



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.