



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 2: Lesson 4**

## **Close Reading: Blue Creek, a Rainforest in Belize**

(Page 12)



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Close Reading:

Blue Creek, a Rainforest in Belize (Page 12)

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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can summarize an informational text. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can explain how the Blue Creek rainforest is biodiverse.
- I can explain how Kathryn Lasky uses language to paint a picture for the reader about biodiversity in the Blue Creek rainforest.
- I can determine the meaning of new words in *The Most Beautiful Roof in the World*.

Ongoing Assessment

- Journal (AQUA Biodiversity anchor chart, glossaries)
- Text-dependent questions



**Close Reading:**  
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Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Reviewing Homework and Engaging the Reader (5 minutes)</li><li>Introducing Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>First Read: The Biodiversity of the Blue Creek Rainforest (15 minutes)</li><li>Creating an AQUA Biodiversity Anchor Chart (5 minutes)</li><li>Second Read: Answering Text-Dependent Questions (20 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Debrief and Review Learning Targets (10 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>In advance: Read and become familiar with page 12 of <i>The Most Beautiful Roof in the World</i> and the text-dependent questions for this text selection (see supporting materials).</li><li>Consider writing the vocabulary words on a large piece of chart paper ahead of time to save time during the lesson.</li><li>Review: Chalk Talk Protocol and Thumb-O-Meter strategy (see Appendix).</li><li>Students begin an AQUA anchor chart in this lesson. This is similar to a KWL, with the added component of thinking about the actions students would take now that they have a new understanding. It will be used to capture students' thinking about biodiversity of rainforests throughout the unit. As with the KWL notes students began in Lesson 1, students will rely on their AQUA notes for their end of unit assessment. Throughout the unit, reinforce the importance of taking good notes.</li><li>Following this lesson, students will have several tasks to do for homework. Call students' attention to this and remind them that these tasks are routine and not time-intensive.</li></ul>



**Close Reading:**

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Lesson Vocabulary	Materials
explain, determine, paint a picture, biodiverse; considered, varieties, upward, species, timeless, uncharted, teems, ceaseless, vipers, salamander, bromeliads, decaying, vegetation, thrive, opportunistic, altered habitats (12)	<ul style="list-style-type: none"><li>• Map of North and South America (one to display)</li><li>• <i>The Most Beautiful Roof in the World</i> (book; one per student)</li><li>• Chart paper for Chalk Talk (one per team)</li><li>• Markers (one per student)</li><li>• AQUA Biodiversity anchor chart (new; teacher-created; see supporting materials)</li><li>• Text-Dependent Questions, <i>The Most Beautiful Roof in the World</i>, page 12 (one per student)</li><li>• Homework: Close Reading Note-catcher for pages 13-16 of <i>The Most Beautiful Roof in the World</i> (one per student)</li></ul>



Close Reading:  
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Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share with a partner one new scientific vocabulary word that they chose to add to their glossary for homework and how it relates to Meg Lowman as a scientist.</li> <li>• Display the <b>Map of North and South America</b>, highlighting where Belize is located. Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Where is Belize in relation to other rainforests we have learned about?”</li> </ul> </li> <li>• Cold call several students to share out with the whole group. Look for answers such as: “It is close to Panama.”</li> <li>• Ask students again to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Is Belize located in an area of the world where you think a rainforest would be? What makes you think so?” Ask students to share out their thoughts. Listen for ideas, such as: “It is near the equator. It is in the area of the world known as the tropics.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>relation</i>, <i>located</i>, <i>area</i>). Clarify vocabulary with students as needed.</li> </ul>
<p><b>B. Introducing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: “I can explain how the Blue Creek rainforest is biodiverse,” and “I can explain how Kathryn Lasky uses language to paint a picture for the reader about biodiversity in the Blue Creek rainforest.” Ask several students to share the meaning of the word <i>explain</i> (describe; give details; clarify). (Note students work with the word <i>biodiverse</i> during Part B of Work Time.)</li> <li>• Introduce the expression <i>paint a picture</i> to students. Ask them to think about what it means for an author to use language to paint a picture for the reader. Invite several students to share ideas, listening for suggestions such as: “uses descriptive words that help me make a picture in my mind; uses interesting words that describe specific plants, animals, colors, shapes, light,” etc.</li> <li>• Make a distinction for students that this book has many beautiful and informative photographs that can help them better understand the text. For this lesson, they will be focusing on the words the author uses, not the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols (e.g., a paintbrush for <i>paint</i>, a photograph for <i>picture</i>) to assist struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.</li> </ul>



Close Reading:

Blue Creek, a Rainforest in Belize (Page 12)

