

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

**Informational Text Features:** Analyzing “Hawaii’s Endangered Happy Face Spider”

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

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

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 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 from the text. (RI.5.3)

### Supporting Learning Targets

- I can share my ideas with my partners quickly.
- I can determine the main idea 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 compare and contrast the rainforest research in Panama and Hawaii.
- I can evaluate the features of an interview as an informational text.

### Ongoing Assessment

- Paragraph from homework
- Journal (Informational Text chart, Rainforest KWL chart, Features chart, Venn diagram)



# Opening

A. Engaging the Reader: What we know about the Happy Face Spider from Hawaii  
(10 mins)

# Learning Targets

I can share my ideas with my partners quickly.

What does it mean to “Share quickly”?

# Milling to Music



We're going to do an activity to share your homework paragraphs. It is:

- similar to musical chairs, except no chairs, and no one is "out"
- While the music plays, move around the room.
- When it stops, share your paragraph with the student closest to you
- When it begins again, move around to find a new partner.

What are some details about the Happy Face Spider that we can add to the L column of our KWL charts?

## **B. Reviewing Close Reading of Informational text (5 min)**

1. Read the text slowly at least twice
2. Circle words you aren't sure of and try to figure them out
3. Reread, annotate, and underline key vocabulary
4. Talk to each other about what you think it means.
5. Read to summarize or answer specific questions.



During our previous lesson, we used different strategies to learn information about the happy face spider. What were they?

- Heard entire article read aloud
- Worked in small groups to become “experts” on one paragraph
- Discussed vocabulary
- Shared with peers who had read other paragraphs
- Wrote gist statements

# **Think-Pair-Share**

**How did reading in all of those different ways help you to understand the text better?**

# Work Time

A. Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (15 mins)

**Briefly review the gist statements  
that you wrote in lesson 4.**

**Look back at the vocabulary from  
lesson 4**

# Text-Dependent Questions

You will have 7-8 mins on your own to:

- Independently re-read the article
- Read and respond in writing to the questions on the handout

## **With a partner...**

Talk about the questions and your responses.  
Based on your discussion, you may want to or  
need to revise your answers.

## **B. Learning about the Rainforest: Comparing Two Different Informational Texts (10 mins)**

We have learned about two different rainforests from two different sources of informational text. Look at the L column on your KWL chart in your journal.

Discuss with a partner, what information was the same, and what was different.



# Compare and Contrast

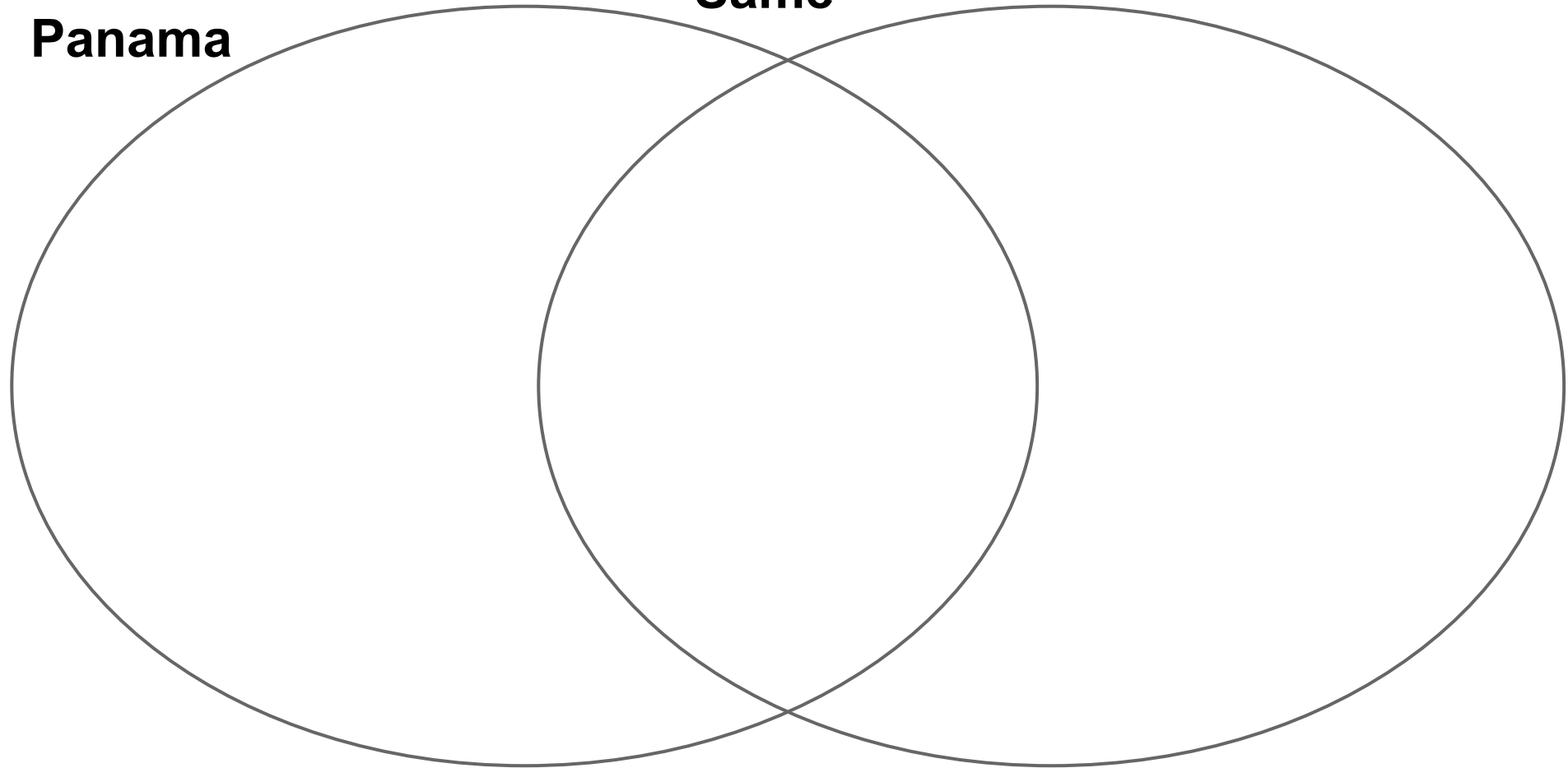
You will be comparing and contrasting the *content* of each informational text.

