



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 3: Lesson 9**

## **Making Inferences About Informational Text:**

### **Science Talk on How My Insect Contributes to the Rainforest Ecosystem**



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**Making Inferences About Informational Text:**  
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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can prepare myself to participate in discussions. (SL.5.1a)
- I can draw on information to explore ideas in the discussion. (SL.5.1b)
- I can follow our class norms when I participate in a conversation. (SL.5.1c)
- I can ask questions that are on the topic being discussed. (SL.5.1d)
- I can connect my questions and responses to what others say. (SL.5.1e)
- After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1f)

**Supporting Learning Targets**

- I can share my ideas with my peers during a Science Talk about the contribution of insects to the rainforest ecosystem.
- I can use the ideas of my peers in order to help inform my ideas about the contribution of insects to the rainforest ecosystem.
- I can gather my notes on informational texts as evidence in order to prepare for a Science Talk about the contribution of insects to the rainforest ecosystem.
- I can synthesize my ideas about the contribution of insects to the rainforest ecosystem after the Science Talk.

**Ongoing Assessment**

- Science Talk (Observations/Notes)
- Journal: Synthesis Statement



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Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Engaging the Speaker and Introducing the Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Reviewing Norms for a Science Talk (5 minutes)</li><li>Preparing for a Science Talk (5 minutes)</li><li>Participating in a Science Talk (25 minutes)</li><li>Synthesizing Information from a Science Talk (10 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Review Learning Targets and Debrief (10 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>In advance: Review the Science Talk and Think-Pair-Share protocols (see Appendix).</li><li>Familiarize yourself with the Science Talk protocol. Adjust the practice based on the experience of conducting a Science Talk in Unit 1, Lesson 10.</li></ul>

Lesson Vocabulary	Materials
participate, effectively, discussion, ecosystem	<ul style="list-style-type: none"><li>Science Talk Norms anchor chart (from Unit 1, Lesson 10)</li><li>Science Talk Note-catcher (one per student)</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Engaging the Speaker and Introducing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on all the learning they have done so far in order to become experts on rainforest insects. Remind them of the focusing question for their research, “What is the insect’s contribution to the rainforest ecosystem?”</li><li>• Remind them of the Science Talk they participated in at the end of Unit 1, and say: “Today you will be able to be part of another Science Talk. Remember how last time we did a Science Talk you learned that scientists discuss relevant, or “big,” questions? This time the relevant question will be the focusing question of your research.”</li></ul>	<ul style="list-style-type: none"><li>• You may want to provide an anchor chart for “How to ask questions?” This would include question words with nonlinguistic representations (e.g., map for where, clock for when).</li></ul>



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Work Time	Meeting Students' Needs
<p><b>A. Reviewing Norms for a Science Talk (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: “I can share my ideas with my peers during a Science Talk about the contribution of insects to the rainforest ecosystem,” and “I can use the ideas of my peers in order to help inform my ideas about the contribution of insects to the rainforest ecosystem.”</li> <li>• Display the <b>Science Talk Norms anchor chart</b> created in Unit 1, Lesson 10. Focus students’ attention on the ideas listed on the anchor chart that explain what “<i>share my ideas</i>” looks and sounds like. Ask students to read aloud phrases from the anchor chart 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 a text to support my ideas,” etc. Ask for any additional ideas that aren’t yet included.</li> <li>• Then ask students to find phrases on the chart that describe what it looks/sounds like to <i>use the ideas of my peers to inform my ideas</i>. Listen for students to share thoughts such as, “Not thinking I have the one/right answer to the question; listening to what other people say; consider evidence others use when discussing questions—and if it matches mine/makes me think about the question differently,” or similar suggestions. Add ideas to the anchor chart.</li> <li>• Ask students to read the norms and think back to their first Science Talk. Ask: <ul style="list-style-type: none"> <li>* “Which norm do you think will be most useful during a Science Talk with your peers, and why?”</li> </ul> </li> <li>• Ask students to turn to a partner and share their thinking, then invite several to share whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols (e.g., two people talking for <i>share</i>, a light bulb for <i>ideas</i>) to assist struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.</li> </ul>
<p><b>B. Preparing for a Science Talk (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: “I can gather my notes on informational texts as evidence in order to prepare for a Science Talk about the contribution of insects to the rainforest ecosystem.”</li> <li>• Tell students that they should refer to their C/F/Q/R Note-catchers in their journals for ideas. Also make sure students have access to all the informational texts used within this unit, for reference.</li> </ul>	



