

Grade 5: Module 2A: Unit 3: Lesson 10

Blending Informative and Narrative Writing: Transforming Research Notes into Field Journal Entries

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

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

I can write narrative texts about real or imagined experiences or events. (W.5.3)

I can choose evidence from fifth-grade informational texts to support analysis, reflection and research. (W.5.9)

Supporting Learning Targets

- I can write a field journal entry from the point of view of a rainforest scientist.
- I can choose evidence from my notes in order to write a field journal entry that includes specific details about the contributions of ants or butterflies to the rainforest.

Ongoing Assessment

- Rainforest Field Journal graphic organizer

Opening

A. Introducing the Performance Task (15 mins)

Learning Targets

I can write a field journal entry from the point of view of a rainforest scientist.

I can choose evidence from my notes in order to write a field journal entry that includes specific details about the contributions of ants or butterflies to the rainforest.

Today you will begin writing your own field journal entries as if you were entomologists exploring a rainforest!

In your field journal, find your work from lesson 3 in which you wrote a field journal entry from Meg Lowman's perspective.

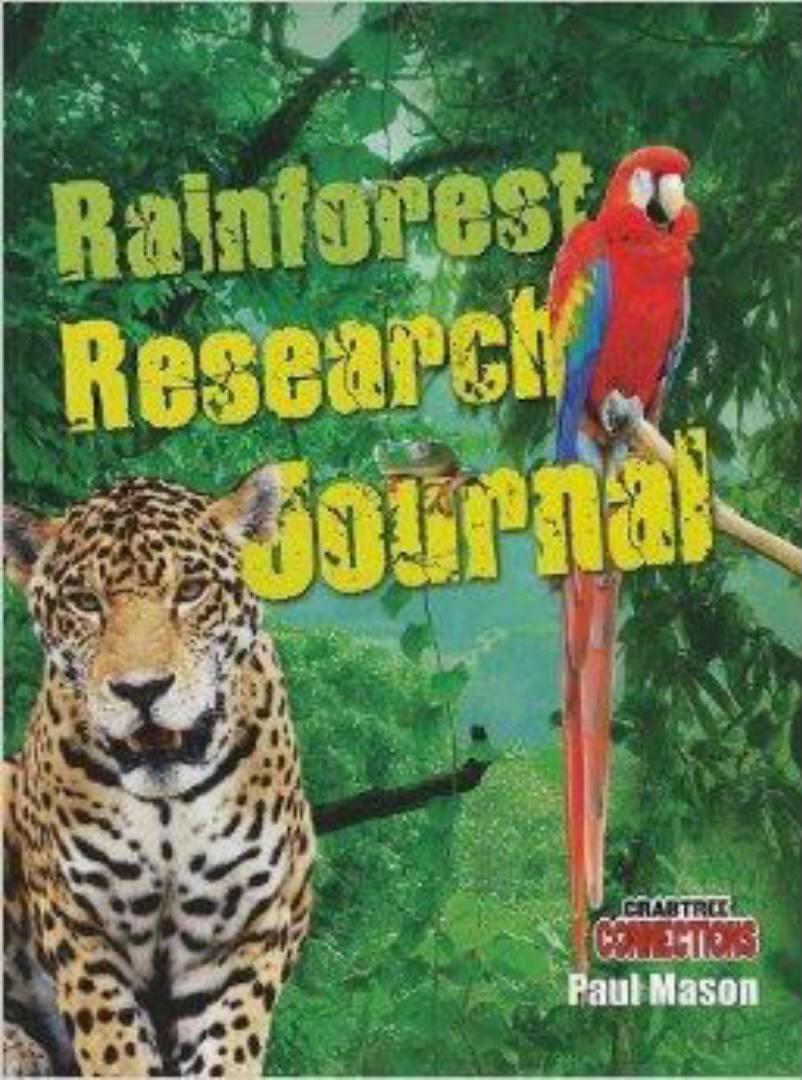
Features of a Field Journal

- Author's observations
- Factual scientific information
- Precise descriptions
- Sensory details
- Personal information
- Pictures
- Text
- Pictures and text woven together
- Written in the 1st person (I)
- Specific date and location

Reread your Meg Lowman field journal entry.

Find in your writing where you used one of these text features.

Share your findings with a partner.



This book is written in the style of a field journal.

