



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Overview



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Researching to Build Knowledge and Teaching Others:
Biodiversity in Rainforests of the Western Hemisphere

This module—intended to be used in conjunction with a Social Studies unit about Latin America—features a close read of *The Most Beautiful Roof in the World* (1160L)* by Kathryn Lasky. This beautifully illustrated informational text describes the work of scientists documenting the biodiversity of rainforests. The specific literacy focus is on reading scientific and technical text as well as writing to inform and explain. In the first unit, students build basic background knowledge about the rainforests (particularly those of the Western Hemisphere), and begin to examine how scientists closely observe the natural world to then help them communicate their research through carefully organized and worded scientific text. Unit

2 focuses on a case study of Meg Lowman, the researcher featured in *The Most Beautiful Roof in the World*. Students then analyze the structure and function of scientific field guides and field journals, determining what quality field guides and journals look and sound like. Students research a living thing that scientist Meg Lowman may encounter in the rainforest and write with clear and effective word choice about their chosen insect. As the final performance task, students produce an informational report and then a field journal—style page intended for younger readers. This performance task centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.

Guiding Questions And Big Ideas

- **What is unique about living things in the Amazon?**
- **How do scientists learn about the natural world and communicate what they learn?**
- *Scientists observe closely and record those observations in various ways.*
- *Authors organize informational text in specific ways to convey scientific ideas and concepts.*

*The Lexile measure for *The Most Beautiful Roof in the World* is well above the fifth-grade band, due largely to the domain-specific science vocabulary. Yet, based on qualitative measures and professional judgment, this text is appropriate for fifth-graders. Lessons include explicit instruction on how to use a glossary when reading informational text, and how to infer scientific terms from context.



Performance Task

Research-based Narrative Writing: Rainforest Field Journal Page

After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum:

- The extensive biodiversity of North and South America produces unique biomes and species of plants and animals.
- Geographic reasoning: Identify how environment affects human activities and how human activities affect the environment.

NYS Science:

- Living Environment, Key Idea 6: Plants and animals depend on each other and their physical environment.
- Living Environment, Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using quotes from the text.• I can make inferences using quotes from text.
<ul style="list-style-type: none">• RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none">• I can determine a theme based on details in a literary text.• I can summarize a literary text.
<ul style="list-style-type: none">• RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none">• I can explain the main points in a historical, scientific, or technical text, using specific details in the text.
<ul style="list-style-type: none">• RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none">• I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text.
<ul style="list-style-type: none">• RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none">• I can describe how a narrator's point of view influences the description of events.
<ul style="list-style-type: none">• RL.5.7. Analyze how visual and multimedia elements (e.g., graphic novel or multimedia presentation of fiction, folktale, myth, or poem) contribute to the meaning, tone, or beauty of a text.	<ul style="list-style-type: none">• I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text.



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using quotes from the text.
<ul style="list-style-type: none">• RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none">• I can determine the main idea(s) of an informational text based on key details.• I can summarize an informational text.
<ul style="list-style-type: none">• RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none">• I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text.
<ul style="list-style-type: none">• RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none">• I can determine the meaning of academic words or phrases in an informational text.• I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none">• RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none">• I can compare and contrast the organizational structure of different informational texts.
<ul style="list-style-type: none">• RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none">• I can compare and contrast multiple accounts of the same event or topic.
<ul style="list-style-type: none">• RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none">• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources.
<ul style="list-style-type: none">• RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none">• I can explain how authors use evidence and reasons to support their points in informational texts.



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none">• I can accurately synthesize information from multiple texts on the same topic.
<ul style="list-style-type: none">• RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<ul style="list-style-type: none">• I can read grade-level informational texts proficiently and independently.
CCS Standards: Foundational Skills	Long-Term Learning Targets
<ul style="list-style-type: none">• RF.5.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">A. Read grade-level text with purpose and understanding.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none">• I can read fifth-grade level texts accurately and fluently to make meaning.<ul style="list-style-type: none">A. I can read fifth-grade texts with purpose and understanding.B. I can read fifth-grade texts with fluency.
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.B. Provide logically ordered reasons that are supported by facts and details.	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons and information.<ul style="list-style-type: none">A. a. I can introduce the topic of my opinion piece.A. I can create an organizational structure in which I group together related ideas.B. I can identify reasons that support my opinion.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. <ul style="list-style-type: none"> A. I can introduce a topic clearly. A. I can group supporting facts together about a topic in an informative/explanatory text. A. I can use text, formatting, illustrations, and multimedia to support my topic. B. I can develop the topic with facts, definitions, details, and quotations. C. I can use linking words and phrases (e.g., in contrast, especially) to connect ideas within categories of information. D. I can use precise, content-specific vocabulary to inform or explain about a topic.
<ul style="list-style-type: none"> W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. C. Use concrete words and phrases and sensory details to convey experiences and events precisely. 	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences or events. <ul style="list-style-type: none"> A. I can establish a situation. A. I can organize events in an order that makes sense in my narrative. B. I can use transitional words, phrases, and clauses to show the order of events in a narrative text. C. I can use sensory details to describe experiences and events precisely.
<ul style="list-style-type: none"> W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to produce clear and coherent writing.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none">I can build knowledge about multiple aspects of a topic by conducting research.I can use several sources to build my knowledge about a topic.
<ul style="list-style-type: none">W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none">I can document what I learn about a topic by taking notes.I can summarize or paraphrase information in my notes and in finished work.I can provide a list of sources I used to gather information.
<ul style="list-style-type: none">W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">A. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).B. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<ul style="list-style-type: none">I can choose evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">A. I can compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).B. I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<ul style="list-style-type: none">W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">I can write for a variety of reasons.



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own clearly.<ul style="list-style-type: none">A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.B. Follow agreed-upon rules for discussions and carry out assigned roles.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts.<ul style="list-style-type: none">A. I can prepare myself to participate in discussions.A. I can draw on information to explore ideas in the discussion.B. I can follow our class norms when I participate in a conversation.C. I can ask questions that are on the topic being discussed.C. I can connect my questions and responses to what others say.D. After a discussion, I can explain key ideas about the topic being discussed.
<ul style="list-style-type: none">• SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none">• I can summarize text that is read aloud to me.• I can summarize information that is presented in pictures and/or numbers.
<ul style="list-style-type: none">• SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none">• I can speak clearly and at an understandable pace.
<ul style="list-style-type: none">• SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none">• I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">A. Use punctuation to separate items in a series.B. Use a comma to separate an introductory element from the rest of the sentence.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).D. Use underlining, quotation marks, or italics to indicate titles of works.E. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.<ul style="list-style-type: none">A. I can use punctuation to separate items in a series.B. I can use a comma to separate an introductory word or phrase from the rest of the sentence.C. I can use a comma to set off the words yes and no (e.g., Yes, thank you).C. I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?).C. I can use a comma to indicate direct address (e.g., Is that you, Steve?).D. I can use underlining, quotation marks, or italics to indicate titles of works.E. I can spell grade-appropriate words correctly.E. I can consult reference materials to check and correct my spelling.
<ul style="list-style-type: none">• L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<ul style="list-style-type: none">A. Use context (e.g., cause/effect relationships, comparisons in text) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none">• I can use a variety of strategies to understand grade-appropriate words and phrases I don't know.<ul style="list-style-type: none">A. I can use context (e.g., cause/effect relationships, comparisons in text) to help me understand the meaning of a word or phrase.



Central Texts

1. Kathryn Lasky, *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, photographed by Christopher G. Knight (New York: Gulliver Green, 1997); ISBN: 978-0-15-200893-2.
2. “Sloth Canopy Researcher: Bryson Voirin,” from the Biomes of the World Web site, copyright © 2002–2012 by UntamedScience.com and Bryson Voirin: www.thewildclassroom.com/biomes/scientistprofile/scientists/byrson.html.
3. “Hawaii’s Endangered Happy Face Spider,” Expeditionary Learning, 2012.
4. “Live Online Interview with Eve Nilson,” Special Issues: Inside the Rainforest: <http://teacher.scholastic.com/scholasticnews/indepth/rainforest/submit.asp>.
5. Aaron Shepard, “The Wings of the Butterfly: A Tale of the Amazon Rainforest,” in *Cricket*, Mar2011, 38:6: 15–18; available from NovelNY.

Excerpts

- 24 Questions with NRC Director Dr. Meg Lowman: <http://blog.visitraleigh.com/2012/03/19/24-questions-with-nrc-director-dr-meg-lowman/>.
- Marian Smith Holmes, “Interview: Meg Lowman,” in *Smithsonian* magazine (Dec 2006): http://www.smithsonianmag.com/science-nature/interview_lowman.html.

Video

- “Great Bear Rainforest Remote Camera Project”: <http://vimeo.com/9433768>.

Additional Resource

- The official website of Dr. Meg Lowman: <http://canopymeg.com/wp/2012/04/page/2/>.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: How Scientists Communicate about the Living Things of the Rainforest			
Weeks 1-2	<ul style="list-style-type: none"> • Building Background Knowledge: Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them • Reading an Interview: “Sloth Canopy Researcher: Bryson Voirin” • Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin” plus Identifying My Learning Style • Summarizing Informational Text (an Article): “Hawaii’s Endangered Happy Face Spider” • Informational Text Features: Analyzing “Hawaii’s Endangered Happy Face Spider” 	<ul style="list-style-type: none"> • I can explain what a text says 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 ideas in a scientific text using specific details in the text. (RI.5.3) • I can compare and contrast the organizational structure of different informational texts. (RI.5.5) • I can use context (e.g., cause/effect relationships, comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 1 (NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.5, and L.5.4)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-2, continued	<ul style="list-style-type: none"> Analyzing Documentary Videos: “Great Bear Rainforest Remote Camera Project” British Columbia, Canada Synthesizing Information: Living Things in the Rainforest Science Talk 	<ul style="list-style-type: none"> I can explain what a text says 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 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 compare and contrast the organizational structure of different informational texts. (RI.5.5) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can write an opinion piece and identify reasons to support my opinion. (W.5.1) 	<ul style="list-style-type: none"> End-of-Unit 1 Assessment: Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity (NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9 and W.5.1)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: <i>The Most Beautiful Roof in the World</i>: The Work of Rainforest Scientist Meg Lowman			
Weeks 3-5	<ul style="list-style-type: none"> • Introduction to <i>The Most Beautiful Roof in the World</i>: Why Does Meg Lowman Research the Rainforest? • Writing about How to Perform a Process: How Meg Lowman Studies the Rainforest • Supporting an Opinion: Why Is the Rainforest Canopy a Difficult Place to Research? • Close Reading in Expert Groups: What Is It Like in the Rainforest Canopy? • Reading Informational Text for Details: Meg's Rainforest Experiment 	<ul style="list-style-type: none"> • I can explain what a text says 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 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 use context (e.g., cause/effect relationships, comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: <i>The Most Beautiful Roof in the World</i> Quiz (NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, L.5.4)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-5, continued	<ul style="list-style-type: none">• Comparing Literary and Informational Text: “The Wings of the Butterfly: A Tale of the Amazon Rainforest”• Reading for Details: Taking an Inventory in the Rainforest• Reading for Fluency: Readers Theater about the Rainforest• Interviewing Meg Lowman: What Does It Mean to Be a Responsible Scientist?• Analyzing How Rainforest Scientists Communicate Their Research	<ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)• I can document what I learn about a topic by taking notes. (W.5.8)• I can summarize or paraphrase information in my notes and in finished work. (W.5.8)• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	<ul style="list-style-type: none">• End of Unit 2: On-Demand Analysis of Meg Lowman’s Research in the Rainforest (NYSP12 ELA CCLS W.5.2, W.5.4, W.5.8, and W.5.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Reading and Writing Like a Scientist: Observing Nature, Conducting Research, and Creating Field Notes			
Weeks 6-8	<ul style="list-style-type: none"> • How Scientists Write in the Field: Introduction to the Features of Field Journals • Learning to Observe Closely and Record Accurately: How to Create a Field Journal • Journaling about the Rainforest • Taking Notes and Citing Quotes from Text: Gathering Information on Rainforest Arthropods • Structuring Our Research: Categorizing Information • Becoming Experts: Gathering Information on Rainforest Arthropods • Conducting Research: Drawing on a Variety of Sources to Capture Information about My Arthropod 	<ul style="list-style-type: none"> • I can use quotes to explain the meaning of informational texts. (RI.5.1) • I can use quotes to support my inferences in informational texts. (RI.5.2) • I can use a variety of strategies to locate an answer or solve a problem efficiently in informational texts. (RI.5.7) • I can use a variety of sources to develop an understanding of a topic. (RI.5.9) • I can document what I learn about a topic by taking notes. (W.5.8) • I can document what I learn about a topic by providing a list of sources. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: On-Demand Note-Taking about Howler Monkeys (NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 6-8, continued	<ul style="list-style-type: none"> • Reflection and Re-Teaching: Tracking Progress toward Learning Targets • Making Inferences about Informational Text: Science Talk on How My Arthropod Contributes to the Rainforest Ecosystem • Blending Informative and Narrative Writing: Transforming Research Notes into Field Journals • Writing and Revising Our Texts: Using Peer Critique to Improve First Drafts • Summarizing Our Research: Creating Informational Text Boxes • Revising and Polishing Our Field Journal Pages 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can write narrative texts about real or imagined experiences or events. (W.5.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) • I can use several sources to build my knowledge about a topic. (W.5.7) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Writing a Field Journal Excerpt on Howler Monkeys (NYSCCSS W.5.2, W.5.3, W.5.4, W.5.7, W.5.9)



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Grade 5: Module 2A: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Research-based Narrative Writing: Rainforest Field Journal Page</p> <p>After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.</p>
Mid-Unit 1 Assessment	<p>Mid-Unit Assessment: Analyzing Part 1 of an Interview with a Rainforest Scientist</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, and L.5.4. Students will read and analyze excerpts from the first half in interview with rainforest scientist Eve Nilson, and then complete short-answer text-dependent questions. (Note that students will read excerpts from other parts of this interview as a part of their End of Unit 1 Assessment; therefore, do not distribute the full interview).</p>
End of Unit 1 Assessment	<p>End-of-Unit 1 Assessment: Analyzing Part 2 of an Interview with a Rainforest Scientist and Comparing and Contrasting Texts About Rainforest Biodiversity</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1. Students will read new sections of the Eve Nilson interview. (Note that they read excerpts from Part 1 of the interview during the Mid-Unit Assessment. For the End of Unit Assessment, they read excerpts from Part 2 of that same interview, which they have not read before). They will then answer text-dependent short-answer questions. They will also use information from informational texts read in previous lessons. Then students will write a paragraph in which they state a clear opinion about which text they consider more helpful (based on their text features) in terms of informing them about the rainforest. Students will use details from all texts to support their opinion about how structural features of informational text can help them as readers.</p>



Mid-Unit 2 Assessment	<p>The Most Beautiful Roof in the World Quiz</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.4. Students will read and analyze a new section of text from <i>The Most Beautiful Roof in the World</i> and then complete short-answer and multiple-choice text-dependent questions.</p>
End of Unit 2 Assessment	<p>On-Demand Analysis of Meg Lowman's Research in the Rainforest</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.5.2, W.5.4, W.5.8, and W.5.9. After reading and analyzing <i>The Most Beautiful Roof in the World</i>, students will write an essay in which they analyze Meg Lowman's research of biodiversity in the rainforests, providing examples of what and how she researches in order to clarify their analysis.</p>
Mid-Unit 3 Assessment	<p>On-Demand Note-Taking about Howler Monkeys</p> <p>This assessment centers on NYSP12 ELA CCSS RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9. Students will be given three unfamiliar informational texts about monkeys and will be asked to take structured notes. The passages will include text, illustrations, and graphic displays of information. Students will read the texts and take notes using a graphic organizer that they create. Completion of this task will assess the students on their ability to locate an answer within a text (RI.5.7) and take notes about a topic (W.5.8), as well as explain what the text says using quotes (RI.5.1) and determine the main idea (RI.5.2).</p>
End of Unit 3 Assessment	<p>On-Demand Writing of a Field Journal Entry on Howler Monkeys</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCSS W.5.2, W.5.3, W.5.4, W.5.7, and W.5.9. After completing the performance task (which is heavily scaffolded in order to ensure student success), students will be given an on-demand assessment to demonstrate their independent mastery of the targeted standards. Students will write a second rainforest field journal excerpt, using the notes that they took during the Mid-Unit 3 Assessment about howler monkeys. The prompt for the assessment will be: "After researching scientific texts on howler monkeys, write a page from a field journal that describes howler monkeys and how they contribute to the rainforest ecosystem. Support your discussion with evidence from your research. Be sure you include precise scientific vocabulary and sensory details."</p>



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Grade 5: Module 2A: Performance Task



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Summary of Task

- After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.
- During the first half of this unit, students will develop skills in two areas necessary to be successful in this performance task: (1) They will conduct research and take organized notes on a specific rainforest insect, and (2) they will explore the genre of field journals and write their own field notes. The product that they create will be a blend of narrative and informational writing. Students will create a fictional persona and write a first-person journal entry describing an adventure in a rainforest. They will embed information about the insect they have researched within their narrative. They also will create an accompanying informational text box about the insect they have researched, listing some of its significant characteristics as well as describing its role in the rainforest ecosystem.

Format

The final product will be two standard-size 8.5" x 11" pages of writing from each student, which will include the student's field journal narrative, a small (approximately 4" x 6") informational text box, and one or more optional labeled sketches of the insect that the student researched.



Standards Assessed Through This Task

- **I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)**
- **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
- **I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)**
 - A. I can introduce a topic clearly.
 - B. I can group supporting facts together about a topic in an informative/explanatory text.
 - C. I can use text, formatting, illustrations, and multimedia to support my topic.
 - D. I can develop the topic with facts, definitions, details, and quotations.
 - E. I can use linking words and phrases (e.g., in contrast, especially) to connect ideas within categories of information.
 - F. I can use precise, content-specific vocabulary to inform or explain about a topic.
- **I can write narrative texts about real or imagined experiences or events. (W.5.3)**
 - A. I can establish a situation.
 - B. I can organize events in an order that makes sense in my narrative.
 - C. I can use transitional words, phrases, and clauses to show the order of events in a narrative text.
 - D. I can use sensory details to describe experiences and events precisely.
- **I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)**
- **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)**
- **I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)**
- **I can use several sources to build my knowledge about a topic. (W.5.7)**
- **I can document what I learn about a topic by taking notes. (W.5.8)**
- **I can summarize or paraphrase information in my notes and in finished work. (W.5.8)**
- **I can provide a list of sources I used to gather information. (W.5.8)**
- **I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)**



Student-Friendly Writing Invitation/Task Description

- After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, write a page from a field journal in which you incorporate information that you have gathered from your research and an informational text box that lists the essential characteristics of that arthropod and how it contributes to the rainforest ecosystem.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Final products will need to meet the following criteria, all of which will be discussed and reviewed with students:

- written in the first person, from the point of view of a fictional rainforest scientist
- includes an encounter with the insect that the student researched
- describes at least three events
- describes the setting of a rainforest
- includes information and vocabulary from insect research with each event
- includes believable scientific research events
- organizes the events in a sequence that makes sense
- connects the events by linking words and phrases
- includes an informational text box containing physical attributes, habitat, food, behavior, life cycle, predators and defenses, and role in the rainforest ecosystem



Options For Students

Students will have choices as to whether to include one or more drawings in addition to their text. If time permits, the final product will include drawings or photographs embedded within the text.

Options For Teachers

- The teacher has the option of compiling all of the students' pages into a whole class rainforest field journal.
- The students' work may be presented to an audience of family members or the larger school community.
- For the presentation, students might assume the role of the rainforest scientist they have created by dressing up and dramatizing their characters.



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Grade 5: Module 2A: Unit 1: Overview



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Unit 1: Building Background Knowledge: How Scientists Communicate about the Living Things of the Rainforest

In this first unit, students will explore the question: “What is unique about living things in the rainforest?” Students will begin by building background knowledge about unique living things in the rainforests and the scientists who study them. Students will also explore various forms of informational text as ways to communicate about rainforest scientists’ research. Students examine two types of informational texts, an interview and an article, for specific elements and how those elements inform the reader. During those close reads, students will also build their background knowledge about rainforests of the Western Hemisphere through a focus on vocabulary and finding the main idea. The mid-unit assessment will gauge students’ mastery of comprehending an interview as an informational text by answering text-dependent questions for a given new and unfamiliar interview of a scientist doing work in the

rainforest. Students will continue to gain knowledge about living things in the rainforest and apply the skills learned to explore one more type of informational text, a video, in order to continue to develop an understanding of the biodiversity of the rainforest. Through further close reads, an introduction to note-taking, synthesis, and comparisons of these informational texts, students will begin to formulate an opinion on what types of informational texts, based on their specific features, made it easiest for them to learn about rainforests and why. Finally, the on-demand End of Unit 1 Assessment will measure students’ ability to comprehend unfamiliar selections from the interview they read during the Mid-Unit 1 Assessment. Students will also write an opinion paragraph that states which text they consider most helpful based on its features, and why.

Guiding Questions And Big Ideas

- **What is unique about living things in the rainforest?**
- **How do scientists communicate what they learn about the natural world?**
- *Research is a process.*
- *Scientists observe closely and record those observations in various ways.*
- *Authors organize informational text in specific ways to convey scientific ideas and concepts.*



Mid-Unit Assessment	<p>Analyzing of an Interview with a Rainforest Scientist Part 1</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, and L.5.4. Students will read and analyze excerpts from the first half in interview with rainforest scientist Eve Nilson, and then complete short-answer text-dependent questions. (Note that students will read excerpts from other parts of this interview as a part of their End of Unit 1 Assessment; therefore, do not distribute the full interview).</p>
End of Unit Assessment	<p>Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1. Students will read new sections of the Eve Nilson interview. (Note that they read excerpts from Part 1 of the interview during the Mid-Unit Assessment. For the End of Unit Assessment, they read excerpts from Part 2 of that same interview, which they have not read before). They will then answer text-dependent short-answer questions. They will also use information from informational texts read in previous lessons. Then students will write a paragraph in which they state a clear opinion about which text they consider more helpful (based on their text features) in terms of informing them about the rainforest. Students will use details from all texts to support their opinion about how structural features of informational text can help them as readers.</p>



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum:

- The extensive biodiversity of North and South America produces unique biomes and species of plants and animals.
- Geographic reasoning: Identify how environment affects human activities and how human activities affect the environment.

