



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 1: Lesson 4**

## **Summarizing Informational Text: “Hawaii’s Endangered Happy Face Spider”**



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Summarizing Informational Text:  
“Hawaii’s Endangered Happy Face Spider”

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

- I can summarize text that is read aloud to me. (SL.5.2)
- I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can follow our class norms when I participate in a conversation. (SL.5.1)
- I can draw on information to explore ideas in the discussion. (SL.5.1)
- I can write routinely for a variety of purposes. (W.5.10)

Supporting Learning Targets

- I can explain the gist of the article “Hawaii’s Endangered Happy Face Spider.”
- I can determine the meaning of new words from context in the article “Hawaii’s Endangered Happy Face Spider.”
- I can listen actively to my group members while discussing ideas.
- I can use my group’s ideas to help me determine the gist of an article.

Ongoing Assessment

- Student writing and signed Voirin article (from homework)
- Journal (Informational Text chart, glossaries, Getting the Gist protocol)



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Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Engaging the Reader: A Rainforest in Hawaii (5 minutes)</p> <p>B. Review Learning Targets and Informational Text (5 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Reading the Entire Article “Hawaii’s Endangered Happy Face Spider,” Focusing on Gist (10 minutes)</p> <p>B. Jigsaw, Part 1: Rereading Chunks, Focusing on Main Idea and New Vocabulary (15 minutes)</p> <p>C. Jigsaw, Part 2: Sharing Gists and New Vocabulary (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Debrief: What Did We Learn about the Rainforest from an Article? (10 minutes)</p> <p>B. Exit Ticket (5 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"><li>• Make sure all anchor charts from Lessons 1 to 3 are visible to students.</li><li>• Review “Hawaii’s Endangered Happy Face Spider.”</li><li>• Review: Getting the Gist, Jigsaw, and Thumb-O-Meter protocols (see Appendix 1).</li></ul>



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Lesson Vocabulary	Materials
<p>article, determine the gist, discussing; (chunk 1) <i>Theridion grallator</i>, arachnid, Hawaiian, quite, millimeters, length; (chunk 2) unique, pattern, resemble, curved, similar; (chunk 3) scientists, developed, strange, markings, predators, agree, theory, features, avoid, enemies; (chunk 4) generally, limelight, undersides, difficult, locate, study; (chunk 5) nearly, interview, due to, danger, extinction, stated, species, under threat, non-native, brought; (chunk 6) endangered, status, symbol, threatened, wildlife, conservationist, images, attention, loss, various, fauna, throughout, Hawaii</p>	<ul style="list-style-type: none"><li>• Map of Western Hemisphere including Hawaii (find yourself in an atlas or an online site like Google Maps)</li><li>• Informational Text anchor chart (from Lesson 2)</li><li>• “Hawaii’s Endangered Happy Face Spider” (one per student)</li><li>• Close Readers Do These Things anchor chart (from Module 1)</li><li>• “Hawaii’s Endangered Happy Face Spider” Note-catcher (one per student)</li><li>• Rainforest KWL anchor chart (from Lesson 1)</li><li>• Index card (one per student)</li></ul>



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Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: A Rainforest in Hawaii (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>map of the Western Hemisphere</b> and show students where Hawaii is in relation to New York and Panama (north/west). Remind students that they are focusing on rainforests of the Western Hemisphere. Tell students they are going to find out more about this rainforest by reading a new kind of informational text.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Review Learning Targets and Informational Text (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students turn in their homework (their writing and the signed Voirin interview). Ask some students to share out about their experience of rereading the text with someone at home. Ask students: “Why would a reader choose to reread a text several times?” Call on a few students to share their thoughts with the class.</li> <li>• Review learning targets: “I can explain the gist of the article ‘Hawaii’s Endangered Happy Face Spider’” and “I can determine the meaning of new words from context in the article ‘Hawaii’s Endangered Happy Face Spider.’”</li> <li>• Remind students of how they have learned new information about rainforests by reading an interview with Bryson Voirin about his scientific research. Now they will be reading an article, another type of informational text that some scientists choose to communicate their research. Direct students’ attention to the <b>Informational Text anchor chart</b>.</li> <li>• Point out the word <i>article</i> if it is already on the chart; if not, add it. Be sure students understand how the word article is being used in this context (a short piece of informational writing, usually published in a magazine.)</li> <li>• Clarifying the meaning of <i>article</i> will be particularly important because students learned the word during Module 1 as well, when they studied the articles (agreements) of the UDHR. Use this as an opportunity to again point out to students that one word can mean very different things, depending on the context. That is part of the reason it is so important that they learn to figure out words in context, rather than just memorizing lists of words or looking up words in the dictionary.</li> <li>• Tell students that they will examine the features of the article, just as they did with the features of an interview during the past two lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>explain, gist, article, determine, context</i>). Clarify vocabulary with students as needed.</li> </ul>



