



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 1: Lesson 12**

## **Close Reading Continued: Learning About Poisonous Animals**



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

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from text. (RI.4.1)
- I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
- I can use a variety of strategies to read words. (RF.4.3)
- I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

Supporting Learning Target

- I can make inferences based on information from pictures and text in a section of *Animal Behavior: Animal Defenses*, “Poisonous Prey”.
- I can support my inferences with details and examples from pictures and texts in a section of *Animal Behaviors: Animal Defenses*, “Poisonous Prey”.
- I can find the meanings of unfamiliar words to help me better understand a section of *Animal Behaviors: Animal Defenses*, “Poisonous Prey”.

Ongoing Assessment

- “Poisonous Prey” note-catcher (continued from Lesson 11; pages 17-23 *Animal Defenses* research journal)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading of “Poisonous Prey” Continued: How Do Animals Use Poison to Survive? (35 minutes)</p> <p>B. Rereading an Informational Text: A Closer Look at Words (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Review Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Review your Preparing for a Science Talk note-catcher.</p>	<ul style="list-style-type: none"><li>• This is the second lesson where students closely read the section “Poisonous Prey” in the central text <i>Animal Behavior: Animal Defenses</i>. Students continue discussing and analyzing this section, ending with synthesizing their understanding of the text by answering the focus question: How do animals use poison to survive?</li><li>• The close reading process is meant to help students deeply understand a section of the text. Students read and reread in order to deconstruct the meaning of the text, and then reconstructing the meaning using evidence from the text. Using questioning geared toward a focus question helps to make the text accessible to students.</li><li>• The “Poisonous Prey” note-catcher (pages 17-23 Animal Research Journal) is meant to be discussion-based; the teacher can choose to invite students to work independently or in pairs or small groups when thinking about different questions, but the teacher should guide the whole class in a discussion of each section of the using the question in the guide, before moving on to the next section. This guide is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own.</li><li>• This close read sequence is designed as two lessons. However depending on the needs of your class, you may choose to split this close reading into three lessons.</li><li>• At the end of Lessons 11-12, the end goal is for students to be able to answer the focus question posed during Work Time A. Students are given the opportunity to do so in Lesson 12.</li><li>• Recognizing and using parts of words is the vocabulary strategy focused on in this lesson. You may have students familiarize themselves with common affixes and roots by giving them a list of common prefixes and suffixes and asking them to build and define nonsense words with them (for example, the nonsense word <i>unjumping</i> could be defined as not jumping). This allows students to play with the parts of words in an engaging way to build confidence in using this strategy within the lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Ink-Pair-Share protocol (see Appendix).</li><li>– Create “Poisonous Prey” Vocabulary poster.</li><li>– Create Word Wall cards on index cards for the following words: entrap, poisonous, injecting, seizes, unpleasant, frantically, living, quickly, threatened, extract, warning (one word per index card)</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
affix, prefix, root, suffix; poisonous (56), injecting, seizes, unpleasant, entrap, frantically, living, quickly, threatened, extract (57)	<ul style="list-style-type: none"><li>• Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3; or from Lesson 2 of this module)</li><li>• “Poisonous Prey” note-catcher (page 17 of Animal Defenses research journal; from Lesson 11; one per student and one to display)</li><li>• “Poisonous Prey” Close Reading guide (from Lesson 11; for teacher reference))</li><li>• <i>Animal Behavior: Animal Defenses</i> (book; one per student and one for display; “Poisonous Prey,” pages 56–58)</li><li>• Equity sticks</li><li>• Vocabulary Strategies anchor chart (from Lesson 2)</li><li>• “Poisonous Prey” Vocabulary poster (teacher-created; see supporting materials)</li><li>• Common Affixes handout (one per student and one to display)</li><li>• Animal Defense Mechanisms glossary (page 26–28 of Animal Defenses research journal; one per student and one to display)</li><li>• Animal Defense Mechanisms glossary (completed, for teacher reference, from Lesson 3)</li><li>• Sticky notes (several for each student)</li><li>• Animal Defense Mechanisms Word Wall (from Lesson 3)</li><li>• Word Wall cards (see Teaching Notes)</li><li>• Millipede Defense Mechanisms: Preparing for a Science Talk note-catcher (page 24 of Animal Defenses research journal; one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will continue to closely read “Poisonous Prey,” picking up where they left off in Lesson 11.