NYS Science:

- Living Environment, Key Idea 6: Plants and animals depend on each other and their physical environment.
- Living Environment, Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Central Texts

1. "Sloth Canopy Researcher: Bryson Voirin," from the Biomes of the World Web site, copyright © 2002–2012 by Explore Biodiversity and the Wild Classroom: www.thewildclassroom.com/biomes/scientistprofile/scientists/byrson.html.
2. "Hawaii's Endangered Happy Face Spider," Expeditionary Learning, 2012.
3. "Live Online Interview with Eve Nilson," Special Issues: Inside the Rainforest: <http://teacher.scholastic.com/scholasticnews/indepth/rainforest/submit.asp>.
4. "Great Bear Rainforest Remote Camera Project" <http://vimeo.com/9433768>.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Building Background Knowledge: Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them	<ul style="list-style-type: none"> I can compare and contrast the organizational structure of different informational texts. (RI.5.5) I can explain important relationships between ideas in a scientific text using specific details in the text. (RI.5.3) I can summarize information that is presented in pictures and/or numbers. (SL.5.2) I can prepare myself to participate in discussions. (SL.5.1) I can follow our class norms when I participate in a conversation. (SL.5.1) I can write for a variety of reasons. (W.5.10) 	<ul style="list-style-type: none"> I can listen effectively to my partner when sharing. I can record what I notice and wonder about during a Gallery Walk. I can compare and contrast texts and images about rainforests. I can describe in writing a unique living thing from the rainforest. I can explain how scientists communicate their research about the rainforest. I can explain the general purpose of an informational text. 	<ul style="list-style-type: none"> Journal (KWL, Notices and Wonders, paragraph)
Lesson 2	Reading an Interview: “Sloth Canopy Researcher: Bryson Voirin”	<ul style="list-style-type: none"> I can compare and contrast the organizational structure of different informational texts. (RI.5.5) I can determine the main idea(s) of an informational text based on key details. (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 use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) I can connect my questions and responses to what others say. (SL.5.1) 	<ul style="list-style-type: none"> I can describe the features of an interview as an informational text. I can determine the gist of an interview with scientist Bryson Voirin. I can determine the meaning of new words from context in an interview with scientist Bryson Voirin. 	<ul style="list-style-type: none"> Journal (Informational Text chart, glossary) Annotated text Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”	<ul style="list-style-type: none"> • I can follow our class norms when I participate in a conversation. (SL.5.1) • I can determine the main idea(s) of an informational text based on key details. (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 read fifth-grade texts with fluency. (RF.5.4) 	<ul style="list-style-type: none"> • I can actively listen to my partner while discussing our ideas. • I can determine the main idea of an interview with scientist Bryson Voirin. • I can determine the meaning of new words from context in an interview with scientist Bryson Voirin. • I can read the interview with scientist Bryson Voirin with fluency. 	<ul style="list-style-type: none"> • Text-dependent questions • Journal (Rainforest KWL chart, glossary) • Exit ticket
Lesson 4	Summarizing Informational Text: “Hawaii’s Endangered Happy Face Spider”	<ul style="list-style-type: none"> • I can summarize text that is read aloud to me. (SL.5.2) • I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) • I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can follow our class norms when I participate in a conversation. (SL.5.1) • I can draw on information to explore ideas in the discussion. (SL.5.1) • I can write routinely for a variety of purposes. (W.5.10) 	<ul style="list-style-type: none"> • I can explain the gist of the article “Hawaii’s Endangered Happy Face Spider.” • I can determine the meaning of new words from context in the article “Hawaii’s Endangered Happy Face Spider.” • I can listen actively to my group members while discussing ideas. • I can use my group’s ideas to help me determine the gist of an article. 	<ul style="list-style-type: none"> • Student writing and signed Voirin article (from homework) • Journal (Informational Text chart, glossary, Getting the Gist protocol)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Informational Text Features: Analyzing "Hawaii's Endangered Happy Face Spider"	<ul style="list-style-type: none"> I can follow our class norms when I participate in a conversation. (SL.5.1) I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can compare and contrast the organizational structure of different informational texts (RI.5.5) I can explain important relationships between ideas in a scientific text using specific details from the text. (RI.5.3) 	<ul style="list-style-type: none"> I can share my ideas with my partners quickly. I can determine the main idea of the article "Hawaii's Endangered Happy Face Spider." I can determine the meaning of new words from context in the article "Hawaii's Endangered Happy Face Spider." I can compare and contrast the rainforest research in Panama and Hawaii. I can evaluate the features of an interview as an informational text. 	<ul style="list-style-type: none"> Paragraph from homework Journal (Informational Text chart, Features chart, Venn diagram)
Lesson 6	Mid-Unit Assessment: Analyzing an Interview with a Rainforest Scientist Part I	<ul style="list-style-type: none"> I can explain what a text says 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 ideas in a scientific text using specific details in the text. (RI.5.3) I can compare and contrast the organizational structure of different informational texts. (RI.5.5) I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4) 	<ul style="list-style-type: none"> I can identify the main idea of an interview. I can determine the meaning of new words from context in an interview about research in the rainforest. I can analyze the features of an interview and how they help readers. I can reflect on my learning about the rainforests and about the features of informational texts. 	<ul style="list-style-type: none"> Venn diagram (from Lesson 5 homework) Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 1 Tracking My Progress, Mid-Unit 1 recording form



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Analyzing Documentary Videos: "Great Bear Rainforest Remote Camera Project" British Columbia, Canada	<ul style="list-style-type: none"> I can summarize information that is presented in video. (SL.5.2) I can determine the main idea(s) of an informational text based on key details. (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 compare and contrast the organizational structure of different informational texts. (RI.5.5) 	<ul style="list-style-type: none"> I can explain the main idea of a documentary video on researching in the rainforest. I can determine the meaning of new words from context in a documentary video about researching in the rainforest. I can analyze the features of a documentary video as informational text. I can compare and contrast the features of an interview, an article, and a documentary video. 	<ul style="list-style-type: none"> Journal (page for video, Informational Text charts, glossary) Exit ticket
Lesson 8	Synthesizing Information: Living Things in the Rainforest	<ul style="list-style-type: none"> I can summarize information that is presented in pictures and maps. (SL.5.2) I can explain what a text says using quotes from the text. (RI.5.1) I can compare and contrast the organizational structure of different informational texts. (RI.5.5) I can document what I learn about a topic by taking notes. (W.5.8) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can write routinely for a variety of reasons. (W.5.10) 	<ul style="list-style-type: none"> I can read a map to help inform me as a reader. I can take notes on key details from multiple texts about rainforests. I can use quotes to create a gist statement from notes about rainforests. 	<ul style="list-style-type: none"> Venn diagram (from homework) Journal (Informational Text charts, Rainforests information page) Synthesis Note-catcher



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	End-of-Unit 1 Assessment: Interview with a Rainforest Scientist Part II and Comparing and Contrasting Texts About Rainforest Biodiversity	<ul style="list-style-type: none"> I can explain what a text says 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 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 compare and contrast the organizational structure of different informational texts. (RI.5.5) I can use a variety of sources to develop an understanding of a topic. (RI.5.9) I can write an opinion piece and identify reasons to support my opinion. (W.5.1) 	<ul style="list-style-type: none"> I can determine the main ideas in informational texts about rainforests of the Western Hemisphere. I can compare and contrast the features of different informational texts about rainforests. I can express my opinion about types of informational texts in writing. I can use details to support my opinion. I can reflect on my learning about informational texts and the rainforests. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Interview with a Rainforest Scientist, Part 2 Tracking My Progress, End of Unit 1 recording form
Lesson 10	Science Talk	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can prepare myself to participate in discussions. (SL.5.1) I can draw on information to explore ideas in the discussion. (SL.5.1) I can follow our class norms when I participate in a conversation. (SL.5.1) I can ask questions that are on the topic being discussed. (SL.5.1) I can connect my questions and responses to what others say. (SL.5.1) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1) I can write an opinion piece and identify reasons to support my opinion. (W.5.1) 	<ul style="list-style-type: none"> I can ask questions that are relevant to rainforest research. I can share my ideas with my peers during a Science Talk about rainforests. I can use the ideas of my peers to help inform my ideas about the rainforests. I can gather quotes from informational texts as evidence to prepare for a Science Talk about rainforests. I can synthesize my ideas about rainforests after the Science Talk. 	<ul style="list-style-type: none"> Science Talk (Observations/Notes) Journal: Synthesis Statement



Optional: Experts, Fieldwork, And Service

Experts:

- Invite zoologists, biologists, scientists, and botanists to come speak to the class.

• **Fieldwork:**

- Visit rainforest exhibits at zoos or museums.

Service:

- Explore ways to support environmental education or rainforest protection.

Optional: Extensions

- **Art:** Create scientifically accurate drawings of the plants or animals of the rainforest.
- **Geography:** Study more in depth about the specific characteristics of countries or world regions where rainforests exist.



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Grade 5: Module 2A: Unit 1:

Recommended Texts



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Unit 1 builds students background about rainforests around the world, with a particular focus on biodiversity. The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note however that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>A Rainforest Habitat</i>	Molly Aloian and Bobby Kalman (authors)	Informational	470
<i>The Magic School Bus in the Rain Forest</i>	Scholastic Publishers	Informational	550 ¹
<i>Rain Forests</i>	Nancy Smiler Levinson (author), Diane Dawson Hearn (illustrator)	Informational	570
<i>El Soñador</i>	Pam Muñoz Ryan	Literature	650
<i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i>	Lynne Cherry (author/illustrator)	Literature	670
<i>El gran capoquero: Un cuento de la selva Amazonica</i>	Lynne Cherry (author/illustrator), Alma Flor Ada (translator)	Literature	NP
<i>Tropical Rain Forests</i>	Peter Benoit (author)	Informational	730



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>Rain Forests: Garden of Green</i>	Laura Purdie Salas (author), Jeff Yesh (illustrator)	Informational	770
<i>Rain Forest Explorer</i>	Greg Pyers (author)	Informational	830
<i>One Day in the Tropical Rain Forest</i>	Jean Craighead George (author)	Informational	880
<i>Natures Green Umbrella: Tropical Rain Forests</i>	Gail Gibbons (author/illustrator)	Informational	880
<i>Hands of the Rain Forest: The Emberá People of Panama</i>	Rachel Crandell (author/photographer)	Informational	890
<i>Discover the Amazon: The World's Largest Rainforest</i>	Lauri Berkenkamp (author), Blair Shedd (illustrator)	Informational	900*
<i>Tree of Life: The Incredible Biodiversity of Life on Earth</i>	Rochelle Strauss (author), Margot Thompson (illustrator)	Informational	910
<i>Protecting Earth's Rain Forests</i>	Anne Welsbacher (author)	Informational	920
<i>Bats, Bugs and Biodiversity: Adventures in the Amazonian Rain Forest</i>	Susan E. Goodman (author), Michael J. Doolittle (photographer)	Informational	920*
<i>The Rainforest Grew All Around</i>	Susan K. Mitchell (author), Connie McLennan (illustrator)	Verse	980
<i>La Selva Creció y Creció</i>	Susan K. Mitchell (author), Connie McLennan (illustrator)	Verse	NP ²

*Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>The Dreamer</i>	Pam Muñoz Ryan	Literature	NP
<i>Chatter, Sing, Roar, Buzz: Poems about the Rain Forest</i>	Laura Purdie Salas (author)	Poetry	NP
<i>Biodiversity of Rain Forests</i>	Greg Pyers (author)	Informational	1020*

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*Lexile based on a conversion from Accelerated Reading level

¹Available as an ebook through <http://store.scholastic.com/webapp/wcs/stores>.

²Available as an ebook with Bi Lingo, LLC (translator).



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 1

Building Background Knowledge: Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them



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Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

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

I can compare and contrast the organizational structure of different informational texts. (RI.5.5)
I can explain important relationships between ideas in a scientific text using specific details in the text. (RI.5.3)
I can summarize information that is presented in pictures and/or numbers. (SL.5.2)
I can prepare myself to participate in discussions. (SL.5.1)
I can follow our class norms when I participate in a conversation. (SL.5.1)
I can write for a variety of reasons. (W.5.10)

Supporting Learning Targets

- I can listen effectively to my partner when sharing.
- I can record what I notice and wonder about during a Gallery Walk.
- I can compare and contrast texts and images about rainforests.
- I can describe in writing a unique living thing from the rainforest.
- I can explain how scientists communicate their research about the rainforest.
- I can explain the general purpose of an informational text.

Ongoing Assessment

- Journal (KWL chart, Notices and Wonders, paragraph)



Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unit Overview: What Do We Know about the Rainforest? (10 minutes)B. What Do We Want to Know about the Rainforest? (10 minutes)2. Work Time<ol style="list-style-type: none">A. Gallery Walk: Exploring the Rainforest (10 minutes)B. Partner Talk and Independent Writing: Becoming a Scientist (15 minutes)C. Defining Informational Text (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework	<ul style="list-style-type: none">• In advance: Print out and display images and texts about the rainforest for the Gallery Walk (see list of links in supporting materials). Alternatively, print several copies of each image in order to give each group all images to look through instead of posting them in the room.• Print out, or be ready to project, Map of Rainforests around the World (from supporting materials).• Review: Gallery Walk, Fist to Five, and Think-Pair-Share (see Appendix). Note that Think-Pair-Share is used throughout the module.• In this lesson, students set up their reading journal, in which they will keep the majority of the notes and record of their learning during the module. A spiral or composition notebook would work well for this purpose. Take time with this, because it is a very important component of the module.



Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Lesson Vocabulary	Materials
explain, purpose, compare, contrast, notice, wonder, effectively; discovered, biologist, ecologist, subterranean, amazed, prey, amphibians, interact, species, intensely, competitive, trek, reptiles, binoculars, tape recorder, headlight, strapped, solution, preserves, findings	<ul style="list-style-type: none">• Journals (one per student)• Rainforest KWL anchor chart (new; teacher-created; see example in supporting materials)• Major Rainforests (one to display)• Images and texts for Gallery Walk (see supporting materials for examples; feel free to use your own)• Informational Text anchor chart (new; teacher-created; see Work Time C)



Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Opening	Meeting Students' Needs
<p>A. Unit Overview: What Do We Know about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the journals as a place for students to record notes (like scientists). Remind students of the journals they used in Module 1 to write responses to literature and keep notes on their thinking. Have them use the first two-page spread in their journal to create a large Rainforest KWL chart (see example in supporting materials; this needs to be big so that students can add to it over the course of the module): <ul style="list-style-type: none"> * K for “Know already” * W for “What I want to know” (questions) * L for what students “Learn” • Read aloud the learning target: “I can listen effectively to my partner when sharing.” Discuss the word <i>effectively</i> with students. Ask students to share any familiar word they see as part of the word <i>effectively</i>. Listen for the word <i>effective</i>. Ask students what an effective listener does. Listen for answers such as: “He or she gives his/her full attention to the speaker, not interrupting, listening fully, and looking directly at the speaker while she/he is sharing ideas.” • Ask students to independently brainstorm what they already know about living things unique to the rainforest, and to record their ideas in the K column of their KWL charts. You may need to explain that living things unique to the rainforest are found only in the rainforest, and not in any other areas. Encourage the class to think about both plants and animals. • Have students share with a partner what they know already. Listen to conversations to gauge existing background knowledge as well as any misconceptions they may have. • Display the Rainforest KWL anchor chart. Ask groups to share out what they know already about the rainforest. Record student ideas in the K column of the chart. (Keep this posted throughout the module for students to add to and reference as they learn more about rainforests.) Encourage them to add to their own charts in their journals. • Explain that there are two focuses for this module: <ol style="list-style-type: none"> 1. They are going to become researchers and scientists in order to learn more about the unique life that exists in the rainforests. 2. They also will be building their skills as readers and writers. As they study the rainforest, they also will be learning even more about how to read informational text and write effectively to communicate with others. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols (e.g., an ear for <i>listen</i>) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the module. Specifically, they can be used in directions and learning targets. • Consider allowing students to draw their ideas during the brainstorm. This allows students who struggle with written language to participate in a meaningful way. • Consider partnering an ELL with a student who speaks the same L1 when discussing their ideas about the rainforest. This can let students have more meaningful discussions and clarify points in their L1. • Visuals can help students comprehend questions, discussions, and concepts.



Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Show a picture of the Major Rainforests with Panama and New York highlighted. Ask students what they notice and wonder about this picture. Cold call students to share out their thoughts. (Note: This is a worldview of rainforests. In later lessons, students will “zoom in on” rainforests specifically located in the Western Hemisphere.)	
<p>B. What Do We Want to Know about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none">• Place students in groups of three to four and ask them to brainstorm questions they have about rainforests. Remind students to add their questions, “What I Want to Know,” to the W column of the KWL chart in their journals.• After several minutes, ask groups to share out their questions. Record students’ questions in the W column of the Rainforest KWL anchor chart. Encourage students to record interesting questions from other students in their individual KWL charts in their journals.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Students needing additional supports may benefit from partially filled-in graphic organizers.



Building Background Knowledge:

Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Work Time	Meeting Students' Needs
<p>A. Gallery Walk: Exploring the Rainforest (10 minutes)</p> <ul style="list-style-type: none"> Ask students to begin a new page in their journals titled: Notices and Wonders—Scientific Research in Rainforests. Introduce the learning target: “I can record what I notice and wonder about during a Gallery Walk.” Ask students to give synonyms for the words <i>notice</i> and <i>wonder</i>. Explain that they will want to use their journals to record what they see (notice) in the texts and pictures, and what questions (wonder) they have about the text and images. Remind them that they used this notice and wonder routine in Module 1. Share the learning target: “I can compare and contrast texts and images about rainforests.” Focus students’ attention on the words <i>compare</i> and <i>contrast</i>, asking them what those words might mean. Look for answers such as: “To compare means to find similarities, and to contrast means to find differences.” Review the Gallery Walk protocol with students. Tell them that this time, they will observe silently. Their “notices” and “wonders” do not have to be in complete sentences. Focus students on the images and text for Gallery Walk. Begin the Gallery Walk. Give students about 5 minutes to move about the room and record “notices” and “wonders” in their journals. Ask several students to share out orally what they notice and wonder. “How will you use the novel and informational texts?” 	<ul style="list-style-type: none"> All students developing academic language will benefit from direct instruction of academic vocabulary. Provide anchor charts for processes, such as How to Notice and Wonder. This would include question words with nonlinguistic representations (e.g., an eye for notice, a question mark for wonder) and a question frame: “I notice ...” or “I wonder....”
<p>B. Partner Talk and Independent Writing: Becoming a Scientist (15 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: “I can explain how scientists communicate their work about the rainforest.” Focus on the word <i>explain</i>. Let students know that they are just beginning to work on this target. Throughout the unit, they will examine the research of several rainforest scientists to help them more fully understand how scientists communicate their discoveries. Ask students to find a partner. Ask them to choose just one image from the Gallery Walk on which to focus. Say to the class: “Pretend you are a scientific team working in the rainforest. Talk with your partner about how you would explain, or describe, what you are doing or seeing to someone who wasn’t there.” After students have had a few minutes to talk about their descriptions, have them each write a brief paragraph in their journal describing what they are doing or seeing in the photograph (under Notices and Wonders). Have two sets of student pairs share their writing with each other. Then student partners share out with yet another pair. Then choose a few partners to share out with the whole group. 	<ul style="list-style-type: none"> Some students may be unfamiliar with Tier 2 vocabulary words (e.g., <i>communicate</i>, <i>work</i>, <i>about</i>). Clarify vocabulary with students as needed. Allowing students who struggle with writing to dictate their paragraph to their partner or the teacher will let them participate in a meaningful way.



Building Background Knowledge:
Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Work Time (continued)	Meeting Students' Needs
<p>C. Defining Informational Text (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can explain the purpose of an informational text." Ask students to explain the word <i>purpose</i>, looking for answers such as: "It means having a reason for using and/or studying a specific type of information."• Ask students to explain what informational text is. Teach <i>informational</i> as a vocabulary word, looking at the <i>inform</i> part of the word and defining this as communicating knowledge or information.• Create an Informational Text anchor chart, writing the class's definition at the top under the title. Invite students to brainstorm about how they think scientists communicate about their work. After allowing a moment of think time, ask students to share out their ideas and add them to the anchor chart. (Listen for examples such as: articles, books, journals, blogs, Web sites, etc.)• Ask students how any of the texts or images they viewed in the Gallery Walk might be, or come from, informational text.• Make sure students understand that there are many types of informational texts. Ask students to share any other types of informational texts they have seen during previous learning (for example, students may share that the UDHR they studied is an informational text and/or other texts about Mexico, the Great Depression, or immigration from Module 1).	<ul style="list-style-type: none">• Use vocabulary learning strategies to support all learners: specifically (in this case) the root of the word <i>informational</i>.• Adding visuals (either drawn, pictures, or photographs) of the examples of informational texts to the anchor chart will allow students who struggle with language to understand the concept.



Building Background Knowledge:
Examining the Unique Living Things of the Rainforests and the Scientists Who Study Them

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Review the learning targets: Read each one aloud one at a time and use the Fist to Five strategy to gauge how well students did meeting each target.Invite students to look back at the questions they recorded in their journals (KWL—W column = What I Want to Know) and on the anchor chart. Have students consider:<ul style="list-style-type: none">* “What are you most excited about learning about the rainforest and why?”Remind students that they will not only be learning about the rainforest. they will also be learning about how scientists research and communicate their findings. At the end of the module, <i>they</i> will get to be scientists and communicate what they have learned to others.Cold call individual students to share out loud. Have classmates show a thumbs-up if they chose the same/similar topics of interest.	<ul style="list-style-type: none">Checking in individually with students who struggle with language will ensure that you get a true gauge of where they feel they are with the learning targets.For students who struggle with language, consider providing extra time for tasks and answering questions in class discussions. Students often need more time to process and translate information.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Explain to someone at home what you will be studying. <p><i>Note: The anchor charts created in this lesson will be used many times throughout the module. Be sure to keep them visible and easily accessible in the classroom. Make sure students know that they will keep most of their thinking in their journals; it will be important that they keep track of their journals and keep up with the classwork and homework assigned.</i></p>	



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 1

Supporting Materials



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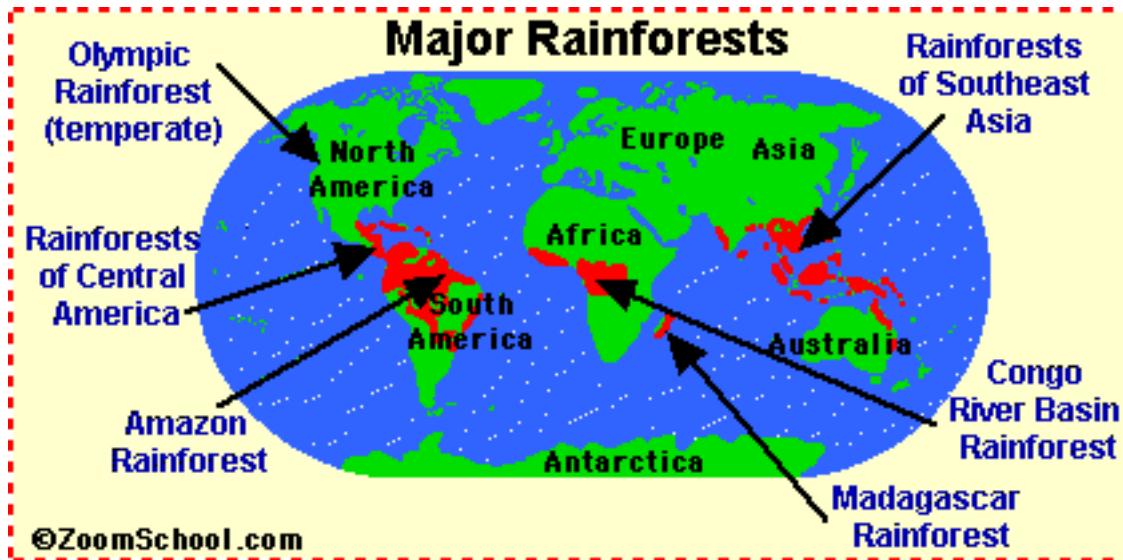


Rainforest KWL Chart
(For Teacher Reference)

K What I already KNOW about this topic	W What I WANT to know about this topic	L What I have LEARNED about this topic



Major Rainforests



Source: Zoomschool.com. Educational use permitted.



