

Birds eye view of the borders by Belize

Guatemala and Mexico

[Border](#)

Rainforest Floor

[Rainforest](#) floor

[Beautiful view of water and land](#)

[canopy view](#)

Monkeys

Pyramids



Mother and baby



Caves



Steep Mountain



Ready to see the canopy



Pyramids in the jungle

Zipline

IT WAS A FUN ADVENTURE!!!



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

Close Reading: Blue Creek, a Rainforest in Belize
(Page 12)

A.Reviewing Vocabulary (5 min)

Turn to your scientific and academic glossarys and review our new vocabulary words with a partner.

Review Learning

Turn to your Meg Lowman KWL and add what you have learned about her life and what it is like to research in the Rainforest.

Where is Belize in relation to other rainforests that we've studied?

Belize



think-pair-share

Is Belize located in an area of the world where you think a rainforest would be? What makes you think so?

B. Introducing Learning Targets (5 min)

“I can explain how the Blue Creek rainforest is biodiverse.”

Work Time

A. First Read: The Biodiversity of the Blue Creek Rainforest (20 mins)

Turn to page 12 of *The Most Beautiful Rainforest in the World*

Remember, the 1st read is to get the gist, in other reads we will focus on the descriptive language.

*Teacher reads page 12 aloud while students follow along

Gist

Briefly discuss with your group what this page was mostly about.

You will now read a portion of the text on your own. Consider this question as you read:

How is Blue Creek *biodiverse*?

Starting in the first paragraph with “In this shadowed world...” through the end of the second paragraph “...in the tanks of bromeliads.”

Materials: Chart paper and marker

- One student should write the question: “How is Blue Creek biodiverse?” in the center of the paper, and then draw a circle around it.

Chalk Talk

A “Chalk Talk” is a silent conversation.

- * No talking.
- * Each student writes a response to the question.
- * After approximately 30 seconds, walk around the chart paper to view other group members' comments.
- * If you connect to or want to expand on an idea that someone in your group wrote, then write the idea near the original comment and draw a line to connect the two ideas.
- * Cite evidence directly from the text when writing and/or responding to comments.

Do you notice any patterns or themes in your responses?

Each group should share out one pattern and/or theme they noticed from the Chalk Talk

B. Creating an AQUA Biodiversity Anchor Chart (5 min)

An AQUA chart is similar to a KWL, except it has the added component of an “Action.” We will be coming back to this fourth column later in the module.

AQUA Biodiversity Anchor Chart
(Sample for Teacher Reference)

Already Know	Questions	Understandings	Action
A	Q	U	A

You already know that the word *biodiverse* can be figured out by thinking about its parts.

What do you already know (A) about biodiversity in Blue Creek and other rainforests that we've read about.

What questions (Q) do you have about biodiversity in Blue Creek and/or other rainforests that we've studied.

We will fill in the understanding (U) and action (A) columns in future lessons.

It's important to take good notes, since you'll be able to use this on an assessment.

C. Second Read:

Answering Text-Dependent Questions (20 mins)

Read through the questions and work with your group to complete them. Go back to page 12 of the text to support your answers.

1. The text says that in Blue Creek there “are more *varieties* of living things than perhaps any other place on earth.” What does the word *varieties* mean in this text? What details from the first paragraph on page 12 support this statement?

2. According to the second paragraph, what types of animals live in the Blue Creek rainforest? Support your answer with evidence from the text.

3. The third paragraph describes how “When a tree falls ... new creatures move in and take over the *altered habitats*.” What does the phrase *altered habitats* mean in this sentence? Support your answer with evidence from the text.

many different kinds; many types

varieties: (academic)

going up; toward the sky/tops of trees

upward: (academic)

a group of similar types of plant and/or

species: animal (scientific)

a type of snake (scientific)

viper:

a small animal/amphibian with short

salamander: limbs (scientific)

bromeliad: a tropical plant with fleshy leaves
(scientific)

decaying: rotting; crumbling; falling apart (academic)

vegetation: plants; plant life; foliage (scientific)

thrive: succeed; prosper; grow well (academic)

opportunistic: describes a species that fills a gap in
the ecosystem (scientific)

Take a look back at your responses. Revise your answers based on any new understandings from the vocabulary.

Closing and Assessment

Consider the following question:

“How does the author use language to paint a pictures of the biodiversity of the rainforest?”

Identify 3-5 words that stood out for you in the reading today.

Write

On a new page, respond to the question:

“How does the author use language to paint a pictures of the biodiversity of the rainforest?”

Homework

- Reread page 12 to someone (or yourself) at home. Be prepared to share with a partner how Blue Creek is biodiverse.
- Choose three academic and two scientific vocabulary words discussed in the lesson to add to your glossaries in your journal. Choose from the following words: explain, determine, paint a picture, biodiverse; considered, varieties, upward, species, timeless, uncharted, teems, ceaseless, vipers, salamander, bromeliads, decaying, vegetation, thrive, opportunistic, altered habitats (12)
- Do a first read of pages 13–16. Complete the Close Read Note-catcher.