



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 1: Lesson 5**

## **Informational Text Features: Analyzing “Hawaii’s Endangered Happy Face Spider”**



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**Informational Text Features:**  
Analyzing “Hawaii’s Endangered Happy Face Spider”

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

- I can follow our class norms when I participate in a conversation. (SL.5.1)  
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)  
I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
I can compare and contrast the organizational structure of different informational texts. (RI.5.5)  
I can explain important relationships between ideas in a scientific text using specific details from the text. (RI.5.3)

**Supporting Learning Targets**

- I can share my ideas with my partners quickly.
- I can determine the main idea of the article “Hawaii’s Endangered Happy Face Spider.”
- I can determine the meaning of new words from context in the article “Hawaii’s Endangered Happy Face Spider.”
- I can compare and contrast the rainforest research in Panama and Hawaii.
- I can evaluate the features of an interview as an informational text.

**Ongoing Assessment**

- Paragraph from homework
- Journal (Informational Text chart, Rainforest KWL chart, Features chart, Venn diagram)



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Agenda	Teaching Notes
<p><b>Opening</b></p> <p>A. Engaging the Reader: What We Know about the Happy Face Spider from Hawaii (10 minutes)</p> <p>B. Reviewing Close Reading of Informational Text (5 minutes)</p> <p><b>Work Time</b></p> <p>A. Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (15 minutes)</p> <p>B. Learning about the Rainforest: Comparing Two Informational Texts (10 minutes)</p> <p>C. Features of Articles: How Do They Help Us Learn about the Rainforest? (10 minutes)</p> <p><b>Closing and Assessment</b></p> <p>A. Learning about Text Features: Comparing and Contrasting Interviews and Articles (10 minutes)</p> <p><b>Homework</b></p>	<ul style="list-style-type: none"><li>• Make sure all anchor charts from previous lessons in this module are visible to students.</li><li>• Prepare a music selection for the Milling to Music activity in Opening, Part A.</li><li>• Make sure students have their completed Note-catcher about the “Hawaii’s Endangered Happy Face Spider” article (from Lesson 4).</li><li>• Review: Fist to Five (see Appendix 1).</li></ul>



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Lesson Vocabulary	Materials
unique, pattern, curved, scientists, strange, markings, predators, theory, limelight, undersides, locate, endangered, symbol, threatened, wildlife, conservationist, attention, fauna	<ul style="list-style-type: none"><li>• Rainforest KWL anchor chart (from Lesson 1)</li><li>• Close Readers Do These Things anchor chart (from Module 1)</li><li>• “Hawaii’s Endangered Happy Face Spider” (from Lesson 4)</li><li>• “Hawaii’s Endangered Happy Face Spider” Note-catcher (from Lesson 4)</li><li>• Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (one per student)</li><li>• Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (Answers for Teacher Reference)</li><li>• Interview and Articles Venn Diagram (for Teacher Reference)</li><li>• Features of Informational Text anchor chart (from Lesson 3)</li><li>• Highlighters (one color)</li><li>• Text Features Venn Diagram (for Teacher Reference)</li><li>• Document camera</li></ul>



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Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: What We Know about the Happy Face Spider from Hawaii (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review learning targets: “I can share my ideas with my partners quickly.” Ask several students to share what sharing <i>quickly</i> means, listening for responses such as: “being fast, speedy,” etc.</li> <li>• Tell students that they are going to use a Milling to Music activity to share their homework paragraphs. The purpose is to share details with one another about the happy face spider, and to reorient them to the article so they will be able to add their ideas to the <b>Rainforest KWL anchor chart</b> in the next step.</li> <li>• Explain the activity: <ul style="list-style-type: none"> <li>* It is similar to musical chairs, except there are no chairs and no one gets “out.”</li> <li>* While the music plays, students will move throughout the room.</li> <li>* When the music stops, each student will share his/her paragraph with the student closest to her/him.</li> <li>* When the music begins again, students begin moving to find another partner.</li> </ul> </li> <li>• Begin the music. Have students mill and share twice, so they have the opportunity to share their paragraphs with two peers. As students share their paragraphs, reinforce the learning targets: circulate and compliment them on joining partners <i>quickly</i> and <i>staying on task</i> by sharing their paragraphs.</li> <li>• Have students return to their seats. Cold call members of the class to share information about the happy face spider that they want to add to the L column of the Rainforest KWL anchor chart. Record students’ responses on the anchor chart as they add the information to the L column of the KWL chart in their journals.</li> <li>• If students wrote their homework paragraphs on a separate sheet of paper, collect the paragraphs now. If students’ paragraphs are in their journals, wait to collect them at the end of the lesson, because students need their journals during the rest of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider writing and breaking down the directions to Milling to Music into numbered elements. Students can return to these guidelines to make sure that they are on track.</li> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



