



Grade 5: Module 2A: Unit 2: Lesson 13

Interviewing Meg Lowman: What Does it Mean to be a Responsible Scientist? (Pages 37–39)



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

- I can make inferences using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)
- I can develop the topic with facts, definitions, details, and quotations. (W.5.2)
- I can use precise, content-specific vocabulary to inform or explain about a topic. (W.5.2)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

Supporting Learning Targets

- I can explain what happened during the night walk.
- I can write interview questions for Meg Lowman about the rainforest spider from the point of view of a scientist, using scientific vocabulary.
- I can create answers to interview questions by inferring how Meg Lowman would answer them.
- I can revise interview question and answers, given feedback from my peers.

Ongoing Assessment

- Journal (Meg Lowman KWL chart, AQUA Biodiversity chart, glossaries)
- Interview



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Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Read-aloud and Rereading: The Night Walk (15 minutes)Writing a Short Interview with Meg Lowman (20 minutes)Critique and Feedback (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Consider writing the vocabulary words on a large piece of chart paper beforehand to save time during the lesson.In this lesson, students write interview questions that they would like to ask Meg Lowman about her research. This activity serves as an engaging way for them to reread and look back into text for the purpose of promoting deeper understanding of the topic. It also gives students the chance to revisit and enhance their understanding of both the structure and the purpose of interviews, and of how interviews are used to communicate scientific research.Review: Praise-Question-Suggest protocol and Fist to Five strategy (see Appendix).

Lesson Vocabulary	Materials
explain, point of view, scientific vocabulary, inferring; winching (37); identical, inhabitant, “the ends justify the means” (39)	<ul style="list-style-type: none"><i>The Most Beautiful Roof in the World</i> (book; one per student)Meg Lowman, Rainforest Scientist KWL anchor chart (from Lesson 1)



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Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and share with a partner their homework from Lesson 12: one thing each they added to the Meg Lowman KWL and AQUA charts, and an academic word and a scientific word from pages 35–36 that they selected for their glossaries, and why they chose those words.• Say: “Today you are going to write interview questions and answers from the perspective of scientists. Let’s think about the interviews with scientists we have read during this module.”• Ask several students to share out what they recall about the interviews (i.e., Bryson Voirin, sloth canopy researcher; Eve Nilson, studying frogs in the Amazon; four interview questions with Meg Lowman, rainforest scientist).• Ask students to consider: “What is the purpose of interviewing a scientist?” Invite students to share their ideas with a partner.• Allow several students to share out whole group. Listen for answers such as: “to learn about their research; learn about why they conduct research; how they research; where they research; communicate new discoveries,” or similar ideas.	<ul style="list-style-type: none">• Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



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Work Time	Meeting Students' Needs
<p>A. Read-aloud and Rereading: The Night Walk (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their groups of four. • Introduce the learning target: “I can explain what happened during the night walk.” Ask a few students to share out the meaning of <i>explain</i> (give details; describe). • Say: “To learn more about Meg Lowman’s research in the rainforest, we are going to read about a night walk Meg Lowman went on with her sons James and Edward.” • Orient students to page 37 of <i>The Most Beautiful Roof in the World</i>. Ask them to follow along silently as page 37 to the middle of page 39 is read aloud. Beginning with “That night after supper . . .” through “What is permissible, or justifiable, is always a concern—do the ends justify the means?” • Then give students 3 to 5 minutes to reread the same text, independently, considering this question: “What happened during the night walk?” • After students have reread the pages, invite them to talk in their groups about what happened during the night walk. • Allow several students to share out whole group. Listen for answers such as: “They found a new species of spider—a slingshot spider; Meg Lowman collected the spider for study; her sons were worried she had killed the last spider of its kind,” or similar details. • Briefly review key vocabulary from these pages. Ask students to suggest definitions and share the strategies that they use to determine the meaning of: <ul style="list-style-type: none"> * <i>winching</i>: pulling in; cranking * <i>identical</i>: exactly the same * <i>inhabitant</i>: one who lives there; occupant * <i>the ends justify the means</i>: expression meaning: “If you do something bad to accomplish something good, then it is okay.” 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols (e.g., a moon for <i>night</i>, a stick figure walking for <i>walk</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. • 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. • All students developing academic language will benefit from direct instruction of academic vocabulary.



