

New Paltz Central School District
Reading
Fifth Grade

Unit 3: Determining Important Information
(November - December)
(6 weeks)

Essential Questions

- What is determining importance?
- How do I determine important information in a text?
- How does determining important information help me as a reader?

Content

- Identify main ideas and supporting details.
- Interpret words and phrases as they are used in a text.
- Cite specific textual evidence to support conclusions drawn from a text.
- Determine cause and effect in a text.
- Recognize authors' purpose in a text.

Standards/Skills

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Assessments (formative and summative)

- Pre-assessment comprehension questions and writing (“Making Honey”)
- During instruction of unit, teachers will determine intervals to implement formative assessment including the use of:
 - Written responses
 - graphic organizers from lessons/activities
 - notes from texts/lessons/activities
 - mini-quizzes
 - Highlighted/underlined texts from lessons/activities
 - Teacher/student conferences
 - Small group and large group discussions
 - Anecdotal notes
- Post-assessment comprehension questions and writing (“Super Ant”)

Key vocabulary/Teacher language

cause and effect
compare
conclusion
contrast
determine
distinguish
evidence

fact and opinion
main idea
reflection
summary
supporting details
text features
theme

Resources

- Nonfiction articles
- Realistic fiction
- *Comprehension Toolkit*
- Rigby non-fiction books
- Comprehension Quarterlies
- Graphic organizers
- Guided reading questions
- *Non-fiction Matters*, Stephanie Harvey
- *Strategies That Work*, Stephanie Harvey and Ann Goudvis
- *Reading Power*, Adrienne Gear

Possible Minilessons

- Learn to use a FQR (Facts, Questions, Responses) chart
- Code the text to hold thinking (annotating)
- Separate interesting details from important ideas
- Identify author's purpose in a text
- Identify main idea and supporting details in a text
- Distinguish facts and opinions in a text
- Use text structures to determine important information:
 - Cause and effect
 - Problem and solution
 - Sequence of events
- Use non-fiction text features to determine important information:
 - Diagrams
 - Captions
 - Photos
 - Charts
 - Maps

Name _____

Pre Task

Directions: Write the correct answer on the line provided.

Making Honey

- 1.) _____ What is this article mainly about?
 - a. Where bees go in the summer
 - b. How the bees make honey
 - c. Where you can buy honey
 - d. What types of flowers do bees get nectar from?

- 2.) _____ What does "swarm" mean?
 - a. A group of bees leaving the hive to make a new hive
 - b. Beekeepers working together
 - c. A backpack full of honey
 - d. Collecting nectar

- 3.) _____ What is the last thing the bee does before awaiting the arrival of the next bee?
 - a. Sucks the honey out of the bees backpack
 - b. Chews up the nectar
 - c. Waits for the water to evaporate
 - d. Seals off the honeycomb hole to protect the honey

- 4.) _____ True or False: All worker bees are male

- 5.) What does the author mean by the expression: "Heaven on Earth?"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

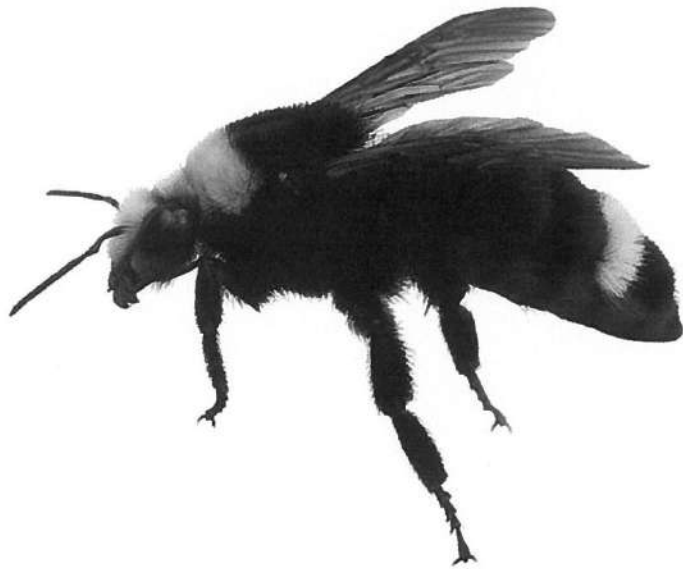
Making Honey

What happens if bees in a hive are overcrowded, lack food, or just plain feel insecure? They swarm! That is, a group of bees leaves the hive to create a new hive. Beekeepers work hard to prevent swarming. The more bees in the hive, the more honey the beekeeper will collect.

