

# **Module 2A: Unit 1:**

## **Lesson 1**

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

I can compare and contrast the organizational structure of different informational texts. (RI.5.5)

I can explain important relationships between ideas in a scientific text using specific details in the text. (RI.5.3)

I can summarize information that is presented in pictures and/or numbers. (SL.5.2)

I can prepare myself to participate in discussions. (SL.5.1)

I can follow our class norms when I participate in a conversation. (SL.5.1)

I can write for a variety of reasons. (W.5.10)

## Supporting Learning Targets

- I can listen effectively to my partner when sharing.
- I can record what I notice and wonder about during a Gallery Walk.
- I can compare and contrast texts and images about rainforests.
- I can describe in writing a unique living thing from the rainforest.
- I can explain how scientists communicate their research about the rainforest.
- I can explain the general purpose of an informational text.

**Opening:**

**A. Unit Overview: What do we know about the Rainforest?**

**(10 mins)**

# Use the 1st 2 pages of your notebook to create a KWL chart

<b>K</b> What I already KNOW about this topic	<b>W</b> What I WANT to know about this topic	<b>L</b> What I have LEARNED about this topic

# Learning Target

I can listen effectively to my partner when sharing.

What does the word *effectively* mean?

Do you see any familiar words?

What does an effective listener do?

Independently brainstorm what you already know about living things unique to the rainforest, meaning that they are only found in the rainforest, and not in any other areas. Think about both plants and animals.

Record your ideas in the “K” column of your KWL charts.

Share with your partner.

Share out with the class to record on anchor chart.

# **There are two focuses for this module:**

1. You are going to become researchers and scientists in order to learn more about the unique life that exists in the rainforests.
2. You also will be building your skills as readers and writers. As we study the rainforest, you will be learning more about how to read informational text and about how to write effectively to communicate with others.



# What do you notice or wonder?



**B. What do we want to know about the rainforest?**

**(10 mins)**

In your group, brainstorm questions that you have about rainforests. Add your questions to the W column of your charts.

Feel free to record other interesting questions that you hear from your classmates.

## **Work time**

A: Gallery walk: Exploring the rainforest  
(10 mins)

## **Learning Target**

I can compare and contrast texts and images about rainforests

What does it mean to compare and contrast?

# Gallery Walk Protocol

You will have about 5 minutes to visit each poster and text around the room.

You are to silently record your “notices” and “wonders” on your chart. They do not have to be in complete sentences

## **B. Partner Talk and Independent Writing: Becoming a Scientist (15 mins)**

# Learning Target

I can **explain** how scientists communicate their work about the rainforest.

We are just beginning to work on this target. Throughout this unit, you will examine the research of several rainforest scientists to help you more fully understand how scientists communicate their discoveries.



Pretend you are a scientific team working in the rainforest. Talk with your partner about how you would explain, or describe, what you are doing or seeing to someone who wasn't there.



















Each of you should now write a brief paragraph in your journal describing what you are doing or seeing in the photograph (under Notices and Wonders).

Pair share your writing with each other.



## C. Defining Informational Text (5 min)

Learning Target

I can explain the purpose of an informational text.

What does *purpose* mean?

What is informational text?

# **What is informational text**

Informational text is nonfiction writing, written with the intention of informing the reader about a specific topic. It's written in a way that allows the reader to easily find key information and understand the main topic.

How do you think scientists communicate their work?

# **Closing and Assessment**

A. Debrief (10 mins)

**Let's review our learning targets and see how well we did meeting each one using Fist to Five.**

### **Supporting Learning Targets**

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Let's look back at your KWL charts that you recorded in your journal...

What are you most excited about learning about the rainforest and why?

Remember, you will not only be learning about the rainforest, you'll also be learning about how scientists research and communicate their findings.

# Homework

Write a paragraph in your notebook about what we will be studying in language arts and explain it to someone at home.