



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 3: Lesson 3

Writing Narratives from First Person Point of View: Imagining Meg Lowman's Rainforest Journal



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

- I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)
- I can write narrative texts about real or imagined experiences or events. (W.5.3)
- I can explain what a text says using quotes from the texts (RI.5.1)

Supporting Learning Targets

- I can write a field journal entry from Meg Lowman's point of view.
- I can use specific language and vocabulary to describe a photograph of the rainforest.
- I can use sensory details to enhance the descriptions in my rainforest field journal.
- I can find information in *The Most Beautiful Roof in the World* to incorporate into a rainforest field journal entry.

Ongoing Assessment

- Students' field journals
- Journals (rainforest field journal entry)



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (10 minutes)</p> <p>B. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Creating a Class Rainforest Field Journal Entry (10 minutes)</p> <p>B. Adding Text-Based Information to the Rainforest Field Journal Entry (10 minutes)</p> <p>C. Independent Practice: Creating a Rainforest Field Journal Entry (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on the Learning Targets (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• Review: Thumb-O-Meter strategy (Appendix).• The important transition in this lesson is from writing that is informed only by students' personal experience and observation to writing in which students combine observation with information gathered from a text. Remind students that field journals typically include three components: direct observation, the scientist's comments and opinions, and research notes. In this lesson, students reread several pages of <i>The Most Beautiful Roof in the World</i> in order to continue to build content knowledge and to develop their writing about the rainforest.• Some scientific terms listed as vocabulary were introduced in Unit 2. They are included to ensure continuous review, exposure, and experiences with new vocabulary that are essential to generalization. Not all lessons in this unit afford time for explicit in-depth review. Consider giving students opportunities at other times during the day for additional practice using these words. When possible, include visual representations (drawings or pictures) of vocabulary, since these aid in retention. For examples of how to do this, refer back to Module 1, Unit 1, in which students were introduced to the practice of drawing a sketch to go along with their definition of key terms and concepts.• During Part A of the Work Time, consider playing a rainforest soundtrack in the background, such as www.youtube.com/watch?v=Av86rwKxKJ4&feature=related. Invite the students to think about what they are hearing as well as what they are seeing.• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.• Throughout this unit, students use pencils, rather than pens, for sketching.• Note that in several lessons, students watch the teacher model sketching. Do not worry about doing perfect drawings. The purpose is to show students how to observe nature closely.



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Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Students will turn in their field journals regularly so you can review them as an ongoing assessment. Try to give all students feedback each week. Write a question or comment to the students praising their work (“Your details make this description come to life!”), asking them a thought-provoking question (“What kind of tree was it? How could you find out?”), or perhaps making a suggestion (“Maybe you could label the parts of the tree.”).

Lesson Vocabulary	Materials
specific, sensory, point of view, perspective, descriptions, enhance, first person (adj), quotes; jumaras, epiphytes, epiphytic, lianas, excretes, succaries, glucose, proteins, metabolic, solar, atmospheric, nutrients	<ul style="list-style-type: none"> • <i>The Most Beautiful Roof in the World</i> (book; one per student) • Highlighters (two colors per pair: one yellow and one green)



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Opening	Meeting Students’ Needs
<p>A. Homework Review (10 minutes)</p> <ul style="list-style-type: none"> • Ask student to gather with their field journals. Invite a few students to share the covers of their journals and explain why they chose the pictures they used to decorate them. • Ask students to pair up. Have all students turn to the page in their journals that they completed during Work Time in Lesson 2, and trade journals with their partner. Ask them to read their partner’s journal, paying attention to how their partner used precise language and sensory details. Call on a few students to share their entries with the class. Listen for examples that incorporate descriptive details about color, size, shape, sounds, etc. 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same L1, when discussing recordings and observations in their field journals. This can let students have more meaningful discussions and clarify points in their L1.
<p>B. Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the first learning target aloud: “I can write a field journal entry from Meg Lowman’s point of view.” Explain that today they will be pretending that they are Meg Lowman and will be describing the things that she might see in the rainforest. • Remind the students of the work they did on <i>point of view</i> when they studied <i>Esperanza Rising</i> (Unit 2, Lesson 7). Review the concept that different people see things differently depending on their points of view or perspective. • Tell students that they will also do work to meet the other three learning targets during the lesson as they meet the first target. They will study a picture from <i>The Most Beautiful Roof in the World</i>, revisit the text that goes with that picture, and use sensory details and specific language and vocabulary from the text to write a field journal entry. Be sure that students understand the meaning of the academic vocabulary contained in the learning targets, such as <i>descriptions</i> and <i>enhance</i>. 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary, particularly when discussing learning targets.



