



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Lesson 4

Researching Information about Sustainable Fishing



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
I can conduct short research projects to answer a question. (W.6.7)

Supporting Learning Target

- I can research to find relevant and compelling factual information and quotes about sustainable fishing methods to use in my informative consumer brochure.

Ongoing Assessment

- Structured notes: Chapter 8 of *World without Fish* (from homework)
- Researching graphic organizer: Lesson 4



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader: Chapter 8 of <i>World without Fish</i> (5 minutes)B. Unpacking the Learning Target (3 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Researching Facts: Part 1 of the Jigsaw (27 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Triad Share: Part 2 of the Jigsaw (10 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Read Chapter 11 of <i>World without Fish</i> to the end of page 153. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes:<ul style="list-style-type: none">• According to Mark Kurlansky, what are some things that we can do to help solve the problem of fish depletion?B. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students work in triads to research information about sustainable fishing methods. As in Lessons 2 and 3, this is done in a Jigsaw. Each triad is given a different research resource and they partner up with another triad in the Closing and Assessment to share what they found.• Continue to emphasize to students that the ideas presented are just one point of view and that there are other points of view out there about the idea of overfishing and fish depletion.• For homework, students jump ahead to read Chapter 11. Make it clear to students that the reason for this is to ensure they have read the parts of the book that will most help them by providing useful information for the performance task.• In advance:<ul style="list-style-type: none">– Prepare the research materials for each triad (see supporting materials). Each triad needs to be allocated one research article and you need enough of each article for one per student. The articles range in difficulty—determine how to allocate articles by considering the reading level of students in each triad. Each triad needs a glossary for its article, too. An excerpt of <i>World without Fish</i> is also used as a research resource, so consider allocating this to triads of students who require more support with reading, as they should already be familiar with the text.– Review: Mix and Mingle Checking for Understanding technique (see Appendix).• Post: learning targets.



Lesson Vocabulary	Materials
<p>factual information, compelling; see glossaries for vocabulary words</p>	<ul style="list-style-type: none"> • Performance Task Prompt: Informative Consumer Guide (from Lesson 1; one per student) • Researching graphic organizer: Lesson 4 (one per student) • Research articles and glossaries (one per student in assigned triad; see Teaching Notes): <ul style="list-style-type: none"> – World without Fish: Pages 112–115 (book; distributed in Unit 1; one per student) – “Sustainable Fishing Methods” (one per student) – “Sustainable Fishing” (one per student) – “Sustainable Seafood” (one per student) • Evidence flags (three per student for homework) • Structured notes (from Unit 2, Lesson 1; one new blank copy per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chapter 8 of <i>World without Fish</i> (5 minutes)</p> <ul style="list-style-type: none"> • Remind students of the homework: to read Chapter 8 of <i>World without Fish</i> and to answer the focus questions on their structured notes: What are the sustainable fishing methods Mark Kurlansky suggests? What makes them sustainable? • Ask students to take out their structured notes. • Invite students to Mix and Mingle to review their answers on their structured notes. • Review the protocol as necessary. • Mix and Mingle: <ol style="list-style-type: none"> 1. Play music. 2. Invite students to move around the room with their structured notes. 3. After 15 seconds, stop the music and invite students to share the answers to the homework focus questions with the person closest to them. 4. Repeat until students have shared their answer with three other students. 	<ul style="list-style-type: none"> • Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework. • Consider pairing ELL students who speak the same first language to deepen their discussion and understanding.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to revise the answers on their structured notes based on the discussions they had with other students in the Mix and Mingle. • Select volunteers to share their answers with the whole group. Listen for students to explain that Mark Kurlansky suggests old practices like hook-and-line fishing and harpooning. 	
<p>B. Unpacking the Learning Target (3 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * "I can research to find relevant and compelling factual information and quotes about sustainable fishing methods to use in my informative consumer brochure." • Remind students that <i>factual information</i> is information that is undeniably true, <i>relevant</i> information is that which is on the topic being researched, and <i>compelling</i> quotes are those that will encourage the reader to keep reading. Although informative, we want readers to read all the way to the end to be fully informed of the results of overfishing. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Researching Facts: Part 1 of the Jigsaw (27 minutes)</p> <ul style="list-style-type: none">• Ask students to take their Performance Task Prompt: Informative Consumer Guide and move to sit with their triads.• Distribute Researching graphic organizer: Lesson 4.• Display the Performance Task Prompt: Informative Consumer Guide and invite students to refer to their own copies.• Focus students on the third bullet: “A solution: sustainable methods for catching fish.” Ask students to discuss in triads:<ul style="list-style-type: none">* “How are you going to find out more about sustainable methods for catching fish? What does the learning target say?”• Select students to share their responses. Listen for students to explain that they are going to find out more by researching, as the learning target suggests.• Turn students’ attention to their Researching graphic organizer, asking them to focus on the line for a “Refined research question” at the top of the page.• Ask students to discuss in triads:<ul style="list-style-type: none">* “You are going to be researching to find out more information about sustainable fishing methods in this lesson. What do you think a refined research question might be for this lesson? Why?”• Select volunteers to share their ideas with the class. Listen for students to suggest a question like: “What do consumers need to know about sustainable fishing methods?”• Invite students to record a refined research question on the lines of their Researching graphic organizer.• Invite them to read through the directions and the column headings with you.• Tell them that they will be researching informative facts about sustainable fishing methods to use in their informative consumer guides. Explain that they are going to be doing a Jigsaw, so different triads will have different articles to research. Then they will come together to share what they found; this way, they can share the research workload.• Distribute the research articles and glossaries.• Remind students to discuss their ideas before writing anything on their individual graphic organizers.• Invite triads to begin researching.	<ul style="list-style-type: none">• If students have been grouped homogeneously, focus your attention on those triads that need additional support reading the research materials.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Circulate to support students in reading the texts and underlining factual information. Ask probing questions as necessary: <ul style="list-style-type: none"> * “Does this information answer your refined focus question?” * “Is this relevant factual information? Is it something that is undeniably true?” * “Why is this information/quote compelling?” 	
Closing and Assessment	Meeting Students' Needs
<p>A. Triad Share: Part 2 of the Jigsaw (10 minutes)</p> <ul style="list-style-type: none"> • Invite triads to pair up with another triad to share the factual information they collected. • Invite them to add any new pieces of factual information to their graphic organizer. • Preview homework and distribute structured notes and evidence flags. 	<ul style="list-style-type: none"> • Inviting triads to share their work can function as a self-check and can enable triads to push each others thinking further.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Chapter 11 of World without Fish to the end of page 153. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes: <ul style="list-style-type: none"> – According to Mark Kurlansky, what are some things that we can do to help solve the problem of fish depletion? • Continue reading your independent reading book. 	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Lesson 4

