



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 1: Lesson 8**

## **Synthesizing Information: Living Things in the Rainforest**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Synthesizing Information:**  
Living Things in the Rainforest

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

- I can summarize information that is presented in pictures and maps. (SL.5.2)
- I can explain what a text says using quotes from the text. (RI.5.1)
- I can compare and contrast the organizational structure of different informational texts. (RI.5.5)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can summarize or paraphrase information in my notes and in finished work. (W.5.8)
- I can write routinely for a variety of reasons. (W.5.10)

**Supporting Learning Targets**

- I can read a map to help inform me as a reader.
- I can take notes on key details from multiple texts about rainforests.
- I can use quotes to create a gist statement from notes about rainforests.

**Ongoing Assessment**

- Venn diagram (from homework)
- Journal (informational text charts, Rainforest KWL chart)
- Synthesis Note-catcher



**Synthesizing Information:**  
Living Things in the Rainforest

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Engaging the Reader: Maps as Informational Text (10 minutes)</li><li>Review Homework (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Note-Taking for Research (20 minutes)</li><li>Synthesizing Notes: Paragraph about Unique Life in the Rainforest (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>What Do We Still Want to Know about Rainforests from Scientists? (5 minutes)</li><li>Exit Ticket (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>Students will be working in groups of four for the note-taking and synthesis sections of the Agenda. Consider intentionally grouping students heterogeneously to allow all students the most possible support.</li><li>Review: Thumb-O-Meter (see Appendix).</li><li>In this lesson, students reread several texts that they have seen in other lessons. Be sure that students have access to the texts read in all previous lessons; prepare additional texts as needed.</li><li>In this lesson, students will be introduced to note taking as a step in the research process. Today they practice taking notes with texts they already know fairly well. Students will have many more opportunities in Unit 3 to practice and master note taking.</li><li>No new vocabulary is introduced or formally taught in this lesson; look for opportunities to reinforce vocabulary from previous lessons.</li></ul>



**Synthesizing Information:**  
Living Things in the Rainforest

Lesson Vocabulary	Materials
inform, key, quotes, create, gist	<ul style="list-style-type: none"><li>• Features of Informational Text anchor chart (from Lesson 3)</li><li>• Major Rainforests (from Lesson 1)</li><li>• Document camera</li><li>• Rainforest KWL anchor chart (from Lesson 1)</li><li>• Note-taking Note-catcher (one per student)</li><li>• “Live Online Interview with Eve Nilson” (from Lesson 6 Mid-Unit 1 Assessment)</li><li>• Interview with Sloth Canopy Researcher: Bryson Voirin (from Lesson 2)</li><li>• “Hawaii’s Endangered Happy Face Spider” (from Lesson 4)</li><li>• “Great Bear Rainforest Remote Camera Project” video transcript (from Lesson 7)</li><li>• Sticky notes or index cards</li></ul>



**Synthesizing Information:**  
Living Things in the Rainforest

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Maps as Informational Text (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: "I can read a map to help inform me as a reader." Focus students' attention on the word <i>inform</i>, asking several students to share what the word <i>inform</i> means in this target. Listen for students to respond with ideas such as: "help me understand," "give me information," "educate," etc.</li> <li>• Review the <b>Features of Informational Text anchor chart</b> with students, asking them to share out about the various types of informational text features they have seen in an interview, an article, and a video.</li> <li>• Display the world map of <b>Major Rainforests</b>, and prompt students to look closely. Ask:             <ul style="list-style-type: none"> <li>* "What text features on the map help you understand information about rainforests?"</li> </ul> </li> <li>• Allow students to Think-Pair-Share their ideas and cold call students to share. ("highlighted areas where there are rainforests," "arrows pointing to the rainforests", "the names of rainforests in bold print," etc.)</li> <li>• Follow up with a few more specific questions:             <ul style="list-style-type: none"> <li>* "How is a map a type of informational text?" ("It shows pictures of real places," "It has the names of different rainforests/regions/continents," etc.)</li> <li>* "What information can we learn about rainforests from this map?" ("There are six major rainforests in the world," "Rainforests are found all over the world," "Most rainforests are located on/below the equator," etc.)</li> </ul> </li> <li>• Add students' ideas to the Features of Informational Text anchor chart and the <b>Rainforest KWL anchor chart</b>, respectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may be unfamiliar with Tier 2 vocabulary words (e.g., <i>explain</i>, <i>map</i>, <i>reader</i>). Clarify vocabulary with students as needed.</li> </ul>
<p><b>B. Review Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share their Venn Diagram Comparing the Features of Two Types of Informational Text (completed for homework) with a partner. Then ask several students to share out with the whole group.</li> <li>• Collect students' Venn diagrams to informally assess.</li> </ul>	<ul style="list-style-type: none"> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