</li><li>• Invite students to use do a quick go 'round to respond to this question (students may pass if they choose):<ul style="list-style-type: none"><li>* “What is one new fact you learned after reading ‘Poisonous Prey’ in our previous lesson?”</li></ul></li><li>• Focus students on the learning targets. Ask students to find a partner and explain in their own words the meanings of all three targets. Have pairs share their explanations and clarify as necessary. Students should have a good understanding of these targets from Lesson 11. Tell students that they will continue rereading “Poisonous Prey” today, making inferences and figuring out the meanings of words they might not know.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Close Reading of “Poisonous Prey” Continued: How Do Animals Use Poison to Survive? (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display <b>Close Readers Do These Things anchor chart</b> and remind students that they will do all of these things to closely read this text: <ul style="list-style-type: none"> <li>– Read small chunks of text slowly and think about the gist.</li> <li>– Reread each passage one sentence at a time.</li> <li>– Underline things that you understand or know about.</li> <li>– Circle or underline words that you do not know.</li> <li>– Talk with your partners about all of your good ideas.</li> <li>– State the gist or message of the paragraph in the margin.</li> <li>– Listen to the questions.</li> <li>– Go back to the text to find answers to questions.</li> <li>– Talk with your partners about the answers you find.</li> </ul> </li> <li>• Invite students to open to their <b>“Poisonous Prey” note-catchers</b> on pages 17-23 of their <b>Animal Defenses research journal</b> and to take out their copies of <b>Animal Behavior: Animal Defenses</b>, opening to page 56. Remind students that they have been using this close reading guide to help them think and take notes about this section of <i>Animal Behavior: Animal Defenses</i>.</li> <li>• Use <b>equity sticks</b> to call on a student to read the focus question at the top of the close reading guide, and keep in mind as they work: <ul style="list-style-type: none"> <li>* “How do animals use poison to survive?”</li> </ul> </li> <li>• Using the “Poisonous Prey” <b>Close Reading guide</b> (from Lesson 11), support students in rereading and discussing the remainder of the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Start the tenth row at the prompt: “Reread the fifth paragraph on page 56 (continued on page 57) silently. Then use details from the text to answer the question on the right</li> <li>• Using the Ink-Pair-Share protocol, allow students to independently answer the focus question at the end of the close reading guide and share their responses. Listen for responses that include the three reasons outlined in “Poisonous Prey” Close Reading guide.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may offer selected shorter passages to specific groups based on the readiness and needs of the group. This provides an opportunity for students to read a complex text within the fourth-grade level span, but differentiates the length of the text, not the complexity.</li> <li>• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer.</li> <li>• Provide ELLs with a sentence starter or frame to aid in language production. For example: <i>This section is mostly about ...</i></li> <li>• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>B. Rereading an Informational Text: A Closer Look at Words (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they have had a lot of practice with using different strategies to figure out vocabulary words that they don't know. Point to "think about parts of the word that you know" on the <b>Vocabulary Strategies anchor chart</b>. Explain that today, they are going to focus on using <i>prefixes</i>, <i>roots</i>, and <i>suffixes</i> to determine word meaning for some words from "Poisonous Prey."</li> <li>• Display the <b>"Poisonous Prey" Vocabulary poster</b>. Explain that these words all have something in common. Point out that the words have parts underlined. Invite students to examine the words and notice any patterns or themes. Listen for students observing things like the underlining at the beginning of words is in red and the underlining at the end of words is in green, the endings that appear more than once (-ous, s).</li> <li>• Define key terms and orient students to the poster:             <ul style="list-style-type: none"> <li>– the <i>affixes</i> have been underlined in these words; tell students that affixes are a letter or group of letters that are added to a word to change its meaning.</li> <li>– <i>prefixes</i> are a type of affix that you add to the beginning of a word to change or add to its meaning. Ask students to examine the words on the poster and identify a prefix.</li> <li>– <i>suffixes</i> are a letter/groups of letters that you add to the end of a word to change its meaning or part of speech. Ask students to examine the words on the poster and identify a suffix.