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Opening (continued)	Meeting Students’ Needs
<p><b>B. Reviewing Close Reading of Informational Text (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the <b>Close Readers Do These Things anchor chart</b>, focusing students on what they have done to read the article closely so far.</li><li>• Remind students about how they learned information about the happy face spider from the Hawaiian rainforests during the previous lesson. They:<ul style="list-style-type: none"><li>* Heard the entire article read aloud</li><li>* Worked in small groups to become “experts” on one paragraph (chunk) of the article</li><li>* Discussed vocabulary</li><li>* Shared with peers who had read other paragraphs</li><li>* Wrote gist statements</li></ul></li><li>• Ask students to Think-Pair-Share: “How did reading in all of those different ways help you to understand the text better?”</li></ul>	<ul style="list-style-type: none"><li>• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.</li></ul>



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Work Time	Meeting Students’ Needs
<p><b>A. Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Make sure each student has their text “<b>Hawaii’s Endangered Happy Face Spider</b>” and the “<b>Hawaii’s Endangered Happy Face Spider</b>” <b>Note-catcher</b> (from Lesson 4).</li><li>• Ask students to briefly review the gist statements they wrote for each chunk of the article. Re-orient students to the main ideas and vocabulary.</li><li>• Give each student a copy of the <b>Text-Dependent Questions: “Hawaii’s Endangered Happy Face Spider.”</b></li><li>• Give students 7 to 8 minutes to work on their own to:<ul style="list-style-type: none"><li>* Independently reread the article</li><li>* Read and respond in writing to the text-dependent questions</li></ul></li><li>• Next, invite students to work with a partner to talk about the questions and their answers. As the class works, circulate among partners to check their understanding of main ideas and vocabulary based on their responses to questions.</li><li>• Vocabulary to pay attention to:<ul style="list-style-type: none"><li>* Question 1 (paragraphs 1 and 2): unique, pattern, and curved</li><li>* Question 2 (paragraph 3): scientists, strange, markings, predators, and theory</li><li>* Question 3 (paragraph 4): limelight, undersides, and locate</li><li>* Question 4 (paragraphs 5 and 6): <i>endangered, symbol, threatened, wildlife, conservationist, attention, and fauna</i></li></ul></li><li>• Give students time to revise their answers based on their discussions with their partners. (Optional: Have students write their revised responses in a second color pen, to help them see how their thinking grows as a result of collaboration.)</li></ul>	<ul style="list-style-type: none"><li>• Consider providing ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries.</li><li>• Consider providing smaller chunks of text and fewer questions (sometimes just a few questions) for struggling students. Teachers can check in on students’ thinking as they write or speak about their text.</li><li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li></ul>



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Work Time (continued)	Meeting Students’ Needs
<p><b>B. Learning about the Rainforest: Comparing Two Informational Texts (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the information that they have learned about rainforests from the interview and the article. Focus them on the L column of the Rainforest KWL anchor chart. Ask students to discuss with their partner what information about rainforests was the same and what was different in the interview and the article. Call on some partners to share out their ideas.</li><li>• Have students create an <b>Interviews and Articles Venn diagram</b> in their journals. (See a sample in the supporting materials). Tell them they will be comparing and contrasting the <i>content</i> of each informational text. Ask students what is meant by <i>content</i> of the Bryson Voirin interview and the happy face spider article, listening for answers like: “the information in the texts about the rainforests or the living things in the rainforests,” etc. Review how to fill out a Venn diagram: Aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles.</li><li>• Give students five minutes to work in pairs to write their ideas in the appropriate sections of the Interviews and Articles Venn diagram. Be sure each student completes his or her own Venn diagram.</li><li>• Then ask pairs to join another pair. Ask these new groups of four to share their Venn diagrams.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li><li>• Students needing additional supports may benefit from a partially filled-in Venn diagram.</li><li>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.</li></ul>