Images and Text for Gallery Walk

Access to the materials can be found at the following websites:

Doing field research in the rainforest:

www.fredhoogervorst.com/photo/10643c/

Anna and Marco measuring trees' growth in the Atlantic rainforest:

alcoa.typepad.com/.a/6a00e553e967d588340153906f3233970b-800wi

Scientists who ventured into the heart of Borneo for their research:

www.borneotravelblog.com/2012_03_01_archive.html

Rainforest conservation volunteer opportunities:

www.cultural-ecology.com/images/crrainforce2.jpg

New way to help farmers deal with climate change:

www.adventuretravelnews.com/wp-content/uploads/2011/02/2.jpg

Clues from the rainforest could help scientists solve energy problems:

newscenter.lbl.gov/wp-content/uploads/dsc02007.jpg

The rainforest:

http://upload.wikimedia.org/wikipedia/commons/d/d3/Rain_Forest_Daintree_Australia.jpg

Goat Cove in the Great Bear Rainforest, British Columbia, Canada:

<http://www.greenpeace.org.uk/files/images/migrated/MultimediaFiles/Live/Image/7212.JPG>



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 2

Reading an Interview: “Sloth Canopy Researcher: Bryson Voirin”



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Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

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

- I can compare and contrast the organizational structure of different informational texts. (RI.5.5)
- I can determine the main idea(s) of an informational text based on key details. (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 use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)
- I can connect my questions and responses to what others say. (SL.5.1)

Supporting Learning Targets

- I can describe the features of an interview as an informational text.
- I can determine the gist of an interview with scientist Bryson Voirin.
- I can determine the meaning of new words from context in an interview with scientist Bryson Voirin.

Ongoing Assessment

- Journal (Informational Text chart, glossary)
- Annotated text
- Rainforest KWL and Features of Informational Text charts
- Exit ticket



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Rainforests of Panama (5 minutes)Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">How Scientists Communicate Their Work: An Interview (10 minutes)Guided Practice Reading for Gist: “Sloth Canopy Researcher: Bryson Voirin” Interview Introduction and First Question (10 minutes)Vocabulary Work: Starting a Glossary (10 minutes)Further Reading and Vocabulary Work: “Sloth Canopy Researcher: Bryson Voirin” Interview Second and Third Questions (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: What Have We Learned about the Rainforest? (10 minutes)Homework	<ul style="list-style-type: none">Either have a wall map available in the classroom or print out a world map and a map of the Western Hemisphere. Be prepared to help students locate Panama on the map.In this lesson, students set up their glossaries at the back of their journal. This is, in effect, a vocabulary notebook for the module. Students will keep important unfamiliar words, both general academic vocabulary and domain-specific science words. (Note that many actual glossaries heavily emphasize domain-specific terms, but students’ glossaries have two sections to purposely include a specific academic vocabulary glossary.) Students will start from the last page of their journals and work their way back to the front, in order to have plenty of room to add many words throughout the module.Academic vocabulary is the vocabulary critical to understanding the science concepts in texts. In identifying academic vocabulary for instruction, remember that not all terms are of equal importance. Some terms are critically important, others are useful but not critical, and others are interesting but not useful.This lesson also introduces the homework routine of daily response questions. Choose either to have students respond in their journals or to give students a printed handout of the Homework: Journal Response Question (see supporting materials).During this lesson, students read only the first three questions and answers of the interview. They will finish reading the rest of the interview in Lesson 3.



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Lesson Vocabulary	Materials
describe/description, features, interview, determine, gist, context, glossary; biologist, ecology, sloths, radio-collars, track, algae, occur, mammals, benefit	<ul style="list-style-type: none">• Political Map of the World (one for display)• Map of North and South America (one for display)• “Interview with Sloth Canopy Researcher: Bryson Voirin” (one per student)• Informational Text anchor chart (from Lesson 1)• Features of Informational Text anchor chart (new; teacher created; see Work Time A)• Close Readers Do These Things anchor chart (from Module 1)• Sticky notes or index cards (one per student)• Rainforest KWL anchor chart (from Lesson 1)• Journal Response Question (Homework for Lesson 2) (one per student)



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Rainforests of Panama (5 minutes)</p> <ul style="list-style-type: none">• Display the Political Map of the World and the Map of North and South America. Show students where the Western Hemisphere is on the world map. Orient them to where New York is located within the Western Hemisphere. Use this as a brief geography “teachable moment” about the Eastern and Western hemispheres.• Point out to students where Panama is located on the map. Ask students to notice where it is in relation to New York. Remind students that they are studying about rainforests, which are located all over the world. Nevertheless, in fifth grade in New York, the focus is on the geography of the Western Hemisphere, so they are going to study closely the scientists and living things in those particular rainforests.	<ul style="list-style-type: none">•
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can describe the features of an interview as an informational text.” Ask students to think about the words <i>describe</i>, <i>features</i>, and <i>interview</i>. Say: “What does it mean to <i>describe</i>?” Allow some students to share, listening for responses such as: “to tell about something using details.” Then ask students what <i>features</i> are. Have them examine the things about the interview text that stand out. Examples might include: bold type, questions, answers, and spaces between questions and answers. Finally, have students consider what an <i>interview</i> is. Ask for student responses and listen for ideas such as: “One person asking another person questions about his/her work.” Reread the learning target and ask students to show a thumbs-up, thumbs-sideways, or thumbs-down to demonstrate how much they understand the target. Clarify as needed.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Work Time	Meeting Students’ Needs
<p>A. How Scientists Communicate Their Work: An Interview (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Interview with Sloth Canopy Researcher: Bryson Voirin to students. Remind students that often with new texts, it is helpful to skim the text quickly just to get a sense of it. (Remind students that they did this the first time they read the UDHR, during Module 1.) • Give students a minute to skim the article and notice how interviews are laid out on the page. Cold call a few students to share out what they have noticed about the structure. • Ask students to focus back on the Informational Text anchor chart from Lesson 1. If an interview is not already listed, add this to the chart. • Create a new Features of Informational Text anchor chart. Ask students to create a similar page in their journal. • Draw 3 columns. Label the first column “Type”, the second column “Features,” and the third column “How Does It Help the Reader?” Tell students that throughout this module they will be reading different types of informational texts, with different features or elements, so they will need to think about and look closely as they read to determine how each type of informational text uses similar and different elements to help the reader more easily understand the information. • Ask students to begin a new page in their journals. Model how to fill in the chart. • Ask members of the class what type of text they are reading today. Write <i>interview</i> in the first column as students record that word in the first column of their journal pages. • Then ask them to look for and share out the features (structural features) they can see in the Bryson Voirin interview, listening for responses such as: questions, answers, short paragraphs, bold print, etc. Have students add these to the second column of their journal charts. • Finally, ask students to consider how these features may help them read and understand the text. Listen for responses such as: “The way it’s broken into parts helps me tell where one question/answer ends and a new one begins,” “shorter paragraphs help me focus on one idea at a time,” etc. Add these ideas to the anchor chart as students add to the third column of the chart in their journals. 	<ul style="list-style-type: none"> • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students. • Students needing additional supports may benefit from partially filled-in graphic organizers.



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask the class to think about why scientists might choose an interview to communicate their research. Cold call students to share out their ideas. Listen for ideas such as: “The information comes right from the scientist,” “The question-and-answer format is easy to follow,” “The writing is like people talk, which can be easier to understand,” “Someone else does not have to figure out another way to say what the scientist said. The reporter can just write down the words the scientist says,” “Both the interviewer and the scientist can make sure that each understands what the other is saying right away,” “the interviewer can get more specific details from the scientist,” etc.	<ul style="list-style-type: none">•



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<p>B. Guided Practice Reading for Gist: “Sloth Canopy Researcher: Bryson Voirin” Interview Introduction and First Question (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning targets: “I can determine the gist of an interview with scientist Bryson Voirin,” and “I can determine the meaning of new words from context in an interview with scientist Bryson Voirin.” Focus students on the words <i>determine</i>, <i>gist</i>, and <i>context</i>. Say: “Remember one strategy for determining the meaning of a word is to first figure out the part of speech of a word. What type of word is <i>determine</i>?” Listen for students to say it is a verb, a doing word. Then prompt, “Which word is <i>determine</i> referring to?” Ask the class for suggestions, listening for a response with the word <i>gist</i>. Say: “So what do you think it means if you are reading to determine the <i>gist</i>?” Listen for replies such as: “<i>Determine</i> means to figure something out or decide, and <i>gist</i> means to get the main, or most important, ideas. So we need to figure out what the interview is mostly about.” • Ask students to remind the group what context means. Listen for comments such as: “<i>Con</i> means with, and <i>text</i> means words on the page, so reading other words or sentences near an unfamiliar word can help me figure out what the word means.” Say to the class: “You may find some unfamiliar words while you’re reading this interview, but try to use context clues to help you figure out their meanings. This will help you understand the text better.” • Remind students of the close reading they did in Module 1 around the UDHR and <i>Esperanza Rising</i> (or refer to readings completed earlier in the year). Refer back to the Close Readers Do These Things anchor chart (from Module 1) or create a new anchor chart, making sure to list strategies such as the following: <ul style="list-style-type: none"> * Using context by reading sentences and/or words directly before or after the unfamiliar word * Thinking about what type of speech the word is (verb, noun, adjective) and how it connects to/describes other words in the sentence * Breaking the word into familiar parts and determining meaning based on what part(s) can be defined easily * Looking for repeated words, which usually indicates this is an important word, etc. • Tell students that they will be reading this interview across two lessons. For now, ask students to just focus on the first interview question and answer. Have them read it for gist, underlining any words they don’t know. • Ask the class to share out what they think the gist of this first interview question is. Listen for ideas such as: “It is about a scientist who studies sloths: how they act, what they eat, and where they live.” Have students write the gist in the margin of the interview, next to the first question. 	<ul style="list-style-type: none"> • Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, parts of speech, and context. • Provide anchor charts for processes such as Close Readers Do These Things. This would include question words with nonlinguistic representations (e.g., picture of student reading for <i>readers</i>) and/or a question frame: “What is she doing?” • When possible, provide text or materials in students’ L1. This can help students understand materials presented in English. • Some students may be unfamiliar with Tier 2 vocabulary words (e.g., <i>meaning</i>, <i>type of speech</i>, <i>connects</i>, <i>describes</i>, <i>familiar</i>). Clarify vocabulary with students as needed.



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<p>C. Vocabulary Work: Starting a Glossary (10 minutes)</p> <ul style="list-style-type: none"> • Cold call students to share out the words they underlined and listen for the words <i>description</i>, <i>biologist</i>, <i>ecology</i>, and <i>sloths</i>. Ask students: “Could you figure out the meaning of any of these words by using context clues? If so, what other words and/or sentences helped you determine what the word meant?” • Listen for students to share out ideas such as: “I think a sloth is a type of animal because it says he is studying ‘two- and three-toed’ sloths, and I know animals have toes.” If students are unable to determine the meanings of these words, model other strategies, such as looking for the word root (e.g., <i>bio</i> means “life”). • Explain to students that in this module they will be focusing on two different types of words, scientific (words about science) and academic (other words that help them understand concepts) words. Knowing which words are which types helps them determine the importance of vocabulary and understand texts better. Remind them that informational text often has a glossary, a place that lists words and definitions. Explain to students that they will be creating their own glossaries to keep track of academic and scientific words that will help them become better readers. • Ask students to turn to the last page in their journals. Tell them this is where they will begin two separate glossaries of new words that they will add to throughout the module. Invite students to write this heading at the top of their journal’s last page: Scientific Word Glossary. Explain that they will build this glossary backward in the journal to maximize pages for other things in the front of their journal. Have students count at least 5 pages from the back of the book and write the heading: Academic Word Glossary at the top of that page. Tell students they will work backward in their journal to have room for lots of new words they will learn during this module. • Have students set up a four-column chart on both Glossary pages: <ul style="list-style-type: none"> * Column 1: Word * Column 2: Synonym * Column 3: Definition * Column 4: Picture 	<ul style="list-style-type: none"> • Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information. • 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. • Consider allowing ELLs to draw their observations, ideas, or notes when appropriate. This allows students to participate in a meaningful way.



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">Ask students to add the words description, feature, and interview to the first Academic Word Glossary page and to write a synonym, short definition, and/or picture for each word to help them remember the meaning. Ask students to add the words biologist, ecology, and sloths to the first Scientific Word Glossary page, making sure to write a synonym, short definition, and/or picture for each of these words. Let them know that they may not get finished with all columns right now, but they can go back to it when they have more time to add more information or the picture.	<ul style="list-style-type: none">
<p>D. Further Reading and Vocabulary Work: “Sloth Canopy Researcher: Bryson Voirin” Interview Second and Third Questions (10 minutes)</p> <ul style="list-style-type: none">Tell students that they will now do the same process with the next chunk of the interview.Ask them to independently read the second and third questions of the interview, underlining any words they don’t know.Ask students to determine the gist of the second and third interview questions with their partner. Cold call a few of them to share their thoughts, listening for ideas such as: “why sloths move so slowly,” “how algae helps sloths,” “trees in rainforests are some of the tallest in the world,” and “Bryson Voirin climbs trees to get closer to sloths so he can study them.” After students share aloud, have them write the gist for each interview question in the margin of the text.Ask students to share and compare with a partner the words that each underlined as an unfamiliar word. Then invite a few partners to share out the words they discussed. Listen for mention of <i>radio-collars</i>, <i>track</i>, <i>algae</i>, <i>occur</i>, <i>mammals</i>, and <i>benefit</i>. Once again ask the members of the class if they were able to determine the meaning of any of these words through context and to explain what parts of the text helped them figure out the meaning of these words. Also ask students to identify the type of word it is, scientific or academic. If there are any words no student was able to define by using context or identify then define, provide the definition for the class. Prompt students to add these words to their glossaries in their journals, and to write a synonym, short definition, and/or picture next to each word.	<ul style="list-style-type: none">



Reading an Interview:
“Sloth Canopy Researcher: Bryson Voirin”

Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: What Have We Learned about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets by reading aloud and pausing after each one to ask students to show one finger if they did not get the target at all; two fingers to show they almost understand; and three fingers to show they completely get it. (Make a note of students showing one or two fingers, in order to offer additional/ongoing support as needed.) Exit ticket: Distribute a sticky note or index card to each student. Ask them to respond to this question: “What is one thing you learned about the sloth? Give specific details.” After students record their ideas onto the note/card, have them share what they wrote with a partner. Call on students to share with the whole class. Add students’ ideas to the Rainforest KWL anchor chart and have them record the responses in their journals as well. Collect exit tickets and students’ annotated interviews. Distribute Journal Response Question. 	<ul style="list-style-type: none"> Check in with students who struggle with language individually during debrief. Consider allowing students who struggle with language to dictate their answers to a partner or the teacher.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Answer the journal response question: “What did you learn about the rainforest from this interview? What text features in informational texts help you as a reader learn more about a topic?” <p><i>Note: Look over students’ annotated interviews and exit tickets to check for understanding. Note which students may need reteaching (based on student texts with no annotations, student gist statements that aren’t about the text, or tickets that are off topic).</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.



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LEARNING

Grade 5: Module 2A: Unit 1: Lesson 2

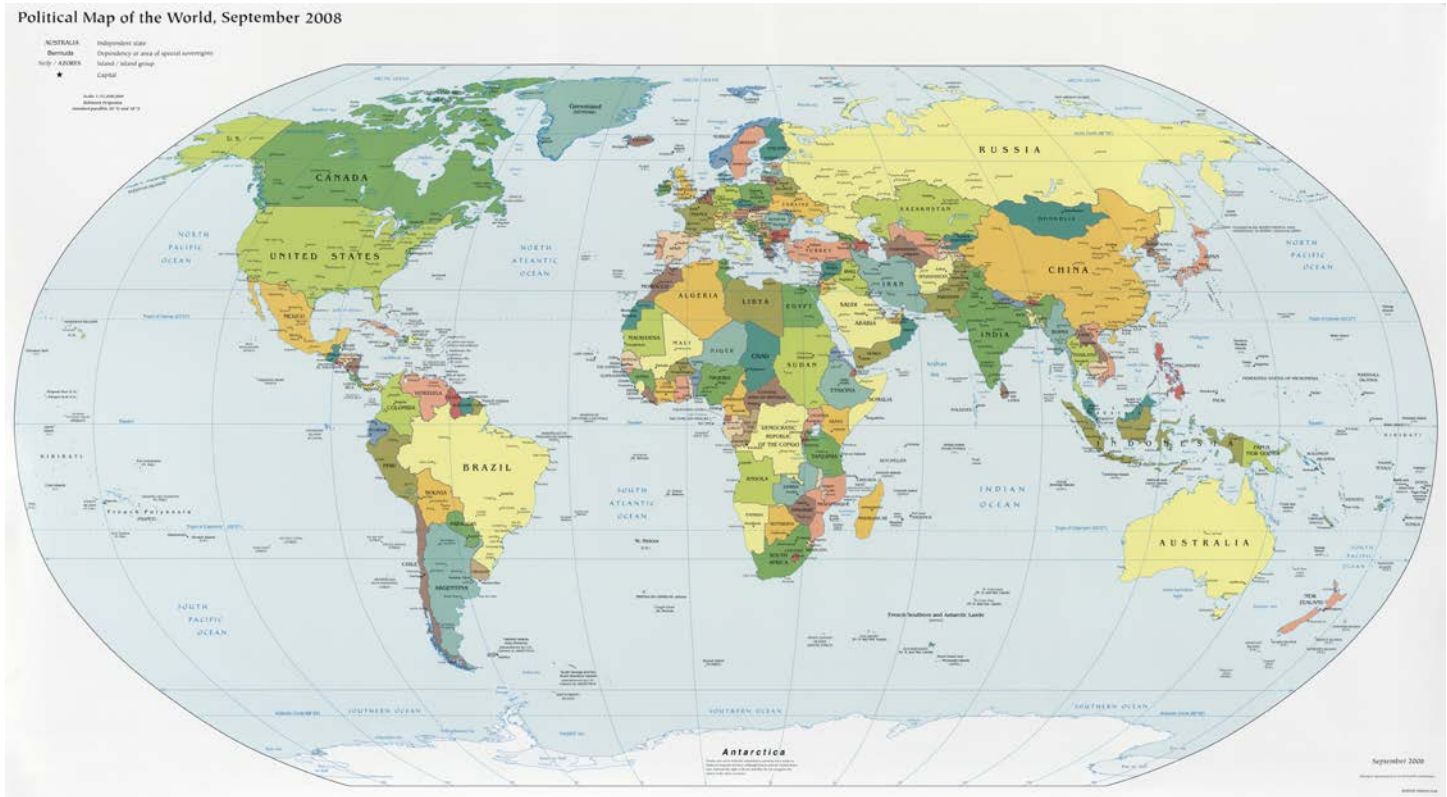
Supporting Materials



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Political Map of the World



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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.



Interview with Sloth Canopy Researcher:
Bryson Voirin

What is your job description?

I am a biologist studying the behavior and ecology of two- and three-toed sloths. Right now I am studying biology and ecology at New College of Florida, and working in the rainforests of Panama with the Smithsonian Tropical Research Institute.

What do you study now?

Basically I am trying to understand why sloths move so slowly, as well as a few other weird things about them. We use radio-collars to track sloth movements in the algae that (exist) inside the hairs of sloths, something that normally does not occur in any other mammals. I am looking to see if maybe there is some benefit for the sloth to have algae.

What is the best thing about your job?

The best part of my job is getting to climb trees in the rainforest. Trees in the tropics are some of the biggest in the world, reaching over 150' tall. The view from the tops of the trees is amazing. A lot of times when I am up there troupes of monkeys come climbing by, sometimes stopping to look at me and wonder what I am doing up there with them.

What is the worst part about your job?

The worst thing, or hardest thing, is actually finding the sloths to start with. Sloths are very good at hiding. They usually live at the tops of trees, and can have greenish fur. We have to walk through the forest all day with our heads tilted up, looking for dark spots with hair. Sometimes it can take us weeks to find a single sloth.

What inspired you to first study science?

Ever since I was little, I was always fascinated with National Geographic magazine. I used to imagine I was one of the scientists in each issue, exploring unknown lands or catching wild animals. I always knew that was what I wanted to do.

What do you do in a typical day?

On a typical day working in Panama, I go out into the forest looking for sloths. I usually hike with someone else, and we use binoculars to look for the animals. When we find a sloth, I use my tree climbing gear to go up and catch it. Even though sloths are pretty slow animals, it can take hours to catch one once I am in the trees. They can move about as fast as you can walk fast, so in a tree 150' tall, it can be hard to catch them.



Interview with Sloth Canopy Researcher:
Bryson Voirin

What advice would you give to someone interested in becoming a biologist?

I would tell anyone interested in working in biology to go outside and explore things. Walk through parks and natural lands. The things you can find in your own backyard can be really cool. If you start exploring young, it will stay with you forever.

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Journal Response Question
(Homework for Lesson 2)

“What did you learn about the rainforest from this interview? What text features in informational texts help you as a reader learn more about a topic?”



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Grade 5: Module 2A: Unit 1: Lesson 3

Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”



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Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

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

I can follow our class norms when I participate in a conversation. (SL.5.1)
I can determine the main idea(s) of an informational text based on key details. (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 read fifth-grade texts with fluency. (RF.5.4)

Supporting Learning Targets

- I can actively listen to my partner while discussing our ideas.
- I can determine the main idea of an interview with scientist Bryson Voirin.
- I can determine the meaning of new words from context in an interview with scientist Bryson Voirin.
- I can read the interview with scientist Bryson Voirin with fluency.

