



EXPEDITIONARY  
LEARNING

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

## **Close Reading in Expert Groups: What is it Like in the Rainforest Canopy? (Pages 13–16)**



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**Close Reading in Expert Groups:**  
What is it Like in the Rainforest Canopy? (Pages 13–16)

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

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can summarize an informational text. (RI.5.2)

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 summarize information that is presented in pictures. (SL.5.2)

**Supporting Learning Targets**

- I can write a gist statement for a chunk of texts from *The Most Beautiful Roof in the World*.
- I can determine the meaning of new words from context in *The Most Beautiful Roof in the World*.
- I can sketch the gist of a chunk of text from *The Most Beautiful Roof in the World*.
- I can match a gist statement to a picture of the same chunk of text.

**Ongoing Assessment**

- Journal (Meg Lowman KWL chart, Biodiversity AQUA chart, glossaries)
- Gist statements
- Gist sketches



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Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Group Read: Determining the Gist of Pages 13–16 (25 minutes)</p> <p>B. Jigsaw, Part 1: Sketching the Gist (10 minutes)</p> <p>C. Jigsaw, Part 2: Matching Gist Statements and Sketches (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Debrief and Review Learning Targets (5 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"><li>• In advance: Read and become familiar with pages 13–16 of <i>The Most Beautiful Roof in the World</i>.</li><li>• Review: Fist to Five strategy (see Appendix).</li><li>• This lesson follows a basic Jigsaw structure, in which students first become experts on a chunk of text and then share their expertise with others. Review the Jigsaw protocol (see Appendix).</li><li>• Read through each of the seven chunks of text (listed on the task cards) to predetermine which sections of text will be most appropriate for each student group, based on level of vocabulary, length, etc.</li><li>• Refer to Key Vocabulary and Definitions, Pages 13–16 (for Teacher Reference; see Supporting Materials) when working with groups on reading for gist.</li><li>• As in Module 1, students are asked to sketch their understanding of the main idea of a small chunk of text during the Work Time of this lesson. Sketching is one way to help students solidify their understanding of complex text and links to CCLS RI.5.2. Using art is one way to provide students with multiple means of engagement and representation (based on Universal Design for Learning principles).</li></ul>



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Lesson Vocabulary	Materials
<p>sketch, match, chunk, gist statement, justify</p> <p>Chunk 1: functions, impact, recently, invincible, track, previous</p> <p>Chunk 2: viewed, emergent growth, crowns, pavilion, floor, walkway</p> <p>Chunk 3: gear, Mayan, vary, jumars, ascenders, device, descend, manually</p> <p>Chunk 4: base, accompanied, tag, explore</p> <p>Chunk 5: Ormosia, fixed, project, unpracticed, securely, mosaic, negotiating</p> <p>Chunk 6: spans, bank, diverge, observation platform, junction, provide</p> <p>Chunk 7: maze, tangled, horizontally, influences, lianas, commuting</p>	<ul style="list-style-type: none"><li>• <i>The Most Beautiful Roof in the World</i> (book; one per student)</li><li>• The Rainforest Canopy task cards (1–7)</li><li>• Key Vocabulary and Definitions, Pages 13–16 (for Teacher Reference)</li><li>• Expert Groups Gist Note-catcher (one per student)</li><li>• Index cards (two per student)</li></ul>



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What is it Like in the Rainforest Canopy? (Pages 13–16)

Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their journals.</li><li>• Invite students to think about one key detail that seemed important from last night's reading about how difficult it is to study the canopy of a rainforest (pages 13–16). Use a Go-Around to have each student share.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li></ul>



Close Reading in Expert Groups:  
What is it Like in the Rainforest Canopy? (Pages 13–16)

