



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 2: Lesson 5

Reading Informational Texts: Researching Expert
Group Animals and Collecting Vocabulary



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 the text. (RI.4.1)
I can accurately synthesize information from two texts on the same topic. (RI 4.9)

Supporting Learning Target

- I can make inferences based on information from pictures and text.
- I can support my inferences with details and examples from pictures and texts.
- I can find the meanings of unfamiliar words to help me better understand a text.

Ongoing Assessment

- Research note-catcher
- Expert Group Animal Defense Mechanisms glossary



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Sketching (8 minutes)B. Review Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Researching the Expert Group Animal (30 minutes)B. Rereading an Informational Text: A Closer Look at Words (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students spend the majority of Work Time continuing their research on their expert group animal's defense mechanisms using the Research note-catcher started in Lesson 4. Similar to Lesson 4, this work is completed in their expert groups.• During Work Time B, students switch gears to focus on vocabulary words from their research texts. Words for each expert group have been identified, but additional words may be added based on student needs. You may also wish to have students add words identified for homework after Lesson 4.• In advance: Post: Vocabulary Strategies and Close Readers Do These Things anchor charts; learning targets.



Lesson Vocabulary	Materials
herd (7), stotting (8), resemble (19), dispose (33), armor (49), flex (50), burrows, investigate, warning colors (60), mimic (97), imitate, common (105), migrate (114)	<ul style="list-style-type: none">• Expert Group Animal research journals (from Lesson 2; one per student and one to display)• Sketch page (page 12 of Expert Group Animal research journal)• Equity sticks• Research note-catcher (pages 9-11 of Expert Group Animal research journal)• <i>Animal Behavior: Animal Defenses</i> (Unit 1, Lesson 5; one per student and one to display)• <i>Venom</i> (book; one for the teacher)• “Award-Winning Survival Skills” (from Unit 1, Lesson 2; one per student and one to display)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)• Vocabulary Strategies anchor chart (begun in Unit 1, Lesson 2)• Expert Group Animal glossary (pages 13-14 of Expert Group Animal research journal)• Animal Defense Mechanisms Word Wall (from Unit 1, Lesson 3)• Blank Word Wall cards (three index cards for each expert group)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sketching (8 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their Expert Group Animal research journal and turn back to their sketch on their Sketch page on page 12.• Ask them to start a second draft sketch. Ask them to add details to the sketch about their expert group animal's defense mechanisms based on their research in Lesson 4.• Circulate and support as needed. If necessary, prompt students by asking:<ul style="list-style-type: none">* "What is a defense mechanism your animal uses to survive?"* "How can you show a defense mechanism of your animal in a sketch?"• Invite students to share their sketch with a partner who is not in their expert animal group.• Use equity sticks to cold call students, asking them to share one detail their partner included in his or her sketch.	<ul style="list-style-type: none">• Varying the methods of response for students makes the task accessible for all. By sketching, some students may be able to convey understanding of the content that they may not be able to convey in other ways.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text."* "I can support my inferences with details and examples from pictures and texts."* "I can find the meanings of unfamiliar words to help me better understand a text."• Remind students of the purpose of their research about their expert group animals: They will eventually write an informative piece and narrative about the animal's defense mechanisms.• Tell students that today they will continue reading texts that give them information about their animal's defense mechanisms. Remind them that proficient readers always read a text several times when gathering new information on a topic. Today, they will reread the text several times to collect information to add to their research notes and to examine the meanings of words.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Researching the Expert Group Animal (30 minutes)</p> <ul style="list-style-type: none">• Invite students to open to their Research note-catchers in their Expert Group Animal research journals and to retrieve their copies of <i>Animal Behavior: Animal Defenses, Venom</i>, and/or “Award-Winning Survival Skills.” Remind students that they have been using this note-catcher to help them research and take notes about their expert group animal’s defense mechanisms.• Use equity sticks to call on a student to read the focus question at the top of the Research note-catcher:<ul style="list-style-type: none">* “How does your expert group animal use its body and behaviors to help it survive?”• Remind students that they should keep this question in mind while they research and that they will have a chance to answer it during this lesson.• Direct students’ attention to the first page of the Research note-catcher (page 9 in their Expert Group Animal research journals), where they identified sections of <i>Animal Behavior: Animal Defenses, Venom</i>, and/or “Award-Winning Survival Skills” that would be helpful when researching their expert group animals.• Ask them to continuing working with their expert groups to reread the texts, looking for details about their animal’s defense mechanisms. Remind them that they should record their findings on the second and third of the Research note-catcher (pages 10 and 11 in their Expert Group Animal research journals).• Circulate and support as needed.	<ul style="list-style-type: none">• 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.• Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. You may want to provide a partially filled-in graphic organizer for students needing more supports.• 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.