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Work Time	Meeting Students’ Needs
<p><b>A. Reading the Entire Article “Hawaii’s Endangered Happy Face Spider,” Focusing on Gist (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the entire article “<b>Hawaii’s Endangered Happy Face Spider.</b>” Tell students that they will listen to the entire article read aloud for the gist. Encourage them to think about the words that are clues to the gist, or what the article is mostly about.</li><li>• Read the article aloud, one paragraph at a time. Be sure class members are following along in their own texts.</li><li>• Ask students to turn and share with a partner what they think the article is mostly about. Remind them to refer to specific words or phrases in the text when discussing the gist. Tell students they do not need to write a gist statement yet; rather, just share orally.</li><li>• Call on a few partners to share their thinking aloud.</li></ul>	<ul style="list-style-type: none"><li>• When possible, provide text or materials in students’ L1. This can help students understand materials presented in English.</li></ul>



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Work Time (continued)	Meeting Students’ Needs
<p><b>B. Jigsaw, Part 1: ReReading Chunks, Focusing on Main Idea and New Vocabulary (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students into one of six groups, one for each chunk of the text. Explain to students that they are going to use a Jigsaw protocol. Remind them of the protocol, as needed: In Part 1, they become experts on their chunk of the text, and in Part 2 they share with peers who read different chunks.</li> <li>Introduce the learning targets: “I can listen actively to my group members while discussing ideas” and “I can use my group’s ideas to help me determine the gist of an article.” Remind students of the discussion in Lesson 3 about the phrase <i>listening actively</i>. Ask several students to share out the meaning, listening for responses such as: looking at the person speaking, staying on topic, etc.</li> <li>Review the <b>Close Readers Do These Things anchor chart</b> to remind students of everything they have learned about close analytical reading. Remind them that this unit is their first time reading scientific text, specifically. They will encounter a lot of words that they don’t know, and should remember to go slowly and reread.</li> <li>Distribute the <b>“Hawaii’s Endangered Happy Face Spider” Note-catcher</b> (one per student).</li> <li>Tell them they will use a simple Note-catcher to write the <i>gist</i> of their group’s numbered paragraph (chunk) of the article and to record new/unfamiliar vocabulary. Remind students to keep all texts and Note-catchers that are separate from their journals in their Rainforests folder. Instruct the class:</li> <li>“On your own, read the chunk of text, focusing on gist. Choose no more than five key words that support the main idea, or gist, of what your chunk was about and write those words in the second column of the Note-catcher. After this, discuss the gist of your paragraph with your group. Then, on your own, write a gist statement in the third column of the Note-catcher.” (Students will need these for the Jigsaw in Step C of Work Time.)</li> <li>Give students 5 minutes to work on their own. Support individual students as needed. Circulate to each group to define specific words that they may not be able to define from context:             <ul style="list-style-type: none"> <li>* #1: <i>Theridion grillator</i>—the Latin name for happy face spider</li> <li>* #5: <i>extinction</i>—when a type of living thing does not exist anymore; not a single one of its kind remains on the planet</li> <li>* #5: <i>species</i>—a specific type of something (plant or animal; living thing)</li> <li>* #6: <i>fauna</i>—animal life in general</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students needing additional supports may benefit from partially filled-in graphic organizers.</li> <li>ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> <li>Provide anchor charts for processes such as How to Find the Gist. This would include question words with nonlinguistic representations and a question frame.</li> <li>All students developing academic language will benefit from direct instruction of academic vocabulary.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Then ask them to discuss their gists for 2 to 3 minutes. Circulate throughout the room, listening for discussions that are off-topic or students having difficulty formulating a gist statement.</li> <li>• Discuss vocabulary words students may have had difficulty with. Pay close attention to vocabulary that students mention is listed in the lesson vocabulary. Encourage students to use context clues, rereading, and/or breaking apart the word to determine its meaning. Model these strategies for students as necessary.</li> <li>• Give students a moment to revise their gist statements based on any new learning from the rereading and discussion of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>C. Jigsaw, Part 2: Sharing Gists and New Vocabulary (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Regroup students into new groups of six. Each group should have one student who read each chunk of the text.</li> <li>• In these new groups, ask students to do the following:               <ul style="list-style-type: none"> <li>* “Share out the gist statements about your chunk of the article.”</li> <li>* “As your peers share, listen and take notes in the three-column Note-catcher. What is each chunk mostly about?”</li> </ul> </li> <li>• Then ask the groups to think about the article as a whole:               <ul style="list-style-type: none"> <li>* “Now that you have reread chunks of the text more carefully, what do you think is the gist of the whole article?”</li> </ul> </li> <li>• Ask students to write their gist statement in the last box of the Note-catcher.</li> </ul> <p><i>Note: Students will return to this article and Note-catcher in the next lesson, so they do not share out with the whole group at this time.</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul>