Work Time	Meeting Students' Needs
<p><b>A. Group Read: Determining the Gist of Pages 13–16 (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• As usual, ask students to join their groups (from Lessons 1–4). Students need their text <i>The Most Beautiful Roof in the World</i>.</li> <li>• Introduce the learning targets: “I can write a gist statement for a chunk of text from <i>The Most Beautiful Roof in the World</i>,” and “I can determine the meaning of new words from context in <i>The Most Beautiful Roof in the World</i>.”</li> <li>• Ask students to remember and share out the meaning of the words <i>chunk</i> (a piece; a section of the whole) and <i>gist statement</i> (main idea; what text is mainly about).</li> <li>• Ask students to open their books to page 13 and follow along silently. Read pages 13–16 aloud (start with “Meg Lowman believes that science is the machinery ...” and read through “... a web for commuting life.”</li> <li>• Ask students to turn and talk to a partner about what they think this part of the text is mostly about.</li> <li>• Distribute one of the <b>Rainforest Canopy task cards</b> to each group.</li> <li>• Give students 5 minutes to read (independently) the chunk of text named on their task card.</li> <li>• Then ask students to briefly discuss with their groups: “What was this chunk of text mostly about?”</li> <li>• Ask students to keep in mind their initial thinking about the gist of their chunk of text. Tell them that they are going to focus on some important vocabulary terms that may help them be even clearer about the gist.</li> <li>• Ask students to reread the text and look for the key vocabulary words listed on their task cards. Say: “As you reread your chunk of text, make sure to use <i>context</i> clues to help you figure out the meaning of key words listed on your task card. Understanding the meaning of these words will help you get even clearer about the gist of your text.”</li> <li>• Allow students approximately 10 minutes to work with their groups.</li> <li>• Circulate, looking for groups to identify and define the words. Use the <b>Key Vocabulary and Definitions, Pages 13–16 (for Teacher Reference)</b> to support groups with vocabulary as needed.</li> <li>• Once they have reread their chunk of text and determined the meaning of key words from their task cards, ask them to recall their initial thinking about the gist. Then ask groups to discuss what they think the gist of the text is now that they have focused on key vocabulary (2 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide anchor charts for processes such as How to Write a Gist Statement. This would include steps:             <ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Think about what it is mostly about.</li> <li>3. Write one sentence about the main idea of the text.</li> </ol> </li> <li>• Consider prioritizing vocabulary words for students who may need fewer words to choose from on task cards.</li> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



Close Reading in Expert Groups:  
What is it Like in the Rainforest Canopy? (Pages 13–16)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Distribute the <b>Expert Groups Gist Note-catcher</b>, one per student.</li> <li>• Ask students to write a gist statement on their Expert Groups Gist Note-catcher, next to the number of their chunk of text.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Jigsaw, Part 1: Sketching the Gist (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the learning target: “I can sketch the gist of a chunk of text from <i>The Most Beautiful Roof in the World</i>.”</li> <li>• Ask students what they think it means to <i>sketch</i> the gist of their text. Listen for students to respond: “make a picture that shows what the chunk was mostly about; no words, just images,” or similar ideas.</li> <li>• Give each student two <b>index cards</b> and explain: “In a few minutes we are going to do a matching activity. You will be given two index cards each. On one index card, write the number of the chunk of text you read (1–7) and the gist statement about that chunk that you wrote on the Note-catcher. On the second index card, sketch a picture of your gist statement; <i>do not</i> write the chunk number or any words on this card. Only pictures that show the ideas and details of your gist statement. Remember, other students will need to be able to match up your two cards, so think about which details are most important to include in your drawing.”</li> </ul>	<ul style="list-style-type: none"> <li>• For students who struggle producing written language, consider providing extra time for tasks and answering questions in class discussions. These students often need more time to process and translate information.</li> </ul>



Close Reading in Expert Groups:  
What is it Like in the Rainforest Canopy? (Pages 13–16)

