



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 2: Lesson 3**

## **Reading Informational Texts: Reading Closely about Expert Group Animals on a Web Page**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can summarize informational or persuasive text. (RI.4.2)

I can use technology to collaborate with others to produce a piece of writing. (W.4.6)

**Supporting Learning Target**

- I can make inferences based on information from pictures and text from an online source.
- I can support my inferences with details and examples from pictures and text from an online source.
- I can find the meanings of unfamiliar words to help me better understand a text.
- I can write a summary paragraph about my animal after closely reading a text.

**Ongoing Assessment**

- Web Page research guide
- Expert group text summary



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Entrance Ticket (5 minutes)</li><li>B. Review Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Close Read: Using a Web page to Research the Expert Group Animal (15 minutes)</li><li>B. Independent Practice: Writing a Summary (15 minutes)</li><li>C. Rereading an Informational Text: A Closer Look at Words (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sketching (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Students continue to work in expert groups to closely reread their Web page about their expert group animal. They will reference their Expert Animal Group research journal (see Lesson 2 Teaching Notes). This is a continuation of the work they started with these Web pages in Lesson 2. After their close reading, students use their compilation of ideas from their Web Page research guide to write a summary about their Web page. This work will prepare them for the Mid-Unit 2 Assessment.</li><li>• Students also work with their expert animal groups to define unknown vocabulary words from their Web page.</li><li>• Since students have experience with summarizing and because the four expert groups will use different Web pages, the teacher will not be able to support them through this research as intensively as in the Unit 1 lessons. It is expected that, because students have had practice with this process and because they can rely on their partners for help, they will be able to work more independently. If necessary, the teacher may wish to pull a small group of students to provide additional support.</li><li>• In the Closing, students work to sketch their expert group animal and add a label or caption using one of the vocabulary words they identified and defined in Work Time C. Students will continue to return to these sketches throughout the unit.</li><li>• In advance: Prepare the technology for Web page research.</li><li>• Post: What Do Researchers Do? and Close Readers Do These Things anchor charts, learning targets.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Entrance ticket (one per student)</li><li>• What Do Researchers Do? anchor chart (begun in Unit 1, Lesson 2)</li><li>• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)</li><li>• Web Page research guide (pages 2-8 of Expert Group Animal research journal)</li><li>• Expert Group Animal research journals (from Lesson 2; one per student and one to display)</li><li>• Computer (one per pair of students)</li><li>• Equity sticks</li><li>• Vocabulary Strategies anchor chart (begun in Unit 1, Lesson 2)</li><li>• Expert Group Animal glossary (page 13-14 of Expert Group Animal research journal)</li><li>• Animal Defense Mechanisms Word Wall (from Unit 1, Lesson 3)</li><li>• Blank Word Wall cards (three index cards for each expert group)</li><li>• Sketch page (page 12 of Expert Group Animal research journal)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Entrance Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>entrance tickets</b> and explain that students will use the <b>What Do Researchers Do? anchor chart</b> to set a goal for today's lesson as a scientist.</li><li>• Ask them to complete the entrance ticket.</li><li>• Circulate and support as needed. If necessary, prompt students by asking questions like:<ul style="list-style-type: none"><li>* "What's something on the anchor chart that has been difficult for you during this module?"</li></ul></li><li>• Collect entrance tickets.</li></ul>	<ul style="list-style-type: none"><li>• Using entrance tickets allows you to get a quick check for understanding of the purpose for this module and instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can make inferences based on information from pictures and text from an online source."</li><li>* "I can support my inferences with details and examples from pictures and text from an online source."</li><li>* "I can find the meanings of unfamiliar words to help me better understand a text."</li><li>* "I can write a summary paragraph about my animal after closely reading a text."</li></ul></li><li>• Tell students that today they will continue to practice making inferences, determining the meaning of unfamiliar words, and summarizing using their Web page from Lesson 2.</li><li>• Review the learning targets and clarify as necessary.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Close Read: Using a Web page to Research the Expert Group Animal (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Point out the <b>Close Readers Do These Things anchor chart</b> and remind students that they will be doing all of these things to closely read their expert group Web page:<ul style="list-style-type: none"><li>– Read small chunks of text slowly and think about the gist.</li><li>– Reread each passage one sentence at a time.</li><li>– Underline things that you understand or know about.</li><li>– Circle or underline words that you do not know.</li><li>– Talk with your partners about all of your good ideas.</li><li>– State the gist or message of the paragraph in the margin.</li><li>– Listen to the questions:<ul style="list-style-type: none"><li>• Go back to the text to find answers to questions.</li><li>• Talk with your partners about the answers you find.</li></ul></li></ul></li><li>• Invite students to open to their <b>Web Page research guide</b> in their <b>Expert Group Animal research journals</b> and move as necessary to sit with their partners from the previous lesson.