</li> <li>– <i>roots</i> are what you have left over when you take away any prefixes or suffixes. The root indicates the word's basic meaning. Ask students to examine the words on the poster and identify a root.</li> </ul> </li> <li>• Tell students that knowing the way an affix changes the meaning of a root can help a reader figure out the meaning of a word they don't know. Display and distribute <b>Common Affixes handout</b>. Write <i>entrap</i> on the board. Explain that this word is probably one that they haven't seen before this unit. Model breaking it down by prefix/suffix and determining the meaning while using the handout. Say something like: "The root word jumps right out at me for this word—<i>trap</i> (circle root word). I can figure out the meaning of this word by looking more closely at the prefix. En- is the prefix (underline in red). I see on my handout that 'en' can mean 'cause to.' <i>Trap</i> means to catch something, so <i>entrap</i> must mean to cause something to be trapped. Let's try to use that word in a sentence: A spider uses a web to <i>entrap</i> its enemy."</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to add the word <i>entrap</i> the <b>Animal Defense Mechanisms glossary</b>.</li><li>• Invite students to form triads. Tell students that they get to choose three words from the “Poisonous Prey” Vocabulary poster and think about the word parts to determine the meaning of those words. Then, they will reread the text. Post directions:<ol style="list-style-type: none"><li>1. Find the meaning of the following words using word parts: poisonous, injecting, seizes, unpleasant, frantically, living, quickly, threatened, extract, warning</li><li>2. With your partners, determine the meaning of each word by thinking about the word parts.</li><li>3. Find the word in your glossary and write the definition, the strategy you used to figure out the meaning, and a sketch representing the word.</li><li>4. Reread the text with your partners.</li><li>5. Discuss the following questions: How has your understanding of these words changed? Which words are still confusing for you and why? Record your questions on a <b>sticky note</b>.</li></ol></li><li>• Give students 10 minutes to look up the words, record their definitions, strategy used, and sketch, and discuss their understanding. Circulate and support as needed. Remind them that the words are listed alphabetically in the glossary of their research journals. If necessary, ask questions like: “How did you figure out the meaning of that word?” or “Are there any clues in the article that can help you figure out what that word means?” Listen for students to discuss the meanings of the words and using strategies from the Vocabulary Strategies anchor chart to determine meanings.</li><li>• Cold call triads to share their definitions and visuals/notes for each word. Clarify the definition of each word if necessary.</li><li>• Point out the <b>Animal Defense Mechanisms Word Wall</b> to students. Remind students that the Word Wall is a place to gather words about the topic they are studying.</li><li>• Show students the new <b>Word Wall cards</b> with one word on each card: <i>entrap, poisonous, injecting, seizes, unpleasant, frantically, living, quickly, threatened, extract, warning</i>. Use equity sticks to choose students to add the cards to the Word Wall.</li><li>• Invite students to use Fist to Five to briefly reflect on the learning target: “I can find the meanings of unfamiliar words to help me better understand ‘Poisonous Prey,’” with a fist being “I am not confident that I can meet this target on my own” and a five being “I can determine the meaning of an unfamiliar word on my own.”</li><li>• Tell students that they will revisit this target and continue to practice using the glossary and Vocabulary Strategies anchor chart to figure out more about it.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Review Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to open to the <b>Millipede Defense Mechanisms: Preparing for a Science Talk note-catcher</b> on page 24 of the research journal. Explain to students that in the next lesson, they will have a Science Talk discussing the following Science Talk question:<ul style="list-style-type: none"><li>* “Which millipede defense mechanism is most important? Why?”</li></ul></li><li>• Explain to students that for homework, they should use the notes in their research journals to complete the first column of this note-catcher, “When I read or saw that (evidence) ...” recording evidence that answers the Science Talk question.</li><li>• If necessary, model briefly saying something like: “I remember reading in <i>Venom</i> that they have a tough exoskeleton. I wrote notes about this on the Listening Closely note-catcher from Lesson 10.” (Show note-catcher, pointing to the notes about this.) “I’ll write ‘they have a tough exoskeleton’ in the first row. This is an example piece of evidence someone would choose if they think the exoskeleton is the millipede’s most important defense mechanism.”</li><li>• Tell students they should only fill in the first column of this note-catcher. Explain that they will work through the rest of it in the next lesson, before they begin the Science Talk.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review your Preparing for a Science Talk note-catcher.</li></ul>	



