to Deepen My Understanding of the Text**

Directions:

1. Read pages 12–13, 14–15, 16–17, and 22–23.
2. Identify facts **about customs** that capture your attention.
3. Write down question that would help you to learn more.

Category	Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?
Customs	<b>The Japanese bow when they greet each other.</b>	<b>13</b>	<b>Do people always bow or do they use handshakes as well?</b>
	<b>People have one room in their home decorated in traditional Japanese style.</b>	<b>15</b>	<b>What are the traditional rooms used for?</b>
	<b>Students write in kanji.</b>	<b>17</b>	<b>Is all writing done in kanji or other forms too?</b>
	<b>Japanese people use chopsticks to pick up and eat food.</b>	<b>23</b>	<b>Why did people start using chopsticks?</b>



Exploring Culture (Customs) Recording Form  
(Answers, for Teacher Reference)

Based on your work today, what are some customs of Japan?

**Some of the customs in Japan are bowing to each other, decorating rooms in traditional style, writing in kanji, and using chopsticks to eat.**

**Part 2: Answering Questions about Japan's Customs**

1. According to the text, why do people bow to each other? Use evidence from the text to support your thinking.

**According to the text, people in Japan bow to greet each other. They can also bow to say “thank you” or “I beg your pardon.”**

2. According to the text, what is sushi and how is it eaten? Use evidence from the text to support your thinking.

**According to the text, sushi is a food Japanese people eat that is made of raw fish and rice that is wrapped in seaweed. Sushi is eaten with chopsticks. Japanese people use chopsticks to pick up food like sushi.**



Working with Context Clues Recording Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Target:** I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

**How to Work with Context Clues:**

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

**1. catches (page 19)**

*Japan's fishing crews bring large catches of eel, mackerel, squid, and tuna.*

What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?



Working with Context Clues Recording Form

**2. *founding* (page 25)**

*On February 11, National Foundation Day marks the founding of the nation of Japan.*

What clues in and around the sentence can help me determine the meaning of this word?

What do I think the word might mean? (Try some replacements.)

**What does this word mean?**

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Working with Context Clues Recording Form  
(Answers, for Teacher Reference)

**Target:** I can use context clues to determine the meaning of words in *Exploring Countries: Japan*.

**How to Work with Context Clues:**

1. Read the sentence a few times, focusing on the unknown word.
2. Look at the other words in the sentence and think about what clues the sentence gives you.
3. Try to replace the unknown word with a word you know.

**1. catches (page 19)**

*Japan's fishing crews bring large catches of eel, mackerel, squid, and tuna.*

What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	What does this word mean?
<p><b>I think “catches” is a noun in this sentence because the adjective “large” is before it to describe it. You catch fish, and the sentence has names of different kinds of fish like tuna.</b></p>	<p><b>groups, amounts</b></p>	<p><b>groups of something caught, like fish</b></p>



Working with Context Clues Recording Form  
(Answers, for Teacher Reference)

**2. *founding* (page 25)**

<i>On February 11, National Foundation Day marks the <u>founding</u> of the nation of Japan.</i>		
What clues in and around the sentence can help me determine the meaning of this word?	What do I think the word might mean? (Try some replacements.)	<b>What does this word mean?</b>
<b>It's something to do with the nation or country, like maybe the country's birthday or when it became a country.</b>	<b>starting, beginning</b>	<b>the beginning or start of something</b>



Independent Reading Recording Form: Chapter 9

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the Word Puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

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

**Word Puzzle: Finding Specific Details in the Chapter**

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book

CLUE: What the ferry boat glided under (page 91)

ANSWER

\_\_\_\_\_ \* \_\_\_\_\_



Independent Reading Recording Form: Chapter 9  
(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

**Capturing Key Details : Record important details from the chapter in the chart below.**

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
<b>the river Basho's home ferryboat the Imperial Garden</b>	<b>Jack Annie Basho</b>	<b>Jack and Annie are safe after saving Edo from fires with the help of the Cloud Dragon. Basho's house has burned. They travel on the ferryboat up the river to the Imperial Garden. They say goodbye to Basho. They are stopped by the samurai, who asks them for their passports.</b>



Independent Reading Recording Form: Chapter 9  
(Answers, for Teacher Reference)

**Word Puzzle: Finding Specific Details in the Chapter**

Find a word or phrase in the chapter that matches the clue. Write the letters in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: What the ferry boat glided under (page 91)

ANSWER:

  G     R     E     A     T     B     R     I     D     G     E    
                                  \*                  \*