Work Time	Meeting Students' Needs
<p><b>A. First Read: The Biodiversity of the Blue Creek Rainforest (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to join their group members, and turn to page 12 of <i>The Most Beautiful Roof in the World</i>. Remind students that when they first read, they will be focusing on the main ideas of the text. As they have other opportunities to reread the text, they will focus on the descriptive words that Kathryn Lasky uses to tell readers about biodiversity. Read page 12 aloud while students follow along silently.</li> <li>Ask students to briefly discuss what this page is mostly about, with their group members. Listen in on student conversations for comments such as: “It’s about the animals and plants that live in the Blue Creek rainforest” or “There is a lot of plant and animal diversity/<i>biodiversity</i> in the Blue Creek rainforest.” Invite a few students to share out whole group.</li> <li>Tell students they will now reread a portion of the text on their own. Ask them to consider this question as they reread: “How is Blue Creek <i>biodiverse</i>?”</li> <li>Ask students to reread starting in the first paragraph with the sentence that starts with: “In this shadowed world . . .” through to the end of the second paragraph, “... in the tanks of bromeliads.”</li> <li>After 2 to 3 minutes, distribute a piece of <b>chart paper</b> and <b>markers</b> to each group. Ask one student in the group to write the question: “How is Blue Creek biodiverse?” in the center of the sheet and draw a circle around that question.</li> <li>Explain to students that a Chalk Talk is a “silent conversation.” Review the instructions: <ul style="list-style-type: none"> <li>* No talking.</li> <li>* Each student writes a response to the question.</li> <li>* After approximately 30 seconds, walk around the chart paper to view other group members’ comments.</li> <li>* If you connect to or want to expand on an idea that someone in your group wrote, then write the idea near the original comment and draw a line to connect the two ideas.</li> <li>* Cite evidence directly from the text when writing and/or responding to comments.</li> </ul> </li> <li>Address any clarifying questions and model briefly if necessary.</li> <li>Give students 5 minutes to do the Chalk Talk.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries.</li> <li>Consider partnering an ELL with a student who speaks the same L1; they can also write their thoughts in their L1 during the Chalk Talk. This can let students have more meaningful discussions and clarify points in their L1.</li> </ul>



Close Reading:

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Then ask students to read through all comments and search for patterns and/or themes (e.g., names of animals that live in Blue Creek, 200 types of plants, varieties, etc.).</li><li>• Ask each group to share one pattern and/or theme they noticed from their Chalk Talk.</li></ul>	
<p><b>B. Creating an AQUA Biodiversity Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>AQUA Biodiversity anchor chart</b> (see example in supporting materials). Ask students to turn to four new pages in their journals. Ask them to lay out the four pages as follows:<ol style="list-style-type: none"><li>1. Already Know (A)</li><li>2. Questions (Q)</li><li>3. Understandings (U)</li><li>4. Action (A)</li></ol></li><li>• Explain to students that an AQUA chart is similar to a KWL, except it has the added component of an “Action.” Tell students they will be coming back to this fourth column later in the module.</li><li>• Remind students that the meaning of the word <i>biodiverse</i> can be figured out by thinking about its parts (<i>bio</i>, meaning “life,” and <i>diverse</i>, meaning “different”). Ask several students to share out what they already know (A) about biodiversity in Blue Creek and other rainforests they have read about. Listen for suggestions such as: “There are a lot of plants and animals in rainforests. There are many different types of plants and animals in the rainforest.” Record student ideas. (Students should record ideas in their journals.)</li><li>• Then invite several students to share questions (Q) they have about biodiversity in Blue Creek and/or other rainforests they have studied. Record student responses. (Students should record ideas in their journals.)</li><li>• Students will have an opportunity to fill in the understandings (U) and action (A) columns in future lessons.</li><li>• Keep the AQUA Biodiversity anchor chart posted for ongoing student reference and to add to in subsequent lessons. Remind students that just like with their KWL chart, it is important that they keep good notes on their AQUA chart, since they will get to use these during the end of unit assessment.</li></ul>	<ul style="list-style-type: none"><li>• Students needing additional supports may benefit from a partially filled-in AQUA Biodiversity anchor chart.</li><li>• Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.</li></ul>



Close Reading:

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Work Time (continued)	Meeting Students' Needs
<p><b>C. Second Read: Answering Text-Dependent Questions (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Text-Dependent Questions, <i>The Most Beautiful Roof in the World</i>, page 12</b> (one per student).</li><li>• Ask students to read through each of the questions on their own. Then ask students to work with their group for 7 to 8 minutes to go back into the text on page 12 and discuss their responses to each question.</li><li>• Move throughout the room to offer support and/or clarification as needed.</li><li>• Then give students 5 minutes to record answers on their individual text-dependent questions sheets.</li><li>• Next, focus students' attention on key vocabulary from the text. Post the following vocabulary words on the board and ask students to suggest definitions and/or synonyms:<ul style="list-style-type: none"><li>* <i>varieties</i>: many different kinds; many types (academic)</li><li>* <i>upward</i>: going up; toward the sky/tops of trees (academic)</li><li>* <i>species</i>: a group of similar types of plant and/or animal (scientific)</li><li>* <i>viper</i>: a type of snake (scientific)</li><li>* <i>salamander</i>: a small animal/reptile that looks like a lizard (scientific)</li><li>* <i>bromeliad</i>: a tropical plant with fleshy leaves (scientific)</li><li>* <i>decaying</i>: rotting; crumbling; falling apart (academic)</li><li>* <i>vegetation</i>: plants; plant life; foliage (scientific)</li><li>* <i>thrive</i>: succeed; prosper; grow well (academic)</li><li>* <i>opportunistic</i>: describes a species that fills a gap in the ecosystem (academic)</li></ul></li><li>• Once the above terms have been discussed/defined, allow students another 1 or 2 minutes to work with group members. This will allow them to revise their answers to the text-dependent questions, based on new understandings.</li><li>• Invite several students to share out questions/answers their group revised and how they applied any new understandings about vocabulary to improve/correct their responses.</li></ul>	<ul style="list-style-type: none"><li>• Consider giving some students fewer text-dependent questions (one or two). This allows all students to participate in a meaningful way.</li><li>• Consider giving students who struggle with language fewer vocabulary words to focus on.</li></ul>