## Synthesizing Information: Living Things in the Rainforest

Work Time	Meeting Students' Needs
<p><b>A. Note-Taking for Research (20 minutes)</b></p> <p><i>Note: This section of Work Time is relatively short, since students have read all of these texts at least three times each in previous lessons.</i></p> <ul style="list-style-type: none"> <li>Review the learning targets: “I can take notes on key details from multiple texts about rainforests,” and “I can use quotes to create a gist statement from notes about rainforests.” Focus on the phrase <i>key details</i>. Allow several students to share what is meant by <i>key details</i>, listening for responses such as: “the most important information,” “information about rainforests,” etc.</li> <li>Then bring students’ attention to the words <i>quotes</i> and <i>create</i>. Ask students to share what a <i>quote</i> is (what somebody actually says) and what feature in texts lets you know that somebody is talking/saying something (quotation marks). Invite several students to share their thinking. Remind students that when someone uses the exact words from the text in their answers, that is also called a <i>quote</i>. It does not have to be dialogue/something someone said. Finally, ask several students to share the meaning of the word <i>create</i>, listening for answers such as: “write,” “make,” etc. Explain to students that they will just begin to use note-taking as way to record the most essential, or <i>key</i>, details of informational text in this lesson. They will be doing much more of this in Unit 3.</li> <li>Remind students that the purpose of reading/viewing informational texts is to learn more about a topic, and that one of the reasons they have been working with a variety of informational texts and text features was to learn about unique things found in rainforests. They are going to take notes about those unique living things from the texts they have read and heard.</li> <li>Introduce the class to the note-taking process they will be using throughout this module. Using a <b>document camera</b>, project the <b>Note-Taking Note-catcher</b> for students to see.</li> <li>Do some brief guided practice, taking notes together about the “<b>Live Online Interview with Eve Nilson</b>” (from the Mid-Unit 1 Assessment in Lesson 6).</li> <li>In the Text column of the Note-catcher, write the title of the text or source: “Live Online Interview with Eve Nilson.”</li> <li>Project the question: “Why did you want to study frogs?” from that interview with Eve. Read the interview question and answer aloud. Ask students if, based on this question and answer, they can identify a unique thing found in the rainforests. Listen for ideas such as: “Frogs are an indicator species,” “frogs breathe through their skin,” “The disappearance of frogs means that something is wrong in the environment.”</li> </ul>	<ul style="list-style-type: none"> <li>Students needing additional supports may benefit from partially filled-in Note-catchers.</li> <li>Provide anchor charts for processes such as How to Take Notes. This would include question words with nonlinguistic representations and a question frame.</li> <li>Consider allowing students who struggle to use only two of the four texts to gather notes.</li> </ul>



Synthesizing Information:  
Living Things in the Rainforest

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• In the Facts column of the Note-catcher, paraphrase what students say, and pose the question: "Why didn't I write the ideas using complete sentences?" Listen for students to respond with: "to shorten it," "to put it in your own words," "You don't need to write notes as complete sentences," or similar ideas.</li><li>• Then ask students to Think-Pair-Share to locate a quote from the article to support/give more information about the fact. Listen in on students' conversations for suggestions like: "They're extremely sensitive to the environment and its changes" or "Any rapid disappearance of frogs is a sign there's trouble in the environment." Ask several students to share the quotes aloud with the whole group, and record them in the Quotes column of the Note-catcher.</li><li>• Finally, bring students' attention to the My Thinking column, prompting them to consider their own thoughts and reactions to the fact and corresponding quote. Cold call several students to share their responses, listening for ideas similar to: "It's important to pay attention to frogs in the rainforest, so we know if the pollution in the air might be harmful to us."</li><li>• Place students into groups of four. Ask students to take out their <b>journals</b> and draw a blank four-column Note-catcher, copying the model that they just worked with during guided practice. Make sure that all group members have the following texts:<ul style="list-style-type: none"><li>* <b>Interview with sloth canopy researcher Bryson Voirin</b> (from Lesson 2)</li><li>* <b>"Hawaii's Endangered Happy Face Spider" article</b> (from Lesson 4)</li><li>* <b>"Great Bear Rainforest Remote Camera Project" video transcript</b> (from Lesson 7).</li></ul></li><li>• Tell students that they also will need to refer to the class Rainforest KWL anchor chart and the notes they have taken in their journals.</li><li>• Remind students of their goal: to identify key facts/details about the unique things found in rainforests.</li><li>• As students work with their group members to fill out the Note-catcher in their journals, move throughout the room to offer support by reminding students to review one source at a time to note key details; identify quote(s) that support key details; and write a response.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