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## Supporting Materials



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“Poisonous Prey” Vocabulary Poster

**Teacher Directions:** Copy the following text onto a large piece of chart paper for all the students to see. Underline prefixes in red and underline suffixes in green.

<b>poison<u>ous</u></b>	<b><u>in</u>ject<u>ing</u></b>	<b><u>seiz</u>es</b>
<b><u>un</u>pleasant</b>	<b><u>en</u>trap</b>	<b>frantic<u>ally</u></b>
<b>live<u>ing</u></b>	<b>quic<u>kl</u>y</b>	<b><u>ex</u>crete</b>
<b>threat<u>ened</u></b>	<b><u>ex</u>tract</b>	<b>warn<u>ing</u></b>



Common Affixes

Prefix: letter groups added to the beginning of a word that change or add to the meaning

Suffix: letter groups added to the end of a word that show the part of speech and/or add meaning

Prefix	Meaning	Example
dis-	not, opposite of	<u>dis</u> cover, <u>dish</u> onest
en-	cause to	<u>en</u> joy, <u>en</u> trap
ex-	out	<u>ex</u> it, <u>ex</u> crete
in-, im-	not, opposite of	<u>in</u> dependent, <u>im</u> possible
in-, im-	in or into	<u>in</u> side, <u>im</u> migrate
inter-	between, among	<u>inter</u> national, <u>inter</u> rupt
mid-	middle	<u>mid</u> semester, <u>mid</u> night
mis-	wrongly	<u>mis</u> take, <u>mis</u> behave
non-	not, opposite of	<u>non</u> fiction, <u>non</u> stop
over-	too much, above	<u>over</u> grown, <u>over</u> due
pre-	before	<u>pre</u> school, <u>pre</u> pare
re-	again, back	<u>re</u> turn, <u>re</u> do, <u>re</u> fect
sub-	under, lower	<u>sub</u> marine, <u>sub</u> merge
super-	above, beyond	<u>super</u> market, <u>super</u> man
un-	not, opposite of	<u>un</u> happy, <u>un</u> comfortable
under-	too little, below	<u>under</u> fed, <u>under</u> ground



Common Affixes

Suffix	Meaning	Example
-ed	past-tense verbs	jump <u>ed</u> , smile <u>d</u>
-er	comparative	bigg <u>er</u> , smart <u>er</u>
-er, -or	person connected with	teach <u>er</u> , doctor <u>or</u>
-est	comparative	bigg <u>est</u> , soft <u>est</u>
-ful	full of	cheerf <u>ul</u> , caref <u>ul</u>
-ible, -able	can be done	likeab <u>le</u> , comfortab <u>le</u>
-ing	verb form	play <u>ing</u> , sing <u>ing</u>
-ion, -tion, -ation, -ition	act, process	act <u>ion</u> , attent <u>ion</u>
-ity, -ty	state of	activ <u>ity</u> , honest <u>y</u>
-ive, -ative, -itive	adjective form of a noun	attent <u>ive</u> , talkat <u>ive</u>
-less	without	help <u>less</u> , care <u>less</u>
-ly	characteristic of	friendl <u>ly</u> , motherl <u>ly</u>
-ment	action or process	enjoy <u>ment</u> , experim <u>ent</u>
-ness	state of, condition of	happin <u>ess</u> , darkn <u>ess</u>
-ous, -eous, -ious	having the qualities of	seriou <u>s</u> , poisonou <u>s</u>
-s, -es	plurals	boy <u>s</u> , milliped <u>es</u>
-y	characterized by	funny, rainy