Ongoing Assessment

- Journal Response Question (Homework for Lesson 2)
- Text-dependent questions
- Journal (Rainforest KWL chart, glossaries)
- Exit ticket



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: How Do You Learn? (10 minutes)Work Time<ol style="list-style-type: none">Text-Dependent Questions: “Sloth Canopy Researcher: Bryson Voirin” Remaining Interview Questions and Answers (15 minutes)Rereading: What Else Can We Learn from Bryson Voirin’s Research about the Rainforest? (15 minutes)Determining Words in Context (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: What Have We Learned Now about the Rainforest? (10 minutes)Homework	<ul style="list-style-type: none">Be ready to return students’ annotated texts (from Lesson 2).Review: Glass, Bugs, Mud protocol in Checking for Understanding Techniques (see Appendix 1) and Learning Lineup protocol (explained in lesson debrief).Throughout the module, students will be asked to reread texts to someone at home to build and practice fluency. A suggestion for students who may not have someone to read to at home is that they may practice reading aloud to themselves. Reading to a mirror may also allow students to feel as if they are reading with someone.

Lesson Vocabulary	Materials
task, identify, style, determine, fluency; greenish, tilted, inspired, fascinated, issue, unknown, typical, binoculars, gear, move about, advice, explore	<ul style="list-style-type: none">“Interview with Sloth Canopy Researcher: Bryson Voirin” (from Lesson 2; students’ annotated texts)Text-Dependent Questions for “Interview with Sloth Canopy Researcher: Bryson Voirin” (one per student)Text-Dependent Questions for “Interview with Sloth Canopy Researcher: Bryson Voirin” (Answers for Teacher Reference)Rainforest KWL anchor chart (from Lesson 1)



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: How Do You Learn? (10 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can actively listen to my partner while discussing our ideas.” Ask students to recall what they remember about <i>listening actively</i>. As students share, listen for responses such as: “looking at the person who is speaking,” “paying attention to what they are saying,” “not getting distracted,” etc.• Ask students to find another student to read their Journal Response Question to. As students find a partner, congratulate them on staying “on task” by finding partners quickly.• Tell students that in a moment, they will share their understanding of last night’s homework using the Glass, Bugs, Mud protocol. Briefly explain the categories:<ul style="list-style-type: none">* Glass = “I was able to identify and write about a text feature/element that really helped me understand the text better.”* Bugs = “I was able to identify a text feature/element, but I’m not sure yet how it helps me understand the text better.”* Mud = “I’m not sure about text features/elements or how they help me understand the text better.”• Ask students to raise their hand to indicate if they were “glass.” Then ask for “bugs,” then “mud.”	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., an ear for <i>listening</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.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions: “Sloth Canopy Researcher: Bryson Voirin” Remaining Interview Questions and Answers (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they are going to continue to read the interview with Bryson Voirin, paying attention to key vocabulary as well as to text features that help them find information about rainforests. • Review the learning targets: “I can determine the main idea of an interview with scientist Bryson Voirin” and “I can determine the meaning of new words from context in an interview with scientist Bryson Voirin.” Ask students to recall the meaning of the word <i>determine</i>. If necessary, remind students that they discussed the meaning of this word in Lesson 2, when they had to <i>determine the gist</i> of the Bryson Voirin interview questions and answers. • Return students’ annotated copies of Interview with Sloth Canopy Researcher: Bryson Voirin (from Lesson 2) and distribute the Text-Dependent Questions for “Interview with Sloth Canopy Researcher: Bryson Voirin” to each student. • Invite students to briefly review the “gists” they wrote about Questions 1 to 3 of the interview in their journal during the previous lesson, in order to reorient them to the text. • Place students in pairs. • Read the remaining questions and answers of the interview (4 through 7) aloud and ask students to follow along in their text. • Have students work with their partner first to discuss and then to write answers to the four text-dependent questions. As students work, circulate among partners to check their understanding based on their responses and discussions. • After approximately 8 to 10 minutes, lead a class discussion of student responses. Focus students’ attention on the first text-dependent question. Check for the class’s understanding of the word <i>greenish</i> based on their response. Look for answers such as: “It has something to do with the color green.” Point out the <i>-ish</i> suffix means “somewhat” or “like.” Ask students about their understanding of the word <i>tilted</i> in the text. Listen for: “It means that something is leaning or crooked.” • Move on to the second question. As each text-dependent question is reviewed, elicit answers from different pairs of students. (Note: Strong possible responses are included in the supporting materials.) • Collect students’ text-dependent questions and answers to assess their progress toward the learning targets. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text (only a few questions and answers from the interview) for students who struggle with language. Teachers can check in on students’ thinking as they write or speak about their text. • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way. • Consider grouping students who struggle with language and rereading the interview out loud to them for the second read.



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<p>B. Rereading: What Else Can We Learn from Bryson Voirin’s Research about the Rainforest? (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to reread the entire article with their partner, looking for new things they can learn about the rainforest.• Introduce the learning target: “I can read the interview with scientist Bryson Voirin with fluency.” Focus on the word <i>fluency</i>, reminding students to remember what reading with fluency looks and sounds like. Prompt student thinking if necessary by asking them to recall the fluent reading they did for their Readers Theater in Module 1.• Ask student pairs to determine their roles: One person will be the interviewer, and the other will be Bryson Voirin. Give students about 5 minutes to read aloud. As students read, move throughout the room, offering feedback based on the fluency criteria students named and/or other criteria previously used.• After about 5 minutes, ask students to discuss the new things they were able to learn about rainforests during this read of the interview. Remind students to add their new learning to the L column in their journals. (Do not have students share out now, as they will share out during the debrief.)	<ul style="list-style-type: none">• When possible, provide text or materials in students’ L1. This can help students understand materials presented in English.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Work Time (continued)	Meeting Students’ Needs
<p>C. Determining Words in Context (10 minutes)</p> <ul style="list-style-type: none">• Ask students: “Why do you think scientists choose such specific words when communicating about their research?” Listen for responses such as: “They want to make their readers feel like they are researching with them” or “They want readers to get excited about their research.”• Remind students that these words are usually scientific words. Ask students to consider some other words, or academic words, from the text, looking back at the reading to try to figure out the meaning of each word by using context clues. Ask:<ul style="list-style-type: none">* “What does the word <i>issue</i> mean in this context?” Students should respond with answers such as: “one magazine,” “a magazine published on a single topic/date,” etc.• Point out the word <i>unknown</i>. Ask: “What does the prefix <i>un-</i> mean? What does the word root <i>known</i> mean?” Expect responses such as: “knowledge you already have” or “Something you know to be true.” Then ask what the entire word means. Answers should include: “not known.”• Continue to have students define the phrases/words:<ul style="list-style-type: none">* typical = normal; usual; everyday* move about = go different places; not stand still; walk, etc.* advice = guidance on how to do something; how to accomplish something, etc.• Invite students to add these new academic words to their glossaries in their journals. Remind students to write a synonym, short phrase, and/or picture next to each word as a reminder of the word’s meaning.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.



Continued Close Read of “Sloth Canopy Researcher: Bryson Voirin”

Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: What Have We Learned Now about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will use the Learning Lineup protocol to review two or three of the learning targets. Designate one end of the room where students will stand if they feel they are Expert (completely understand and can apply understanding); and an opposite end of the room where students will stand if they feel they are Beginner (still not quite understanding the target.) Explain that they will stand somewhere in the middle of Expert and Beginner if they feel they are Novices (getting the idea) about the learning target. Read through each target and pause to ask students to line up to indicate their mastery of the target. • After students return to their seats, ask them to share out the new things they learned about the rainforest during this lesson: “What is one new thing you have learned about the rainforest from the interview with Bryson Voirin?” Have students share out their responses to this question, from the L column of the KWL chart in their journals. Go around, ensuring that all students have an opportunity to share at least one thing. They can repeat what someone else shares. Add student responses to the class Rainforest KWL anchor chart in the L column. • Collect students’ journals to informally assess. 	<ul style="list-style-type: none"> • Consider allowing some students to dictate their exit ticket to a partner or the teacher. • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows students to participate in a meaningful way.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • With someone at home, read the interview again. Ask your partner to be the interviewer. You be Bryson Voirin. After you are done reading the interview, pretend to be Bryson Voirin and answer one more question: “What would you like to explore further in the rainforest? Why?” Write your answer to this question. Have the person who interviewed you sign your interview. Bring the signed interview and your written answer back to class with you. <p><i>Note: Check students’ journals for completion and understanding. Look for responses in journals that are off-topic or incomplete. Make sure to check in with those students individually to reteach or clarify concepts.</i></p>	<ul style="list-style-type: none"> • Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 3

Supporting Materials



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Text-Dependent Questions for Interview
with Sloth Canopy Research: Bryson Voirin

1. (Fourth interview question and answer) What does *greenish* mean? Why would having “*greenish* fur” make sloths difficult to find? What in the text makes you think so?

2. (Fifth interview question and answer) When the interviewer asks Bryson Voirin, “What *inspired* you to first study science?” Bryson Voirin says he was “always *fascinated* with National Geographic.” What does the word *fascinated* mean in that sentence? What in the text makes you think so?

3. (Sixth interview question and answer) What equipment, or tools, does Bryson Voirin say he uses for his research? How does each of these tools help him to study sloths?

4. Bryson Voirin tells readers “to go outside and *explore* things” if they are interested in biology. What feeling about being a biologist does the word *explore* create for someone reading this interview? How would the reader feel about being a biologist if he used the word *see* instead?

Text-Dependent Questions for Interview
with Sloth Canopy Research: Bryson Voirin”
(Answers for Teacher Reference)

1. (Fourth interview question and answer) What does *greenish* mean? Why would having “*greenish* fur” make sloths difficult to find? What in the text makes you think so?

Greenish means like the color green; the text says that sloths live in the tops of trees, which have green leaves, so something greenish in color would blend in and be hard to see.

2. (Fifth interview question and answer) When the interviewer asks Bryson Voirin, “What *inspired* you to first study science?” Bryson Voirin says he was “always *fascinated* with National Geographic.” What does the word *fascinated* mean in that sentence? What in the text makes you think so?

Fascinated means that he was really interested in it. He says that he would imagine he was one of the scientists exploring unknown lands or catching wild animals; after he says he was fascinated by the magazine, and how scientists explored and caught animals, he says, “I always knew that’s what I wanted to do.”

3. (Sixth interview question and answer) What equipment, or tools, does Bryson Voirin say he uses for his research? How does each of these tools help him to study sloths?

He uses binoculars and (tree climbing) gear; binoculars are for looking at animals, and tree climbing gear is used to catch a sloth up in a tree.

4. Bryson Voirin tells readers “to go outside and *explore* things” if they are interested in biology. What feeling about being a biologist does the word *explore* create for someone reading this interview? How would the reader feel about being a biologist if he used the word *see* instead?

It makes being a biologist sound like an adventure, seeing new places and things, interesting (or similar responses); because the word “see” creates the feeling of standing still and looking, so it makes being a biologist sound less exciting. [or similar answers]



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 4

Summarizing Informational Text: “Hawaii’s Endangered Happy Face Spider”



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Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

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

- I can summarize text that is read aloud to me. (SL.5.2)
- I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can follow our class norms when I participate in a conversation. (SL.5.1)
- I can draw on information to explore ideas in the discussion. (SL.5.1)
- I can write routinely for a variety of purposes. (W.5.10)

Supporting Learning Targets

- I can explain the gist of the article “Hawaii’s Endangered Happy Face Spider.”
- I can determine the meaning of new words from context in the article “Hawaii’s Endangered Happy Face Spider.”
- I can listen actively to my group members while discussing ideas.
- I can use my group’s ideas to help me determine the gist of an article.

Ongoing Assessment

- Student writing and signed Voirin article (from homework)
- Journal (Informational Text chart, glossaries, Getting the Gist protocol)



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: A Rainforest in Hawaii (5 minutes)</p> <p>B. Review Learning Targets and Informational Text (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading the Entire Article “Hawaii’s Endangered Happy Face Spider,” Focusing on Gist (10 minutes)</p> <p>B. Jigsaw, Part 1: Rereading Chunks, Focusing on Main Idea and New Vocabulary (15 minutes)</p> <p>C. Jigsaw, Part 2: Sharing Gists and New Vocabulary (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: What Did We Learn about the Rainforest from an Article? (10 minutes)</p> <p>B. Exit Ticket (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• Make sure all anchor charts from Lessons 1 to 3 are visible to students.• Review “Hawaii’s Endangered Happy Face Spider.”• Review: Getting the Gist, Jigsaw, and Thumb-O-Meter protocols (see Appendix 1).



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Lesson Vocabulary	Materials
article, determine the gist, discussing; (chunk 1) <i>Theridion grallator</i> , arachnid, Hawaiian, quite, millimeters, length; (chunk 2) unique, pattern, resemble, curved, similar; (chunk 3) scientists, developed, strange, markings, predators, agree, theory, features, avoid, enemies; (chunk 4) generally, limelight, undersides, difficult, locate, study; (chunk 5) nearly, interview, due to, danger, extinction, stated, species, under threat, non-native, brought; (chunk 6) endangered, status, symbol, threatened, wildlife, conservationist, images, attention, loss, various, fauna, throughout, Hawaii	<ul style="list-style-type: none">• Map of Western Hemisphere including Hawaii (find yourself in an atlas or an online site like Google Maps)• Informational Text anchor chart (from Lesson 2)• “Hawaii’s Endangered Happy Face Spider” (one per student)• Close Readers Do These Things anchor chart (from Module 1)• “Hawaii’s Endangered Happy Face Spider” Note-catcher (one per student)• Rainforest KWL anchor chart (from Lesson 1)• Index card (one per student)



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: A Rainforest in Hawaii (5 minutes)</p> <ul style="list-style-type: none"> • Display the map of the Western Hemisphere and show students where Hawaii is in relation to New York and Panama (north/west). Remind students that they are focusing on rainforests of the Western Hemisphere. Tell students they are going to find out more about this rainforest by reading a new kind of informational text. 	<ul style="list-style-type: none"> •
<p>B. Review Learning Targets and Informational Text (5 minutes)</p> <ul style="list-style-type: none"> • Have students turn in their homework (their writing and the signed Voirin interview). Ask some students to share out about their experience of rereading the text with someone at home. Ask students: “Why would a reader choose to reread a text several times?” Call on a few students to share their thoughts with the class. • Review learning targets: “I can explain the gist of the article ‘Hawaii’s Endangered Happy Face Spider’” and “I can determine the meaning of new words from context in the article ‘Hawaii’s Endangered Happy Face Spider.’” • Remind students of how they have learned new information about rainforests by reading an interview with Bryson Voirin about his scientific research. Now they will be reading an article, another type of informational text that some scientists choose to communicate their research. Direct students’ attention to the Informational Text anchor chart. • Point out the word <i>article</i> if it is already on the chart; if not, add it. Be sure students understand how the word article is being used in this context (a short piece of informational writing, usually published in a magazine.) • Clarifying the meaning of <i>article</i> will be particularly important because students learned the word during Module 1 as well, when they studied the articles (agreements) of the UDHR. Use this as an opportunity to again point out to students that one word can mean very different things, depending on the context. That is part of the reason it is so important that they learn to figure out words in context, rather than just memorizing lists of words or looking up words in the dictionary. • Tell students that they will examine the features of the article, just as they did with the features of an interview during the past two lessons. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>explain, gist, article, determine, context</i>). Clarify vocabulary with students as needed.



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Work Time	Meeting Students’ Needs
<p>A. Reading the Entire Article “Hawaii’s Endangered Happy Face Spider,” Focusing on Gist (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the entire article “Hawaii’s Endangered Happy Face Spider.” Tell students that they will listen to the entire article read aloud for the gist. Encourage them to think about the words that are clues to the gist, or what the article is mostly about.• Read the article aloud, one paragraph at a time. Be sure class members are following along in their own texts.• Ask students to turn and share with a partner what they think the article is mostly about. Remind them to refer to specific words or phrases in the text when discussing the gist. Tell students they do not need to write a gist statement yet; rather, just share orally.• Call on a few partners to share their thinking aloud.	<ul style="list-style-type: none">• When possible, provide text or materials in students’ L1. This can help students understand materials presented in English.



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Work Time (continued)	Meeting Students’ Needs
<p>B. Jigsaw, Part 1: ReReading Chunks, Focusing on Main Idea and New Vocabulary (15 minutes)</p> <ul style="list-style-type: none"> Place students into one of six groups, one for each chunk of the text. Explain to students that they are going to use a Jigsaw protocol. Remind them of the protocol, as needed: In Part 1, they become experts on their chunk of the text, and in Part 2 they share with peers who read different chunks. Introduce the learning targets: “I can listen actively to my group members while discussing ideas” and “I can use my group’s ideas to help me determine the gist of an article.” Remind students of the discussion in Lesson 3 about the phrase <i>listening actively</i>. Ask several students to share out the meaning, listening for responses such as: looking at the person speaking, staying on topic, etc. Review the Close Readers Do These Things anchor chart to remind students of everything they have learned about close analytical reading. Remind them that this unit is their first time reading scientific text, specifically. They will encounter a lot of words that they don’t know, and should remember to go slowly and reread. Distribute the “Hawaii’s Endangered Happy Face Spider” Note-catcher (one per student). Tell them they will use a simple Note-catcher to write the <i>gist</i> of their group’s numbered paragraph (chunk) of the article and to record new/unfamiliar vocabulary. Remind students to keep all texts and Note-catchers that are separate from their journals in their Rainforests folder. Instruct the class: “On your own, read the chunk of text, focusing on gist. Choose no more than five key words that support the main idea, or gist, of what your chunk was about and write those words in the second column of the Note-catcher. After this, discuss the gist of your paragraph with your group. Then, on your own, write a gist statement in the third column of the Note-catcher.” (Students will need these for the Jigsaw in Step C of Work Time.) Give students 5 minutes to work on their own. Support individual students as needed. Circulate to each group to define specific words that they may not be able to define from context: <ul style="list-style-type: none"> * #1: <i>Theridion grallator</i>—the Latin name for happy face spider * #5: <i>extinction</i>—when a type of living thing does not exist anymore; not a single one of its kind remains on the planet * #5: <i>species</i>—a specific type of something (plant or animal; living thing) * #6: <i>fauna</i>—animal life in general 	<ul style="list-style-type: none"> Students needing additional supports may benefit from partially filled-in graphic organizers. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Provide anchor charts for processes such as How to Find the Gist. This would include question words with nonlinguistic representations and a question frame. All students developing academic language will benefit from direct instruction of academic vocabulary.



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Then ask them to discuss their gists for 2 to 3 minutes. Circulate throughout the room, listening for discussions that are off-topic or students having difficulty formulating a gist statement.• Discuss vocabulary words students may have had difficulty with. Pay close attention to vocabulary that students mention is listed in the lesson vocabulary. Encourage students to use context clues, rereading, and/or breaking apart the word to determine its meaning. Model these strategies for students as necessary.• Give students a moment to revise their gist statements based on any new learning from the rereading and discussion of vocabulary.	<ul style="list-style-type: none">•
<p>C. Jigsaw, Part 2: Sharing Gists and New Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Regroup students into new groups of six. Each group should have one student who read each chunk of the text.• In these new groups, ask students to do the following:<ul style="list-style-type: none">* “Share out the gist statements about your chunk of the article.”* “As your peers share, listen and take notes in the three-column Note-catcher. What is each chunk mostly about?”• Then ask the groups to think about the article as a whole:<ul style="list-style-type: none">* “Now that you have reread chunks of the text more carefully, what do you think is the gist of the whole article?”• Ask students to write their gist statement in the last box of the Note-catcher. <p><i>Note: Students will return to this article and Note-catcher in the next lesson, so they do not share out with the whole group at this time.</i></p>	<ul style="list-style-type: none">•



Summarizing Informational Text:
“Hawaii’s Endangered Happy Face Spider”

Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: What Did We Learn about the Rainforest from an Article? (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students, reading through each one and pausing to gauge students’ self-assessed mastery of the target by having them use the Thumb-O-Meter protocol: thumbs-down (don’t understand), thumbs-sideways (somewhat understand), thumbs-up (got it!). Note which students place their thumbs down or sideways, because they may need more support during independent and/or small group work time. Ask the following question to the whole group: “What can we add to our Rainforest KWL anchor chart in the L--Learned--column about rainforests?” Call on several students to share their ideas. Record students’ ideas on the Rainforest KWL anchor chart, as students add to their journals. 	<ul style="list-style-type: none"> Consider allowing students who struggle with language to dictate their exit ticket answers to the teacher or a partner.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards. Ask the class to answer this question on their index card: “How was reading closely with a group different from doing it alone? What helped or supported your understanding of the text?” Collect exit tickets. 	<ul style="list-style-type: none">
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Imagine that you were the scientist studying the happy face spider in the rainforest. In your journal, write a descriptive paragraph about the spider for people who are not in the rainforest to see it themselves. <p><i>Note: Review the exit tickets to gauge students’ thoughts on close reads. Look for students whose answers are not about close reads or who had a particularly difficult time working in a group. Check in with those particular students the next time they are supposed to work in groups to ensure that they have the supports necessary to succeed.</i></p> <p><i>Be sure to allow students the opportunity to add new vocabulary words to the glossaries in their journals later in the day, when they have time to do so.</i></p>	<ul style="list-style-type: none"> Consider allowing ELLs to draw their observations, ideas, or notes when appropriate. This allows students to participate in a meaningful way.



EXPEDITIONARY
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Grade 5: Module 2A: Unit 1: Lesson 4

Supporting Materials



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“Hawaii’s Endangered Happy Face Spider”



Author’s drawing of the “happy face spider”

#1	Meet <i>Theridion Grallator</i> , meaning “happy face spider.” This little <i>arachnid</i> , found in <i>Hawaiian</i> rainforests, is quite small. It measures only 5 millimeters in length, at most!
#2	The happy face spider’s name comes from the <i>unique pattern</i> found on its pale-colored back. The marks resemble two circles that look like eyes. There is a <i>curved</i> shape below, similar to a smile.
#3	Some scientists think the spider may have developed these <i>strange markings</i> as a way to warn <i>predators</i> , such as birds. However, not all scientists agree on this <i>theory</i> . Some believe the features may do nothing to help the spider avoid its enemies.
#4	The happy face spider generally tries to stay out of the <i>limelight</i> . It lives its life on the <i>undersides</i> of leaves, deep in the rainforest. This can make it difficult for scientists to <i>locate</i> and study.
#5	One scientist, Dr. Geoff Oxford, has studied the happy face spider for nearly twenty years. In an interview in 2009, Dr. Oxford said the spider is very <i>difficult</i> to find because it is in danger of <i>extinction</i> . He stated that the species was <i>under threat</i> from <i>non-native</i> animals brought to the islands.
#6	Because of the happy face spider’s <i>endangered</i> status, it has become a <i>symbol</i> for all of Hawaii’s <i>threatened</i> wildlife. In fact, <i>conservationists</i> have placed images of it on T-shirts, baseball hats, and even garbage trucks. They hope to use this as a way to bring <i>attention</i> to the loss of various <i>fauna</i> throughout Hawaii.