What does *content* mean?

**Rainforest in  
Panama**

**Same**

**Rainforest in Hawaii**



Work in pairs to create the Venn diagram.  
Even though you are working together,  
everyone must complete their own work.

Join another pair of students, making a group  
of 4, and share your Venn diagrams adding any  
new information to the appropriate sections.

## **C. Features of Articles: How Do They Help Us Learn about the Rainforest (10 mins)**

# Learning Target:

I can evaluate the features of an interview as an informational text.

What does the word *evaluate* mean?

# Features of an Article

Let's review the features that we've identified so far.

Using a highlighter, skim through the “Hawaii’s Endangered Happy Face Spider” article. Highlight informational text features that you notice.

(title, paragraphs, direct quotes, images, etc.)

With a partner, briefly share what features you noticed.

# **Closing and Assessment**

A. Learning about Text Features: Comparing and Contrasting Interviews and Articles (10 mins)



# Review Learning Targets:

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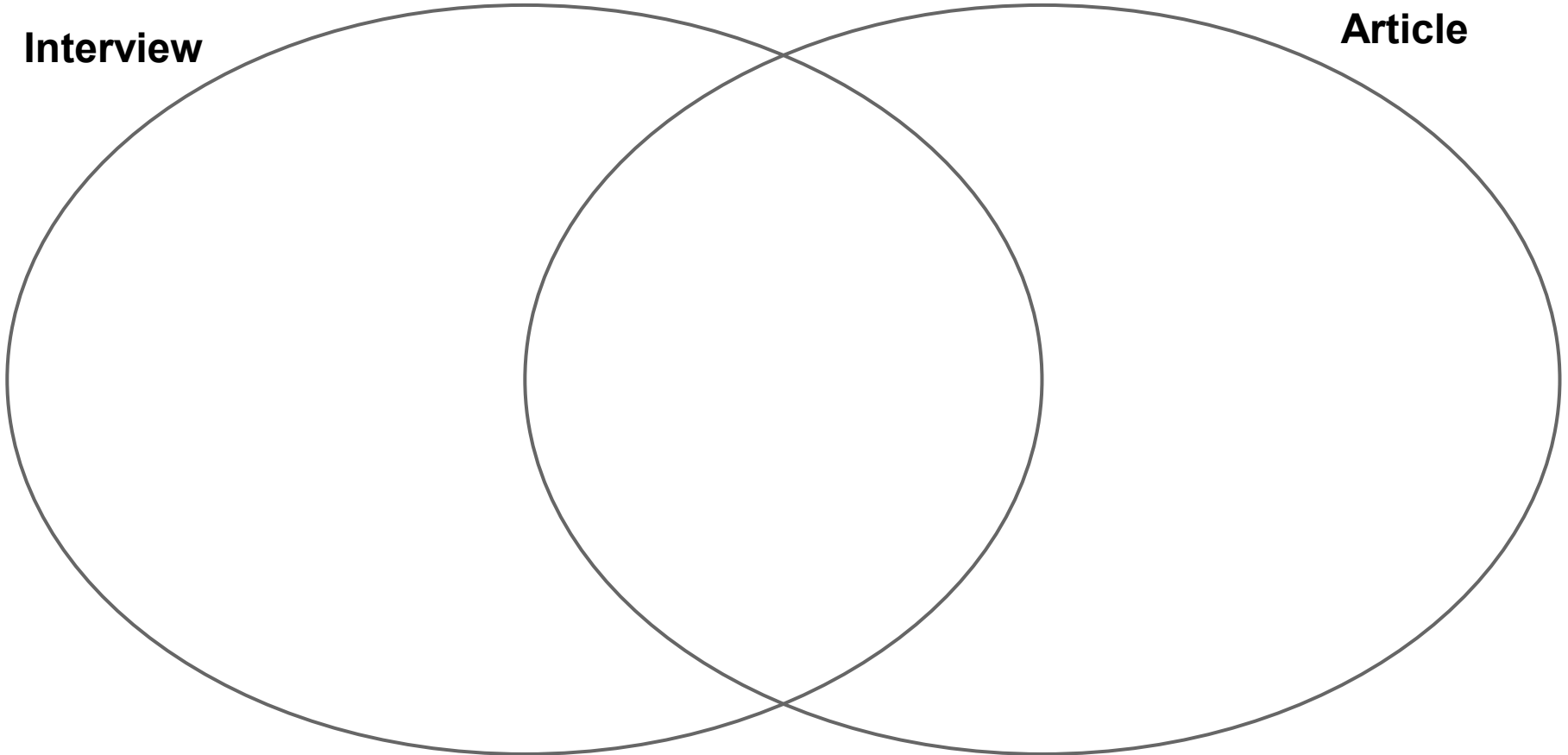
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# Draw a text features Venn diagram

**Interview**

**Article**



Using the Text Features anchor chart in your notebooks, working in groups of 3, complete the Venn diagram.

# Homework

Read the “Hawaii’s Endangered Happy Face Spider” article to someone at home. Be sure to have your listener sign it.