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Work Time (continued)	Meeting Students' Needs
<p>B. Writing a Short Interview with Meg Lowman (20 minutes)</p> <ul style="list-style-type: none"> Place students in pairs. Introduce the learning targets: “I can write interview questions for Meg Lowman about the rainforest spider from the point of view of a scientist, using scientific vocabulary,” and “I can create answers to interview questions by inferring how Meg Lowman would answer them.” Ask several students to share the meaning of: <ul style="list-style-type: none"> * <i>point of view</i>: perspective; who is doing the thinking or talking * <i>scientific vocabulary</i>: words that name plants or animals; names of tools scientists use; names and steps of research methods * <i>inferring</i>: coming to a conclusion or forming an opinion based on evidence or reasoning Say: “Now you will create interview questions for Meg Lowman. Pretend that you are Eve Nilson, the teenage scientist we read about in Unit 1. What questions would you want to ask Dr. Lowman? Writing from the <i>point of view</i> of a scientist like Eve Nilson helps us to think more deeply about why and how scientists conduct research.” Give students 2 minutes to work with their partners to reread the first four sentences of paragraph 5 on page 39, starting with “Meg has an answer for her sons...” through “... it is responsible collection for identification that makes her a good scientist.” Then prompt students to consider: “What are some questions a young scientist like Eve Nilson might want to ask expert scientist Meg Lowman about her research of the slingshot spider?” Invite pairs to take 2 minutes to brainstorm potential interview questions. Cold call several students to share out their possible questions. Ask the class: “What makes a good interview question?” Invite students to share out ideas and list them on the board. Listen for students to list some of the following: “asks for specific details; gets at <i>why</i> Meg Lowman researches; <i>why</i> she uses certain methods; helps us understand what makes her a ‘good’ scientist; helps us find out more about <i>what</i> she researches; will use scientific and academic vocabulary,” or similar ideas. Suggest any of these criteria that students do not mention. 	<ul style="list-style-type: none"> Consider providing either questions or answers for students who struggle and have them provide the corresponding question or answer. Consider allowing students who struggle with writing to dictate their suggestions for questions and answers to a partner or teacher. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. Provide anchor charts for processes such as How to Write an Interview. This would include steps and criteria.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will need to work with their partners to create four interview questions that Eve Nilson might ask Meg Lowman about her research of the slingshot spider. Ask them to include one question that specifically asks Dr. Lowman to justify why she took the slingshot spider to study. Students should write their interview questions and answers on one shared page. Clarify instructions as necessary.• Give students 5 minutes to write their questions. Circulate to support as needed. Remind students to refer to the criteria for good interview questions that they listed. Encourage them to use the scientific and academic vocabulary in the glossary.• Next, ask students to write answers from the <i>point of view</i> of Meg Lowman. Tell students: “You will need to <i>infer</i> what Meg Lowman’s answers would be, based on what you have read.” Clarify instructions as necessary.• Give students 5 minutes to write their answers.	<ul style="list-style-type: none">•



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Work Time (continued)	Meeting Students' Needs
<p>C. Critique and Feedback (15 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can revise interview questions and answers given feedback from my peers.” Ask several students to share what it means to <i>revise</i> (edit; improve; change). Then ask the class to define <i>feedback</i> (comments; questions; suggestions).• Say: “<i>Revising</i> work based on specific <i>feedback</i> helps us to improve our writing skills.”• Remind students of the Praise-Question-Suggest protocol that they have used previously. Explain that after they read their peers’ questions and answers, they will need to offer one praise, ask one question about the interview, and make one suggestion for revision. Clarify instructions as necessary.• Tell students that they will join another pair. Each pair will have 2 minutes to share with the other pair just one question and answer for which they most want feedback.• Each pair will share by reading one question and answer that they wrote.• One student reads the role of “Eve Nilson.”• One partner reads the role of “Dr. Meg Lowman.”• The other pair will use the Praise-Question-Suggest protocol to offer feedback.• Circulate to support as needed.• Once pairs have shared, give them 2 to 3 minutes to revise their interview question and answer.• Cold call several pairs to share out:<ul style="list-style-type: none">* “What feedback did you find most useful?”* “How did your revisions improve your writing?”• Ask students to reflect on this activity: “How did writing questions and answers from scientists’ points of view help us to understand more about Meg Lowman’s research?”• Cold call students to share out their ideas.	<ul style="list-style-type: none">• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask: “What did you learn about Meg Lowman?” Add students’ ideas to L column of the Meg Lowman, Rainforest Scientist KWL anchor chart.• Read the learning targets aloud. Pause after each for students to show their level of mastery toward the target, using the Fist to Five strategy. <p><i>Note students showing a fist or 1, 2, or 3, as they may need more support or strategies to understand the text and new vocabulary.</i></p>	<ul style="list-style-type: none">• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 37–39 and your interview to someone (or yourself) at home. Discuss with that person whether you would have taken the spider out of the forest, and why.• In your journal, write a brief response to the question: “As a scientist, would you take a new species out of the rainforest? Why or why not?”• Choose three academic words that we reviewed in class today to add to your glossaries. Choose from this list: explain, point of view, scientific vocabulary, inferring, winching (37), identical, inhabitant, “the ends justify the means” (39).	<ul style="list-style-type: none">• Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along in the text.• For students who may have difficulty determining important words to add to their glossaries, consider prioritizing the following words for them: <i>explain, point of view, identical</i>.