**Synthesizing Information:**  
Living Things in the Rainforest

Work Time (continued)	Meeting Students' Needs
<p><b>B. Synthesizing Notes: Paragraph about Unique Life in the Rainforest (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that throughout this year, they will be writing routinely—to learn new information, and also to show what they know. Be sure students know that today's writing will not be formally assessed; it's just another way to synthesize their learning.</li><li>• Tell them that today they will just write a quick paragraph to inform others about the unique life that exists in the rainforest. They may use anything from the notes in their three-column Note-catchers they just created. Their paragraph should include facts/key details about unique life in the rainforests, from each of the informational texts; and a quote that supports each fact/key detail, from each of the informational texts.</li><li>• Ask students to write their paragraphs right on the lines on the second page of their Note-catcher.</li><li>• Give students 15 minutes to write. Circulate to support as needed.</li><li>• Collect students' Note-catchers and paragraphs to informally assess. Do not formally grade this writing.</li></ul>	<ul style="list-style-type: none"><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>





**Synthesizing Information:**  
Living Things in the Rainforest

Closing and Assessment	Meeting Students' Needs
<p><b>A. What Do We Still Want to Know about Rainforests from Scientists? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Return students' attention once again to the class Rainforest KWL anchor chart. Review all the questions listed in the W column, asking students to locate any answers to those questions in the L column of the chart. Check off any questions that have been answered; circle any questions that have not yet been answered (for reference throughout this module). Ask students if there are any additional questions they would like to add to the W column of the chart, then record new student questions. Ask if there are any L statements students would like added to that column of the chart. Record students' ideas.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>B. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute an <b>index card</b> or <b>sticky note</b> to each student. Ask them to respond to the following questions in writing: <ul style="list-style-type: none"> <li>* "What are the commonalities in how scientists of the rainforest gather evidence?"</li> <li>* "Why is it important to draw from multiple texts when doing research?"</li> </ul> </li> <li>Ask students to share what each wrote with a partner. Then cold call several students to share out with the whole group.</li> <li>Collect students' exit ticket to informally assess.</li> </ul>	<ul style="list-style-type: none"> <li>Some students may need the questions for the exit ticket written so they can see them.</li> <li>Consider allowing some students to dictate their answers to a partner or the teacher. This allows students who struggle with written language to participate in meaningful ways.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>What questions do you still have about rainforests? Add any new questions to the W column of the Rainforest KWL chart in your journal.</li> </ul> <p><i>Note: In Lesson 9, students will take the on-demand end of unit assessment. As a part of this assessment, they will be reading another section of the "Live Online Interview with Eve Nilson" (used in Lesson 6). Be sure students have access to this text, or print fresh copies.</i></p>	<ul style="list-style-type: none"> <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>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2A: Unit 1: Lesson 8

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Note-Taking Note-catcher

	<b>Facts</b>	<b>Quotes</b>	<b>My Thinking</b>
Interview With Sloth Canopy Researcher Bryson Voirin			
Hawaii's Endangered Happy Face Spider			
Great Bear Rainforest Remote Camera Project Video Transcript			



**Note-Taking Note-catcher**

Include the following in your paragraph:

- Facts/key details about unique life in the rainforests, from each of the informational texts
- A quote that supports each fact/key detail, from each of the informational texts

---

---

---

---

---

---

---

---

---

---