



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 3: Lesson 12

Using Peer Feedback and Summarizing Our Research In Informational Text Boxes



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

I can write narrative texts about real or imagined experiences or events. (W.5.3)

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

I can choose evidence from fifth-grade informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can give feedback to my peers respectfully.
- I can improve my writing based on feedback from my peers.
- I can summarize the most important information about an ant or a butterfly in a text box.

Ongoing Assessment

- Homework questions
- Peer feedback sheets
- Exit tickets



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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Sharing and Adding to Homework Questions (10 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Drafting and Peer Critique (25 minutes) B. Creating Informational Text Boxes (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Tickets (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson includes two distinct parts. In Part A of Work Time, students work on improving their rough drafts by incorporating questions and feedback from home readers and peers. In Part B, they will distill the essential facts they have gathered through their research and record it in informational text boxes. • Review: Praise-Question-Suggest protocol (see Appendix 1). • Preview pages 8, 10, 12, 14, 18, 22, 24, and 28 in <i>Rainforest Research Journal</i> by Paul Mason. Note: Page 20 contains an image of a man who lives in the rainforest whose clothes do not fully cover him. Based on community standards and sensitivity issues, skip this page.

Lesson Vocabulary	Materials
<p>punctuation, capitalization, feedback, peers, respectfully, summarize, summary</p>	<ul style="list-style-type: none"> • Rainforest Field Journal Entry rubric (one per student generated in previous lessons - there is a sample of what this rubric might look like in the Supporting Materials) • Praise-Question-Suggest Note-catcher (one per student) • <i>Rainforest Research Journal</i> by Paul Mason (with a focus on “Status Report” pages 8, 10, 12, 14, 18, 22, 24, and 28) Skip page 20. • Informational Text Box graphic organizer (one per student) • Index cards or half sheets of paper (one per student)



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Opening	Meeting Students' Needs
<p>A. Sharing and Adding to Homework Questions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit in their expert groups and take out their journals and Lesson 11 homework.• Explain the process for sharing their homework. Each person in the group will read his or her journal entries aloud, as well as the questions that were asked of them by someone at home. The other members of the expert group then will each ask an additional question for the writer, which the writer should record in his or her journal. Give the students an example question, such as: “What time of the day are you writing about?” or “Can you add more details to your description of ...”• Give students 7 minutes to share.	<ul style="list-style-type: none">• Consider partnering ELLs with speakers of the same L1 to review homework.
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning targets. Ask: “Why do we give each other <i>feedback</i> on our writing?” Listen for students to realize that feedback helps writers improve their writing. Remind students of other projects they have done where they have given and received feedback on their work. Circle the word <i>respectfully</i>; ask them for synonyms, and record their responses under the learning target. Elicit answers that indicate they understand that they need to be kind, positive, and helpful.• Explain that students will also start to create the informational text boxes that will accompany the narrative part of their journal entries. This target will be explained later in the lesson.	<ul style="list-style-type: none">• Provide nonlinguistic symbols and visuals for academic vocabulary in learning targets. (e.g., a picture of two people talking for <i>feedback</i>, a picture of pen and paper for <i>writing</i>, etc.)



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Work Time	Meeting Students' Needs
<p>A. Drafting and Peer Critique (25 minutes)</p> <ul style="list-style-type: none">• Tell the students that they have 10 minutes to work on completing their drafts of their rainforest research field journal. Remind them to incorporate answers to the questions that their home and expert group listeners asked. As the students work, circulate to give students individual assistance, or gather a small group for extra support.• After 10 minutes, place students in trios for a peer critique session (they need not be with members of their expert groups). Distribute copies of the Rainforest Field Journal rubric and the Praise-Question-Suggest Note-catcher. Briefly review the criteria that the class has developed for Ideas, Organization, and Language on the rubric, and tell the students that the feedback they give should be tied to one of these criteria.• Remind students that they used the Praise-Question-Suggest protocol in the first module to get feedback on their Readers Theater scripts; review the protocol with them as necessary.	<ul style="list-style-type: none">• Providing nonlinguistic symbols for rubric categories (e.g., a comma, period, or colon for <i>punctuation marks</i>) will help ELL students better understand expectations.