Work Time (continued)	Meeting Students' Needs
<p><b>C. Jigsaw, Part 2: Matching Gist Statements and Sketches (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target: “I can match a gist statement to a picture of the same chunk of text.”</li><li>• Ask students for suggestions about the meaning of the word <i>match</i>, listening for ideas like: “go together; pair up,” etc.</li><li>• Ask students to gather their book, Expert Groups Gist Note-catcher, and two index cards. Regroup students into groups of seven, with one student to read each chunk of the text.</li><li>• Give directions:<ul style="list-style-type: none"><li>* Each student place your two index cards on the table (total of 14 cards).</li><li>* Mix the cards up.</li><li>* Match gist statements with drawings.</li><li>* Be sure to read gist statements aloud and <i>justify</i> (give reasons) why you think a drawing matches the statement with evidence from the drawing.</li></ul></li><li>• Circulate to support as needed.</li><li>• Once students have matched each gist statement with each drawing, ask them to fill in the remaining rows of their Expert Groups Gist Note-catcher for the other six chunks of text they did not read closely today. Remind students to use the gist statements on the index cards, as well as allow each student the opportunity to share the key vocabulary they used to write their gist statement with the other group members as they write them on their Note-catchers.</li><li>• As time permits, invite several students to share out gist statements from their Note-catchers.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing a protocol to require students to share speaking and listening “air time” during the matching activity.</li></ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to Pair-Share their response to the following:<ul style="list-style-type: none"><li>* “Which helped you understand the gist of someone else’s chunk of text better, the <i>written</i> gist statement or the <i>drawing</i> of the gist? Why?”</li></ul></li><li>• Ask a few students to share out whole group.</li><li>• Review the first learning target, and ask students to use the Fist to Five strategy to show how well they think they are able to use context to determine the meaning of unfamiliar words:<ul style="list-style-type: none"><li>* Five: I can figure out most words from the context.</li><li>* Three: I can figure out some words from the context.</li><li>* Fist: I can’t figure out very many/any words from context.</li></ul></li><li>• Be sure to note which students assess themselves a fist; they will need additional strategies and/or support with vocabulary acquisition.</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></ul>



Close Reading in Expert Groups:  
What is it Like in the Rainforest Canopy? (Pages 13–16)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Reread aloud pages 13–16 to someone (or yourself) at home.</li> <li>• Add to the Meg Lowman KWL chart in your journal. Be prepared to share with a partner tomorrow.</li> <li>• Choose two new academic and two new scientific vocabulary words, from pages 13–16 and/or your Note-catcher, to add to the glossaries in your journal. Choose from this list: sketch, match, chunk, gist statement, justify; functions, impact, recently, invincible, track, previous (Chunk 1); viewed, emergent growth, crowns, pavilion, floor, walkway (Chunk 2); gear, Mayan, vary, jumars, ascenders, device, descend, manually (Chunk 3); base, accompanied, tag, explore (Chunk 4); Ormosia, fixed, project, unpracticed, securely, mosaic, negotiating (Chunk 5); spans, bank, diverge, observation platform, junction, provide (Chunk 6); maze, tangled, horizontally, influences, lianas, commuting (Chunk 7).</li> </ul> <p><i>Note: Prepare the Quiz-Quiz-Trade vocabulary slips for Lesson 6 (cut apart and fold).</i>  <i>Preview and become familiar with the following video (used in Lesson 6): “Climate Change Experiment Tracks Lizards and Butterflies” (1:49) <a href="http://www.youtube.com/watch?v=bgVG6wmFCEE&amp;feature=relmfu">www.youtube.com/watch?v=bgVG6wmFCEE&amp;feature=relmfu</a></i></p>	<ul style="list-style-type: none"> <li>• Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text.</li> <li>• For students who may have difficulty determining important words to add to their glossaries, consider prioritizing the following words for them: <i>sketch, match, gist statement</i> (academic), <i>base, floor</i> (scientific).</li> </ul>



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

## Supporting Materials



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The Rainforest Canopy, Task Cards (Chunks 1–7)

**TASK CARD: Chunk #1**

**READ** p. 13, paragraphs 1 and 2

Start with the phrase, “Meg Lowman believes ...” and read through “How many species can be removed ...”

**KEY VOCABULARY**, p. 13

*functions* (academic)

*impact* (academic)

*recently* (academic)

*invincible* (academic)

*track* (academic)

*previous* (academic)

**TASK CARD: Chunk #2**

**READ** p. 13, paragraph 3

Start with the phrase, “Viewed from an airplane ...” and read through “At Blue Creek a canopy walkway ...”

**KEY VOCABULARY**, p. 13

*viewed* (academic)

*emergent growth* (scientific)

*crowns* (scientific)

*pavilion* (scientific)

*floor* (scientific)

*walkway* (academic)

**TASK CARD: Chunk #3**

**READ** p. 14, paragraph 1

Start with the phrase “Meg is up at first light” and read through “To descend, the climber must ...”

**KEY VOCABULARY**, p. 14

*gear* (academic)

*Mayan* (scientific)

*vary* (academic)

*Jumars* (scientific)

*ascenders* (scientific)

*descend* (academic)

*manually* (academic)



The Rainforest Canopy, Task Cards (Chunks 1–7)

**TASK CARD: Chunk #4**

**READ** p. 14, last two sentences and p. 15, paragraph 1

Start with the phrase “Bye Mom” and read through “In the meantime, they can swim.”