</li><li>• Ask them to open their web browser on their <b>computer</b> and type the Web page URL at the top of their research guide into the browser's address bar. Remind students that they have been using this Web Page research guide and to help them learn and record notes about their expert group animal.</li><li>• Use <b>equity sticks</b> to call on a student to read the focus task at the top of the research guide:<ul style="list-style-type: none"><li>* "Describe your expert group animal."</li></ul></li><li>• Remind students that they should keep this question in mind while they work and that they will have a chance to answer it during this lesson.</li><li>• Using the Web Page research guide, invite students to continue rereading the remainder of their expert group's Web page, using Think-Pair-Share and discussing the prompts with their partner. They should begin where they left off in Lesson 2, at the seventh row. Circulate and support as needed.</li></ul>	<ul style="list-style-type: none"><li>• The teacher may offer printouts of selected, shorter passages to specific groups based on the readiness and needs of the group. This provides an opportunity for students to read a complex text within the fourth-grade level span and differentiates the length of the text, not the complexity.</li><li>• Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. You may want to provide a partially filled-in graphic organizer for students who need additional supports.</li><li>• Some students may benefit from having a printed copy of their Web pages with key sections pre-highlighted. This will help them focus on small sections rather than scanning the whole text for answers.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Practice: Writing a Summary (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that both researchers and close readers write in order to process and synthesize what they have learned.</li><li>• Tell them they will be writing a summary of their expert group's Web page. Remind them that they have written summaries in Unit 1 and they should use the same process. Tell students they will write their summaries on the lines on their Web Page research guides.</li><li>• To prepare students for this task, ask:<ul style="list-style-type: none"><li>* "What is a summary?"</li><li>* "How is a summary paragraph usually structured?"</li></ul></li><li>• Listen for responses like: "A summary tells the main points of a text" and "A summary paragraph usually starts with a topic sentence that tells the main idea of the text. Next are sentences that share details that support the main idea of the text, and it ends with a concluding sentence that sums up the paragraph."</li><li>• Tell students that their summaries should follow this structure. Remind them that they kept track of the main idea of sections of their Web page on their research guides using red colored pencils. Ask:<ul style="list-style-type: none"><li>* "How can these main ideas help you write your summaries?"</li></ul></li><li>• Listen for responses such as: "We can look at the main ideas of each section to help us figure out the main idea of the entire Web page."</li><li>• Give students 10 minutes to write their summaries. Remind them to use the main idea and supporting details they identified in their research guides. Circulate and support as needed. Be sure to check in with those who struggled with writing a summary on the End of Unit 1 Assessment. Important elements to look for in their summaries are a topic sentence that states the main idea of their Web page and sentences that share details that support the main idea of their Web page.</li><li>• After 10 minutes, invite students to share their summaries with their expert groups. While they are sharing, ask them to compare their summary to their group mates' summaries. Tell them to notice the following:<ul style="list-style-type: none"><li>– What is the main idea each person identified in his or her summary?</li><li>– What details did each person use to support his or her main idea?</li><li>– Did each person identify the same main idea? Why or why not?</li><li>– Did each person use the same supporting details? Why or why not?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide ELLs with a sentence starter or frame to aid in language production. For example, a sentence starter might be: "The main idea of this Web page is _____."</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After students have a chance to share with their expert groups, bring them back together whole class. Ask:<ul style="list-style-type: none"><li>* “Did each person identify the same main idea in his or her summary? Why or why not?”</li></ul></li><li>• Listen for responses such as: “Yes, because the main idea of the text doesn’t change from person to person depending on who reads it—it is always the same.”</li><li>• Ask:<ul style="list-style-type: none"><li>* “Did each person use the same supporting details? Why or why not?”</li></ul></li><li>• Listen for responses like: “No, some details were different, because you don’t include all of the details from a text in a summary and each person chose different ones to support the main idea he or she identified.”</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>C. Rereading an Informational Text: A Closer Look at Words (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that students will now reread their expert group text and practice figuring out the meaning of challenging words. Point out on the Close Readers Do These Things anchor chart that close readers read and reread texts many times in order to deeply understand it.</li><li>• Review the <b>Vocabulary Strategies anchor chart</b> (from Unit 1, Lesson 2) and use equity sticks to call on students to read the strategies listed on the chart.</li><li>• Ask them to share with their expert groups:<ul style="list-style-type: none"><li>* “What strategy do you use most often to figure out what a word means?”</li></ul></li><li>• Tell students that they now are going to practice some of these strategies while rereading their expert group text to determine the meaning of some challenging words.</li><li>• Explain that they will choose at least three words in bold in their Web Page research guides to define and record in their <b>Expert Group Animal glossary</b> on pages 13-14 of their Expert Group Animal research journals. Remind students that they did this in their Animal Defenses research journal for Unit 1.</li><li>• Invite students to open to the Expert Group Animal glossary in the back of their Expert Group Animal research journals. Ask:<ul style="list-style-type: none"><li>* “What did we do when recording a word in the glossary of our Animal Defenses research journals?”</li></ul></li><li>• Listen for responses like: “We found the word we were defining in the glossary, then wrote the definition, then wrote the vocabulary strategy we used to determine the meaning of that word, and then drew a quick sketch or diagram showing what that word means.”</li><li>• Explain that the only difference with this glossary is that these glossaries are blank, unlike those in Unit 1, where the words were typed. Explain that in this unit students will choose their own words to add to the glossaries in their Expert Group Animal research journals. Tell students that because of this, their words for this glossary will not be in alphabetical order since they will add words as they research.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When they annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Post and review these directions with students:<ul style="list-style-type: none"><li>– Find the meaning of at least three words in bold in your Web Page research guide.<ol style="list-style-type: none"><li>1. With your partner, determine the meaning of at least three words from your expert group Web page.</li><li>2. Write each word and its definition, the strategy you used to figure out the meaning, and a sketch representing the word.</li><li>3. Reread the text with your group.</li><li>4. Discuss these questions: How has your understanding of these words changed? Which words are still confusing for you and why?</li></ol></li></ul></li><li>• If necessary, review Steps 1 and 2 briefly by saying something like:<ul style="list-style-type: none"><li>* “Let’s review how we did this in Unit 1 with the word ‘predator.’ First we flipped through the glossary until we found it. Remember that with this science journal, we’ll just write it in the first available row. Then we wrote the definition of the word. We figured out that it meant an animal that lives by killing and eating another animal, so that’s what we wrote in the Definition box. Then we thought about what vocabulary strategy we used to figure out the meaning of that word. We read on in the article and did some inferring and figured out what it meant. So I wrote ‘reading on in the text and infer’ in the Vocabulary Strategy I Used to Learn This Word box. The last thing we did was a quick sketch showing what this word meant. I drew a sketch of an armadillo and a jaguar, since that was an example from the article, and I drew an arrow pointing to the jaguar, since that’s the predator in the sketch.”</li></ul></li><li>• Give students 10 minutes to find at least three words from their texts, record their definitions and strategy used, draw sketches, and discuss their understanding.</li><li>• Circulate and support pairs as needed. If necessary, ask questions such as:<ul style="list-style-type: none"><li>* “How did you figure out the meaning of that word?”</li><li>* “Are there any clues in the article that can help you figure out what that word means?”</li></ul></li><li>• Listen for students to discuss the meanings of the words and use strategies from the Vocabulary Strategies anchor chart when determining the meanings.</li><li>• Cold call groups to share words they added to their glossaries and visuals/notes for each word. Clarify definitions as necessary.</li><li>• Point out the <b>Animal Defense Mechanisms Word Wall</b>. Remind students that the Word Wall has five sections—one for general animal defense mechanisms that they used in Unit 1, and one for each of the four expert group animals. Tell students that they will now start using the expert group animal sections of the Word Wall.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute three <b>blank Word Wall cards</b> to each expert group.</li><li>• Invite groups to write the words they added to their glossary on their Word Wall cards.</li><li>• Ask each group to designate one representative to bring their cards and post them to their group's section of the Word Wall.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Sketching (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention and invite them to turn to the <b>Sketch page</b> on page 12 in their Expert Group Animal research journals and display a copy with the document camera.</li><li>• Explain to students that this page is to help them think about their animal's characteristics and practice drawing for their illustrations for their performance task.</li><li>• Ask students:<ul style="list-style-type: none"><li>* What do you notice about the criteria for these sketches?</li></ul></li><li>• Listen for students to notice that it is based on their research; it is realistic.</li><li>• Explain to students that these sketches are a visual way to show their knowledge about their animal and its defense mechanisms. Reassure them that the purpose is not have the most beautiful or artistic drawing, but one that communicates important information about their animal (what it looks like, where it lives, how it protects itself).</li><li>• Tell students that you would like them to do a quick sketch for their first draft from an image on their Web page to help them with the details of their sketch with their pencils.</li></ul>	<ul style="list-style-type: none"><li>• Varying the methods of response for students makes the task accessible for all. By sketching, some students may be able to convey understanding of the content that they may not be able to convey in other ways.</li><li>• Consider displaying a few color photos for each expert group for students to refer to as they practice sketching through out the unit.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish your first draft sketch and write a caption using at least one vocabulary word from your glossary.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2B: Unit 2: Lesson 3

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Entrance Ticket:**  
What Do Researchers Do?

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

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

Using the What Do Researchers Do? anchor chart, set a goal for today's lesson. What will you try do as a researcher that has been difficult for you in other lessons? Be specific. Give an example to support your response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_