



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 2: Lesson 8

Close Read: Epiphytes of the Rainforest and the Creatures That Call Them Home (Pages 24–26)



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Close Read:

Epiphytes of the Rainforest and the Creatures That Call Them Home (Pages 24–26)

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

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (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 use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)

Supporting Learning Targets

- I can determine the meaning of new words from context in *The Most Beautiful Roof in the World*.
- I can explain the relationship between animals and plants in the rainforest using evidence from the text.
- I can synthesize what I read in *The Most Beautiful Roof in the World*.

Ongoing Assessment

- Journal (Close Read Note-catcher, AQUA Biodiversity chart, synthesis statement)



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Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (8 minutes)Work Time<ol style="list-style-type: none">Read-aloud: Relationships between Plants and Animals of the Rainforest (12 minutes)Group Read and Discussion: Plant and Animal Interdependence (15 minutes)Key Vocabulary to Deepen Understanding (10 minutes)Synthesis Writing (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework	<ul style="list-style-type: none">In advance: Become familiar with pages 24–26 of <i>The Most Beautiful Roof in the World</i>.The Opening of this lesson involves a review strategy called Hot Seat (see Appendix). In Hot Seat, students find a question or card underneath or on their seats. They then respond to a question or define a vocabulary word by either sketching it or acting it out.Review Fist to Five strategy (see Appendix).Prepare the Hot Seat questions (cut apart, one question per square) and place squares facedown on students' seats.Some Hot Seat questions ask students to draw or act out their answers. Provide white boards or blank paper for drawing.Answers to Hot Seat questions are provided for Teacher Reference (see supporting materials).The vocabulary section of this lesson is intentionally only 10 minutes. The focus is more on using context clues and word roots than on defining every single word. Be sure students understand this intent; otherwise, they may feel quite anxious about this long list of words.In advance: Write the vocabulary words on a large piece of chart paper to save time during the lesson.



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Lesson Vocabulary	Materials
relationship, synthesize; disturbed, fungus, trudging, hoist, fraction, discarded (24), bromeliad, hovering, larvae, lurk, overlapping, venomous, disturbance (25), rare, lungless, inaccessibility, inhabitants (26)	<ul style="list-style-type: none"> Hot Seat questions (cut apart into squares) White boards and markers or blank paper AQUA Biodiversity anchor chart (from Lesson 4) <i>The Most Beautiful Roof in the World</i> (book; one per student) Bromeliads and Rainforest Creatures Note-catcher (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (8 minutes) <i>Note: Be sure that the Hot Seat questions are already placed under or on student seats (see Teaching Note).</i></p> <ul style="list-style-type: none"> Have students join their groups (from previous lessons). Tell students they are going to review their understandings about biodiversity by playing Hot Seat. Explain to the class that in Hot Seat, some students (about half of the class) will be asked to answer a question or define a vocabulary word by either sketching it using the white boards and markers or blank paper provided, or by acting it out. Remind students of work they did in Module 1 acting out and sketching the articles of the UDHR. Tell them that they may refer to the AQUA Biodiversity anchor chart, their copies of <i>The Most Beautiful Roof in the World</i>, and their journals during this activity. Say: “Take the paper out from under your seats and answer the questions or define the vocabulary word aloud one at a time with your group members. Students in your group who do not have a Hot Seat question must say if they agree or disagree with a response and explain their thinking.” Circulate to support as needed. After groups finish answering the Hot Seat questions, invite several students to define or give examples of rainforest biodiversity. 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



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Work Time	Meeting Students' Needs
<p>A. Read-aloud: Relationships between Plants and Animals of the Rainforest (12 minutes)</p> <ul style="list-style-type: none">• Ask students to remain in their groups.• Introduce the learning target: “I can explain the relationship between animals and plants in the rainforest using evidence from the text.” Ask students to define <i>relationship</i>. Listen for responses such as: “connection; link; similarity between two or more things,” etc. Briefly point out the word root <i>relation</i>, which means “connection.”• Ask students to open their books to page 24 and locate the sentence that begins: “There are many such interlocking relationships.” Read aloud pages 24–26 as students read along silently. Stop at the sentence on page 26: “This is the surprise she has been looking for to show her boys.”• Invite several students to share out the gist of pages 24–26. Listen for: “how creatures of the rainforest and plants/trees depend on each other; there are many types of living things in/on plants and trees of the rainforest; the relationship between plants and animals in the rainforest,” or similar ideas. Ask:<ul style="list-style-type: none">* “What is the relationship between the animals and the plants of the rainforest?”• Give students 5–7 minutes to reread page 24 independently with this question in mind. Have them read from “There are many such interlocking relationships ...” through “... the right kind of leaf.”• Invite group members to take 3 minutes to discuss the question. Circulate to listen in on students’ conversations for details such as: “Ants protect the tree; the tree provides sugar/fungus for the ants,” etc.• Ask several students to share out whole group.	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., a rainforest animal for animal, a rainforest plant for <i>plant</i>, a book for <i>text</i>, etc.) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.• When possible, provide text or materials in students’ L1. This can help students understand materials presented in English.



