Grade 5: Module 2: Unit 1

Homework Resources (for Families)

Unit 1: Building Background Knowledge: Why Scientists Study the Rainforest

Common Core State Standards addressed: RI.5.2, RI.5.5, RI.5.7, W.5.7, W.5.8, SL.5.1

Guiding Questions and Big Ideas

Why do scientists study the rainforest?

- *Scientists study the rainforest because it is home to a diversity of life.*
- *Scientists study the rainforest to determine the impact of deforestation on biodiversity.*

What can we do to help the rainforest?

What will your student be doing at school?

In this unit, students build background knowledge about the rainforest, including rainforest destruction, to understand why scientists study the rainforest. In the first half of the unit, they read excerpts of *The Most Beautiful Roof in the World* and other texts to analyze the structure and to summarize the text. For the mid-unit assessment, students read, summarize, and compare the structure of two new informational texts about the rainforest. Having learned about rainforest destruction through texts in the first half of the unit, in the second half of the unit, students do web research to answer the question: "What can I do to help the rainforest?" They prepare for a Science Talk in which they discuss the things they can do to help and also the realistic challenges of implementing some of those things. For the first part of the end of unit assessment, students conduct further research about ways to help the rainforest using new sources. They then use these findings, along with their research from previous lessons, to participate in another Science Talk, which serves as the second part of the end of unit assessment.

Working to contribute to a better world is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take care of and improve our shared spaces and the environment.
- I use my strengths to help others grow.
- I apply my learning to help our school, the community, and the environment.

Text Structures

Structure	Description	Graphic Organizer
Descriptive	The author tells the characteristics of a topic.	
Proposition and Support	The author states a main idea or claim and gives details or evidence to support it.	
Chronological/ Sequential	The author relates a sequence of events or steps in a process.	1._____ First,_____ 2._____ Second,_____ 3._____ Third, _____ 4._____ Next, _____ 5._____ Finally,_____
Cause and Effect	The author explains the reason something is happening and what happened as a result.	
Comparison	The author explains how two things or ideas are the same/ different.	
Problem and Solution	The author gives evidence of a problem and one or more ways to solve it.	

How can you support your student at home?

- Talk to your student about the diversity of life in the rainforest, rainforest destruction, and things he or she can do to help the rainforest.
- Visit local zoos/animal parks and/or botanical gardens to observe rainforest animals and plants.
- Watch documentaries about the rainforest, rainforest animals and plants, and rainforest destruction.
- Work with your student to research rainforests on the internet, specifically the diversity of life, rainforest destruction, and things we can do to help.
- Talk to your student about text structures using the chart above.

- Encourage your student to summarize texts that he or she reads.
- Work with your student to implement some of the things he or she has found to help the rainforest.

Unit 1: Homework

In Lessons 1–8, homework focuses on research reading, summarizing, and vocabulary.

In Lessons 9–13, homework focuses on independent reading and preparing for a collaborative discussion.

Research reading: Your child is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your child will bring home from school; however, they may be topic-related books chosen by the child at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your child would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journals. Prompts for independent reading can be found in the homework materials provided.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students discover the module topic and are introduced to the final performance task.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read a new informational text about the rainforest and analyze its structure, read a section from *The Most Beautiful Roof in the World* for the gist, and generate criteria for summaries.	1. Vocabulary 2. Research reading and answering prompt	1. **Lesson 8** 2. Teacher will check independent reading journals strategically.	
3	Students closely read an excerpt from *The Most Beautiful Roof in the World* and read a new text about the rainforest for the gist.	1. Vocabulary 2. For ELLs: Language Dive 1 Practice 3. Research reading and answering prompt	1. **Lesson 8** 2. **Lesson 4** 3. Teacher will check independent reading journals strategically.	
4	Students reread a text about the rainforest to analyze its structure and plan a summary. They use their plan to write a class summary of the text.	1. Summarize a chapter or section of your independent reading book.	1. **Lesson 7**	

*Teacher note: Please complete the 'Anticipated Date' column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
5	Students compare the structure of two texts about the rainforest. They reread a text to answer the question: Why do scientists study the rainforest?	1. Vocabulary 2. Research reading and answering prompt	1. **Lesson 8** 2. Teacher will check independent reading journals strategically.	
6	Students closely read an excerpt from *The Most Beautiful Roof in the World*.	1. Summarize a chapter or section of your independent reading book. 2. For ELLs: Language Dive 2 Practice 3. Research reading and answering prompt	1. **Lesson 7** 2. **Lesson 7** 3. Teacher will check independent reading journals strategically.	
7	Students read a new text about the rainforest, analyze its structure, and write a summary. They compare the structure of this text to the excerpt from *The Most Beautiful Roof in the World* read in Lesson 5.	1. Vocabulary 2. Research reading and answering prompt	1. **Lesson 8** 2. Teacher will check independent reading journals strategically.	
8	For the Mid-Unit 1 Assessment, students read and summarize two new texts about the rainforest. Then, they compare the structure of these two texts.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students prepare for a Science Talk in which they will discuss: Why do scientists study the rainforest?	1. Review notes for the Science Talk. 2. Research reading and answering prompt	1. **Lesson 10** 2. Teacher will check independent reading journals strategically.	
10	Students participate in a collaborative discussion about why scientists study the rainforest.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students work in pairs to research online to answer the question: What can I do to help the rainforest?	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	For the End of Unit 1 Assessment, Part I, students research independently to continue to answer the question: What can I do to help the rainforest?	1. Review notes for the Science Talk. 2. Research reading and answering prompt	1. Lesson 13 2. Teacher will check independent reading journals strategically.	
13	For the End of Unit 1 Assessment, Part II, students participate in a collaborative discussion (Science Talk) about things they can do to help the rainforest.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Independent Reading Prompts

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—an asterisk (*), for example.

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: *04/08/2015*

Book Title and Author: *The Most Beautiful Roof in the World* by Kathryn Lasky

Pages Read: 22–27

Prompt: *What questions do you have about the rainforest canopy after reading?*

Response: What other animals and plants live in the rainforest canopy?

1. **Record two or three facts in your own words about the rainforest or rainforest animals that you found out in your research reading today.**
2. **What questions do you have about the rainforest or rainforest animals after reading?**
3. **What would you like to research further after reading? Why?**
4. **Summarize your research reading today in no more than four sentences.**
5. **How would you describe the setting of the particular part of the text you read?**
   A. Hint: What did you picture in your mind as you were reading it? Why?
   B. Hint: What did it say in the text to make you think that?
6. **What do you think is going to happen next? Why?**
   A. Hint: What has the author written so far to make you think that?
7. **What is the main idea of the part of the text you just read?**
   A. Hint: The main idea is the point the author wants you to understand.

8. **Think about the title of your text. Why do you think the author chose this title?**
   A. Hint: Explain how the title fits the book.
   B. Hint: Start out: "The title of my book is.... The author chose this title because...."
9. **What are two new words you learned in this text? Tell about the words.**
10. **Choose a picture, chart, graph, or diagram from your text. Explain how the information you learned from the image helped you understand the text.**
    A. Hint: First, think about the main idea of what you just read. Then, think about how the picture, chart, graph, or diagram supports the main idea.

Vocabulary

Directions: In the classroom, you have been recording words from your research in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of the rainforest, and then recording words in your independent reading journal.

Choose a word or phrase from your research reading or from a text you've read in class and add the word or phrase to your vocabulary log. Try to choose a different word or phrase to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

- the definition, or meaning, of the word
- the vocabulary strategy you used to figure out the meaning of the word
- a sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss a word with another person (after attempting some of the above strategies).

Homework: Language Dive 1 Practice

Name: _____ **Date:** _____

1. The sentence below is scrambled. Write it in the correct sequence:

to fill the gaps	It is the very diversity	with a rush of oppor-tunistic species	that allows life to thrive everywhere,	to spring back

_____

_____

_____

_____

2. Sketch the meaning of the sentence above.

3. Circle the verbs in the sentence above. What is the author communicating about the rainforest?

   The author is communicating _____

   _____

   _____.

4. Draw a box around the word that tells what the sentence is mostly about.
5. Underline the words and phrases that are used to talk about connecting things together.
6. Write the sentence above in your own words:

_____

_____

7. Define the following words:
   1. *Diversity is* _____.
   2. *To thrive* means _____.

Homework: Language Dive 2 Practice

Name: _____ **Date:** _____

1. The sentence below is scrambled. Write it in the correct sequence:

changes with each new grip,	making a shifting geometry	The space between the branches	of sliding rectangles, split-second parabolas, and drifting squares	against the sky.

_____

_____

_____

_____

2. Sketch the meaning of the sentence above.

3. Sketch a *parabola*:

4. Draw a square around a word that can be a verb or a noun.
5. Write a sentence using the phrase *against the sky*.

_____

_____

6. Circle four words in the sentence that are related to moving.
7. What colors do you imagine as you read this sentence?

_____