Written by Expeditionary Learning for Instructional Purposes 2012



“Hawaii’s Endangered Happy Face Spider”

Citations

http://en.wikipedia.org/wiki/Theridion_grallator “Theridion grallator” last updated 9/19/12

<http://www.telegraph.co.uk/news/newstopics/howaboutthat/5199409/British-scientists-study-Hawaiian-happy-face-spider.html>

“British Scientists Study Hawaiian Happy Face Spider”

<http://hbs.bishopmuseum.org/good-bad/spider.html>

Bernice Pauahi Bishop Museum – Hawai’i State Museum of Cultural and Natural History, Web site

http://photography.nationalgeographic.com/photography/photos/pod-best-of-2007/spider-guarding-eggs_pod_image.html

“Photo of the Day: Best of 2007” caption

(All sites last accessed 10/07/12)



Hawaii's Endangered Happy Face Spider
Note-catcher

TEXT Paragraph Number	VOCABULARY Important words	GIST What is the main idea of what you read?
#1		
#2		
#3		
#4		
#5		
#6		

GIST
What is the main idea of what you read?



EXPEDITIONARY
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Grade 5: Module 2A: Unit 1: Lesson 5

Informational Text Features: Analyzing “Hawaii’s Endangered Happy Face Spider”



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Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

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

I can follow our class norms when I participate in a conversation. (SL.5.1)

I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can compare and contrast the organizational structure of different informational texts. (RI.5.5)

I can explain important relationships between ideas in a scientific text using specific details from the text. (RI.5.3)

Supporting Learning Targets

- I can share my ideas with my partners quickly.
- I can determine the main idea of the article “Hawaii’s Endangered Happy Face Spider.”
- I can determine the meaning of new words from context in the article “Hawaii’s Endangered Happy Face Spider.”
- I can compare and contrast the rainforest research in Panama and Hawaii.
- I can evaluate the features of an interview as an informational text.

Ongoing Assessment

- Paragraph from homework
- Journal (Informational Text chart, Rainforest KWL chart, Features chart, Venn diagram)



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Agenda	Teaching Notes
<p>Opening</p> <p>A. Engaging the Reader: What We Know about the Happy Face Spider from Hawaii (10 minutes)</p> <p>B. Reviewing Close Reading of Informational Text (5 minutes)</p> <p>Work Time</p> <p>A. Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (15 minutes)</p> <p>B. Learning about the Rainforest: Comparing Two Informational Texts (10 minutes)</p> <p>C. Features of Articles: How Do They Help Us Learn about the Rainforest? (10 minutes)</p> <p>Closing and Assessment</p> <p>A. Learning about Text Features: Comparing and Contrasting Interviews and Articles (10 minutes)</p> <p>Homework</p>	<ul style="list-style-type: none">• Make sure all anchor charts from previous lessons in this module are visible to students.• Prepare a music selection for the Milling to Music activity in Opening, Part A.• Make sure students have their completed Note-catcher about the “Hawaii’s Endangered Happy Face Spider” article (from Lesson 4).• Review: Fist to Five (see Appendix 1).



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Lesson Vocabulary	Materials
unique, pattern, curved, scientists, strange, markings, predators, theory, limelight, undersides, locate, endangered, symbol, threatened, wildlife, conservationist, attention, fauna	<ul style="list-style-type: none">• Rainforest KWL anchor chart (from Lesson 1)• Close Readers Do These Things anchor chart (from Module 1)• “Hawaii’s Endangered Happy Face Spider” (from Lesson 4)• “Hawaii’s Endangered Happy Face Spider” Note-catcher (from Lesson 4)• Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (one per student)• Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (Answers for Teacher Reference)• Interview and Articles Venn Diagram (for Teacher Reference)• Features of Informational Text anchor chart (from Lesson 3)• Highlighters (one color)• Text Features Venn Diagram (for Teacher Reference)• Document camera



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: What We Know about the Happy Face Spider from Hawaii (10 minutes)</p> <ul style="list-style-type: none">• Review learning targets: “I can share my ideas with my partners quickly.” Ask several students to share what sharing <i>quickly</i> means, listening for responses such as: “being fast, speedy,” etc.• Tell students that they are going to use a Milling to Music activity to share their homework paragraphs. The purpose is to share details with one another about the happy face spider, and to reorient them to the article so they will be able to add their ideas to the Rainforest KWL anchor chart in the next step.• Explain the activity:<ul style="list-style-type: none">* It is similar to musical chairs, except there are no chairs and no one gets “out.”* While the music plays, students will move throughout the room.* When the music stops, each student will share his/her paragraph with the student closest to her/him.* When the music begins again, students begin moving to find another partner.• Begin the music. Have students mill and share twice, so they have the opportunity to share their paragraphs with two peers. As students share their paragraphs, reinforce the learning targets: circulate and compliment them on joining partners <i>quickly</i> and <i>staying on task</i> by sharing their paragraphs.• Have students return to their seats. Cold call members of the class to share information about the happy face spider that they want to add to the L column of the Rainforest KWL anchor chart. Record students’ responses on the anchor chart as they add the information to the L column of the KWL chart in their journals.• If students wrote their homework paragraphs on a separate sheet of paper, collect the paragraphs now. If students’ paragraphs are in their journals, wait to collect them at the end of the lesson, because students need their journals during the rest of the lesson.	<ul style="list-style-type: none">• Consider writing and breaking down the directions to Milling to Music into numbered elements. Students can return to these guidelines to make sure that they are on track.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Close Reading of Informational Text (5 minutes)</p> <ul style="list-style-type: none">• Review the Close Readers Do These Things anchor chart, focusing students on what they have done to read the article closely so far.• Remind students about how they learned information about the happy face spider from the Hawaiian rainforests during the previous lesson. They:<ul style="list-style-type: none">* Heard the entire article read aloud* Worked in small groups to become “experts” on one paragraph (chunk) of the article* Discussed vocabulary* Shared with peers who had read other paragraphs* Wrote gist statements• Ask students to Think-Pair-Share: “How did reading in all of those different ways help you to understand the text better?”	<ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (15 minutes)</p> <ul style="list-style-type: none">• Make sure each student has their text “Hawaii’s Endangered Happy Face Spider” and the “Hawaii’s Endangered Happy Face Spider” Note-catcher (from Lesson 4).• Ask students to briefly review the gist statements they wrote for each chunk of the article. Re-orient students to the main ideas and vocabulary.• Give each student a copy of the Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider.”• Give students 7 to 8 minutes to work on their own to:<ul style="list-style-type: none">* Independently reread the article* Read and respond in writing to the text-dependent questions• Next, invite students to work with a partner to talk about the questions and their answers. As the class works, circulate among partners to check their understanding of main ideas and vocabulary based on their responses to questions.• Vocabulary to pay attention to:<ul style="list-style-type: none">* Question 1 (paragraphs 1 and 2): unique, pattern, and curved* Question 2 (paragraph 3): scientists, strange, markings, predators, and theory* Question 3 (paragraph 4): limelight, undersides, and locate* Question 4 (paragraphs 5 and 6): <i>endangered, symbol, threatened, wildlife, conservationist, attention, and fauna</i>• Give students time to revise their answers based on their discussions with their partners. (Optional: Have students write their revised responses in a second color pen, to help them see how their thinking grows as a result of collaboration.)	<ul style="list-style-type: none">• Consider providing 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.• Consider providing smaller chunks of text and fewer questions (sometimes just a few questions) for struggling students. Teachers can check in on students’ thinking as they write or speak about their text.• All students developing academic language will benefit from direct instruction of academic vocabulary.



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Work Time (continued)	Meeting Students’ Needs
<p>B. Learning about the Rainforest: Comparing Two Informational Texts (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the information that they have learned about rainforests from the interview and the article. Focus them on the L column of the Rainforest KWL anchor chart. Ask students to discuss with their partner what information about rainforests was the same and what was different in the interview and the article. Call on some partners to share out their ideas.• Have students create an Interviews and Articles Venn diagram in their journals. (See a sample in the supporting materials). Tell them they will be comparing and contrasting the <i>content</i> of each informational text. Ask students what is meant by <i>content</i> of the Bryson Voirin interview and the happy face spider article, listening for answers like: “the information in the texts about the rainforests or the living things in the rainforests,” etc. Review how to fill out a Venn diagram: Aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles.• Give students five minutes to work in pairs to write their ideas in the appropriate sections of the Interviews and Articles Venn diagram. Be sure each student completes his or her own Venn diagram.• Then ask pairs to join another pair. Ask these new groups of four to share their Venn diagrams.	<ul style="list-style-type: none">• 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.• Students needing additional supports may benefit from a partially filled-in Venn diagram.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Work Time (continued)	Meeting Students’ Needs
<p>C. Features of Articles: How Do They Help Us Learn about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none">• Focus on the learning target: “I can evaluate the features of an interview as an informational text.” Focus on the word <i>evaluate</i>, asking students for suggestions about what the word means. Listen for responses such as: “analyze or judge,” etc.• Direct students’ attention to the Features of Informational Text anchor chart. Review prior learning: Ask several students to briefly share what features of informational text they have identified so far.• Distribute highlighters. Ask students to skim through the “Hawaii’s Endangered Happy Face Spider” article. Ask them to highlight informational text features they notice (e.g., title, paragraphs, direct quotes, images, etc.).• After 2 to 3 minutes, have students join with a partner to briefly share out about what features they noticed. Then, lead a quick whole class share-out. Be sure to probe, asking students to state specifically how each feature helps readers. Add students’ ideas to the Features of Informational Text anchor chart as students add the new ideas to the same chart in their journals.• Invite students to think about what they learned about their individual learning styles. Ask them to consider which feature, out of those listed on the anchor chart, is most helpful for their learning style and why.• Invite students to join other group members who identified the same learning style and share their responses with the group. Circulate among the groups to listen for conversations that are off topic or that need clarifying.	<ul style="list-style-type: none">•



Informational Text Features:
Analyzing “Hawaii’s Endangered Happy Face Spider”

Closing and Assessment	Meeting Students’ Needs
<p>A Learning about Text Features: Comparing and Contrasting Interviews and Articles (10 minutes)</p> <ul style="list-style-type: none">• Review the learning targets: Read each one aloud one at a time and use the Fist to Five strategy to gauge how well students did toward mastering each target.• Have students draw a Text Features Venn diagram in their journals, to use for comparing and contrasting the text features of an interview versus an article (see sample in supporting materials). Direct students to refer to the Features of Informational Text anchor chart as a resource. Place students into triads. Tell them that as with the first Venn, they may discuss ideas as a group, but each person should complete his or her own Venn diagram.• After 5 to 6 minutes, ask students to refocus as a whole group. Project a blank Text Features Venn diagram on document camera. Cold call a few students to share out their ideas, filling in the Venn diagram.• After several students have shared, ask triads to talk briefly again to determine whether they want to change and/or add any ideas to their individual Venn diagrams.• Collect student journals to informally assess.	<ul style="list-style-type: none">• Have students who struggle with written language dictate their ideas to a teacher or their partner.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read the “Hawaii’s Endangered Happy Face Spider” article to someone at home. Be sure to have your listener sign it. Turn it in tomorrow to your teacher. <p><i>Note: Read and check journals for understanding. Check to make sure students’ answers are on topic and complete. Adjust teaching for the next lessons based on students’ mastery of learning targets so far.</i></p> <p><i>Have students add new words to the glossaries in their journals during other literacy times during the day. Remind them to write a synonym, short phrase, and/or picture next to each new word as a reminder of the word’s meaning.</i></p> <p><i>In Lesson 6, students will complete the mid-unit assessment, using an online interview. Read through and become familiar with this text, noting that although this text is long, students will be asked to respond only to questions about the introductory paragraph and interview questions and answers 1 to 12.</i></p>	<ul style="list-style-type: none">• Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Grade 5: Module 2A: Unit 1: Lesson 5

Supporting Materials



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**Text-Dependent Questions:
“Hawaii’s Endangered Happy Face Spider”**

1. Describe the unique pattern found on the happy face spider’s back. What does unique mean? What makes this pattern unique? What in the text makes you think so?

2. What do different scientists believe about the strange markings found on the happy face spider’s back? Include details from the text in your answer.

3. How does living on the undersides of leaves help the happy face spider stay out of the limelight? Use a quote from the text in your answer.

4. Using information from the text, explain what conservationists do. How specifically have they used the image of the happy face spider to help them? (Note: To answer this question, you will need to draw an inference, since the answer is not given directly in the text. What evidence from the text helped you make this inference?)

Text-Dependent Questions:
“Hawaii’s Endangered Happy Face Spider”
(Answers for Teacher Reference)

1. Describe the unique pattern found on the happy face spider’s back. What does unique mean? What makes this pattern unique? What in the text makes you think so?

The article says the pattern is two circles that look like eyes and a curved shape below that looks like a smile. This pattern is unique because it is found only on this one type of spider. I think it is found only on this one type of spider because the article title says “Endangered Happy Face Spider.” “Endangered” means not many exist (or this article talks only about this one kind of spider having the pattern).

2. What do different scientists believe about the strange markings found on the happy face spider’s back? Include details from the text in your answer.

The article states that some scientists think the spider developed the markings to warn off predators such as birds, but other scientists think the marks don’t help the spiders at all. The article also says scientists do not agree on one theory.

3. How does living on the undersides of leaves help the happy face spider stay out of the limelight? Use a quote from the text in your answer.

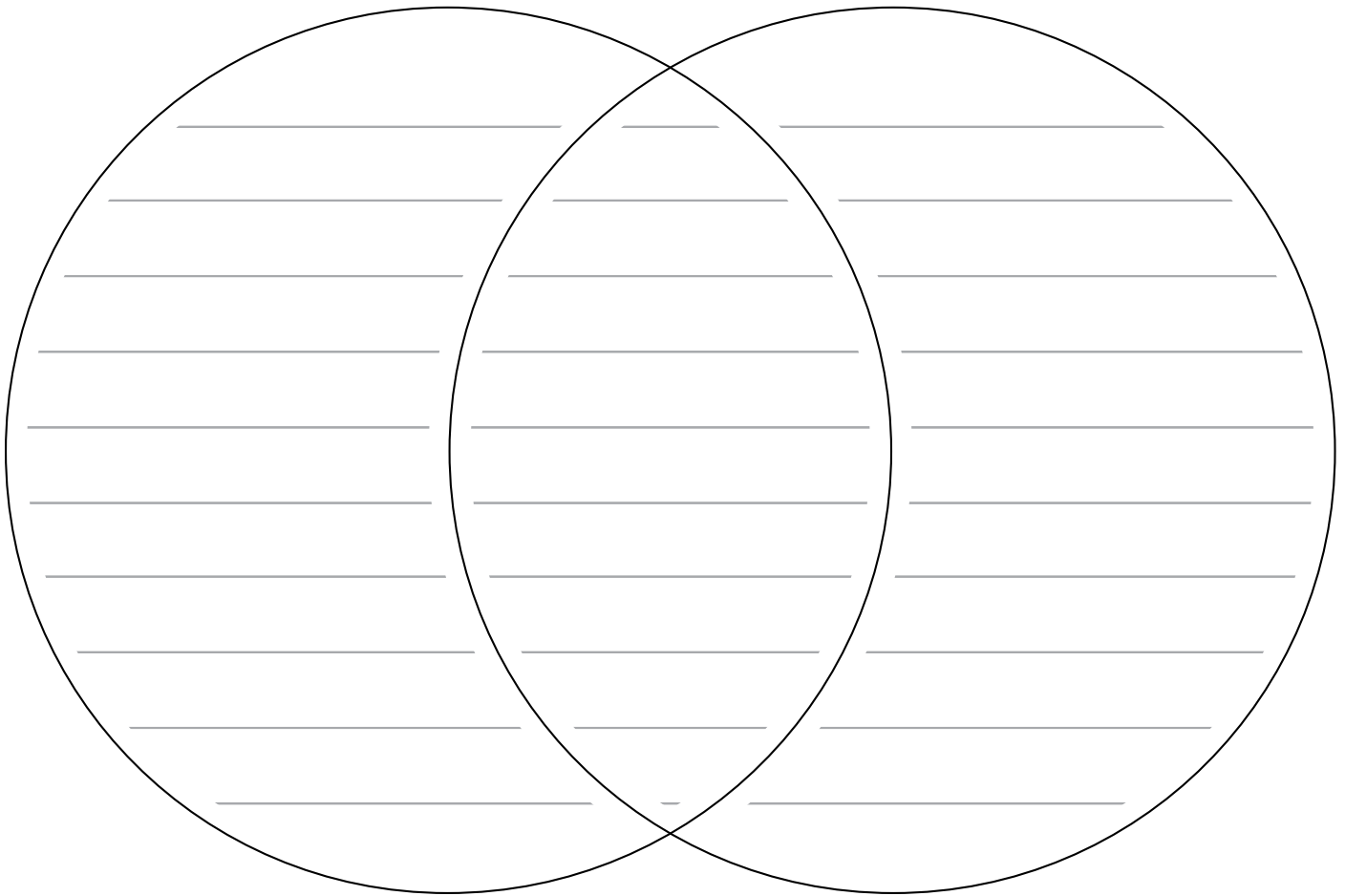
Living on the undersides of leaves keeps the spiders hidden, so they cannot be in the limelight because that means they would be easily seen. The article says that living deep in the rainforest on the undersides of leaves makes them difficult for scientists to find and study.

4. Using information from the text, explain what conservationists do. How specifically have they used the image of the happy face spider to help them? (Note: To answer this question, you will need to draw an inference, since the answer is not given directly in the text. What evidence from the text helped you make this inference?)

The article says that the conservationists are trying to bring attention to the loss of living things/fauna in Hawaii. It also says they have put the image of the happy face spider on T-shirts, baseball hats, and garbage trucks as a symbol for all of Hawaii’s threatened wildlife.



Text Features Venn Diagram





EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 6

Analyzing an Interview with a Rainforest Scientist

Part 1



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Analyzing an Interview with a Rainforest Scientist Part 1

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

I can explain what a text says 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 ideas in a scientific text using specific details in the text. (RI.5.3)

I can compare and contrast the organizational structure of different informational texts. (RI.5.5)

I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)

Supporting Learning Targets

- I can identify the main idea of an interview.
- I can determine the meaning of new words from context in an interview about research in the rainforest.
- I can analyze the features of an interview and how they help readers.
- I can reflect on my learning about the rainforests and about the features of informational texts.

Ongoing Assessment

- Venn diagram (from Lesson 5)
- Mid-Unit 1 Assessment: Analyzing Part 1 of an Interview with a Rainforest Scientist
- Tracking My Progress, Mid-Unit 1 recording form



Analyzing an Interview with a Rainforest Scientist Part 1

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Review Learning Targets (5 minutes) Review How Scientists Communicate Research about the Rainforest and Features of Informational Text (10 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 1 (30 minutes) Mid-Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief: Sharing Reflections on Learning Targets (5 minutes) Homework 	<ul style="list-style-type: none"> Review and be familiar with Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 1 and excerpts from the “Live Online Interview with Eve Nilson” (see supporting materials). Note: for the mid-unit assessment, students read excerpts from just the first part of the “Online Interview with Eve Nilson.” Later, as a part of their End of Unit 1 Assessment (Lesson 9), students will read excerpts from the second half of this same interview with Eve Nilson. Thus, it is important to only distribute the first half of the interview for Lesson 6. Consider numbering the questions and answers for students. In this lesson, students formally self-assess on their progress toward the learning targets for the first time. But this process is similar to the routine reviewing of the learning targets they have done in almost every lesson. Use the 2-Point Rubric: Writing from Sources/Short Response (see Supporting Materials) to score students responses on their assessments.

Lesson Vocabulary	Materials
<p>identify, main idea, meaning, context, analyze, reflect</p>	<ul style="list-style-type: none"> Rainforest KWL anchor chart (from Lesson 1; one per student) Features of Informational Text anchor chart (from Lesson 3; one per student) Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1 (one per student) Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1 (Answers for Teacher Reference) Assessment Text: “Live Online Interview with Eve Nilson” (one per student) Tracking My Progress, Mid-Unit 1 recording form (one per student) 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference; see Teaching Note above)



Analyzing an Interview with a Rainforest Scientist Part 1

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review the first three learning targets: “I can identify the main idea of an interview,” “I can determine the meaning of new words from context in an interview about research in the rainforest,” and “I can analyze the features of an interview and how they help readers.” Focus students’ attention on the words: <i>identify</i>, <i>main idea</i>, <i>meaning</i>, <i>context</i>, <i>analyze</i>, and <i>reflect</i>. Ask students to share aloud the meaning of these words, listening for definitions such as:<ul style="list-style-type: none">* <i>identify</i>—find out, decide, determine* <i>main idea</i>—what it is mostly about* <i>meaning</i>—definition* <i>context</i>—words and sentences around another word or phrase* <i>analyze</i>—study closely, examine* <i>reflect</i>—think about, considerPoint out to students that the main idea is synonymous with the key or central point of a text. It is a little different from the <i>gist</i> (which they have also focused on), since <i>gist</i> is a more general sense of what a passage is mostly about.	<ul style="list-style-type: none">Provide nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>, a person thinking for <i>reflect</i>) to assist ELLs and other 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.



Analyzing an Interview with a Rainforest Scientist Part 1

Opening (continued)	Meeting Students' Needs
<p>B. Review How Scientists Communicate Research about the Rainforest and Features of Informational Text (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they will take an assessment today.• Tell them that there have been two main focuses for their learning so far in this unit. Tell them they will now have an opportunity to review what they have learned by looking back at their journals and the class anchor charts with two other students.• Ask students to form triads. Direct students to first look at their Rainforest KWL charts. Ask students to consider and discuss: “What did I learn about rainforests?” Ask a few triads to share out.• Direct students to then review the Features of Informational Text anchor chart and their Venn diagram comparing the features of interviews and articles (from Lesson 5), and discuss the following with their triad:<ul style="list-style-type: none">* “What is similar and what is different about interviews and articles as informational text?”* “What specific features of informational text did you notice in the interview? In the article?”* “Which features helped you the most to understand the information in the text? Why? What is the connection to your learning style?”• Have several different triads share out.	<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.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Analyzing an Interview with a Rainforest Scientist Part 1

Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 1 (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1 and the Assessment Text: “Live Online Interview with Eve Nilson” to each student.• Ask students to quickly scan the assessment.• Address any clarifying questions.• Give students 30 minutes to work independently to complete questions about excerpts from Part 1 of the “Live Online Interview with Eve Nilson.”• Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.• If students finish the assessment early, they may do the following:<ul style="list-style-type: none">• Work on their glossaries in their journals. They may add new words from the “Online Interview with Eve Nilson” that they just read for the mid-unit assessment, or add synonyms, phrases, and/or pictures to any words they have not had time to complete.	<ul style="list-style-type: none">• 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. These are an accommodation provided to ELLs on state assessments.• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.