Looking at different examples will help you get ready to create your own field journal page.

As I read, listen for examples of the text features.

What did you notice?

ASSIGNMENT AMAZON

My Diary - January 9, 2010

*Great news in the mail today!
The Foundation has agreed
to pay for me to visit the
Amazon. I can start planning
my next research trip.*

Amazon Basin



The Amazon Basin

| | |
|------------------|--|
| Size: | 2.66 million square miles (6.9 million km ²) |
| Key countries: | Half of the Amazon Basin is in Brazil. Venezuela, Colombia, Ecuador, Peru, and Bolivia also have territory in the Basin. |
| Annual rainfall: | 59–98 in (150–249 cm) in a year |
| Temperature: | Daytime 86 to 95°F (30 to 35°C) Nighttime 68 to 77°F (20 to 25°C) |

What text features do you see?

TRAVELING UPRIVER

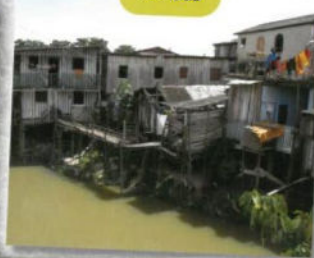
My Diary - March 11, 2010

This morning we set out upriver from Manaus. Manaus is a port city on the Amazon River. It is thousands of miles, and many days' journey, from the sea. The Amazon River is huge. Sometimes the other bank is so far away you can't see it! It will take a week to reach the Talera River.

Ruler-straight lines show where the forest's trees have been cut down.



Manaus



River Report

Name: Amazon
Length: Estimates between 3,853 and 4,225 miles (6,200 and 6,800 km) long
Flow: 20 percent of all the river water in the world

THE AMAZON RIVER DOLPHIN

My Diary - April 2, 2010

It's a good thing I don't mind water because we are traveling by boat, and it rains every day!

You can see the fish and other animals better here in the Talera River. The water is less cloudy. Today we even spotted some dolphins!

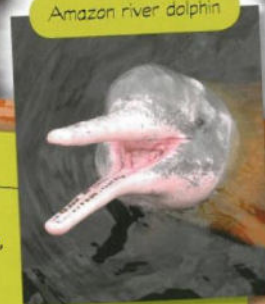
This Amazon river dolphin has surfaced to breathe in air.



Status Report

Name: Amazon river dolphin
Description: Pale gray, pink, or white, 6.6 feet (2 m) long, 264 lb (120 kg) weight
Threats: Pollution, hunting
Numbers: Classified as vulnerable

Amazon river dolphin



As I continue to read the book, I want you to raise your hand when you notice additional examples of text features from our anchor chart

GIANT SPIDERS

My Diary - April 10, 2010

Tonight we are camping on the banks of the river. For dinner, we stuffed ourselves with a giant catfish that my guide caught! It's time to put up my hammock, ready for bed.

Insects are everywhere in the Amazon. This beautiful butterfly landed on my hammock!



Brazilian wandering spider



Status Report

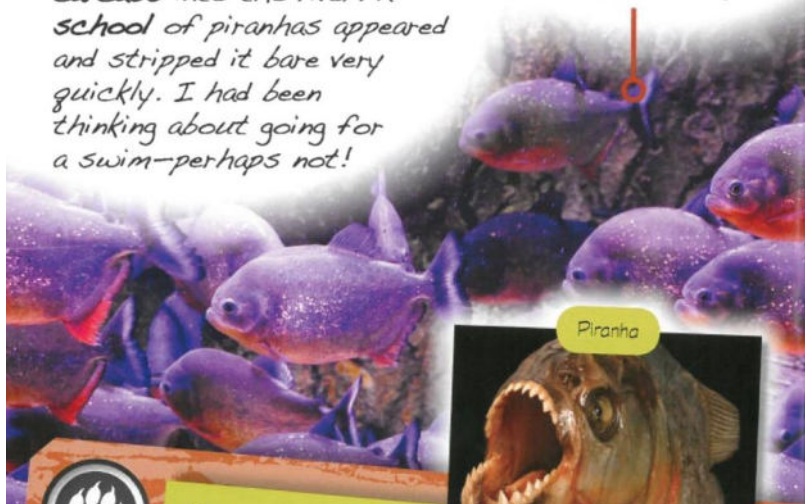
Name: Brazilian wandering spider
Description: **Venomous**, possibly deadly, spider. Its venom causes heart and muscles to stop working. It wanders along the forest floor looking for prey.
Threats: Habitat loss
Numbers: Unconfirmed

PIRANHA!