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Work Time (continued)	Meeting Students' Needs
<p>B. Group Read and Discussion: Plant and Animal Interdependence (15 minutes)</p> <ul style="list-style-type: none">• Remind students they are still working on the first learning target.• Distribute the Bromeliads and Rainforest Creatures Note-catcher, one per student.• Say: “Now you will reread pages 25 and 26 independently to think more about how animals and plants depend on each other in the rainforest. You will use your Note-catcher to record your thinking. Make sure to use evidence from the text that shows how these creatures depend on bromeliads.” Clarify any instructions as necessary.• Orient students to page 25, starting with “Meg carefully edges her way toward a bromeliad ...” through page 26: “This is the surprise she has been looking for to show her boys.”• Give students 8 to 10 minutes to read and complete their Note-catchers. Circulate to support as needed.• Then ask students to discuss the information they found and recorded with their group members.• Offer students a moment to revise their Note-catchers, based on new evidence or understandings from their group conversations.• As time allows, invite several students to share out what they learned about how creatures of the rainforest depend on bromeliads. Remind students that studying the interdependence of animals and plants in areas that have a lot of biodiversity is what Meg Lowman does because it is important to know how everything works together.	<ul style="list-style-type: none">• Consider providing smaller chunks of text (sometimes just a few sentences) for students who struggle with language. Teachers can check in on students' thinking as they write or speak about their text.• Students needing additional supports may benefit from a partially filled-in Note-catcher.



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Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: “I can determine the meaning of new words from context in <i>The Most Beautiful Roof in the World</i>.” Remind students that they have been working on this target a lot, particularly since this scientific text has so many challenging words, and they should continue to think about what they already know, look at the parts of words, or read on to help them determine the meaning of new words. • List the following vocabulary on the board: <ul style="list-style-type: none"> * disturbed, fungus, trudging, hoist, fraction, discarded (24), bromeliad, hovering, larvae, lurk, overlapping, venomous, disturbance (25), rare, lungless, inaccessibility, inhabitants (26) • Ask students to take 5 minutes on their own or with a partner to look back at pages 24–26 and try to determine the meaning of some of these words from context. Remind them that it is not as important that they understand every single word as it is that they are learning how to figure out words in context or using word roots (which they focused on in Module 1). Tell students that they do not need to write down every word on this list. • As time permits, ask students to share definitions and, more importantly, how they figured out the words. It is fine if you do not make it through the entire list. As students share out, listen for: <ul style="list-style-type: none"> * <i>disturbed</i>: bothered; annoyed (academic) * <i>fungus</i>: mold; mildew * <i>trudging</i>: marching; hiking; moving slowly (academic) * <i>hoist</i>: lift; raise; pull (academic) * <i>fraction</i>: very small part/portion/piece (academic) * <i>discarded</i>: threw away; tossed out (academic) * <i>bromeliad</i>: a plant found in the rainforest; an epiphytic plant * <i>hovering</i>: floating in air; balancing; perching (academic) * <i>larvae</i>: immature insects; insects in an early stage of their lives * <i>lurk</i>: lie in wait (academic) 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary. • Consider providing fewer vocabulary words (sometimes just 4 or 5) for students who struggle with language. Teachers can check in on students' thinking as they write or speak about their text.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* <i>overlapping</i>: partly covering; lying on top of (academic)* <i>venomous</i>: poisonous; toxic* <i>disturbance</i>: trouble; commotion; annoyance (academic)* <i>rare</i>: unusual; uncommon (academic)* <i>lungless</i>: without lungs* <i>inaccessibility</i>: the state of not being easy to get to; the condition of being hard to reach (academic)* <i>inhabitants</i>: the creatures that live in a place; occupants <ul style="list-style-type: none">• After sharing out, allow students a few minutes to revise the evidence on their Bromeliads and Rainforest Creatures Note-catchers based on new understandings of vocabulary. Remind students that they are continuing to work on key vocabulary to help them learn more as readers about the rainforest. <p>Ask groups to pair up and share what they learned about the relationship between bromeliads and creatures of the rainforest.</p>	<ul style="list-style-type: none">•



