

Grade 5: Module 2A: Unit 3: Lesson 4

Taking Notes and Citing Quotes from Text:

Gathering Information on our Rainforest Insects

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

I can use quotes to explain the meaning of informational texts. (RI.5.1)

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

I can use a variety of sources to develop an understanding of a topic. (RI.5.9)

I can document what I learn about a topic by taking notes. (W.5.8)

Supporting Learning Targets

- I can record quotes from a text about entomology in my notes.
- I can paraphrase a text about entomology.
- I can take notes on a text using a Category/Facts/Questions/Response (C/F/Q/R) Note-catcher.

Opening

A. Introducing the Performance Task (5 mins)

Although you will not have time to share your homework entries today, I will read them once a week to make sure you have complete the assignment.

You will receive feedback from me in your journal.

Today the class will be starting to research insects of the rainforest. You will get lots of practice writing interesting and informative rainforest scientist field journals about the insects you are studying.

This will be for your own field journal page that you will be creating.

Remember the work we did yesterday.

The journal entry we wrote together from Meg Lowman's point of view was enriched when you added information from the text.

When you write your own field journals, you will be able to use information from *The Most Beautiful Roof in the World* as well as the more specialized research we are about to begin.

Work Time

- A. Vocabulary and Paraphrasing Practice (20 mins)

Learning Targets

I can use quotes to explain the meaning of informational texts.

I can paraphrase a text.

As you take notes today, you will focus on the difference between *quoting* directly from the text and *paraphrasing* an author's words.

Pre-Assess

In a few sentences, what did you do last night?

With a partner:

- One student describes their evening in a few sentences
- Partner paraphrases: puts it in their own words
- Then, switch roles and do it again

Anchor Chart

PARAPHRASES

- Statements are someone else's ideas (spoken or written) in your own words.
- Includes synonyms for the original words
- Usually shorter than the original (they summarize)

QUOTATIONS

- Records exactly what the original speaker or writer said
- Surrounded by quotation marks “ ”

You will get to keep practicing using quotations and paraphrasing as you learn more about insects.

You are going to become entomologists.
insects “someone who studies”

Can you infer the meaning of that word?

An *entomologist* is someone who studies insects.

In partners, each pair will receive one **information strip for paraphrasing practice.**

You will have 5 minutes to read the quotes, and to work together to write a paraphrase of the quote on the back of the strip.

Talk with your partners about the meaning of the key words in the original statement, and how those words helped you to understand and paraphrase the quote.

Add these words and their definitions to your glossaries.

Find another pair that has the same quote.

Compare your two paraphrases, looking for similarities and differences between your versions.

Talk:

What are you learning about paraphrasing.

B. Guided Practice: Paraphrasing and Note-Taking (5 mins)

Researchers often have big questions that help them focus their learning.

Turn and talk to a partner about some of the big questions Meg Lowman has about the rainforest.

Focusing Question of your Research

“What is the contribution of [the insect that I am researching] to the rainforest ecosystem?”

Half of the class will become experts on ants, and the other half of butterflies and moths. Then, when we share what we have learned, we will all know more about important aspects of the rainforest ecosystem.

Today, we will all be practicing together, gathering information about ants.

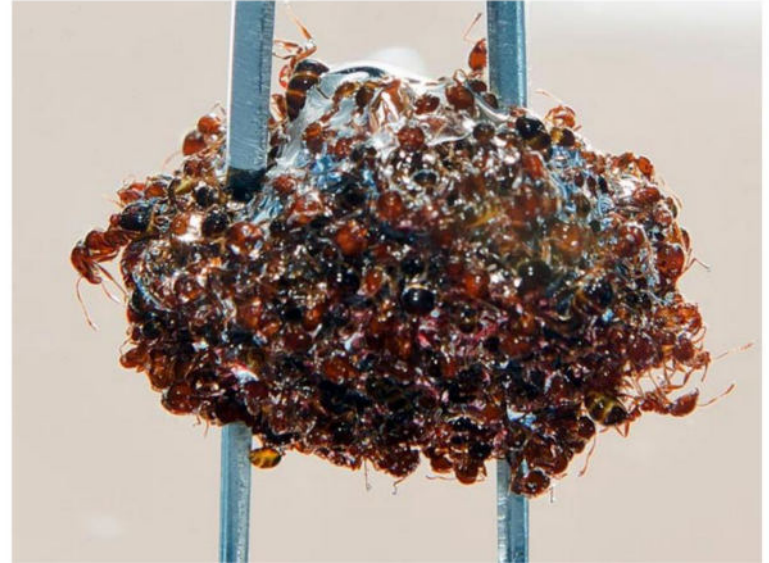
Ant Research Anchor Chart

What is the contribution of ants to the rainforest ecosystem?

A community of living things that interact with each other.

Follow along as I
read the text aloud.

When a city floods, humans stack sandbags and raise levees. When a fire ant colony floods, the ants link up to form a literal life raft. Now, new research shows exactly how the ants manage this feat. Engineering professor David Hu and graduate student Nathan J. Mlot at Georgia Institute of Technology had heard reports of ant rafts in the wild that last for weeks. "They'll gather up all the eggs in the colony and will make their way up through the underground network of tunnels, and when the flood waters rise above the ground, they'll link up together in these massive rafts," Mlot said. The scientists collected fire ants and dunked clumps of them in water to see what would happen. In less than two minutes the ants had linked 'hands' to form a floating structure that kept all the insects safe. Even the ants down below can survive this way, thanks to tiny hairs on the ants' bodies that trap a thin layer of air. "Even when they're on the bottom of the raft, they never technically become submerged," Mlot said.





EXPEDITIONARY
LEARNING

What FACTS did you learn?

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Category-Facts-Questions-Response (C/F/Q/R) Note-Catcher

Category	Facts	Questions	Responses
	<p>Fire ants make themselves into rafts to escape from floods.</p> <p>They're able to survive underwater</p>		

Conducting research always sparks more questions for the researcher. What are some questions that you now have after reading about fire ants?



EXPEDITIONARY
LEARNING

What QUESTIONS do you have?

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Category-Facts-Questions-Response (C/F/Q/R) Note-Catcher

Category	Facts	Questions	Responses
	<p>Fire ants make themselves into rafts to escape from floods.</p> <p>They're able to survive underwater</p>		

The RESPONSES column is for recording ideas and reactions to what you've read.

Share with a partner any ideas the passage has sparked for you.

Record your thoughts in the “responses” column

C. Group Work: Paraphrasing and Note-Taking (15 mins)

Write the questions:

What is the contribution of ants to the rainforest ecosystem?

Draw a 4 column C/F/Q/R in your journal

Remember, even though some of you will be focusing on butterflies and moths when you begin your research in lesson 6, today we are focusing on ants as a class.

An important part of doing research is deciding whether what you have read is important to your topic.

After you've read and understood a text, you have to decide if the information it contains is connected to the question you are trying to answer, or not.

Review your paraphrased statements that you created earlier in the lesson.

Does your sentence strip have any information that might connect to our questions: “How do ants contribute to the rainforest ecosystem?”

(Students with strips 5-8, will exchange them for 1-4)

Record a paraphrased FACT from your strip

Closing and Assessment

Debrief (5 mins)

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I need a few volunteers to share a fact, and we will decide if it's a quote or a paraphrase.

Homework

- Use your field journal to record notes from nature, either by going outside, looking out your window, or looking at a photograph in *The Most Beautiful Roof in the World*. You may want to return to the spot where you recorded your first homework notes, or choose a new focus for your observations. Be sure to put the date and time on your entry.