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Researching Graphic Organizer: Lesson 4

Name: _____

Date: _____

Refined research question: _____

Directions:

1. Read through the text carefully. Use the glossary to help you with words that are unfamiliar.
2. Reread the text and discuss in your triads the relevant factual information that will help you describe the issue to consumers.
3. If you are reading a paper text, underline any relevant factual information that will help you describe the issue to consumers.
4. Reread the text and discuss in your triads any relevant and compelling quotes that will help you describe the problem to consumers.
5. In a different color, underline any relevant and compelling quotes that will help you describe the issue in a compelling way to consumers.
6. Record the source in the first column (title and author).
7. Record the information in the second column. Record quotes in quotation marks.
8. In the third column, describe how this information/quote answers your refined question.

Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	How does it answer the question?



Researching Graphic Organizer: Lesson 4

Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	How does it answer the question?



Research Articles and Glossaries:
“Sustainable Fishing Methods”

Expeditionary Learning is seeking permission to reproduce this material. When permission is granted, an updated version of this lesson will be posted at www.engageny.org and commoncoresuccess.elschools.org.

Source (for teacher reference only): <http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000053176/>



Research Articles and Glossaries:
“Sustainable Fishing Methods”

“Sustainable Fishing Methods” Glossary

Sustainable Fishing Methods	
habitat	an area of land or sea that species of plants, animals, or living things live on or in
by-catch	fish and other sea animals caught by mistake
seine	a special kind of fishing net
notoriously	famously (in a bad way)
nonexistent	doesn't exist
weirs	a fence across the water to catch fish



Research Articles and Glossaries:
“Sustainable Fishing”

Expeditionary Learning is seeking permission to reproduce this material. When permission is granted, an updated version of this lesson will be posted at www.engageny.org and commoncoresuccess.elschools.org.

Source (for teacher reference only): http://education.nationalgeographic.com/education/encyclopedia/sustainable-fishing/?ar_a=1.



Research Articles and Glossaries:
“Sustainable Fishing”

“Sustainable Fishing” Glossary

Sustainable Fishing	
indigenous	originating in a place
replenish	fill up again
prohibited	not allowed
lauded	praised
recreational	done for enjoyment
pelagic	close to the bottom



Research Articles and Glossaries:
“Sustainable Seafood”

Expeditionary Learning is seeking permission to reproduce this material. When permission is granted, an updated version of this lesson will be posted at www.engageny.org and commoncoresuccess.elschools.org.

Source (for teacher reference only): <http://www.oceanwise.ca/about/sustainable-seafood>.



Research Articles and Glossaries:
“Sustainable Seafood”

“Sustainable Seafood” Glossary

Sustainable Seafood	
typical	usual
pelagic	close to the bottom
trolling	a method of fishing in which one or more fishing lines with bait attached are dragged through the water
detrimental	harmful