Analyzing an Interview with a Rainforest Scientist Part 1

Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can reflect on my learning about the rainforests and about the features of informational texts.” Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas such as: “look back at my work to think about what I did,” “how I did,” “what I am having trouble with,” “what I am doing well,” etc.• Distribute the Tracking My Progress, Mid-Unit 1 recording form to students. Explain that this is a self-assessment, and is very much like the self-assessing they have done at the end of most lessons. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.• Ask students to independently complete their Tracking My Progress. Ask them to hold on to this sheet to refer to during the lesson debrief.	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.



Analyzing an Interview with a Rainforest Scientist Part 1

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the reflections on their Mid-Unit Tracking My Progress.• Invite several students to share out with the whole group.• Collect students' Mid-Unit Assessments, Interview with Eve Nilson, and Tracking My Progress to review.	<ul style="list-style-type: none">• 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None. <p><i>Note: Score students' assessments using the 2-Point Rubric: Writing from Sources/Short Response rubric (see Supporting Materials). In the next few lessons, students examine and analyze a documentary-style video about research in the Canadian rainforest. Be sure to have technology available and check to make sure that it is working before the lesson.</i></p>	<ul style="list-style-type: none">•



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Grade 5: Module 2A: Unit 1: Lesson 6

Supporting Materials



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Assessment Text: “Live Online Interview with Eve Nilson”

Excerpts from Part 1 of the “Live Online Interview with Eve Nilson”

Thank you for joining Scholastic News Zone’s live interview with 15-year-old scientist Eve Nilson on Tuesday, April 23. The following is a transcript from that interview.

Q: What was your inspiration to study animals?

Eve: I have always had a fascination with animals and an interest in tropical rain forests and the tropics. Growing up in Alaska and studying whales with my mother, I spent a lot of time in nature and found them to be extremely interesting.

Q: Is it cool to be a scientist?

Eve: Yes, it has been an amazing experience waking up in the morning when I was in Brazil, waking up and seeing so many animals I’ve never seen before, and going out into the forest to study the frogs. Also, knowing that I’m making a difference, that’s amazing to me. The students of today are interested in biology, and by spreading the word about the danger rain forests are in, I feel I am making a difference, which is a really good feeling.

Q: Did you travel alone?

Eve: Yeah, I traveled for the first two and a half months. I stayed in the forest alone in my hut. The scientists lived about a mile further down the road, so I wasn’t completely alone.

Q: Where is the picture for the chat taken?

Eve: That is in front of the research station in Brazil, about 50 feet from my hut.

Q: Do you like snakes, tarantulas, reptiles, and turtles?

Eve: Yeah, I really like snakes. I like all of the animals except for mice. I’m really afraid of mice. Why? I don’t know, I guess the way they sneak up on you. That’s frightening. I had a bad experience as a kid when I reached into a cracker box and there was a mouse. I’ve been afraid ever since.



Eve Nilson displays a lizard she found sunning itself between two rocks by a stream in Brazil. The lizard was photographed so it could be identified later. Photo Courtesy Eve Nilson



Assessment Text: “Live Online Interview with Eve Nilson”

Q: Why did you want to study frogs?

Eve: I was offered a position studying frogs, but I also felt they were extremely important. They are an indicator species; they’re extremely sensitive to the environment and its changes. Any rapid disappearance of frogs is a sign there’s trouble in the environment. Also because frogs breathe through their skin. You’re able to see more clearly the affects that pollution and acid have.

Q: Did you ever get lost? Were you glad to be home? Did you ever get homesick? Were you ever threatened by an animal?

Eve: The first week I was extremely homesick and I called home. It was wonderful talking to my family. After that I was okay. I found it was really peaceful. I was never lost. A few times in the beginning I would be walking out alone at night and I’d hear noises. There’s only so much you can see with a small flashlight. I got used to it. I got used to sleeping in the jungle at night. An animal did not threaten me, but I was followed by a jaguar. Its tracks were really fresh. A ranger went up after me and saw that the tracks were following me down. That was really intimidating knowing that a jaguar was just a few minutes behind me.

Q: Did you bring any animals back with you?

Eve: A bots fly bit my mother, and her ankle swelled up. My mom came to visit the last few weeks of my trip and got bit by a bots fly. Bots flies commonly bite cattle. She was a host for the bots fly. When the doctors did an incision in her foot and brought out the larva it was an inch long and ready to hatch. So she brought back an insect with her by accident! We’re not allowed to bring back any plant or animal species. It’s against Brazilian and U.S. law.

Q: Would the fly have hatched inside of your mother?

Eve: No, when it hatches, it breaks the skin and flies away. It would have hurt when it broke the skin. She got sharp pains in her foot when it moved around. It was in there six weeks. Doctors weren’t exactly sure what it was. It was the first bots fly found in California.

Q: Do you plan to go to college? What do you want to study?

Eve: I definitely plan to go to college. Absolutely. That’s my number one priority right now since I’m a junior in high school. I plan to major in biology, but I also want to study zoology because I’m so interested in animals in the rain forest.



Assessment Text: “Live Online Interview with Eve Nilson”

Q: Why are you so interested in the rain forest over other regions of the world?

Eve: I’ve always had this fascination for the rain forest because of the high diversity of animals. When you are walking in the forest, you look up in the trees and see things you have never seen before in your life. I’m especially interested in the tropical rain forest. There are so many animals living in such a small region of the world. The rain forest can support such an extreme amount of diversity. I also like how pristine and beautiful the forest is when you are walking through and really appreciating nature.

Q: Why do they call the rain forest a rain forest?

Eve: Rain forests receive large amounts of rain every year. It’s very lush and green because of the rain, which makes it a hot spot for biodiversity.

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Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1

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Name:
.....

Date:
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Directions:

- Read the title, introductory paragraph, interview questions and responses.
- Consider the gist of the interview—what it is mostly about.
- Skim the assessment questions below.
- Reread the interview, thinking about the assessment questions.
- Answer the questions in complete sentences.
- Be sure to cite evidence from the text to support your answers.

1. Reread the title and introductory paragraph of the interview. What do you think a *transcript* from an interview is? Why do you think that?

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Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1

2. Part A:

Look at the picture, read the caption, and reread the first few interview questions and answers. In what country is the rainforest that Eve Nilson studied?

- A. Alaska
- B. Amazon
- C. Brazil
- D. California

Part B:

Which sentence from the interview best supports the answer to Part A?

- A. Eve Nilson displays a lizard she found sunning itself between two rocks by a stream in Brazil.
- B. Growing up in Alaska and studying whales with my mother, I spent a lot of time in nature and found them extremely interesting.
- C. I stayed in the forest alone in my hut.
- D. Yes, it has been an amazing experience waking up in the morning when I was in Brazil, waking up and seeing so many animals I've never seen before, and going out into the forest to study the frogs.

3. Explain what Eve means when she says that frogs “are an *indicator species*.” Why might that make frogs so important to study? Use quotes from the text in your answer.



Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1

4. What inspired Eve to study animals in the rainforest? Cite examples from the text.

5. Part A:

Eve says that she believes it is important to study one particular animal. Which one is that?

- A. Snakes
- B. Frogs
- C. Jaguars
- D. Mice

Part B:

Which sentence from the passage helps the reader understand why it is important to study the animal that is the answer to Part A?

- A. Any rapid disappearance of frogs is a sign there's trouble in the environment.
- B. I've always had this fascination for the rain forest because of the high diversity of animals.
- C. An animal did not threaten me, but I was followed by a jaguar.
- D. Yeah, I really like snakes.
- E. I like all of the animals except for mice.



Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1

6. What were some of the text features in this interview that you found the most helpful for learning about Eve Nilson's work in the rainforest, and why?



Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1
(Answers for Teacher Reference)

1. Reread the title and introductory paragraph of the interview. What do you think a *transcript* from an interview is? Why do you think that?

A transcript is a written version of something that was originally recorded another way (audio or video). The beginning says it was a live interview, which means she said it aloud. So this is a written version of that interview.

2. Part A:

Look at the picture, read the caption, and reread the first few interview questions and answers. In what country is the rainforest that Eve Nilson studied, and what did she study while she was living there?

- A. Alaska
- B. Amazon
- C. **Brazil**
- D. California

Part B:

Which sentence from the interview best supports the answer to Part A?

- A. Eve Nilson displays a lizard she found sunning itself between two rocks by a stream in Brazil.
- B. Growing up in Alaska and studying whales with my mother, I spent a lot of time in nature and found them extremely interesting.
- C. I stayed in the forest alone in my hut.
- D. **Yes, it has been an amazing experience waking up in the morning when I was in Brazil, waking up and seeing so many animals I've never seen before, and going out into the forest to study the frogs.**



Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1
(Answers for Teacher Reference)

3. Explain what Eve means when she says that frogs “are an *indicator species*.” Why might that make frogs so important to study? Use quotes from the text in your answer. (RI.5.1, RI.5.3)

She says they are important because they are an indicator species; an indicator species is a type of animal that can show what is happening in the environment. Eve says the frogs breathe through their skin, so it makes it easy for scientists to see if there is a lot of pollution and acid in the environment by looking at how the frogs’ skin changes.

4. What inspired Eve to study animals in the rainforest? Cite examples from the text. (RI.5.2)

She has always been fascinated with the rainforest and she explained how studying whales with her mother inspired her to study animals. She said, “Growing up in Alaska and studying whales with my mother, I spent a lot of time in nature and found them to be extremely interesting.”

5. Part A:

Eve says that she believes it is important to study one particular animal. Which one is that? (RI.5.2)

- A. Snakes
- B. Frogs**
- C. Jaguars
- D. Mice



Mid-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist, Part 1
(Answers for Teacher Reference)

6. Part B:

Which sentence from the passage helps the reader understand why it is important to study the animal that is the answer to Part A? (RI.5.2)

- A. **Any rapid disappearance of frogs is a sign there's trouble in the environment.**
- B. I've always had this fascination for the rain forest because of the high diversity of animals.
- C. An animal did not threaten me, but I was followed by a jaguar.
- D. Yeah, I really like snakes.
- E. I like all of the animals except for mice.

7. What were some of the text features in this interview that you found the most helpful for learning about Eve Nilson's work in the rainforest, and why?

Possible answers students may give –

The interview features Question and Answer helped me “hear” the conversation between Eve and the interviewer (auditory learners)

The picture helped me see what the plants and animals in Brazil are like (visual learners)

Because of how it is broken up into Question and Answer, I was able to focus on one part of the interview at a time and feel like I was moving in the rainforest with her; carrying a flashlight through the dark forest; etc (kinesthetic learners)



Tracking My Progress, Mid-Unit 1

Learning Target: I can identify the main idea of an interview.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Learning Target: I can determine the meaning of new words from context in an interview about research in the rainforest.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Learning Target: I can analyze the features of an interview and how they help readers.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
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Grade 5: Module 2A: Unit 1: Lesson 7

Analyzing Documentary Videos: “Great Bear Rainforest Remote Camera Project” British Columbia, Canada



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Analyzing Documentary Videos:

“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

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

- I can summarize information that is presented in video. (SL.5.2)
- I can determine the main idea(s) of an informational text based on key details. (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 compare and contrast the organizational structure of different informational texts. (RI.5.5)

Supporting Learning Targets

- I can explain the main idea of a documentary video on researching in the rainforest.
- I can determine the meaning of new words from context in a documentary video about researching in the rainforest.
- I can analyze the features of a documentary video as informational text.
- I can compare and contrast the features of an interview, an article, and a documentary video.

Ongoing Assessment

- Journal (page for video, Rainforest KWL chart, Informational Texts chart(s), and glossaries)
- Exit ticket



Analyzing Documentary Videos:
“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Rainforest of British Columbia, Canada (5 minutes)</p> <p>B. Review Types of Informational Text (5 minutes)</p> <p>2. Work Time</p> <p>A. First View: Getting the Gist of What Scientists Are Researching in the Great Bear Rainforest (15 minutes)</p> <p>B. Second View: Determining the Meaning of Words in Context (15 minutes)</p> <p>C. Third View: Documentaries as Informational Text (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: What Have We Learned about the Rainforest? (10 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• Preview the video: “Great Bear Rainforest Remote Camera Project” from http://vimeo.com/9433768.• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.• During this lesson, students view this short video three times. During the first two viewings, the video is paused at key points to give students time to think, talk, and write about what they just saw and heard.• Read the video transcript (in supporting materials) in order to know when to pause the video during instruction.• In advance: Ensure that all technology is working properly.• Review: Glass, Bugs, Mud (Appendix 1).• Students will be watching a documentary video in this lesson. Some students may need to read a transcript as they are watching the video (see supporting materials).



Analyzing Documentary Videos:
“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Lesson Vocabulary	Materials
documentary, main idea, analyze, compare, contrast, temperate, terrestrial/marine ecosystems, field of view, track, behavior, remote, species, indicates, range, monitor, nocturnal, presence, threat, talon, insight, carnivores, behavior, conservationists, traditional, methods, habituating, poaching, trophy hunting, disadvantage, noninvasive, documented, preying, inaccessible	<ul style="list-style-type: none">• Political Map of the World (from Lesson 2)• Map of North and South America (from Lesson 2)• Informational Text anchor chart (from Lesson 2)• Transcript: “Great Bear Rainforest Remote Camera Project” (for Teacher Reference)• Video: “Great Bear Rainforest Remote Camera Project” (see link in supporting materials)• Sticky notes• Rainforest KWL anchor chart (from Lesson 1)• Features of Informational Text anchor chart (from Lesson 3)• Homework: Venn Diagram Comparing the Features of Two Types of Informational Text (one per student)



Analyzing Documentary Videos:
“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Rainforest of British Columbia, Canada (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will be learning about research in another rainforest, the Great Bear Rainforest in British Columbia, Canada.• Show students the Political Map of the World or the Map of North and South America (both from Lesson 2). With your finger, draw an invisible line on the map from New York to British Columbia, Canada. Ask students to locate the British Columbia rainforest in relation to the other rainforests they have studied:• “Where is Panama?” “Where is Hawaii?” “Where is the British Columbia rainforest located in relation to both Panama and Hawaii?” Listen for students to state: “to the north/northwest/northeast,” etc.• Ask students to Think-Pair-Share:• “What are you noticing about where rainforests are located around the world?” Invite a few partners to share their thinking. Listen for comments such as: “Most rainforests are close to the equator, but not the one in British Columbia.” Remind students that this is because there are different types of rainforests and that the basic definition of a rainforest is a forest that gets a certain amount of rainfall per year. The majority of the areas that receive the most rainfall in the world are close to the equator. But not all.	<ul style="list-style-type: none">•



Analyzing Documentary Videos:

“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Opening (continued)	Meeting Students’ Needs
<p>B. Review Types of Informational Text (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they are learning about different ways that scientists communicate their research about rainforests. Scientists use a wide range of informational texts to inform people about their research.• Direct students’ attention to the Informational Text anchor chart. Ask students to think about what types of informational texts they have already read. Cold call a few students for responses (interview and article).• If <i>documentary video</i> is not already listed on the anchor chart, add it. Ask students to Think-Pair-Share: “What makes a video informational?” Listen for comments such as: “It has facts,” “Experts share information,” “shows real places/things,” etc. Invite a few students to share something their partner said.• Use this as an opportunity to teach academic vocabulary. Ask students what root word they see in the word <i>documentary</i>. Explain the meaning of “document” in this context: facts or information. Provide clarification for students about what a <i>documentary</i> is: a film or TV program about history, science, or other topics that provides factual information. Documentaries often include interviews. (If appropriate, note that documentaries are supposed to be unbiased, yet often do in fact present the filmmakers’ opinion.) Make sure to discuss with students that not all videos are considered informational text.	<ul style="list-style-type: none">• 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.• All students developing academic language will benefit from direct instruction of academic vocabulary.



Analyzing Documentary Videos:
“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Work Time	Meeting Students’ Needs
<p>A. First View: Getting the Gist of What Scientists Are Researching in the Great Bear Rainforest (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: “I can explain the main idea of a documentary video on researching in the rainforest.” Invite several students to share out what <i>main idea</i> means, listening for students to say that it is the same as getting the “gist,” and/or what something is mainly about. Explain to students that they will view another type of informational text, a documentary video, to learn more about the work of scientists in the Great Bear Rainforest. The video is almost 7 minutes long. Tell students that they will watch the video several times, just like they have been doing with their reading. The first time they watch the video, they will focus on gist. For this first view, they will watch six shorter segments or “chunks” (they have also done this as readers). After each chunk, they will think, talk, and write, recording a gist statement about what they heard and saw. <p><i>Note: See Transcript: “Great Bear Rainforest Remote Camera Project” (in supporting materials) for pause points in the video.</i></p> <ul style="list-style-type: none"> Help students prepare for taking notes: <ul style="list-style-type: none"> * Ask students to begin a new page in their journals to write their gist statements. They will write six gist statements total. * Tell students to leave space on their page after each gist statement, since they will be adding other notes about each video segment later. Place students in triads. Begin showing the documentary video “Great Bear Rainforest Remote Camera Project.” At each pause point, give students a moment to think, briefly discuss in triads what the gist of the video segment was, and then record individual gist statements in their journals. 	<ul style="list-style-type: none"> Some students may be unfamiliar with Tier 2 vocabulary words (e.g., <i>explain, video, researching</i>). Clarify vocabulary with students as needed. When playing videos, use the English subtitles or a transcript of the text if available. Providing a visual can assist struggling learners in understanding the content of the video.



Analyzing Documentary Videos:

“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Work Time (continued)	Meeting Students’ Needs
<p>B. Second View: Determining the Meaning of Words in Context (15 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can determine the meaning of new words from context in a documentary video about researching in the rainforest.” Remind students that they have worked with this target several times before with written texts. Ask students to share what they know about how to determine the meaning of words using the context of the text. Listen for suggestions such as: “You look at the parts of words or the words around it in the same sentence or other sentences.” Remind students of the strategies they have been using to determine the meaning of unknown words, such as using context clues; breaking the word into smaller parts; identifying parts of the word that they may already know, etc.• Tell students that they will now watch the video again (just like rereading difficult written text). This time, they will listen carefully for words about what and how these scientists are learning in the Great Bear Rainforest. Tell them that each time the video is paused, they should write down specific words in their journal, underneath the gist statement for that segment of the documentary.• Play the video again. As before, pause after each of the six segments so students have time to think and write down their words. Remind students that they can also write down any unknown and/or confusing words heard in the video so they can come back to them to determine meaning from context. Explain that they do not have to know how to spell the words at this time.• Give students time to share with their triad. Then invite triads to share out the words they chose from the video, listening for words listed in the vocabulary section of this lesson. Move throughout the room to offer support to students as necessary, paying close attention to students’ understanding of vocabulary. It might be necessary to replay sections of the video to hear the context of the words again.	<ul style="list-style-type: none">• Provide anchor charts for processes, such as How to Determine the Meaning of Words from Context. This would include question words with nonlinguistic representations and a question frame.• Consider providing smaller chunks of text (sometimes just a few sentences) for some students. Teachers can check in on students’ thinking as they write or speak about their text.• Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Analyzing Documentary Videos:
“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Work Time (continued)	Meeting Students’ Needs
<p>C. Third View: Documentaries as Informational Text (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning targets: “I can analyze the features of a documentary video as informational text,” and “I can compare and contrast the features of an interview, an article, and a documentary video.” Ask students to remember what it means to <i>analyze</i>. Listen for responses such as: “study closely,” “examine,” “evaluate,” “explore,” etc. Also ask students to review the meaning of the words <i>compare</i> (identify similarities) and <i>contrast</i> (identify differences). • Focus students’ attention on the Features of Informational Text anchor chart. Ask several students what is meant by “features of a video,” listening for students to share ideas, such as: “how a video looks/sounds,” “how information is shared in a video,” or similar ideas. • Give each student three sticky notes. Explain that as they watch the full video a third time, they will <i>analyze</i> the features of a documentary video as a type of informational text. They will use the sticky notes to write down informational text features they notice in the video. • Play the video again, this time without pausing, as students record their observations on their sticky notes. • Ask students to talk with their triad: <ul style="list-style-type: none"> * “What features did you notice?” * “What types of oral and visual clues in the video helped you understand what scientists were trying to communicate?” • Listen to groups’ conversations for ideas, such as “The narrator introduced an idea, and then the scientist went into more detail,” “There was a lot of video footage of the animals and their habitat/the scientists setting up cameras/viewing the footage,” “I could hear what the experts were saying, rather than just reading the words; repeated important information/words,” “I could see what the scientists and animals were doing,” etc. • Cold call members from each triad to share out ideas with the class. Chart students’ ideas on the Features of Informational Text anchor chart. In the left-hand column, write the phrase “documentary video.” In the right-hand column, add students’ ideas about features of an informational video. Ask students to write these same notes in their anchor chart in their journals. 	<ul style="list-style-type: none"> • Giving features of informational text already written on sticky notes for students to choose from when looking for features in the video would allow for full participation of students who struggle with multiple tasks at one time. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Analyzing Documentary Videos:

“Great Bear Rainforest Remote Camera Project” British Columbia, Canada

Closing and Assessment	Meeting Students’ Needs
<p>A Debrief: What Have We Learned about the Rainforest? (10 minutes)</p> <ul style="list-style-type: none"> Ask triads to discuss the following questions: <ul style="list-style-type: none"> * “What type(s) of technology did they use to track wildlife?” * “What types of wildlife were they tracking?” * “What were they able to learn about the wildlife, using this technology?” Remind students to justify their responses to these questions by referring directly back to the words from the video. Circulate to support individuals and groups, as necessary. Direct students’ attention to the Rainforest KWL anchor chart. Ask each triad to share out one or two ideas they want to add about what they have learned about rainforests from their discussions to the L column of the anchor chart. Students should record these ideas in the L column of their journal KWL as well. Review learning targets: “I can explain the main idea of a video on researching in the rainforest,” and “I can compare and contrast the features of an interview, an article, and a video.” Ask students to use the Glass, Bugs, and Mud strategy to indicate their level of mastery toward meeting these two targets. Distribute Homework: Venn Diagram Comparing the Features of Two Types of Informational Text. 	<ul style="list-style-type: none"> Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Choose two of the informational texts examined so far (interview, article, and/or video) and complete the Venn diagram comparing and contrasting the features of these different types of informational text. 	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 7

Supporting Materials



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Transcript: Great Bear Rainforest Remote Camera Project
(For Teacher Reference)

Note: times to pause video during the first viewing

“Great Bear Rainforest Remote Camera Project”

<http://vimeo.com/9433768>

by Twyla Roscovich

February 13, 2010

0:01-1:30	<p>Narrator: Located on the western edge of the North American continent exists one of the last great wilderness regions of its kind: the Great Bear Rainforest, the largest expanse of temperate old growth rainforests left on the planet.</p> <p>Here, where the land meets the sea, terrestrial and marine ecosystems are intertwined, creating one of the most biologically rich areas in the world. Yet, because of its remote nature this region and its wildlife still harbor many mysteries.</p> <p>A group of engineers, biologists, and filmmakers have developed a new way to gain insight into the inner workings of this secretive coastal rainforest.</p>
	<p>Ian McAllister (Pacific Wild director): Well, for nearly two decades we’ve been trying to really further our understanding of predator/prey relationships in particular in these remote salmon rivers of the Great Bear Rainforest. What we’ve realized now is that there’s far more going on these wild river systems than we’re capable of observing firsthand. So what we are doing now is deploying a new generation of wireless video cameras in these remote areas, and we are extremely excited about it because we hope to uncover feeding behavior, inter-species relationships that has not been recorded previously.</p>
1:30-2:19	<p>Andrew Wright (Field Crew engineer): So we’ve got the first system down here, this is one of our high-end cameras. What’s superb about them is they have a 360-degree field-of-view on a horizontal plane and 180 in the vertical plane, so we can pretty much look at any angle, so it gives us huge flexibility. So it’s very exciting because we can spot the wolves as long as they’re in our field of view; and follow them, track them, pan, tilt, and zoom, watching their behavior, which is just so exciting because we now know just 150 feet from where we had the camera last night, we’ve located their prime feeding ground. So next step get the camera up and get situated for tomorrow’s footage-- tomorrow evening’s footage, I should say.</p>



Transcript: Great Bear Rainforest Remote Camera Project
(For Teacher Reference)

Note: times to pause video during the first viewing

2:19-3:28	<p>Narrator: The remote cameras are placed in areas of high wildlife activity. This season they're focusing on salmon rivers, as this is where many of the species will come to feed. The field crew knows what to look for when placing cameras, as each species leaves behind its own unique clues. A headless salmon indicates that wolves are in the area. Once the cameras are installed, the crew heads back to the boat to set up the radio receivers, and then wait and watch.</p> <p>Farlyn Campbell (Field coordinator): This is one of the radios that will be receiving video signal from one of the cameras that's set up in the roof up there.</p> <p>Andrew Wright (Field Crew engineer): So, we have three cameras set up. We're just taking a quick look around the stream here to see what's going on. The nifty thing is we've got the complete field of view of everything that's going on in or near the stream. So that shot is from about 100 yards away; there's a very big, dynamic range on the zoom, which is huge.</p>
3:28-4:22	<p>Narrator: The cameras are equipped with infrared technology, allowing the crew to monitor the river valley 24 hours a day. Tonight they are testing the cameras. They're hoping that this night-vision will open up new levels of insight into the lives of nocturnal animals like the wolves.</p> <p>(Young scientists and Andrew Wright making various comments about what they see on video, "It's coming right up; there it is," etc.; watching the wolf fish a salmon out of the stream, "Wow! That is beautiful." "Pretty cool, pretty cool.")</p> <p>Narrator: 24 hours a day, the cameras catch everything that moves through the river valley.</p>

Transcript: Great Bear Rainforest Remote Camera Project
(For Teacher Reference)

Note: times to pause video during the first viewing

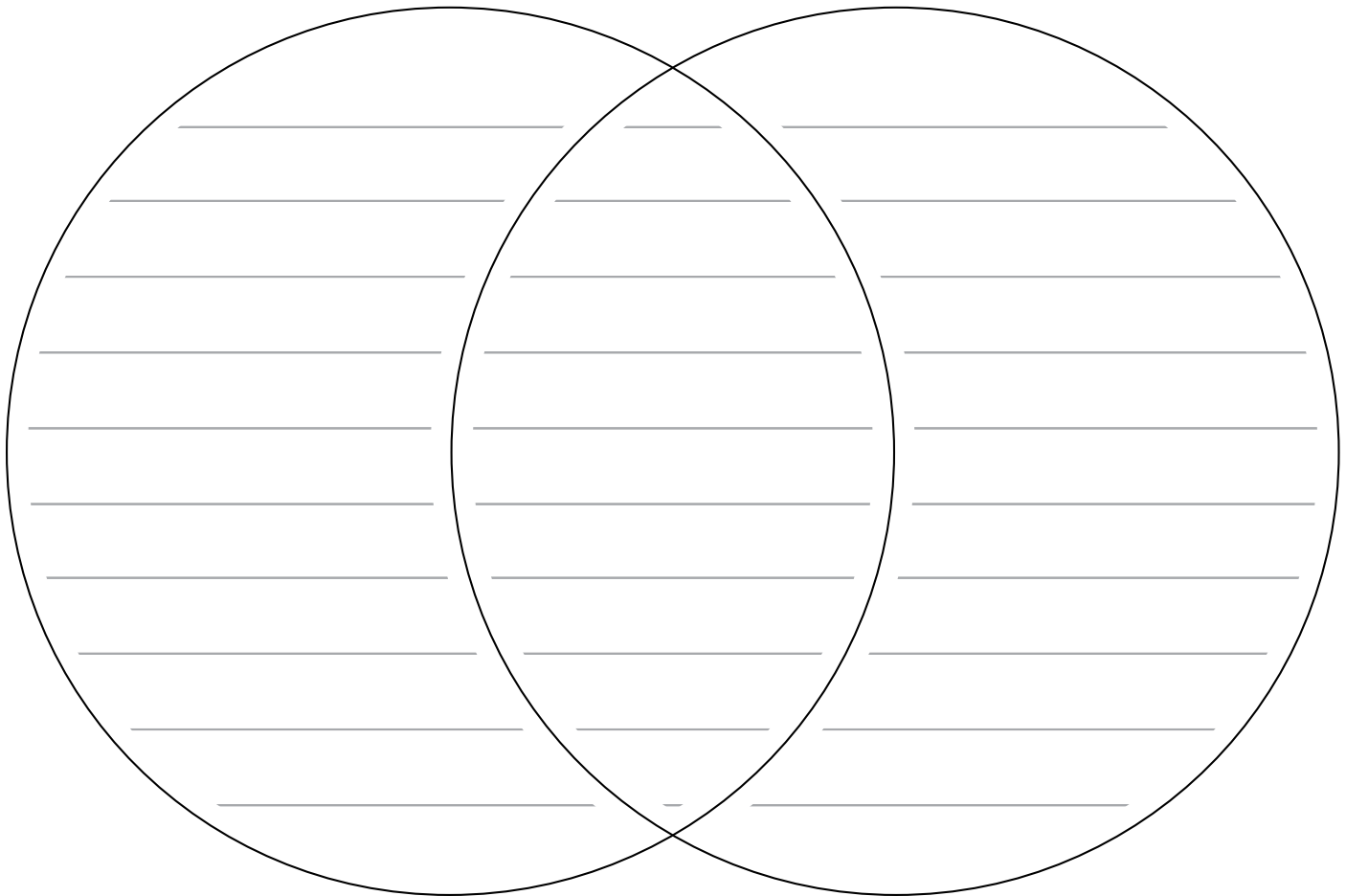
4:22-5:25	<p>Narrator: Back on the boat, the crew takes turns keeping watch on the cameras.</p> <p>Farlyn Campbell (Field coordinator): “You never get to watch wildlife just doing their thing. No matter how quiet you are, you always have some presence there that they’ll be watching. They know you’re there. They’re always going to be looking back at you and making sure you’re not a threat. It’s exciting just for me ’cause, yeah, I’ve spent a lot of time watching eagles, but never got to just get a good look at them like this. So they always (go away) when you get too close. So it makes you look at the world differently, like how everything is affected by our presence; and it’s completely changed, so the eagle doesn’t even know we’re looking at it, so it’s not trying to deal with our presence. So, once I zoom in you can really see its tongue and (its) eye, its big talon. Oh, look at its talons.... They’re huge. It just gives you a little insight into their life.”</p>
5:25-6:48	<p>Ian McAllister (Pacific Wild director): So this is our first season, it’s a pilot season. But we’ve already noticed from observing wildlife, especially large carnivores, that they’re completely unaware of the cameras, and they’re acting in a way that we’ve never been able to observe before by our physical presence changing their behavior. As conservationists and researchers, we really have responsibility to protect wildlife that we’re viewing and studying and getting to understand. And one of the problems with traditional research methods is that we frequently are habituating wildlife to human presence, and in an area like this where poaching and trophy hunting is happening, we’re really putting these animals at a disadvantage, because how can they tell the difference between somebody carrying a tripod and a camera, and someone carrying a rifle?</p> <p>So this is using very sophisticated technology to observe wildlife behavior here in a noninvasive way. It’s incredible. I mean when you consider the amount of work that’s been done in the temperate rainforests, especially up here in British Columbia, yet we’ve never documented, you know, wolverines preying on salmon, cougars preying on salmon.... There’s so much unknown about what goes on up here in these salmon rivers, and we really hope with this camera system, with this new technology, that it’s going to open up our eyes to a world that’s been previously inaccessible.</p>

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Homework: Venn Diagram Comparing the
Features of Two Types of Informational Text

Directions: Choose two of the informational texts you have examined so far (interview, article, and/or video). Complete the Venn diagram, comparing and contrasting the features of these different types of informational text.





EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 8

Synthesizing Information: Living Things in the Rainforest



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Synthesizing Information:
Living Things in the Rainforest

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

- I can summarize information that is presented in pictures and maps. (SL.5.2)
- I can explain what a text says using quotes from the text. (RI.5.1)
- I can compare and contrast the organizational structure of different informational texts. (RI.5.5)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can summarize or paraphrase information in my notes and in finished work. (W.5.8)
- I can write routinely for a variety of reasons. (W.5.10)

Supporting Learning Targets

- I can read a map to help inform me as a reader.
- I can take notes on key details from multiple texts about rainforests.
- I can use quotes to create a gist statement from notes about rainforests.

Ongoing Assessment

- Venn diagram (from homework)
- Journal (informational text charts, Rainforest KWL chart)
- Synthesis Note-catcher



Synthesizing Information:
Living Things in the Rainforest

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Maps as Informational Text (10 minutes)Review Homework (5 minutes)Work Time<ol style="list-style-type: none">Note-Taking for Research (20 minutes)Synthesizing Notes: Paragraph about Unique Life in the Rainforest (15 minutes)Closing and Assessment<ol style="list-style-type: none">What Do We Still Want to Know about Rainforests from Scientists? (5 minutes)Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none">Students will be working in groups of four for the note-taking and synthesis sections of the Agenda. Consider intentionally grouping students heterogeneously to allow all students the most possible support.Review: Thumb-O-Meter (see Appendix).In this lesson, students reread several texts that they have seen in other lessons. Be sure that students have access to the texts read in all previous lessons; prepare additional texts as needed.In this lesson, students will be introduced to note taking as a step in the research process. Today they practice taking notes with texts they already know fairly well. Students will have many more opportunities in Unit 3 to practice and master note taking.No new vocabulary is introduced or formally taught in this lesson; look for opportunities to reinforce vocabulary from previous lessons.



Synthesizing Information:
Living Things in the Rainforest

Lesson Vocabulary	Materials
inform, key, quotes, create, gist	<ul style="list-style-type: none">• Features of Informational Text anchor chart (from Lesson 3)• Major Rainforests (from Lesson 1)• Document camera• Rainforest KWL anchor chart (from Lesson 1)• Note-taking Note-catcher (one per student)• “Live Online Interview with Eve Nilson” (from Lesson 6 Mid-Unit 1 Assessment)• Interview with Sloth Canopy Researcher: Bryson Voirin (from Lesson 2)• “Hawaii’s Endangered Happy Face Spider” (from Lesson 4)• “Great Bear Rainforest Remote Camera Project” video transcript (from Lesson 7)• Sticky notes or index cards



Synthesizing Information:
Living Things in the Rainforest

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Maps as Informational Text (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can read a map to help inform me as a reader." Focus students' attention on the word <i>inform</i>, asking several students to share what the word <i>inform</i> means in this target. Listen for students to respond with ideas such as: "help me understand," "give me information," "educate," etc.• Review the Features of Informational Text anchor chart with students, asking them to share out about the various types of informational text features they have seen in an interview, an article, and a video.• Display the world map of Major Rainforests, and prompt students to look closely. Ask:<ul style="list-style-type: none">• * "What text features on the map help you understand information about rainforests?"• Allow students to Think-Pair-Share their ideas and cold call students to share. ("highlighted areas where there are rainforests," "arrows pointing to the rainforests", "the names of rainforests in bold print," etc.)• Follow up with a few more specific questions:<ul style="list-style-type: none">* "How is a map a type of informational text?" ("It shows pictures of real places," "It has the names of different rainforests/regions/continents," etc.)* "What information can we learn about rainforests from this map?" ("There are six major rainforests in the world," "Rainforests are found all over the world," "Most rainforests are located on/below the equator," etc.)• Add students' ideas to the Features of Informational Text anchor chart and the Rainforest KWL anchor chart, respectively.	<ul style="list-style-type: none">• Some students may be unfamiliar with Tier 2 vocabulary words (e.g., <i>explain</i>, <i>map</i>, <i>reader</i>). Clarify vocabulary with students as needed.
<p>B. Review Homework (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share their Venn Diagram Comparing the Features of Two Types of Informational Text (completed for homework) with a partner. Then ask several students to share out with the whole group.• Collect students' Venn diagrams to informally assess.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Synthesizing Information:
Living Things in the Rainforest

Work Time	Meeting Students' Needs
<p>A. Note-Taking for Research (20 minutes)</p> <p><i>Note: This section of Work Time is relatively short, since students have read all of these texts at least three times each in previous lessons.</i></p> <ul style="list-style-type: none">• Review the learning targets: “I can take notes on key details from multiple texts about rainforests,” and “I can use quotes to create a gist statement from notes about rainforests.” Focus on the phrase <i>key details</i>. Allow several students to share what is meant by <i>key details</i>, listening for responses such as: “the most important information,” “information about rainforests,” etc.• Then bring students’ attention to the words <i>quotes</i> and <i>create</i>. Ask students to share what a <i>quote</i> is (what somebody actually says) and what feature in texts lets you know that somebody is talking/saying something (quotation marks). Invite several students to share their thinking. Remind students that when someone uses the exact words from the text in their answers, that is also called a <i>quote</i>. It does not have to be dialogue/something someone said. Finally, ask several students to share the meaning of the word <i>create</i>, listening for answers such as: “write,” “make,” etc. Explain to students that they will just begin to use note-taking as way to record the most essential, or <i>key</i>, details of informational text in this lesson. They will be doing much more of this in Unit 3.• Remind students that the purpose of reading/viewing informational texts is to learn more about a topic, and that one of the reasons they have been working with a variety of informational texts and text features was to learn about unique things found in rainforests. They are going to take notes about those unique living things from the texts they have read and heard.• Introduce the class to the note-taking process they will be using throughout this module. Using a document camera, project the Note-Taking Note-catcher for students to see.• Do some brief guided practice, taking notes together about the “Live Online Interview with Eve Nilson” (from the Mid-Unit 1 Assessment in Lesson 6).• In the Text column of the Note-catcher, write the title of the text or source: “Live Online Interview with Eve Nilson.”• Project the question: “Why did you want to study frogs?” from that interview with Eve. Read the interview question and answer aloud. Ask students if, based on this question and answer, they can identify a unique thing found in the rainforests. Listen for ideas such as: “Frogs are an indicator species,” “frogs breathe through their skin,” “The disappearance of frogs means that something is wrong in the environment.”	<ul style="list-style-type: none">• Students needing additional supports may benefit from partially filled-in Note-catchers.• Provide anchor charts for processes such as How to Take Notes. This would include question words with nonlinguistic representations and a question frame.• Consider allowing students who struggle to use only two of the four texts to gather notes.



Synthesizing Information:
Living Things in the Rainforest

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • In the Facts column of the Note-catcher, paraphrase what students say, and pose the question: “Why didn’t I write the ideas using complete sentences?” Listen for students to respond with: “to shorten it,” “to put it in your own words,” “You don’t need to write notes as complete sentences,” or similar ideas. • Then ask students to Think-Pair-Share to locate a quote from the article to support/give more information about the fact. Listen in on students’ conversations for suggestions like: “They’re extremely sensitive to the environment and its changes” or “Any rapid disappearance of frogs is a sign there’s trouble in the environment.” Ask several students to share the quotes aloud with the whole group, and record them in the Quotes column of the Note-catcher. • Finally, bring students’ attention to the My Thinking column, prompting them to consider their own thoughts and reactions to the fact and corresponding quote. Cold call several students to share their responses, listening for ideas similar to: “It’s important to pay attention to frogs in the rainforest, so we know if the pollution in the air might be harmful to us.” • Place students into groups of four. Ask students to take out their journals and draw a blank four-column Note-catcher, copying the model that they just worked with during guided practice. Make sure that all group members have the following texts: <ul style="list-style-type: none"> * Interview with sloth canopy researcher Bryson Voirin (from Lesson 2) * “Hawaii’s Endangered Happy Face Spider” article (from Lesson 4) * “Great Bear Rainforest Remote Camera Project” video transcript (from Lesson 7). • Tell students that they also will need to refer to the class Rainforest KWL anchor chart and the notes they have taken in their journals. • Remind students of their goal: to identify key facts/details about the unique things found in rainforests. • As students work with their group members to fill out the Note-catcher in their journals, move throughout the room to offer support by reminding students to review one source at a time to note key details; identify quote(s) that support key details; and write a response. 	<ul style="list-style-type: none"> •



Synthesizing Information:
Living Things in the Rainforest

Work Time (continued)	Meeting Students' Needs
<p>B. Synthesizing Notes: Paragraph about Unique Life in the Rainforest (10 minutes)</p> <ul style="list-style-type: none">• Remind students that throughout this year, they will be writing routinely—to learn new information, and also to show what they know. Be sure students know that today's writing will not be formally assessed; it's just another way to synthesize their learning.• Tell them that today they will just write a quick paragraph to inform others about the unique life that exists in the rainforest. They may use anything from the notes in their three-column Note-catchers they just created. Their paragraph should include facts/key details about unique life in the rainforests, from each of the informational texts; and a quote that supports each fact/key detail, from each of the informational texts.• Ask students to write their paragraphs right on the lines on the second page of their Note-catcher.• Give students 15 minutes to write. Circulate to support as needed.• Collect students' Note-catchers and paragraphs to informally assess. Do not formally grade this writing.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Synthesizing Information:
Living Things in the Rainforest

Closing and Assessment	Meeting Students' Needs
<p>A. What Do We Still Want to Know about Rainforests from Scientists? (5 minutes)</p> <ul style="list-style-type: none"> Return students' attention once again to the class Rainforest KWL anchor chart. Review all the questions listed in the W column, asking students to locate any answers to those questions in the L column of the chart. Check off any questions that have been answered; circle any questions that have not yet been answered (for reference throughout this module). Ask students if there are any additional questions they would like to add to the W column of the chart, then record new student questions. Ask if there are any L statements students would like added to that column of the chart. Record students' ideas. 	<ul style="list-style-type: none">
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Distribute an index card or sticky note to each student. Ask them to respond to the following questions in writing: <ul style="list-style-type: none"> * "What are the commonalities in how scientists of the rainforest gather evidence?" * "Why is it important to draw from multiple texts when doing research?" Ask students to share what each wrote with a partner. Then cold call several students to share out with the whole group. Collect students' exit ticket to informally assess. 	<ul style="list-style-type: none"> Some students may need the questions for the exit ticket written so they can see them. Consider allowing some students to dictate their answers to a partner or the teacher. This allows students who struggle with written language to participate in meaningful ways.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> What questions do you still have about rainforests? Add any new questions to the W column of the Rainforest KWL chart in your journal. <p><i>Note: In Lesson 9, students will take the on-demand end of unit assessment. As a part of this assessment, they will be reading another section of the "Live Online Interview with Eve Nilson" (used in Lesson 6). Be sure students have access to this text, or print fresh copies.</i></p>	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 8

Supporting Materials



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Note-Taking Note-catcher

	Facts	Quotes	My Thinking
Interview With Sloth Canopy Researcher Bryson Voirin			
Hawaii's Endangered Happy Face Spider			
Great Bear Rainforest Remote Camera Project Video Transcript			



Note-Taking Note-catcher

Include the following in your paragraph:

- Facts/key details about unique life in the rainforests, from each of the informational texts
- A quote that supports each fact/key detail, from each of the informational texts



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 9

End of Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity



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End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

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

- I can explain what a text says 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 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 compare and contrast the organizational structure of different informational texts. (RI.5.5)
- I can use a variety of sources to develop an understanding of a topic. (RI.5.9)
- I can write an opinion piece and identify reasons to support my opinion. (W.5.1)

Supporting Learning Targets

- I can determine the main ideas in informational texts about rainforests of the Western Hemisphere.
- I can compare and contrast the features of different informational texts about rainforests.
- I can express my opinion about types of informational texts in writing.
- I can use details to support my opinion.
- I can reflect on my learning about informational texts and the rainforests.