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Work Time (continued)	Meeting Students' Needs
<p>B. Creating Informational Text Boxes (15 minutes)</p> <ul style="list-style-type: none">• Gather the students into a group. Reread the third learning target. Remind them that their field journal entries are going to have a second component. In addition to the journal entry, their journals will also include a text box about one of the insects they have studied. This box will contain basic factual information, much like that which is found in a field guide.• Show students how this is done in the text that was explored in Lesson 10, <i>Rainforest Research Journal</i> by Paul Mason. Point out the boxes titled “Status Report” that appear on pages 8, 10, 12, 14, 18, 22, 24, and 28. Ask the students:<ul style="list-style-type: none">* “What do you notice about these text boxes?”* “What do all of the text boxes have in common?”• Help the class to identify that the information included in these boxes is always organized into the same four categories:<ul style="list-style-type: none">* Name* Description* Threats* Numbers• This information is linked to the purpose of the rainforest explorer’s trip, which was to find out how the plants and animals of the rainforest have been affected by human activity (students should remember this from Lesson 10). Tell the students that their text box will similarly be linked to the purpose of their character’s trip, which is to explore the rainforest ecosystem and especially the contribution of insects to that ecosystem.• Be sure students notice that the information in the text boxes just has essential facts; it is not in full sentences. Tell the students that when they create their text boxes they too will include just the most important facts.• Distribute copies of the Informational Text Box graphic organizers. Invite the students to read it silently, noting what they notice and wonder about it. Ask students to share what they noticed. Be sure they realize that each text box will include information from the basic areas in which their notes were categorized and will also include a statement about their insect’s role in the rainforest ecosystem.• Give them the remaining time to review their notes and begin to fill in the graphic organizers.	<ul style="list-style-type: none">• Students needing additional support may benefit from partially filled-in Informational Text Box graphic organizers.



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Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Gather the class. Reread the learning targets aloud. Distribute index cards or half sheets of paper to serve as exit tickets. • Ask students to choose just one of the learning targets, then write down on the exit ticket one thing that they are doing well related to the one learning target they chose. • Collect exit tickets to review as ongoing assessments. 	<ul style="list-style-type: none"> • Consider allowing students who struggle with writing the opportunity to draw their exit ticket.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete your field journal entry and informational text box. • Continue reading in your independent reading book for this unit at home. <p><i>Note: Review the students' exit tickets, noting where they are still having difficulties meeting the targets. There will be opportunities for re-teaching in the next two lessons.</i></p> <p><i>For Lesson 13, choose one or two entries to use as examples because they display qualities that meet the criteria stated in the Field Journal Entry Rubric for one or more areas (Ideas, Organization, Language, and Conventions).</i></p> <p><i>If possible for Lesson 13, gather copies of Peterson First Guides, particularly the ones about insects, and butterflies and moths, but really any topics will serve as models for the scientific drawing.</i></p>	



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Supporting Materials



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Rainforest Field Journal Rubric

(For Teacher Reference – to be co-created by teacher and students)

I can write a field journal entry from the point of view of a rainforest scientist.

I can use my notes to write a field journal entry that includes details about ants or butterflies.

	3 I met the target!	2 I'm on my way.	1 I'm getting started.
Ideas	<ul style="list-style-type: none"> • I have included careful observations of the rainforest environment. • I have included personal information about who I am and what I am thinking and doing. • I have included accurate scientific information about rainforest ants or butterflies. 	<ul style="list-style-type: none"> • I have not included much detail in my observations of the rainforest environment. • I have included some personal information about who I am and what I am thinking and doing. • I have included some accurate scientific information about rainforest ants or butterflies. 	<ul style="list-style-type: none"> • I have not included any observations of the rainforest environment. • I have not included any personal information about who I am and what I am thinking and doing. • I have not included any accurate scientific information about rainforest ants or butterflies.
Organization	<ul style="list-style-type: none"> • The events in my field journal entry are organized in chronological order. • I have connected the events by using linking words and phrases. 	<ul style="list-style-type: none"> • The events in my field journal entry are not totally organized in chronological order. • I have connected some of the events by using linking words and phrases. 	<ul style="list-style-type: none"> • The events in my field journal entry aren't organized in chronological order. • I haven't connected the events by using linking words and phrases.

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Language	<ul style="list-style-type: none"> • I have used scientific vocabulary (at least five words). • I have written precise descriptions (at least three descriptions). • I have written sensory details (at least three details). 	<ul style="list-style-type: none"> • I have used scientific vocabulary (at least three words). • I have written precise descriptions (at least two descriptions). • I have written sensory details (at least two details). 	<ul style="list-style-type: none"> • I have used one or no scientific vocabulary words. • I have written one or no precise descriptions. • I have written one or no sensory details.
Conventions	<ul style="list-style-type: none"> • I can use periods, question marks, exclamation points, quotation marks, and commas correctly. • I can capitalize proper nouns and the first letter of sentences. • I can spell all of the words in my field journal correctly, including the scientific words from my glossary. 	<ul style="list-style-type: none"> • I can use periods, question marks, exclamation points, quotation marks, and commas correctly most of the time. • I can capitalize proper nouns and the first letter of sentences most of the time. • I can spell most of the words in my field journal correctly, including the scientific words from my glossary. 	<ul style="list-style-type: none"> • I did not use periods, question marks, exclamation points, quotation marks, and commas correctly. • I did not capitalize proper nouns and the first letter of sentences. • I did not spell all of the words in my field journal correctly.



Praise-Question-Suggest Note-Catcher

One compliment I heard from my peer:

One question from my peer:

One suggestion from my peer:



Informational Text Box Graphic Organizer

Name:

Date:

Your text box will only be this big, so make sure that you only include the most important information about your insect

Name of your insect:

Contribution to the Rainforest Ecosystem:

Physical Characteristics:

Food Sources:

Predators:

Life Cycle:

Defenses:

Behavior

Habitat: