



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 2: Lesson 11

Reading for Fluency: Readers Theater about the
Rainforest (Page 33)



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

- I can read fifth-grade texts with purpose and understanding. (RF.5.4)
- I can read fifth-grade texts with fluency. (RF.5.4)
- I can write narrative texts about real or imagined experiences or events. (W.5.3)
- I can show the actions, thoughts, and feelings of my characters through dialogue, description, and careful pacing. (W.5.3)
- I can speak clearly and at an understandable pace. (SL.5.4)
- I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

Supporting Learning Targets

- I can read my speaker's lines with fluency.
- I can write lines for my character using the text from *The Most Beautiful Roof in the World*.
- I can speak clearly and with appropriate emotion for my character.

Ongoing Assessment

- Journal (Meg Lowman KWL chart, AQUA Biodiversity chart, glossaries)
- Mini Readers Theater
- Triad Feedback rubric



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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Review Readers Theater (10 minutes) B. Create Mini Readers Theater Scripts (20 minutes) C. Performance and Feedback (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In the Opening of this lesson, students are introduced to a poem about being a rainforest researcher. The purpose is to briefly expose students to another form of literature and engage them in an opportunity to practice fluency as a warm-up for their Readers Theater. Students work with this poem again as part of their homework. • In this lesson, students create a mini Readers Theater about one event described in <i>The Most Beautiful Roof in the World</i>. Students will be familiar with Readers Theater based on their Module 1 performance task, in which they created Readers Theater scenes based on Esperanza Rising. • Students create their mini Readers Theater in triads. Use intentional grouping to allow students who struggle with language the opportunity to fully participate.

Lesson Vocabulary	Materials
<p>lines, speaker, fluency, clearly, components, appropriate, emotion</p>	<ul style="list-style-type: none"> • “I Want to Be a Rainforest Scientist” poem (one per student) • <i>The Most Beautiful Roof in the World</i> (book; one per student) • Readers Theater rubric (one per student) • Sticky notes (small or tab-sized) • Highlighters (three different colors per group) • AQUA Biodiversity anchor chart (from Lesson 4) • Red, yellow, and green light sticks (or, alternatively, sticks with three different shapes; see note in Debrief)



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Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals. Invite students to share with a new partner their thoughts on Meg Lowman's sons' first ascent to the canopy. Remind them to also share one new added vocabulary word from pages 28–31 in glossaries.• Say to students: "Now you are going to read a poem aloud with a partner. This poem will help you think more about what Meg Lowman's life as a rainforest scientist is like. It also allows you the opportunity to practice reading aloud with a partner, as you will do with interview questions you create later in the lesson."• Place students in pairs. Display the "I Want to Be a Rainforest Scientist" poem and distribute one per student.• Explain the directions to students:<ul style="list-style-type: none">* Partners assign alternating stanzas.* Each partner reads his/her stanzas silently, to become familiar with the text.* As a pair, read the poem aloud, alternating stanzas.* Pay attention to how you read with fluency.• Briefly review the learning target: "I can read my speaker's lines with fluency."• Remind students of all the great work they did fluently reading their Readers Theater scripts for <i>Esperanza Rising</i>. Ask a few students to share out elements of reading with fluency (tone, facial expression, pace, etc.).• Give students 2 minutes to read their stanzas silently.• Then ask students to begin.• After students read the poem aloud once, ask them to talk with their partners about one way they could improve their fluency. Ask several students to share out whole group. Listen for statements such as: "Read more slowly; pronounce all words clearly; add expression to my voice; increase or decrease the volume of my voice," etc.• Invite students to read the poem aloud in pairs for a second time, focusing on fluency.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Consider pre-chunking the text for students who may have difficulty dividing the text.