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Work Time (continued)	Meeting Students' Needs
<p>D. Synthesis Writing (10 minutes)</p> <ul style="list-style-type: none">• Ask students to return to their seats for independent writing.• Introduce the learning target: “I can synthesize what I read in <i>The Most Beautiful Roof in the World</i>.” Ask several students to share the meaning of the word <i>synthesize</i>. (Responses might include: “combine ideas,” or “summarize using details.”)• Ask students to turn to a new page in their journals and write a synthesis statement in response to the following prompt: “Describe the relationship between the animals and the plants of the rainforest and why that relationship is important.” Remind students that they wrote a synthesis statement about biodiversity for the End of Unit 1 Assessment. Say to students: “Remember to think about all of the things you have read and learned about plants and animals of the rainforest and how they interact with each other. A strong synthesis statement will combine all of those ideas in a brief summary with details.”• Give students 5 to 7 minutes to write their synthesis statements.• Ask students to Pair-Share their synthesis statements. Invite several students to share out whole group.• <p><i>Note: Do not collect students' synthesis statements; they need them for their homework.</i></p>	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their synthesis statement to a partner or teacher.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention back on the AQUA Biodiversity anchor chart. Use a Go-Around for students to share new understandings about biodiversity in the rainforests. Record responses in the U column of the chart. • Read through the learning targets, pausing after each to ask students to use the Fist to Five strategy to show their level of mastery toward the target (fist for 0 or no mastery; 1 to 5 fingers for higher levels of confidence or agreement). <p><i>Note students who show a fist, or only 1 to 2 fingers, as they may need additional support.</i></p>	<ul style="list-style-type: none"> • For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read your synthesis statement to someone (or yourself) at home. • Choose three new academic and two new scientific vocabulary words from pages 24 to 26 to add to the glossaries in your journal. Choose from this list: relationship, synthesize; disturbed, fungus, trudging, hoist, fraction, discarded (24), bromeliad, hovering, larvae, lurk, overlapping, venomous, disturbance (25), rare, lungless, inaccessibility, inhabitants (26). <p><i>Note: Read the short story "The Wings of the Butterfly".</i></p>	<ul style="list-style-type: none"> • Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text. • For students who struggle with determining the importance of vocabulary words, consider prioritizing for them the following words: <i>relationship, synthesize, rare</i> (academic), <i>larvae</i> (scientific)



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Supporting Materials



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Hot Seat Questions

<p>1</p> <p>What is biodiversity?</p>	<p>2</p> <p>Give an example of biodiversity.</p>	<p>3</p> <p>What is the highest level of growth in the rainforest called?</p>
<p>4</p> <p>What are bromeliads?</p>	<p>5</p> <p>What layer of growth is just above the canopy?</p>	<p>6</p> <p>ACT IT OUT!</p> <p>ascend</p>
<p>7</p> <p>ACT IT OUT!</p> <p>descend</p>	<p>8</p> <p>What is a conservationist?</p>	<p>9</p> <p>What country is the Blue Creek rainforest in?</p>



Hot Seat Questions

<p>10</p> <p>Give an example of biodiversity.</p>	<p>11</p> <p>DRAW IT!</p> <p>epiphyte</p>	<p>12</p> <p>DRAW IT!</p> <p>walkway</p>
<p>13</p> <p>DRAW IT!</p> <p>bromeliad</p>	<p>14</p> <p>DRAW IT!</p> <p>diverge</p>	<p>15</p> <p>DRAW IT!</p> <p>observation platform</p>
<p>16</p> <p>ACT IT OUT!</p> <p>synchronized</p>	<p>17</p> <p>ACT IT OUT!</p> <p>Macaws “<i>foraging</i> for food to bring to their young.”</p>	<p>18</p> <p>Give an example of biodiversity.</p>



Teacher Resource: Answers to Hot Seat Questions

1. The number of living things in an area; all living things
2. Answers vary (plants and animals found in the rainforest)
3. Pavilion (the crowns of emergent growth)
4. A type of epiphytic plant; a plant in the rainforest
5. Emergent growth
6. Move upward; imitate climbing
7. Move downward
8. Someone who works to preserve/save/study the rainforests/nature.
9. Belize
10. Answers vary (plants and animals found in the rainforest)
11. Drawing should have leaves/vines growing from canopy down (p. 23 picture)
12. Drawing should look similar to a bridge (pictures throughout p. 18 on)
13. Drawing should include some type of flowering and leaves
14. Drawing should show a pathway/line splitting
15. Drawing should show a stage/stand in a fixed position (in canopy/trees)
16. Two or more students should move in the same way at the same time
17. Move about pretending to pick up things (seeds)
18. Answers vary (plants and animals found in the rainforest)



Bromeliads and Rainforest Creatures Note-catcher

	Rainforest Creature What lives in this part of the bromeliad?	Creature Relationship to Bromeliad How does the creature depend on the bromeliad?
<i>Inner levels</i> of bromeliads		
<i>Overlapping</i> leaves of bromeliads		



Bromeliads and Rainforest Creatures Note-catcher
(Answers for Teacher Reference)

	Rainforest Creature What lives in this part of the bromeliad?	Creature Relationship to Bromeliad How does the creature depend on the bromeliad?
<i>Inner levels</i> of bromeliads	Larvae of mosquitoes Frog tadpoles	Both use the inner ponds of the bromeliad as a nursery.
<i>Overlapping</i> leaves of bromeliads	Venomous snakes Tarantula (Rare lungless) tree salamander	Snakes find food (tadpoles and frogs) on bromeliads. Tarantulas and tree salamanders live in the leaves of the bromeliad (home/shelter).