Honeybees love violets, forget-me-nots, cornflowers, and, surprise, honeysuckle. A field of clover is like heaven on earth for honeybees. They visit these flowers and collect nectar, which they then turn into honey. But how do they do that?

Bees have a regular stomach like ours. They also have a "honey backpack" in which they store the nectar they collect when they make the rounds of their favorite flowers. When her (all worker bees are female) backpack is full, the bee heads back to the hive.

Another worker bee is waiting to suck the honey out of the returning bee's backpack. She sits around



© Getty Images OSS0091

and chews on it for a half hour or so before she deposits it into a bunch of holes in the hive known as a honeycomb. Water evaporates from the chewed-up nectar, making it pretty thick. The bee seals off the hole in the honeycomb with a kind of wax to protect the honey. Then she waits for another bee to arrive with more nectar.

The beekeeper harvests a lot of the honey but leaves enough for the bees to live on during seasons when flowers are not in bloom. ■

Name _____

Post Task

Directions: Write the correct answer on the line provided.

The Super Ant

- 1.) _____ What is this article mainly about?
 - a. How ants communicate
 - b. What ants eat
 - c. How do ants live and work in colonies
 - d. How does the colony support the queen?

- 2.) _____ According to this article what does "colony" mean?
 - a. A colony is a group living and working together as an unified whole
 - b. Where the ants keep their eggs
 - c. Invisible bread crumbs
 - d. Method of communication

- 3.) _____ What happens to the eggs after the queen lays them?
 - a. She eats them
 - b. Attendant ants take the eggs to the nursery
 - c. They get stepped on by a giant shoe
 - d. The queen sits on them until they hatch

- 4.) _____ True or False: Smell is unimportant to ants

- 5.) What does the author mean by the expression: "Pheromones are like invisible bread crumbs?"

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across the entire width of the page, typical of notebook or legal stationery. The background is a solid off-white color. There are no margins, text, or other markings present.

The Super Ant

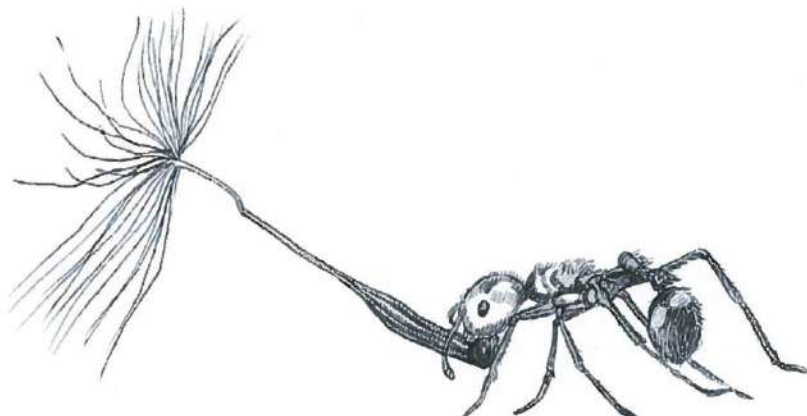
You have probably seen a single ant scurrying across the kitchen floor. You can be certain that where there is one ant, there are several. Or more like several thousand.

Ants live in colonies. The colony is known as a super-organism. The thousands of ants that make up the colony operate as a unified whole, almost as if they are one organism.

Individual ants sacrifice themselves for the sake of the colony. Each ant has a very specialized job. Some attend to the needs of the colony's queen. She becomes too large to move on her own, so a group of ants may do it for her. Some ants' sole job is to remove eggs as the queen lays them and bring them to a room in the nest called the nursery. Ant attendants in the nursery do nothing else in their entire lives except take care of the colony's larvae.

Other ants have a little more adventure. They spend their lives scouting for food. This adventure comes with peril, however. Like when a giant human shoe comes crashing down on top of them.

Ants are excellent communicators. One of their important methods of communication is touch. An ant's antenna



may have as many as thirteen joints, making them superb feelers. Ants spend an incredible amount of time cleaning their antennae, which is a good indication of how important they are.

Ants also communicate by smell. This is how they let other ants know about a good source of food. They don't go back to the nest and explain what the food smells like and where it is. No, the ants who have found the food produce a trail of pheromones, which are like invisible bread crumbs. All the other ants in the colony recognize the scent and follow it to the food.

Smell is so important to ants that if a strange ant walks into a colony of thousands of ants, colony members immediately recognize it as a stranger and drive it out or even kill the intruder. ■