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Work Time	Meeting Students' Needs
<p>A. Review Readers Theater (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the Readers Theater they participated in during Unit 3 of Module 1 about <i>Esperanza Rising</i>. Ask students to briefly talk in their groups about what a Readers Theater script needs to include and what its components are.• Invite several students to share out whole group. Listen for suggestions such as: “speaking parts; narrator; dialogue; lines,” etc. List students’ ideas on the board for reference during Part B of Work Time.• Next prompt students to talk briefly in groups again:<ul style="list-style-type: none">* “What is the process for writing a Readers Theater script?”• Invite several students to share out whole group. Listen for statements such as: “narrow the dialogue or choose only a few lines and quotes from the text; the script has a narrator introduction that tells where the scene takes place; the lines clearly name each character; the lines are in an order that makes sense; there are several character and narrator lines in the script,” etc.• List students’ ideas on the board (as well as any of the above that students did not mention) for reference in Part B of Work Time. Explain to students that today they will create a mini Readers Theater script from page 33 of <i>The Most Beautiful Roof in the World</i>.	<ul style="list-style-type: none">• Visuals can help students comprehend processes. Chart main points in what students share about the components of and steps to create a Readers Theater.



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Work Time (continued)	Meeting Students' Needs
<p>B. Create Mini Readers Theater Scripts (20 minutes)</p> <ul style="list-style-type: none"> • Place students in triads. Introduce the learning target: "I can write lines for my speaker using the text from <i>The Most Beautiful Roof in the World</i>." • Ask several students to share out what they recall about the words <i>speaker</i> (a character with a speaking part in a book or play) and <i>lines</i> (words the characters say). • Prompt students to turn to page 33 of <i>The Most Beautiful Roof in the World</i>. Encourage students to pay attention to who is speaking on this page. Invite students to follow along silently as page 33 is read aloud. (Start from "Oh man, oh man!" through "His mom saw one once when she was working in Cameroon, West Africa.") • After reading the page aloud, ask students to talk in their triads: <ul style="list-style-type: none"> * "Who was speaking on this page? How could you tell?" • Invite several students to share out whole group. Listen for students to identify quotes from James and Meg Lowman. • Tell students they will now work in their triad to write a short Readers Theater script from page 33 of their books. Tell them that they will have to work quickly, and it is fine if their scripts are not as perfect as the ones from <i>Esperanza Rising</i>. The main purpose is to take a closer look at what it's like to research in the rainforest. • Their scripts will have three characters. Ask students to choose who will play each part: <ul style="list-style-type: none"> * Meg Lowman * James (one of Meg Lowman's sons) * Narrator • Display the Readers Theater rubric. Remind students they used all these criteria during Module 1. Today, focus them on Cooperation with Group and On-Task Participation as they work in their triads. • Distribute sticky notes to triads. Ask students to do the following: <ol style="list-style-type: none"> 1. Read through page 33 on your own. 2. Put a sticky note to mark your individual lines of dialogue or narration. 3. Work together to write one script using the lines of text you identified. 	<ul style="list-style-type: none"> • Consider intentionally assigning one of the characters for the Readers Theater to each triad member instead of letting them choose. • Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure that they are on track. • Consider providing ELLs extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute different color highlighters to each group for highlighting individual character lines.• As students work, circulate to offer feedback about how well they are cooperating and staying on task.	<ul style="list-style-type: none">•



