

Module 2A: Unit 1:

Lesson 2

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 determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

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 connect my questions and responses to what others say. (SL.5.1)

Supporting Learning Targets

- I can describe the features of an interview as an informational text.
- I can determine the gist of an interview with scientist Bryson Voirin.
- I can determine the meaning of new words from context in an interview with scientist Bryson Voirin.

Opening

A. Engaging the Reader: Rainforests of Panama (5 mins)

California

<p>AUSTRALIA</p> <p>Bureau</p> <p>Code: AUSTR03</p> <p>★</p>	<p>Independent state</p> <p>Dependency or area of special arrangement</p> <p>Island: island group</p> <p>Capital</p>
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Code: AUSTR03000
 Subunit response
 country:australia AU 13 and AU 12

Panamá

Eastern Hemisphere

Antarctica

September 2008

North and South America



B. Review Learning Targets (5 min)

“I can describe the features of an interview as an informational text.”

Think about the words *describe*, *features*, and *interview*.

What does it mean to *describe*?

What are features?

What is an interview?

Work Time

A. How Scientists Communicate Their Work: An Interview (10 mins)

Interview with Sloth Canopy Researcher: Bryson Voirin

Remember, that with new texts, it is helpful to skim the text quickly just to get a sense of it.

Take a minute to skim the article (look over it) and notice how an interview is laid out on the page.

What do you notice about the structure?

Informational Text Anchor Chart

Look back at our Informational Text Anchor Chart from lesson 1. Would an interview belong on this list?

Features of Informational Text

Anchor Chart

Create a new page in your journal that matches the anchor chart on display.

Type	Features
How does it help the reader?	

Throughout this module we will be reading different types of informational texts, with different features or elements, so you will need to think about and look closely as you read to determine how each type of informational text uses similar and different elements to help the reader understand the information.

Why do you think a scientist might choose an interview to communicate their research?

B. Guided Practice Reading for Gist

Learning Targets:

- I can determine the gist of an interview
- I can determine the meaning of new words from context clues

Close Reading

As we read, remember to use our close reading strategies.

We will be spending two days on this interview, so for now just read the 1st interview question and answer for the *gist*, underlining any words you don't know.

Close Read

What is your Job description?

I am a biologist studying the behavior and ecology of two- and three-toed sloths. Right now I am studying biology and ecology at New College of Florida, and working in the rainforests of Panama with the Smithsonian Tropical Research Institute.

What is the gist of this?

Write it in the margin on your interview next to the question.

C. Vocabulary Word: Starting a Glossary (10 mins)

What are some words that you underlined?

Could you figure out the meaning of these words by using context clues?

In this module we will be focusing on two different types of words, scientific words (words about science) and academic (other words that help you understand concepts) words. Knowing which words are which types helps you determine the importance of the vocabulary and understand the text better.

Informational texts often have a glossary, a place that lists words and definitions. You will be creating your own glossaries to keep track of academic and scientific words that will help you to become better readers.

Turn to the last page of your journal. This is where you will begin two separate glossaries of new words that you will add to throughout the module. You will build the glossary backwards in your journal to maximize pages for other things in the front of the journal.

On the last page, write the heading:

Scientific Words Glossary

Count 5 pages back and write the heading:

Academic Word Glossary

On **BOTH** glossary pages set up a four-column chart: (make the definition column the widest)

WORD	Synonym	Definition
Picture		

Add these words to the ACADEMIC GLOSSARY
and write a synonym, short definition, and draw a
picture to help remember the meaning.

(if you don't finish all of the parts, go back later when you have time)

WORD	Synonym	Definition
Picture description feature interview		

D. Further Reading and Vocabulary Work

We are now going to do the same process with the next chunk of the interview.

Independently read the second and third questions and answers, underlining any words you don't know.

With a partner, determine the gist of the second and third interview questions...don't write it yet.

*After students share out, decide on and record the gist of each questions.

Share and compare with a partner the words that you underlined. Add these words to the correct glossary in your journal.

Closing and Assessment

A. Debrief: What have we learned about the rainforest? (10 mins)

Let's review our learning targets for this lesson. Show 1 finger if you didn't get the target at all, 2 fingers if you almost understand, and 3 fingers to show that you completely get it.

Supporting Learning Targets

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Exit Ticket

Respond to this question on your sticky note:
What is one thing you learned about the sloth?
Give specific details.

After everyone is finished, share with a partner and record on the Learned column of the KWL chart from lesson 1. Before leaving, turn your sticky in by placing it on the class KWL anchor chart.

Homework:

Answer the journal response question:

Copy the question in your journal so you can answer it for homework.

What did you learn about the rainforest from this interview? What text features in informational texts help you as a reader learn more about a topic?