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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: What Did We Learn about the Rainforest from an Article? (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets with students, reading through each one and pausing to gauge students’ self-assessed mastery of the target by having them use the Thumb-O-Meter protocol: thumbs-down (don’t understand), thumbs-sideways (somewhat understand), thumbs-up (got it!). Note which students place their thumbs down or sideways, because they may need more support during independent and/or small group work time.</li> <li>Ask the following question to the whole group: “What can we add to our <b>Rainforest KWL anchor chart</b> in the L--Learned--column about rainforests?”</li> <li>Call on several students to share their ideas. Record students’ ideas on the Rainforest KWL anchor chart, as students add to their journals.</li> </ul>	<ul style="list-style-type: none"> <li>Consider allowing students who struggle with language to dictate their exit ticket answers to the teacher or a partner.</li> </ul>
<p><b>B. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <b>index cards</b>.</li> <li>Ask the class to answer this question on their index card: “How was reading closely with a group different from doing it alone? What helped or supported your understanding of the text?”</li> <li>Collect exit tickets.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Imagine that you were the scientist studying the happy face spider in the rainforest. In your journal, write a descriptive paragraph about the spider for people who are not in the rainforest to see it themselves.</li> </ul> <p><i>Note: Review the exit tickets to gauge students’ thoughts on close reads. Look for students whose answers are not about close reads or who had a particularly difficult time working in a group. Check in with those particular students the next time they are supposed to work in groups to ensure that they have the supports necessary to succeed. Be sure to allow students the opportunity to add new vocabulary words to the glossaries in their journals later in the day, when they have time to do so.</i></p>	<ul style="list-style-type: none"> <li>Consider allowing ELLs to draw their observations, ideas, or notes when appropriate. This allows students to participate in a meaningful way.</li> </ul>



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## Supporting Materials



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“Hawaii’s Endangered Happy Face Spider”



Author’s drawing of the “happy face spider”

#1	Meet <i>Theridion Grallator</i> , meaning “happy face spider.” This little <i>arachnid</i> , found in <i>Hawaiian</i> rainforests, is quite small. It measures only 5 millimeters in length, at most!
#2	The happy face spider’s name comes from the <i>unique pattern</i> found on its pale-colored back. The marks resemble two circles that look like eyes. There is a <i>curved shape</i> below, similar to a smile.
#3	Some scientists think the spider may have developed these <i>strange markings</i> as a way to warn <i>predators</i> , such as birds. However, not all scientists agree on this <i>theory</i> . Some believe the features may do nothing to help the spider avoid its enemies.
#4	The happy face spider generally tries to stay out of the <i>limelight</i> . It lives its life on the <i>undersides</i> of leaves, deep in the rainforest. This can make it difficult for scientists to <i>locate</i> and study.
#5	One scientist, Dr. Geoff Oxford, has studied the happy face spider for nearly twenty years. In an interview in 2009, Dr. Oxford said the spider is very <i>difficult</i> to find because it is in danger of <i>extinction</i> . He stated that the species was <i>under threat</i> from <i>non-native</i> animals brought to the islands.
#6	Because of the happy face spider’s <i>endangered</i> status, it has become a <i>symbol</i> for all of Hawaii’s <i>threatened</i> wildlife. In fact, <i>conservationists</i> have placed images of it on T-shirts, baseball hats, and even garbage trucks. They hope to use this as a way to bring <i>attention</i> to the loss of various <i>fauna</i> throughout Hawaii.

Written by Expeditionary Learning for Instructional Purposes 2012



**“Hawaii’s Endangered Happy Face Spider”**  
Citations

[http://en.wikipedia.org/wiki/Theridion\\_grallator](http://en.wikipedia.org/wiki/Theridion_grallator) “Theridion grallator” last updated 9/19/12

<http://www.telegraph.co.uk/news/newstoppers/howaboutthat/5199409/British-scientists-study-Hawaiian-happy-face-spider.html>  
“British Scientists Study Hawaiian Happy Face Spider”

<http://hbs.bishopmuseum.org/good-bad/spider.html>  
Bernice Pauahi Bishop Museum – Hawai’i State Museum of Cultural and Natural History, Web site

[http://photography.nationalgeographic.com/photography/photos/pod-best-of-2007/spider-guarding-eggs\\_pod\\_image.html](http://photography.nationalgeographic.com/photography/photos/pod-best-of-2007/spider-guarding-eggs_pod_image.html)  
“Photo of the Day: Best of 2007” caption

(All sites last accessed 10/07/12)



Hawaii's Endangered Happy Face Spider  
Note-catcher

TEXT Paragraph Number	VOCABULARY Important words	GIST What is the main idea of what you read?
#1		
#2		
#3		
#4		
#5		
#6		

**GIST**  
**What is the main idea of what you read?**