Close Reading:

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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to consider the following question: <ul style="list-style-type: none"> <li>* “How does the author use language to paint a picture of the biodiversity of the rainforest?”</li> </ul> </li> <li>Give students several minutes to look back at page 12 of <i>The Most Beautiful Roof in the World</i> to identify three to five words that really stood out for them.</li> <li>Ask students to begin a new page in their journals and write a response to the above question about Kathryn Lasky’s word choice.</li> <li>Ask a few volunteers to share out.</li> <li>Read through each of the learning targets, pausing after each one to ask students to use the Thumb-O-Meter strategy to demonstrate to what degree each student believes he/she has mastered the learning target.</li> <li>Distribute <b>Homework: Close Reading Note-catcher for pages 13-16 of <i>The Most Beautiful Roof in the World</i>.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consider allowing students who struggle with written language to dictate their answer to the Debrief question to a partner or teacher.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread page 12 to someone (or yourself) at home. Be prepared to share with a partner how Blue Creek is biodiverse.</li> <li>Choose three academic and two scientific vocabulary words discussed in the lesson to add to your glossaries in your journal. Choose from the following words: explain, determine, paint a picture, biodiverse; considered, varieties, upward, species, timeless, uncharted, teems, ceaseless, vipers, salamander, bromeliads, decaying, vegetation, thrive, opportunistic, altered habitats (12)</li> <li>Do a first read of pages 13–16. Complete the Close Read Note-catcher.</li> </ul> <p><i>Note: Read and become familiar with pages 13–16 of <i>The Most Beautiful Roof in the World</i>.</i></p>	<ul style="list-style-type: none"> <li>Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text.</li> <li>For students who may have difficulty determining important words to add to their glossaries, consider prioritizing the following words for them: <i>determine, paint a picture, upward</i> (academic); <i>species, vegetation</i> (scientific).</li> </ul>



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# Grade 5: Module 2A: Unit 2: Lesson 4

## Supporting Materials



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## Map of North and South America



Public Domain map produced by the Military Education Research Library Network (MERLN). Courtesy of the National Defense University Library.



**AQUA Biodiversity Anchor Chart**  
(Sample for Teacher Reference)

<b>Already Know</b>	<b>Questions</b>	<b>Understandings</b>	<b>Action</b>
<b>A</b>	<b>Q</b>	<b>U</b>	<b>A</b>



Text-Dependent Questions, *The Most Beautiful Roof in the World*, page 12  
(“Deep in Belize...”)

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

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

1. The text says that in Blue Creek there “are more *varieties* of living things than perhaps any other place on earth.” What does the word *varieties* mean in this text? What details from the first paragraph on page 12 support this statement?

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2. According to the second paragraph, what types of animals live in the Blue Creek rainforest? Support your answer with evidence from the text.

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3. The third paragraph describes how “When a tree falls ... new creatures move in and take over the *altered habitats*.” What does the phrase *altered habitats* mean in this sentence? Support your answer with evidence from the text.

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Teacher Resource: Text-Dependent Questions,  
*The Most Beautiful Roof in the World*, page 12  
("Deep in Belize...")

1. The text says that in Blue Creek there "are more *varieties* of living things than perhaps any other place on earth." What does the word *varieties* mean in this text? What details from the first paragraph on page 12 support this statement?

**The word *varieties* means many types. The details in Paragraph 1 that support this statement are, "Within a 16-foot (five-meter) square there can be upward of two hundred different species of plants."**

4. According to the second paragraph, what types of animals live in the Blue Creek rainforest? Support your answer with evidence from the text.

**Bats – "swoop through the canopy"; vipers – "coil in roots"; tree salamanders – "in petals of an orchid"; poison dart frog tadpoles – "in tanks of bromeliads."**

5. The third paragraph describes how "When a tree falls ... new creatures move in and take over the *altered habitats*." What does the phrase *altered habitats* mean in this sentence? Support your answer with evidence from the text.

**It means a place where animals live that has been changed in some way; the text describes how the tree changes by falling; then the trunk rots and bark loosens before new animals move in.**



Homework: Close Reading Note-catcher for  
Pages 13–16 of *The Most Beautiful Roof in the World*

**Directions:**

1. Read pages 13-16.
2. Complete the Note-catcher below.

**Immerse Yourself!**  
**First Read**

<b>Words or phrases that stand out or seem important</b>	<b>Based on the words and phrases... My initial thoughts about the meaning of this section of the text</b>