

Grade 5: Module 2A: Unit 3: Lesson 12
**Using Peer Feedback and Summarizing Our
Research In Informational Text Boxes**

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

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

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

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

Supporting Learning Targets

I can give feedback to my peers respectfully.

I can improve my writing based on feedback from my peers.

I can summarize the most important information about an ant or a butterfly in a text box.

Ongoing Assessment

Homework questions

Peer feedback sheets

Exit tickets

Opening

A. Sharing and Adding to Homework Questions (10 mins)

Sit in your expert groups and take out your journals and lesson 11 homework.

Each person in the group will read their journal entry aloud as well as the questions that were asked of them by someone at home.

The other members of the expert group will then ask an additional question for the write which the writer should record in their journal.

B. Unpacking Learning Targets (5 mins)

I can give feedback to my peers respectfully

I can improve my writing based on feedback from my peers

Why do we give each other *feedback* on our writing?

Work Time

A. Drafting and Peer Critique (25 mins)

You have 10 minutes to work on completing your drafts of your rainforest research field journal.

Make sure to incorporate answers to the questions that you were asked.

Peer Critique

You will be working in trios for a peer critique session.

Let's review the success criteria from the rubric we've created.

We've used this
strategy in the past
when we wrote
Readers Theater
scripts.

One compliment I heard from my peer:

One question from my peer:

One suggestion from my peer:

B. Creating Informational Text Boxes (15 mins)

I can summarize the most important information about an ant or butterfly in a text box.

Your field journal entries are going to have a second component. In addition to the journal entry, they will also include a text box about one of the insects you have studies. It will contain basic factual information, much like that which is found in a field guide.

If we look at the examples from Paul Mason's *Rainforest Research Journal*, what do you notice about the “status report” boxes?

What do they have in common?



Just like in the examples, you will be creating text boxes. Notice how they're not written in full sentences and just the most important information is included. You will follow a similar format.

Review your
notes and begin
filling in your
graphic
organizer.

Your text box will only be this big, so make sure that you only include the most important information about your insect

Name of your insect:

Contribution to the Rainforest Ecosystem:

Physical Characteristics:

Food Sources:

Predators:

Life Cycle:

Defenses:

Behavior

Habitat:

Closing and Assessment

A. Exit Ticket (5 mins)

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Choose JUST ONE of the learning targets from today, and write down on your exit ticket one thing you are doing well related to the one learning target you chose.

Homework

Complete your field journal entry and informational text box.

