



EXPEDITIONARY
LEARNING

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)



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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.



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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]