

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

Supporting an Opinion: Why is the Rainforest Canopy a Difficult Place to Research? (Pages 9–10)

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

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

I can summarize an informational text. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

I can make inferences using quotes from the text. (RI.5.1)

Supporting Learning Targets

- I can explain why the canopy is a difficult place to research.
- I can identify the skills needed by scientists in order to study the rainforest canopy.
- I can determine the meaning of new words from context in *The Most Beautiful Roof in the World*.
- I can write an opinion about being a rainforest scientist that is supported by reasons from the text.
- I can infer what skills Meg Lowman must have in order to be a rainforest scientist.

Ongoing Assessment

- Journal (Meg Lowman KWL chart, Close Read Note-catcher, glossaries)

Opening

A. Reviewing Homework and Engaging the Reader (5 mins)

Take out last night's homework.

Share with a partner one interesting detail you added to the L column of your KWL chart and one new word (and its definition) that you added to one of your glossaries.

B. Introducing Learning Targets (5 mins)

“I can *explain* why the canopy is a difficult place to research.”

“I can identify the *skills* needed by scientists in order to study the rainforest canopy.”

Work Time

A. Read Aloud and Main Idea: What Skills Do Scientists in the Rainforest Need (20 mins)

Take out your materials, join your reading groups, and turn to page 9

Close Reading Note-catcher

Immerse Yourself! First Read Note-catcher

Words or phrases that stand out or seem important	Based on the words and phrases... My initial thoughts about the meaning of this section of the text

First Read p. 9-10

As I read aloud, follow along silently and record any words or phrases from the text that stand out, or that you think are important, in the left column of the note-catcher.

I'll begin on page 9, "For a human being..."

Now, complete the right hand column: Write a short statement about the meaning of pages 9-10

Dive Deeper Second Read Note-catcher

Learning Targets:

I can explain why the canopy is a difficult place to research.

I can identify the skills needed by scientists in order to study the rainforest canopy.

Strategy Focus: I can use visual features to contribute to my understanding of the text.

Evidence from the text	My thinking

- Within each small group, assign each student a different section of text to read:
 - * Section 1: page 9, sentences 1–3 (“For a human being ...” through “... chatterings of monkeys.”)
 - * Section 2: page 9, sentences 4–7 (“They knew that the canopy ...” through “... exploration was easier.”)
 - * Section 3: page 10, sentences 1–2 (“The rainforest canopy ...” through “... gravity, ants, and thorns.”)
 - * Section 4: Paragraph 10, sentences 3–5 (“Such scientists, however ...” through “... feel their way up to the brightly lit canopy.”)

- Give directions:
 1. In the left-hand column of your Note-catcher, record any specific evidence from the text that addresses the two learning targets.
 2. In the right column, write a brief explanation about why you think each piece of evidence helps you meet the target.

Group share

- Share with your group what evidence you each found to answer the question.
 - Take notes about important ideas and details that help answer the questions
 - Wait until the speaker is finished before making comments or asking questions.

B. Key Vocabulary to Deepen Understanding (15 mins)

Learning target:

“I can determine the meaning of new words in
The Most Beautiful Roof in the World.”

Remember the word sort we did in lesson 1?
We'll be doing a similar activity today.

Scientific Words

Academic

Words

**ascending
chatterings
wonder
“powerhouse”**

**pioneer
frontier
skillful
cliffs**

**biomass
fearless**

- ❖ **ascending:** climbing upward (academic)
- ❖ **chatterings:** sounds that monkeys make; animal noises (scientific)
- ❖ **wonder:** curiosity; desire to learn about the unknown (academic)
- ❖ **“powerhouse”:** where most things happen; central; important (academic)
- ❖ **pioneer:** the first person to explore a place; leading the way (academic)

edge; border; unexplored land

❖ **frontier:** (academic)

❖ **skillful:** expert; practiced; clever (academic)

❖ **cliffs:** steep drop-offs; overhangs (scientific)

the living things of the rainforest

❖ **biomass:** (scientific)

unafraid; not scared; brave

❖ **fearless:** (academic)

C. Synthesis Writing (10 mins)

“I can write an opinion about being a rainforest scientist that is supported by reasons from the text.”

What does *opinion* mean?

What does it mean to *support* an opinion with “reasons from the text”?

Begin a new page in your journals and independently respond to the following prompt:

In your opinion, would it be difficult to be a rainforest scientist? Why or why not? Support your opinion with at least two details from the text.

Closing and Assessment

A. Debrief

Look at our KWL chart.

Even though pages 9 and 10 do not mention Meg Lowman specifically, what can you infer about her based on what we read about the canopy and rainforest scientists today? What in the text makes you think so?

Homework

1. Reread pages 9–10 to someone (or yourself) at home. Be prepared to share about Meg Lowman as a scientist with a partner tomorrow.
2. Read your synthesis statement to that same person (or yourself).
3. Choose three academic and two scientific vocabulary words discussed in today's lesson to add to your glossaries in your journal. Choose from this list: explain, identify, opinion, skills, supported; ascending, wonder, chatterings, "powerhouse," biomass (9), frontier, fearless, skillful, cliffs, pioneer (10).