Ongoing Assessment

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End-of-Unit 1 Assessment: Analyzing Part 2 of an Interview with a Rainforest Scientist and Comparing and Contrasting Texts About Rainforest Biodiversity (40 minutes)End of Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none">In advance: Review the End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity (see supporting materials).Review the text, excerpts from “Live Online Interview with Eve Nilson,” in Supporting Materials.The End-of-Unit 1 Assessment is “open book.” Students may use all of their texts, notes, and other written resources, but they must work independently.In this lesson, students formally self-reflect on learning targets for the second time.Use the 2-Point Rubric: Writing from Sources/Short Response (see Supporting Materials) to score students responses on their assessments.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Lesson Vocabulary	Materials
biodiversity, express, opinion, details, support	<ul style="list-style-type: none">• Assessment Text: “Live Online Interview with Eve Nilson” (one per student)• End of Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 (one per student)• End of Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 (Answers for Teacher Reference)• Tracking My Progress, End of Unit 1 recording form (one per student)• Note card or sticky note• Rainforest KWL anchor chart (from Lesson 1)• 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference; see Teaching Note above)



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they are going to take the end of unit assessment so they can show all they have learned about rainforests of the Western Hemisphere; what they know about how scientists communicate their research; and the different types of informational texts that helped them learn more about the rainforests.• Read each of the learning targets aloud reminding students that they have been working on all of these targets throughout the unit. As targets are read aloud focus students' attention on the words <i>express</i>, <i>opinion</i>, <i>details</i>, and <i>support</i>. Ask students to share their suggestions for the meaning of these words, listening for ideas such as:<ul style="list-style-type: none">* <i>express</i>—share ideas through writing* <i>opinion</i>—what I think; my own feelings about something* <i>details</i>—specific ideas; supporting facts/information* <i>support</i>—use details/information from sources to justify/explain thinking	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• A. End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity (40 minutes)• Explain to students that today they will read excerpts from the second part of the “Live Online Interview with Eve Nilson.” Then they will respond to some questions about this text, as well as the other informational texts they have read/viewed throughout this unit.• Tell students that this is an “open book” assessment, which means they may use their resources but must work on their own. They may use their journal notes, other texts, and all anchor charts to support their responses to questions/prompts.• Distribute the Assessment Text: “Live Online Interview with Eve Nilson” and the End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 to students.• Answer any clarifying questions then ask students to begin.• Give students 35 minutes to complete the assessment.• Collect students' assessments.	<ul style="list-style-type: none">• Consider providing smaller chunks of text and fewer questions for assessment (sometimes just a few sentences and questions) for ELLs and other students who struggle with reading and writing. Teachers can check in on students' thinking as they write or speak about their text.• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets: “I can determine the main ideas in informational texts about rainforests of the Western Hemisphere,” and “I can compare and contrast the features of different informational texts about rainforests.” Focus on the words <i>determine</i>, <i>compare</i>, <i>contrast</i>, and <i>features</i>. Ask students to recall the meaning of these terms, listening for students to share ideas like:<ul style="list-style-type: none">* <i>determine</i>—decide; conclude* <i>compare</i>—identify similarities* <i>contrast</i>—identify differences* <i>features</i>—specific parts; elements; characteristics• Distribute the Tracking My Progress, End of Unit 1 recording form to students. Remind students that they did a similar self-assessment a few lessons ago, and that they also have been reflecting on their progress toward the learning targets almost daily.• Read through the tracker and provide clarification as necessary for students. Ask students to independently complete their Tracking My Progress.• After several minutes, invite students to share their self-assessment of these targets, by referring to their End of Unit Tracking My Progress, with a partner. Invite several students to share aloud with the group.	<ul style="list-style-type: none">• Allow students who struggle with written language to dictate their reflections on learning targets to a partner or the teacher. This allows all students to be able to participate in a meaningful way.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Closing and Assessment	Meeting Students' Needs
<p>A Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Distribute a note card or sticky note to each student. Pose the following question: "If you could meet one of the scientists we read about in our informational texts, what question about the rainforest would you want to talk with her/him about? Why?"Ask several students to share out their ideas, and then add all questions to the Rainforest KWL anchor chart (W column).	<ul style="list-style-type: none">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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this unit at home. <p><i>Note: Score students' assessments using the 2-Point Rubric: Writing from Sources/Short Response rubric (see Supporting Materials). In Lesson 10, students participate in a Science Talk. To prepare, become familiar with the Science Talk protocol. Choose compelling student questions from the W of the class Rainforest KWL anchor chart and/or create a "provocative, open-ended question" to use for the Science Talk in Lesson 10. Some suggested questions/question types to use:</i></p> <p><i>"Why is biodiversity important?"</i></p> <p><i>"How are we dependent on rainforests/biodiversity?"</i></p> <p><i>"Why should we try to protect biodiversity?"</i></p> <p><i>"Why should we try to save endangered animals?"</i></p>	<ul style="list-style-type: none">



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 9

Supporting Materials



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Assessment Text:

Live Online Interview with Eve Nilson

Below are excerpts from Part II of the original interview, reprinted by permission of Scholastic Inc.:

Q: What made you move to the rain forest?

Eve: I don't live in the rain forest, I just spent three months studying there. I'm returning this summer for three months. I plan to conduct studies in the rain forest after I graduate from college. The rain forest is so appealing to me. It's so pure and natural. I really like being where there isn't the noise of the city. I love all the animals in the forest. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.

Q: Are you going to study frogs again next summer?

Eve: No, I'll be studying brown capuchin monkeys. They are extremely intelligent monkeys. I saw some last summer. They are highly endangered. I feel it would be very important to do research of these monkeys. I'll be doing a census of how many monkeys are in certain areas. I'll study the effects hunters will have on these groups.

Q: What do your friends think about your fascination with the rain forest? Do they really like science, too?

Eve: Some of them think I'm a little weird, actually. They really respect that I am so passionate about something that is in such critical condition. It is so important to the world. It affects everything. The depletion of the rain forest is occurring so rapidly. It's important that we do something about it. They have actually asked me about how they can get involved in rain-forest research as well.

Q: What kinds of dangers do rain forests face?

Eve: The effects of global warming and logging, too much logging, and urbanization. Urbanization is when the cities encroach on the land that was original forest to make houses for the people. Six percent of the original forest remains and that's just for the Atlantic rain forest. That's why my study was important. Scientists wanted to determine if they could reforest the areas cut down. I was studying whether there were any new frog species that adapted to the land. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.

Q: What did your family think about you going to the rain forest?

Eve: My mother was extremely supportive. She actually feels there's more danger in California as a teenager than in the rain forest for me. I was pretty comfortable in nature, because I was raised in Alaska. It seemed really natural for me to be in the jungle. She was sure that I was with safe people. My mother wasn't there, but the scientists were very trustworthy.



Assessment Text:
Live Online Interview with Eve Nilson

Q: When did you first start taking an interest in our environment?

Eve: I've always had an interest, because my mom is a whale biologist, and growing up in Alaska, I've always had an appreciation for nature. I'm just more comfortable in the wilderness. I've had this appreciation for nature ever since I was a young girl.

Q: Did you see anything you did not expect?

Eve: I came into a clearing one day and saw a lot of bullet holes in trees. There was litter everywhere. It really shocked me. It was traumatizing because I was walking through pristine forest, and then to come to this area where trash was thrown about like people didn't care about the forest. It was from the poachers who had been hunting the monkeys that we had been observing earlier that day.

Q: What scientists do you most respect?

Eve: I most respect Jane Goodall for her work. I really appreciate all the work she's done for the environment. I also respect my mother for the work she's done as a whale biologist. She has instilled this appreciation in me for animals and nature that I live by.

Q: Are poachers dangerous? Why do they poach?

Eve: I was actually afraid of poachers when I was walking alone at night, because I was afraid they would mistake me for an animal and shoot me. One of the rangers, who took hikes with me and became my friend, used to be a poacher. I asked him why. He said because he was very poor and he was doing it to feed his family. Some of them kill to eat them and use all the parts. But there are also some that just do it for the sport and that's shocking to me.

Q: Has your brother or any family members ever gone on any of these trips with you?

Eve: My brother grew up in Alaska with me studying whales. We both have this appreciation for nature. My mother came down to the rain forest in Brazil for a month and she also went some other places with me. We went to the Amazon, Pantanal, where there are more species of flora and fauna than anywhere else in the world. Those places are also highly endangered. The area is undergoing great destruction. There's also another area of Brazil that needs focus. My brother is 18. He's a musician, so this summer he's going to be performing in Macedonia. He plays all kinds of music: jazz, flamenco. He's a guitar player. Classical, blues, rock, everything.

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End of Unit 1 Assessment:
Analyzing an Interview with a Rainforest Scientist, Part 2

Name:

Date:

Directions:

- Read the excerpts from Part 2 of the “Live Online Interview with Eve Nilson.”
- Consider the gist of the interview—what it is mostly about.
- Skim the assessment questions below.
- Reread the text in chunks. Think about the answers to the assessment questions.
- Answer the following questions in complete sentences.
- Be sure to cite evidence from the text to support your answers.

1. Part A:

What does the word *urbanization* mean as it is used in this interview?

- A. more trees are being planted
- B. buildings in cities are getting taller
- C. cities are expanding onto land that was once forest
- D. historical buildings in cities are being knocked down to build new ones

Part B:

Which of the phrases from the interview best helps the reader understand the meaning of *urbanization*?

- A. It is so important to the world.
- E. Urbanization is when the cities encroach on the land that was original forest to make houses for the people.
- F. Six percent of the original forest remains and that’s just for the Atlantic region.
- G. Scientists wanted to determine if they could reforest the areas cut down.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2

2. Part A:

What is one of the main ideas of the interview with Eve Nilson?

- A. Rain forests have many species of plants and animals.
- B. Scientists are trying to reforest some areas of the rain forest.
- C. Poachers cause harm to the rain forests.
- D. Rain forests are being destroyed.

Part B:

Which sentence from the article best supports the answer to Part A?

- A. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.
- B. There was litter everywhere.
- C. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.
- D. Those places are also highly endangered.

3. According to the interview with Eve Nilson, in what ways are the plants and animals of the rain forest in danger? Quote evidence from the text in your answer.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2

4. According to the articles we have read and the video documentaries we have viewed, what is a definition of the word *biodiversity*?

5. Write a paragraph that explains the three main informational texts read and analyzed during this unit: “Interview With Sloth Canopy Researcher: Bryson Voirin,” “Hawaii’s Endangered Happy Face Spider,” and the “Great Bear Rainforest Remote Camera Project,” about the rainforests of the Western Hemisphere.

Make sure to include:

The *type* of text each is;

The *features* in each type of text;

The *main idea* each scientist *communicated* about the rainforest.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2

6. Which type of informational text helped you learn the most about rainforests of the Western Hemisphere? What specific *features* in the text helped you the most?

End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2
(Answers for Teacher Reference)

1. Part A:

What does the word *urbanization* mean as it is used in this interview?

- A. more trees are being planted
- B. buildings in cities are getting taller
- C. cities are expanding onto land that was once forest**
- D. historical buildings in cities are being knocked down to build new ones

Part B:

Which of the phrases from the interview best helps the reader understand the meaning of *urbanization*?

- A. It is so important to the world.
- B. Urbanization is when the cities encroach on the land that was original forest to make houses for the people.**
- C. Six percent of the original forest remains and that's just for the Atlantic region.
- D. Scientists wanted to determine if they could reforest the areas cut down.

2. Part A:

- A. What is one of the main ideas of the interview with Eve Nilson?
- B. Rain forests have many species of plants and animals.
- C. Scientists are trying to reforest some areas of the rain forest.
- D. Poachers cause harm to the rain forests.
- E. Rain forests are being destroyed.**

End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2
(Answers for Teacher Reference)

Part B:

Which sentence from the article best supports the answer to Part A?

- A. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.
- B. There was litter everywhere.
- C. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.
- D. **Those places are also highly endangered.**

3. According to the interview with Eve Nilson, in what ways are the plants and animals of the rain forest in danger? Quote evidence from the text in your answer.

Capuchin monkeys are highly endangered because they are hunted by poachers. The effects of global warming, logging and urbanization is causing the depletion of rainforest. Hunters shoot and leave bullet holes in trees, and they leave their litter everywhere after they hunt. Rain forests are undergoing great destruction.

4. According to the articles we have read and the video documentaries we have viewed, what is a definition of the word *biodiversity*?

Biodiversity means many (a lot of) different plants and animals in one area.

5. Write a paragraph that explains the three main informational texts read and analyzed during this unit: “Interview With Sloth Canopy Researcher: Bryson Voirin,” “Hawaii’s Endangered Happy Face Spider,” and the “Great Bear Rainforest Remote Camera Project,” about the rainforests of the Western Hemisphere.



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist, Part 2
(Answers for Teacher Reference)

Make sure to include:

The *type* of text each is;

The *features* in each type of text;

The *main idea* each scientist *communicated* about the rainforest.

Student answers will vary, but should include ideas like: Bryson Voirin was an *interview*, Happy Face Spider was an *article*, and Great Bear was a *video*. All informational texts have titles. Interviews share information by using questions and answers, captions, quotes, broken into chunks and sometimes have pictures. Articles have bold and italicized words and/or numbers and statistics, captions, sometimes have pictures, and are sometimes broken up into smaller parts. Videos have sound and recorded video images, a narrator, and live interviews with experts. The main idea of the interview was about Bryson Voirin studying sloths in the rainforest of Panama to discover why they move so slow. The main idea of the article was about the discovery of the happy face spider in Hawaii, how it has become endangered, and how it is used by conservationists to bring attention to disappearing species in Hawaii's rainforests. The main idea of the Great Bear video was using new camera technology to study the animals of the Great Bear Rainforest more closely than ever before (or similar answers).

6. Which type of informational text helped you learn the most about rainforests of the Western Hemisphere? What specific *features* in the text helped you the most?

Student answers will vary; make sure each student names the interview, article or video, and specific features (e.g., bold print, question/answer, chunked text, italicized words, sound, visuals, etc.) of that text that helped him or her the most.



Tracking My Progress, End of Unit 1

Learning Target: I can determine the main ideas in informational texts about rainforests of the Western Hemisphere.

The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 1

Learning Target: I can compare and contrast the features of different informational texts about rainforests.

The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 10

Science Talk



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Science Talk

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

I can explain what a text says using quotes from the text. (RI.5.1)
I can prepare myself to participate in discussions. (SL.5.1)
I can draw on information to explore ideas in the discussion. (SL.5.1)
I can follow our class norms when I participate in a conversation. (SL.5.1)
I can ask questions that are on the topic being discussed. (SL.5.1)
I can connect my questions and responses to what others say. (SL.5.1)
After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)
I can write an opinion piece and identify reasons to support my opinion. (W.5.1)

Supporting Learning Targets

- I can ask questions that are relevant to rainforest research.
- I can share my ideas with my peers during a Science Talk about rainforests.
- I can use the ideas of my peers in order to help inform my ideas about the rainforests.
- I can gather quotes from informational texts as evidence in order to prepare for a Science Talk about rainforests.
- I can synthesize my ideas about rainforests after the Science Talk.

Ongoing Assessment

- Science Talk (observations/notes)
- Journal: synthesis statement



Science Talk

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Communicating Like Scientists (2 minutes)Review Learning Targets (8 minutes)Work Time<ol style="list-style-type: none">Establishing Norms for a Science Talk (10 minutes)Participating in a Science Talk (20 minutes)Synthesizing Information from a Science Talk (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Exit Discussion (5 minutes)Homework	<ul style="list-style-type: none">Become familiar with the Science Talk protocol (see Appendix.) Consider the suggested compelling questions in the lesson; feel free to craft a different question if students have become interested in some other compelling angle on this topic. Just be sure that the question is provocative and open-ended.Be sure to envision the process for Work Time, Part B: Orchestrating a Science Talk can be a bit complex the first time. Students begin in two concentric circles (an inner circle of students facing an outer circle).

Lesson Vocabulary	Materials
relevant, quotes, my ideas, ideas of peers, inform, synthesize, details	<ul style="list-style-type: none">Science Talk Norms anchor chart (new; teacher created; see Work Time A)Science Talk Note-catcher (one per student)Sticky notesRainforest KWL anchor chart (from Lesson 1)



Science Talk

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Communicating like Scientists (2 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all the learning they have done about rainforests. Remind them that they have also been focusing on how scientists communicate their findings.• Tell students that today they are going to learn more about how scientists think and discuss, or communicate, their ideas with other scientists by participating in a Science Talk. Say: "Now we are going to do what scientists do when they get together."	
<p>B. Review Learning Targets (8 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can ask questions that are relevant to rainforest research," and focus students' attention on the word <i>relevant</i>. Ask students what it means to ask <i>relevant</i> questions about rainforest research. Listen for students to share ideas like: "related to what we have read/viewed," "connected to the rainforest," "important to help us understand more about rainforest research," etc.• Ask students to join a partner, and refer back to their journals (begun in Lesson 1) and the informational texts they have read/viewed in order to identify the <i>relevant</i> questions scientists they have been learning about asked. Ask several students to share out, listening for examples such as: "Bryson Voirin wanted to know why sloths are so slow or if the algae in their fur helps them in some way," "The scientists in the Happy Face Spider article wanted to know if its marking keep predators away," "Eva Nilson wanted to know if the environment was changing/harmful to people, based on how frogs' skin changed," or other examples.• Ask students to Think-Pair-Share how these questions were <i>relevant</i>. Listen for students to refer back to the meaning of the word <i>relevant</i>. "Knowing if algae helps sloths may help us discover ways algae can help people; knowing if frogs' skin is changing/they are disappearing will tell us if the environment is becoming harmful to us/we can take steps to clean up the environment," or similar connections.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Science Talk

Work Time	Meeting Students' Needs
<p>A. Establishing Norms for a Science Talk (10 minutes)</p> <ul style="list-style-type: none">• Say to students: “A Science Talk is a discussion about a <i>relevant</i>, or ‘big,’ question scientists have. While scientists discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone’s ideas can be heard and considered.”• Introduce the learning targets: “I can share my ideas with my peers during a Science Talk about rainforests,” and “I can use the ideas of my peers in order to help inform my ideas about the rainforests.”• Start a Science Talk Norms anchor chart and focus students’ attention on the phrases: <i>share my ideas</i> and <i>use the ideas of my peers to . . . inform</i>. Ask students what it looks/sounds like to share ideas with peers, listening for responses such as: “wait my turn to speak, so I am heard,” “don’t shout/speak too loudly,” “make sure everyone gets a turn to speak,” “no one person does most/all of the speaking,” “use information from text to support my ideas,” etc. Add students’ ideas to the anchor chart.• Then ask students what it looks/sounds like to use the ideas of my peers to inform their ideas, listening for students to share thoughts like: “not thinking I have the one/right answer to the question,” “listening to what other people say,” “consider evidence others use when discussing question and whether it makes me think about the question differently,” or similar suggestions. Record students’ ideas on the anchor chart.• Give students a moment to read over the norms listed on the anchor chart, then consider which one they think will be most useful during a Science Talk with their peers, and why. Ask students to turn to a partner and share their thinking, then invite several students to share with the whole group.	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., two people talking for <i>share</i>, a lightbulb for <i>main idea</i>, an eye for <i>looks like</i>, an ear for <i>sounds like</i>) to assist ELLs and other 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.



Science Talk

Work Time (continued)	Meeting Students' Needs
<p>B. Participating in a Science Talk (20 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can gather quotes from informational texts as evidence in order to prepare for a Science Talk about rainforests." Invite several students to define the word <i>quotes</i> (what someone actually says, surrounded by quotation marks in written text) and share some examples of quotes from scientists they read/viewed in the informational texts.• Remind students that they can refer to the Facts/Quotes Note-catcher in their journals for ideas. Make sure students have access to all the informational texts used within this unit, for reference.• Tell students they are now going to participate in a Science Talk, like real scientists do. Refer students back to the Science Talk Norms anchor chart, and remind students to refer back to these norms as they participate in a Science Talk with their peers to ensure all ideas are heard.• Have students gather in two concentric circles on the floor, with their journals. Be sure each student in the inner circle is facing a partner in the outer circle.• Distribute the Science Talk Note-catcher to students (students will need to paste these into their journals). Point out the three columns they will need to make notations in during the Science Talk:<ul style="list-style-type: none">* Question: Record the question you are discussing.* Quotes: Record the quotes, from articles and/or journal notes, you refer to during the discussion of the question (various quotes from articles).* Gist: Write a brief statement of what your partner said.• Pose a compelling question, and post it in an area visible to all students:<ul style="list-style-type: none">* "Why is biodiversity important?"• Ask students to write the question on their Science Talk Note-catchers.• Remind students that as they discuss their ideas about the question, they will need to use quotes from the scientists, in their informational texts, to support their thinking.• Invite students to begin the Science Talk.	<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.• Students needing additional supports may benefit from partially filled-in Note-catchers.• 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.



Science Talk

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Approximately every 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing a new partner.• Ask these new pairs to discuss the same question.• Students will move three times, so they have the opportunity to discuss the question, and make notations, with three of their peers.• As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Record on sticky notes any particularly intriguing comments made by students and additional questions that may arise during student discussions. These will be used during Step C of Work Time, and added to the class Rainforest KWL anchor chart.• If specific pairs are losing momentum, offer additional “probing questions” to ensure that they remain on topic and explore the question fully. For example:<ul style="list-style-type: none">* “How do the diverse species in rainforests depend on one another?”* “How is life on earth dependent upon biodiversity?”	<ul style="list-style-type: none">•



Science Talk

Work Time (continued)	Meeting Students' Needs
<p>C. Synthesizing Information from a Science Talk (10 minutes)</p> <ul style="list-style-type: none">Place students in triads. Introduce the learning targets: “I can synthesize my ideas about rainforests following the Science Talk.” Focus students’ attention on the words <i>synthesize</i> and <i>details</i>. Invite students to share what they remember about the meaning of these words from previous lessons, and listen for students to share ideas such as:<ul style="list-style-type: none">* <i>synthesize</i>—put all the ideas together; summarize ideas/thoughts/information* <i>details</i>—specific parts/ideas; quotes; facts; informationSay to students: “You just had an opportunity to participate in a Science Talk around one of our big questions about rainforests. Here are some of the ideas I heard from the class . . .” (Read aloud the intriguing questions/comments recorded on sticky notes while listening to student conversations during the Science Talk.) As each comment/question is read aloud, ask students why it is a compelling comment/question, and place sticky notes on the class Rainforest KWL anchor chart in the appropriate column (W or L), for ongoing reference throughout this module.Ask students to discuss the following questions with their triad partners:<ul style="list-style-type: none">* “What answers to the question did you and your peers discuss?”* “What details and quotes, from the informational texts, did you and/or your peers use to support your thinking?”After 5 minutes, invite triads to share out with the whole group.Ask students to start a new page in their journals. Tell them that they will write a synthesis statement responding to the big question they discussed during the Science Talk. For this statement, they are to write their answer to “Why is biodiversity important?” using evidence and details from the discussions they just had during the Science Talk. They will have an opportunity to continue synthesizing, or thinking about all that they have learned, in future lessons as well.Invite several students to share their synthesis statements with the whole group.	<ul style="list-style-type: none">Consider allowing students who struggle with language to dictate their synthesis statement to a partner or the teacher.



Science Talk

Closing and Assessment	Meeting Students' Needs
A Debrief (5 minutes) <ul style="list-style-type: none">• Read aloud the learning target: "I can share my ideas with my peers during a Science Talk about rainforests." Ask students to use thumbs-up to show if they met the target; or thumbs-down to show they still need to work on the target. Call on several students to share why they gave themselves a thumbs-up or thumbs-down, prompting them to refer to the norms they determined for the Science Talk Norms anchor chart as a way to support their self-assessment.• Repeat for the second target: "I can use the ideas of my peers in order to help inform my ideas about the rainforests."	
B. Exit Discussion (5 minutes) <ul style="list-style-type: none">• Invite students to Think-Pair-Share: "How did participating in a Science Talk support me as a learner?"• Cold call several students to share out with the class.	<ul style="list-style-type: none">• Some students may need the question for the exit discussion written so they can see them.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 1: Lesson 10

Supporting Materials



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Science Talk Note-catcher

Question:

QUOTES From informational texts	GIST What my partner said...