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading an Informational Text: A Closer Look at Words (15 minutes)</p> <ul style="list-style-type: none">• Explain that students will now reread the texts they just used for research to practice figuring out the meaning of challenging words.• Direct their attention to the Close Readers Do These Things anchor chart, where it says close readers read and reread texts many times to deeply understand them.• Review the Vocabulary Strategies anchor chart by using equity sticks to call on students to read the strategies listed.<ul style="list-style-type: none">– Read on in the text and infer.– Look in the glossary.– Look for a text feature that defines the word.– Look in a dictionary.– Think about parts of the word that you know.• Tell students that they now are going to practice some of these strategies while rereading their expert group texts to determine the meaning of some challenging words.• Invite students to use their homework from Lesson 4: words identified in their expert group texts that they did not know the meaning of. Explain that they will choose at least three words circled in their texts to define and record in their Expert Group Animal glossary in their Expert Group Animal research journals.• Invite students to open to the glossary starting on page 13 of their Expert Group Animal research journal. Ask:<ul style="list-style-type: none">* “How do we record words in this glossary?”• Cold call students to share out. Listen for responses like: “We write the word we are defining in the glossary, then write the definition, then write the vocabulary strategy we used to determine the meaning of that word, and then draw a quick sketch or diagram showing what that word means.”• Explain that with their expert groups, students will reread their texts to determine and record the definitions of at least three words from their research texts.• Tell students that after they do that, they will talk with their partners about their understanding of the words. Post the following directions:	<ul style="list-style-type: none">• 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Find the meaning of at least three of the following words:<ul style="list-style-type: none">armadillo expert group: armor, flex, burrows, investigategazelle expert group: herd, stotting, migratemimic octopus: mimic, imitate, resemble, disposemonarch: warning colors, mimics, common, imitates<ol style="list-style-type: none">With your partners, determine the meaning of at least three words in your expert group text.Write each word and its definition, the strategy you used to figure out the meaning, and a sketch representing the word.Reread the text with your group.Discuss these questions: How has your understanding of these words changed? Which words are still confusing for you and why?Give students 10 minutes to find at least three words from their texts, record their definitions and the strategy used, draw a sketch, and discuss their understanding. Circulate and support as needed. If necessary, ask questions like:<ul style="list-style-type: none">* "How did you figure out the meaning of that word?"* "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 to use strategies from the Vocabulary Strategies anchor chart when determining the meanings.Cold call groups to share words they added to their glossaries and visuals/notes for each word. Clarify the definition of each word if necessary.Focus students on the Animal Defense Mechanisms Word Wall. Remind students that the Word Wall has five sections—one for general animal defense mechanisms that they used in Unit 1, and four for the expert group animals. Tell students that they will now add more to their expert group animal sections of the Word Wall.Distribute three Blank Word Wall cards to each expert group.Invite groups to write the three words they discussed on their Word Wall cards.Ask groups to send one representative to post the group's cards to their particular section of the Word Wall.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">Partner students with classmate from a different expert group. Ask students to share with the following prompt:<ul style="list-style-type: none">* Describe your animal and its defense mechanisms to a partner. Be sure to include information about your animal's habitat, predators, and defenses. Try to use as many vocabulary words from your animal's section of the word wall as you can.Circulate and observe whether students are able to describe their animal and its defenses. Students who are unable to articulate what they have learned verbally are likely to struggle when writing about their animal and will likely need more support during the writing process in the last half of this unit.	<ul style="list-style-type: none">To support students in sharing, consider using a sentence frame similar to the following: My animal is the _____ it lives in _____. It defends itself from _____ by _____.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading your independent reading book for this unit.	

There are no new supporting materials for this lesson.