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Work Time	Meeting Students' Needs
<p>A. Creating a Class Rainforest Field Journal Entry (10 minutes)</p> <ul style="list-style-type: none">• Invite students to open their <i>The Most Beautiful Roof in the World</i> to page 23.• Remind students that in this section of the book, Meg has climbed up to the third platform in the canopy. Help students understand that this text was written about Meg, not by Meg. Say: "Remember, <i>The Most Beautiful Roof in the World</i> was not written by Meg Lowman; it was written by an author named Kathryn Lasky. She wrote the book about Meg, not about herself, and so her writing refers to Meg by name, or as 'she'; there is no 'I' sentence in this book. But in a journal, the author writes about his or her own adventures. This means the subject of the sentences is 'I,' not someone else. This is called writing in the <i>first person</i>. Today we are going to rewrite parts of this book as if it were a field journal. To do this, I want you to pretend that you are Meg Lowman exploring the rainforest and this is what you are seeing."• Ask students to focus on the photograph:<ul style="list-style-type: none">* "What exactly do you see?"* "What do you think you'd be hearing?"* "How do you think you'd be feeling?"• Listen for and record students' responses in their own words. Hopefully students will make comments like these: "I see a branch covered with different plants. Some look brown and droopy, and others are bright green. There are beautiful bright orange flowers. I hear birds calling, insects buzzing, and the sound of water flowing. It's so exciting to be up here, but it's also a little scary!"• Begin the model field journal entry by drawing a quick sketch of the picture to accompany the notes. Write labels for the picture.	<ul style="list-style-type: none">• Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students about their observations in <i>The Most Beautiful Roof in the World</i>.



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Work Time (continued)	Meeting Students’ Needs
<p>B. Adding Text-Based Information to the Rainforest Field Journal Entry (10 minutes)</p> <ul style="list-style-type: none">• Tell the class: “We can use the background information that we gather by reading the text to add to our field journal entry.”• Direct students to the text on page 23. Read the first sentence aloud. Pause and ask if there is information in that sentence that could be added to the field journal entry. Give students a moment to turn and talk with a partner, and then invite someone to share out. Listen for something like: “We used our jumars to climb an extending cable so that we could get even closer to the ant gardens.”• Remind students of all the vocabulary work they have done throughout this module. They know a lot of specific science terms that Meg might put in her field journal. Tell the students that as you read the rest of the page aloud, they should listen for details and scientific vocabulary that could be added to the journal entry.• Pause again after the third sentence. Give students a moment to turn and talk with a partner about new details from the text that they might add to the class’s field journal entry. (For example, “plants” could be replaced with “six different kinds of plants, including orchids and cacti.”)• Continue reading aloud until the end of the page. Then ask students for their new ideas based on having read the text, and add their contributions to a model journal entry on the board.	<ul style="list-style-type: none">• When possible, provide page 23 from <i>The Most Beautiful Roof in the World</i> in students’ L1. This can help students understand materials presented in English.



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Work Time (continued)	Meeting Students’ Needs
<p>C. Independent Practice: Creating a Rainforest Field Journal Entry (20 minutes)</p> <ul style="list-style-type: none">• Tell students that now they get to create their own rain forest journal excerpt.• Ask students to take out their journals and a pencil. Project the image and direct students to open their books to page 24. Direct their attention to the photographs at the bottom of the page of the ants on the plants. Tell the students to carefully observe the picture and write a journal entry as if they are there seeing what is in the photograph. Remind them:<ul style="list-style-type: none">* Observe silently.* Use first person “I.” Write as if you are Meg Lowman.* Draw a quick sketch.* Label the sketch.* Include a clear and precise description of what you see.• Give students 10 minutes to observe and write silently.• Then ask students:<ul style="list-style-type: none">* “What text on page 24 does this image relate to?” (They should be familiar with this page from the work they did in Unit 2.)• Listen for them to say it is related to the second paragraph. Instruct them to read the text and find specific details to add to their writing, just as the whole class did with the previous page.• Circulate and observe as the students work. Look for the inclusion of information such as the following: leafcutter ants, that the leaf disks are no bigger than a dime, and that a small ant rides on top to protect the carrier ant from attacks by micro wasps.	<ul style="list-style-type: none">• Provide anchor charts for processes, such as “How to create a rainforest journal entry.” This would include steps with nonlinguistic representations (e.g., eyes for <i>observe</i>, pencil for <i>draw</i>, words for <i>label</i>).• Consider allowing students who struggle with language to dictate the words to a partner or teacher to add to their sketch.



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Closing and Assessment	Meeting Students’ Needs
<p>A. Reflecting on the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Distribute highlighters, so that all students have access to two colors. Ask students to find in their rainforest field journal entry a place where they included clear and descriptive language and highlight it in yellow. Then have students find a place where they enhanced their journal entry with information from the text, and highlight that in green. Ask students to share one of their highlighted examples with a partner. • Read through each of the learning targets, pausing after each one to ask students to use the Thumb-O-Meter strategy to demonstrate to what degree each student believes he/she has mastered the learning target. Look for students who indicate that they have not mastered the learning targets, and find a time to meet with these students to review or reteach the lesson. 	<ul style="list-style-type: none"> • Consider partnering ELLs with native speakers of English when reflecting on learning targets. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Complete a page in your nature journal. You may do this by going outside or by looking out the window at home. If this is not possible, use one of the photographs in <i>The Most Beautiful Roof in the World</i> and pretend you are Meg Lowman looking at what is in the photograph. Be sure to include the date at the top, to use text and pictures, and to be as detailed and specific as possible. <p><i>Note: If your students go outside for recess during the day, they may also complete this assignment at that time.</i></p>	<ul style="list-style-type: none"> • Consider allowing some students to draw only their observations, ideas, or notes for their journal entry. This allows all students to participate in a meaningful way.