## Making Inferences About Informational Text: Science Talk on How My Insect Contributes to the Rainforest Ecosystem

Work Time	Meeting Students' Needs
<p><b>C. Participating in a Science Talk (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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 in order to ensure all ideas are heard.</li> <li>• 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.</li> <li>• Distribute the <b>Science Talk Note-catcher</b> to students. Point out the three columns they will need to take notes on during the Science Talk: <ul style="list-style-type: none"> <li>* Question: Record the question they are discussing.</li> <li>* Notes: Record the quotes and paraphrases from articles and/or journal notes that they refer to during their discussion of the question (various quotes from articles).</li> <li>* Gist: Write a brief statement of what your partner said the main idea is.</li> </ul> </li> <li>• Pose the compelling question, and post it in an area visible to all students: <ul style="list-style-type: none"> <li>* “What are the contributions of ants and butterflies to the rainforest ecosystem?”</li> </ul> </li> <li>• Ask students to write the question in their Science Talk Note-catchers.</li> <li>• Remind students that as they discuss their ideas about the question, they will need to use notes that they took when they read the scientific informational texts, to support their thinking.</li> <li>• Invite students to begin the Science Talk.</li> <li>• As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Write down 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.</li> <li>• Approximately every 5 minutes, ask students in the inner circle to move two places to the left to face a new partner. Ask these new pairs to discuss the same question.</li> <li>• Again, after 4 to 5 minutes, have students rotate, so they have the opportunity to talk with three peers.</li> </ul>	<ul style="list-style-type: none"> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language, such as during activities like the Science Talk.</li> <li>• For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required. (e.g., “The text said _____ . I think _____ .”</li> <li>• Students needing additional support may benefit from a partially filled-in Science Talk Note-catcher.</li> </ul>



## Making Inferences About Informational Text: Science Talk on How My Insect Contributes to the Rainforest Ecosystem

Work Time	Meeting Students' Needs
<p><b>D. Synthesizing Information from a Science Talk (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in their expert groups.</li> <li>Introduce the learning target: “I can synthesize my ideas about the contribution of insects to the rainforest ecosystem after 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"> <li>* <i>Synthesize</i>: put all the ideas together; summarize ideas/thoughts/information</li> <li>* <i>Details</i>: specific parts/ideas of quotes; facts; information</li> </ul> </li> <li>Say to students: “You just had an opportunity to participate in a Science Talk around the focusing question for our rainforest insect research. Here are some of the ideas I heard from the class ...” (Read aloud the intriguing questions/comments recorded onto sticky notes while listening to student conversations during the Science Talk. For example, a student may have said, “Ants contribute to the rainforest by living in some trees, which makes the trees stronger.”) As each comment/question is read aloud, ask students why it is a compelling comment/question.</li> <li>Ask students to take 5 minutes to discuss with their expert group: <ul style="list-style-type: none"> <li>* “What answers to the question did you and your peers give during the Science Talk?”</li> <li>* “What notes from the informational texts did you and/or your peers use to support your thinking?”</li> </ul> </li> <li>Invite expert groups to share out whole group.</li> <li>Ask students to start a new page in their journals. Tell them that they will write a <i>synthesis</i> statement responding to the big question they discussed during the Science Talk: <ul style="list-style-type: none"> <li>* “What are the contributions of ants or butterflies (choose whichever one your expert group is studying) to the rainforest ecosystem? Use evidence and details from the Science Talk.”</li> </ul> </li> <li>Tell students they will get to keep synthesizing in future lessons. Ask students to turn in their journal.</li> </ul>	<ul style="list-style-type: none"> <li>Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students during the Science Talk.</li> <li>Consider allowing students to draw their observations, ideas, or notes when completing the Science Talk Note-catcher. This allows all students to participate in a meaningful way.</li> </ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Review Learning Targets and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud both learning targets one at a time. Ask students to show a thumbs-up if they met the target, thumbs-sideways if they understand partway, or a thumbs-down if they still need to work on the target. Call on several students to share why they gave themselves a thumbs-up or thumbs-down on either learning target, prompting them to refer to the norms they determined for the Science Talk Norms anchor chart as a way to support their self-assessment.</li><li>• Ask students to Think-Pair-Share about their participation in this Science Talk compared to the first one.<ul style="list-style-type: none"><li>* “Were you more or less successful in this Science Talk? Why?”</li></ul></li><li>• Collect students' Science Talk notes.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering an ELL with a student who speaks the same L1, when discussing the Science Talk. This can let students have more meaningful discussions and clarify points in their L1.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use your field journal to record notes from nature at home, either by going outside, looking out your window, or reviewing the photographs in . When you record notes about insects, see if you can include some of the information you have gathered while doing your research.</li><li>• Continue reading your independent reading book for this unit.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>





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## Supporting Materials



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Science Talk Note-Catcher

Question: \_\_\_\_\_

<b>NOTES</b> <b>From Informational Texts</b>	<b>GIST</b> <b>What my partner said...</b>