**KEY VOCABULARY**, pp. 14–15

*base* (scientific)

*accompanied* (academic)

*tag* (academic)

*explore* (academic)

**TASK CARD: Chunk #5**

**READ** p. 15, paragraph 2

Start with the phrase “Meg is fast” and read through “Now she is at the beginning of the walkway.”

**KEY VOCABULARY**, p. 15

*Ormosia* (scientific)

*fixed* (academic)

*project* (academic)

*unpracticed* (academic)

*securely* (academic)

*mosaic* (academic)

*negotiating* (academic)

**TASK CARD: Chunk #6**

**READ** p. 15, last sentence and continue to p. 16, first paragraph

Start with the phrase “The walkway itself ...” and read through “There is a major observation platform.”

**KEY VOCABULARY**, pp. 15–16

*spans* (academic)

*bank* (scientific)

*diverge* (academic)

*observation platform* (scientific)

*junction* (academic)

*provide* (academic)



The Rainforest Canopy, Task Cards (Chunks 1–7)

**TASK CARD: Chunk #7**

**READ** p. 16, paragraph 2

Start with the phrase “When viewed from below...” and read through “For those creatures that swing or glide or climb...”

**KEY VOCABULARY**, pp. 16

*maze* (academic)

*tangled* (academic)

*horizontally* (academic)

*influences* (academic)

*lianas* (scientific)

*commuting* (academic)



Teacher Resource: Key Vocabulary and Definitions, Pages 13–16

Chunk 1, page 13:

*functions*: works; performs (academic)

*impact*: influence; effect (academic)

*recently*: just a while ago; lately (academic)

*invincible*: too difficult to overcome; unbeatable; indestructible (academic)

*track*: follow; pursue (academic)

*previous*: before; prior; earlier (academic)

Chunk 2, page 13:

*viewed*: seen; observed (academic)

*emergent growth*: very tall trees with a “crown” that extends above the canopy (scientific)

*crowns*: topmost foliage and branches on a tree (scientific)

*pavilion*: highest layer of growth in the rainforests; the crowns of trees above the canopy (scientific)

*floor*: ground level (scientific)

*walkway*: path; route (academic)

Chunk 3, page 14:

*gear*: equipment; tools (academic)

*Mayan*: member of the Maya people (scientific)

*vary*: differ; contrast (academic)

*jumars*: “ascenders”; metal U-shaped device with hinges, used for climbing (scientific)

*ascenders*: climbing equipment to help a person go up (scientific)

*descend*: go down (academic)

*manually*: by hand; physically (academic)

Chunk 4, page 14, last sentence, and page 15:

*base*: bottom of a tree (scientific)

*accompanied*: went with; joined (academic)

*tag*: label; mark (academic)

*explore*: discover; look around; investigate (academic)

Chunk 5, page 15:

*Ormosia*: a type of tree found in the Blue Creek rainforest (scientific)

*fixed*: attached permanently to one spot/area (academic)

*project*: stick out; extend (academic)

*unpracticed*: inexperienced; untrained; lacking the know-how (academic)

*securely*: firmly; strongly (academic)

*mosaic*: mixture; variety (academic)

*negotiating*: navigating; going around; getting past (academic)



Teacher Resource: Key Vocabulary and Definitions, Pages 13–16

Chunk 6, page 15, last sentence, and page 16:

*spans*: distances; lengths (academic)

*bank*: shore; edge (scientific)

*diverge*: separate; split (academic)

*observation platform*: raised area where a scientist can view/make observations of the rainforest (scientific)

*junction*: connection; intersection; place where things join (academic)

*provide*: supply; give (academic)

Chunk 7, page 16:

*maze*: confusing network of paths; web (academic)

*tangled*: scrambled; knotted; jumbled (academic)

*horizontally*: on the same level; straight across (academic)

*influences*: affects; changes (academic)

*lianas*: high climbing vines seen throughout the rainforest (scientific)

*commuting*: traveling; going back and forth (academic)



Close Reading in Expert Groups:  
What is it Like in the Rainforest Canopy? (Pages 13–16)

**Expert Groups Gist Note-catcher**

<b>Chunk of Text</b>	<b>GIST</b> <b>What is the main idea of what you read?</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	