My Diary - April 15, 2010

As we set off this morning, our guide threw the catfish carcass into the river. A school of piranhas appeared and stripped it bare very quickly. I had been thinking about going for a swim—perhaps not!

Piranhas swim in schools for defense, not attack. You still wouldn't want them in your bath, though!



Piranha



Status Report

Name: Piranha

Description: 6–10 in (15–25 cm) long, armed with sharp teeth and an appetite for meat. Piranhas swim in schools.

Threats: Water pollution, overfishing

Numbers: Decreasing

POISON FROGS

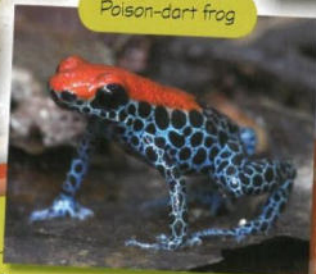
My Diary - April 27, 2010

*Another night in hammocks!
I wandered into the forest this evening. There, sitting in a tree, was an amazing, bright-blue frog. Like most brightly colored animals, this one is poisonous, so I didn't touch it.*

Frogs love the damp conditions of the rain forest.



Poison-dart frog



Status Report

- Name:** Poison-dart frog
- Description:** 0.5–2 in (1.3–5 cm) in length, brightly colored to warn off predators
- Threats:** Habitat loss, chytridiomycosis (a skin disease that has affected 30 percent of the world's amphibians)
- Numbers:** Some species are endangered

We looked at the journal entries in *Rainforest Research Journal* as a model.

Since the main character is writing about his experiences in the *first person*, he is the narrator.

Today you are going to start writing your own field journal narrative. When you are finished, you will work on adding illustrations and creating an informational text box, and then you will put all of these parts together to create your books.

Work Time

A. Creating the Rubric (10 mins)

Pay attention to four things in order to create excellent journal entries:

1. Have strong ideas from your research (observations)
2. Organize ideas so that they make sense and are easy for the reader to follow.
3. Choose the right words from all of the new academic and scientific vocabulary words we've learned.
4. Make sure that, in the final product, words are spelled correctly, words are capitalized correctly, and proper punctuation is used.

Today we are going to focus on just the first thing--coming up with great ideas that will make your journal interesting and will tell the reader what you have learned about rainforest insects.

Let's think about what we need to include in our journal entries to make sure that the ideas are really great.

We know that our journals will have to include strong ideas about what you are observing (based on your research).

Think about what you already know about ants or butterflies and then talk with your neighbor about how you will incorporate those ideas into your field journal entry.

What do you think should be included in the “I met the Target” column of the rubric?

I can write a field journal entry from the point of view of a rainforest scientist.

I can use my notes to write a field journal entry that includes details about ants or butterflies.

| | 3 I met the target! | 2 I'm on my way. | 1 I'm getting started. |
|--------------|------------------------|---------------------|---------------------------|
| Ideas | | | |
| Organization | | | |
| Language | | | |
| Conventions | | | |

B. Outlining My Rainforest Journal Entry: Mini-Lesson (10 mins)

Let's look at how we can complete this form for our field journal entry.

The name of my character will be: _____

Characteristics of my Character and Setting for my Journal Entry:

| Event | Information from My Research That I Will Include |
|-------|--|
| | |
| | |
| | |
| | |

C. Outlining My Rainforest Journal Entry: Independent Work Time (10 mins)

Join your expert groups then complete the following:

1. Look through the information you gathered in the C/F/Q/R note-catchers in your journals
2. Talk about what your character will be like, and what events will happen in the field journal entry.
3. Pay particular attention to the responses you've recorded in the R column of your note-catcher. This will give you ideas for what you might what to have happen in your narrative.

D. Independent Work Time, Continued (10 mins)

Continue to work on your graphic organizers.

As you're working, check and see if you've met the criteria against the rubric created earlier in the lesson.

Closing and Assessment

A. Debrief (5 mins)

Share out and review learning targets.

Homework

Complete your Rain Forest Field Journal Entry
Graphic Organizer