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Work Time (continued)	Meeting Students' Needs
<p>C. Performance and Feedback (15 minutes)</p> <ul style="list-style-type: none">• Review the learning targets: “I can read my speaker’s lines with fluency,” and “I can speak clearly and with appropriate emotion for my character.”• Ask several students to share out the meaning of the words:<ul style="list-style-type: none">* <i>speaking clearly</i>: the audience can understand what I am saying; each word is pronounced correctly* <i>appropriate emotion</i>: my facial expressions, hand gestures, body movements match what my character is saying• Allow students a few minutes to practice in triads reading their scripts. Tell group members to give one another feedback as they practice, based on:<ul style="list-style-type: none">* How clearly their group members speak* Use of facial expressions that match what the speaker says• Focus students’ attention whole group. Explain to students that triads will perform their scripts for one another.• After a triad performs, the other triads will give feedback based on:<ul style="list-style-type: none">* Speaking clearly* Using appropriate facial expressions• Clarify any instructions as necessary. Pair up triads to perform their scripts for each other. Give students 7 to 10 minutes to perform and give feedback. Circulate to support as needed.• Once triads have performed their scripts, bring the entire class back for a whole group discussion. Ask:<ul style="list-style-type: none">* “How did creating a Readers Theater script of page 33 in <i>The Most Beautiful Roof in the World</i> help us learn more about the rainforest?”• Invite several students to share out. Listen for statements such as: “could ‘feel’ the height of the canopy when James says, ‘Oh man, oh man!’; James’s description of the beetle helped me ‘see’ it more clearly; how dangerous the rainforest can be, because Meg tells James not to touch things or keep climbing,” or similar ideas.	<ul style="list-style-type: none">• Consider providing hand mirrors for students to practice reading their portions of text before doing so with a partner.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the AQUA Biodiversity anchor chart. Ask: "What did you read about on page 33 about the rainforest that can be added to our AQUA chart?" • Record students' ideas in the U column of the chart and remind students to add ideas to the AQUA chart in their journals. • Ask students to take out (or distribute) their red, yellow, and green light sticks to use during the review of learning targets. Read through each of the learning targets. Pause after each for students to show a red, yellow, or green light, indicating their self-assessed level of mastery of the target. <p><i>Note students indicating red or yellow, because they may need more support or additional strategies to aid with comprehension of the text or new vocabulary.</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. • Be mindful of the possibility that some students may have red-green color blindness. Consider using three different shapes, rather than colors, for the sticks.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread the poem at home with someone (or to yourself). Answer the following in your journal: <ul style="list-style-type: none"> * List at least six examples of biodiversity that the author writes about in the poem. Be sure to quote directly from the poem. • Reread page 33 of the text. • Identify at least three vocabulary words on page 33 that are either new to you or important to the gist of the text. Add these words to the appropriate glossary, either Science words or Academic words. 	<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 may have difficulty determining important words to add to their glossaries, consider prioritizing the following words for them: <i>fluency, clearly, appropriate</i>



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Supporting Materials



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I Want to Be a Rainforest Scientist

I want to be a rainforest scientist.
Descending the columns, from
canopy to floor
Floating high above pavilion crowns
And sweeping through the air
Spying into the depths of foliage
To see what is there.

I want to be a rainforest scientist.
Within the branches of the canopy
Dangling from coiled rafts' ropes
Tracing the lace where lines entwine
To discover the connections
To this mysterious vine.

I want to be a rainforest scientist.
Spying on looping spider monkeys,
As macaws flash brilliantly through
the air
To forage in the nearby kapok tree.
As I stare in amazement
At the teeming life before me.

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I Want to Be a Rainforest Scientist

I want to be a rainforest scientist.
Digging deep into the earth,
Sifting through the shrubbery,
And capturing insects in my net
To study these strange inhabitants
I haven't counted yet.

I want to be a rainforest scientist.
Peeking into the petals of orchids,
And fiery red bromeliad leaves
To see what lurks inside
And catch rare glimpses of the
creatures
Who only want to hide!

I want to be a rainforest scientist.
Exploring the unknown
And balancing my curiosity
With what I know is best.
To help preserve the world I study
Will be my greatest test.



Readers Theater Rubric

Name: _____

Individual Scores	1 – Needs Improvement	2 - Fair	3 – Good	4 - Excellent
Delivery	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance
Cooperation with group	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well

Group Members: _____

Group Scores	1 – Needs Improvement	2 - Fair	3 – Good	4 - Excellent
On-task Participation	Low level of active participation from majority of group members	Moderate level of on-task work or few of the group members actively participating	Majority of group members on-task and actively participating	High level of active, on-task participation from all group members