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Work Time (continued)	Meeting Students’ Needs
<p><b>C. Features of Articles: How Do They Help Us Learn about the Rainforest? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus on the learning target: “I can evaluate the features of an interview as an informational text.” Focus on the word <i>evaluate</i>, asking students for suggestions about what the word means. Listen for responses such as: “analyze or judge,” etc.</li><li>• Direct students’ attention to the <b>Features of Informational Text anchor chart</b>. Review prior learning: Ask several students to briefly share what features of informational text they have identified so far.</li><li>• Distribute <b>highlighters</b>. Ask students to skim through the “Hawaii’s Endangered Happy Face Spider” article. Ask them to highlight informational text features they notice (e.g., title, paragraphs, direct quotes, images, etc.).</li><li>• After 2 to 3 minutes, have students join with a partner to briefly share out about what features they noticed. Then, lead a quick whole class share-out. Be sure to probe, asking students to state specifically how each feature helps readers. Add students’ ideas to the Features of Informational Text anchor chart as students add the new ideas to the same chart in their journals.</li><li>• Invite students to think about what they learned about their individual learning styles. Ask them to consider which feature, out of those listed on the anchor chart, is most helpful for their learning style and why.</li><li>• Invite students to join other group members who identified the same learning style and share their responses with the group. Circulate among the groups to listen for conversations that are off topic or that need clarifying.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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Closing and Assessment	Meeting Students’ Needs
<p><b>A Learning about Text Features: Comparing and Contrasting Interviews and Articles (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning targets: Read each one aloud one at a time and use the Fist to Five strategy to gauge how well students did toward mastering each target.</li><li>• Have students draw a <b>Text Features Venn diagram</b> in their journals, to use for comparing and contrasting the text features of an interview versus an article (see sample in supporting materials). Direct students to refer to the Features of Informational Text anchor chart as a resource. Place students into triads. Tell them that as with the first Venn, they may discuss ideas as a group, but each person should complete his or her own Venn diagram.</li><li>• After 5 to 6 minutes, ask students to refocus as a whole group. Project a blank Text Features Venn diagram on <b>document camera</b>. Cold call a few students to share out their ideas, filling in the Venn diagram.</li><li>• After several students have shared, ask triads to talk briefly again to determine whether they want to change and/or add any ideas to their individual Venn diagrams.</li><li>• Collect student journals to informally assess.</li></ul>	<ul style="list-style-type: none"><li>• Have students who struggle with written language dictate their ideas to a teacher or their partner.</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read the “Hawaii’s Endangered Happy Face Spider” article to someone at home. Be sure to have your listener sign it. Turn it in tomorrow to your teacher.</li></ul> <p><i>Note: Read and check journals for understanding. Check to make sure students’ answers are on topic and complete. Adjust teaching for the next lessons based on students’ mastery of learning targets so far.</i></p> <p><i>Have students add new words to the glossaries in their journals during other literacy times during the day. Remind them to write a synonym, short phrase, and/or picture next to each new word as a reminder of the word’s meaning.</i></p> <p><i>In Lesson 6, students will complete the mid-unit assessment, using an online interview. Read through and become familiar with this text, noting that although this text is long, students will be asked to respond only to questions about the introductory paragraph and interview questions and answers 1 to 12.</i></p>	<ul style="list-style-type: none"><li>• Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.</li></ul>



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## Supporting Materials



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**Text-Dependent Questions:  
“Hawaii’s Endangered Happy Face Spider”**

1. Describe the unique pattern found on the happy face spider’s back. What does unique mean? What makes this pattern unique? What in the text makes you think so?
  
2. What do different scientists believe about the strange markings found on the happy face spider’s back? Include details from the text in your answer.
  
3. How does living on the undersides of leaves help the happy face spider stay out of the limelight? Use a quote from the text in your answer.
  
4. Using information from the text, explain what conservationists do. How specifically have they used the image of the happy face spider to help them? (Note: To answer this question, you will need to draw an inference, since the answer is not given directly in the text. What evidence from the text helped you make this inference?)



Text-Dependent Questions:  
“Hawaii’s Endangered Happy Face Spider”  
(Answers for Teacher Reference)

1. Describe the unique pattern found on the happy face spider’s back. What does unique mean? What makes this pattern unique? What in the text makes you think so?

**The article says the pattern is two circles that look like eyes and a curved shape below that looks like a smile. This pattern is unique because it is found only on this one type of spider. I think it is found only on this one type of spider because the article title says “Endangered Happy Face Spider.” “Endangered” means not many exist (or this article talks only about this one kind of spider having the pattern).**

2. What do different scientists believe about the strange markings found on the happy face spider’s back? Include details from the text in your answer.

**The article states that some scientists think the spider developed the markings to warn off predators such as birds, but other scientists think the marks don’t help the spiders at all. The article also says scientists do not agree on one theory.**

3. How does living on the undersides of leaves help the happy face spider stay out of the limelight? Use a quote from the text in your answer.

**Living on the undersides of leaves keeps the spiders hidden, so they cannot be in the limelight because that means they would be easily seen. The article says that living deep in the rainforest on the undersides of leaves makes them difficult for scientists to find and study.**

4. Using information from the text, explain what conservationists do. How specifically have they used the image of the happy face spider to help them? (Note: To answer this question, you will need to draw an inference, since the answer is not given directly in the text. What evidence from the text helped you make this inference?)

**The article says that the conservationists are trying to bring attention to the loss of living things/fauna in Hawaii. It also says they have put the image of the happy face spider on T-shirts, baseball hats, and garbage trucks as a symbol for all of Hawaii’s threatened wildlife.**



Text Features Venn Diagram

