Grade 5: Module 2: Unit 1

Additional Language and Literacy Block

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(Each lesson contains the following embedded elements: Daily Learning Target, Teaching Notes, Materials, Whole Class Instruction, Small Group Instruction)

Additional Language and Literacy Block

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA "module lessons." Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
  - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
  - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
  - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
  - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.

Key for ALL materials (for teacher reference only; students do not need to know what these symbols mean):

■ = Below-grade level

● = On-grade level

◆ = Above-grade level

▲ = English language learners

ALL 5M2 UNIT 1 OVERVIEW	
Reading and Speaking Fluency/GUM RF.5.4	• Students read excerpts from *The Most Beautiful Roof in the World* aloud for fluency and accuracy. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Additional Work with Complex Text RI.5.2, RI.5.10, L.5.4, L.5.5a	• Students read an excerpt from *The Most Beautiful Roof in the World* and analyze the text for key details. They also analyze the meaning of a central metaphor in the text. • *ELLs read an excerpt from* The Most Beautiful Roof in the World *and analyze the text for key details. Students also analyze how the author adds information to explain why the canopy is so important to the rainforest.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Independent Reading RL.5.10, RI.5.10, SL.5.1	• All students read both research texts (related to the topic of rainforests) and free choice texts (on any topic of their interest). • They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. • *ELLs complete the same activities as other students.*
Writing Practice RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b, SL.5.2	• Students analyze summaries, review criteria for an effective summary, and write summaries of excerpts from *The Most Beautiful Roof in the World*. • *ELLs complete the same activities as other students with differentiated instruction and task cards.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Word Study and Vocabulary L.5.4b, L.5.6	• Students analyze the suffixes *-ation/-ion/-ition/-tion,* and *-ology/-logy/-ologist* and analyze two vocabulary words containing those suffixes (using Frayer Models). They practice using each of the two words in context. • *ELLs analyze and practice using the suffix* -ation *and* -ology. • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 5M2 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. **Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)** *ELLs complete the same activities as other students with a shorter excerpt of text.* **Printed Materials:** • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card • Fluency Self-Assessment Checklist	**Additional Work with Complex Text** **Overview:** Students follow a task card to reread page 10 of *The Most Beautiful Roof in the World* and identify key details in the first half of the passage. **Learning Target: I can identify key details in a passage. (RI.5.2)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Additional Work with Complex Text: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals. **Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Independent Reading: Student Task Card

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ALL 5M2 UNIT 1 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 3 ALL Block: Week 1, Day 2	**Additional Work with Complex Text** **Overview:** With teacher guidance, students analyze a single sentence from the text, connecting several complex ideas in order to explain why the canopy is so important to the rainforest. **Learning Target: I can read and comprehend complex informational text. (RI.5.10, L.5.4)** *With teacher guidance in the first of a pair of Language Dives, ELLs dive into a single complex sentence from the text, analyzing how the author uses techniques (including appositive noun phrases) to add information to the sentence.* *See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.* **Printed Materials:** • Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■ ●) (◆), (▲) • Unit 1, Week 1, Day 3: Additional Work with Complex Text sentence strip chunks (▲)	**Reading and Speaking Fluency/GUM** **Overview:** Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1. **Learning Target: I can help my partner self-assess his or her reading fluency. (RF.5.4)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Reading and Speaking Fluency/ GUM: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals. **Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 4 ALL Block: Week 1, Day 3	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students learn how to consider punctuation when reading aloud. They then apply this skill to fluently read their fluency passage. **Learning Target: I can read a text aloud fluently. (RF.5.4)** *ELLs complete the same activities as other students with a shorter excerpt of text.* **Printed Materials:** N/A	**Additional Work with Complex Text** **Overview:** Students follow a task card to reread page 10 of *The Most Beautiful Roof in the World* and identify key details in the first half of the passage. **Learning Target: I can identify key details in a passage. (RI.5.2)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals. **Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 5M2 UNIT 1 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 5 ALL Block: Week 1, Day 4	**Additional Work with Complex Text** **Overview:** With teacher support and guidance, students unpack the meaning of the last two sentences on page 10 of *The Most Beautiful Roof in the World* in order to understand a central metaphor in the text, that scientists who study the canopy are "the pioneers of a newly discovered continent." **Learning Target: I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)** *With teacher guidance in the second of a pair of Language Dives, ELLs continue to analyze how the author uses three techniques to add information onto the sentence (two types of appositive noun phrases and commas) to explain why the canopy is so important to the rainforest. See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.* **Printed Materials:** N/A	**Reading and Speaking Fluency/GUM** **Overview:** All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. **Learning Target: I can read a passage aloud fluently. (RF.5.4)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. **Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 7	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 5M2 UNIT 1 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 8 ALL Block: Week 2, Day 1	**Writing Practice** **Overview:** With teacher guidance, students analyze a summary of an excerpt from *The Most Beautiful Roofin the World* and review criteria for an effective summary developed in the module lessons. Students orally summarize a new excerpt from *The Most Beautiful Roof in the World*. **Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)** *ELLs complete the same activities as other students. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.* **Printed Materials:** • Unit 1, Week 2: Writing Practice: Teacher Guide • Unit 1, Week 2: Writing Practice: Week 1: Teacher-Guided Student Activity Card	**Word Study and Vocabulary** **Overview:** Students follow a task card to play a word relay. **Learning Target:** **I can identify words with the suffixes *-ation* and *-ology*. (L.5.4b)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Word Study and Vocabulary: Student Task Card • Word Scramble Game Board	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. **Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Independent Reading: Student Task Card

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ALL 5M2 UNIT 1 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 9 ALL Block: Week 2, Day 2	**Word Study and Vocabulary** **Overview:** With teacher guidance, students use a Frayer Model to analyze the meaning of the word *exploration* with a focus on the suffix *-ation*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. **Learning Target: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)** *With teacher guidance during a Language Dive, ELLs use a Vocabulary Grid to explore a frequently used word (*explore*) and frequently used suffix (-*ation*) in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.* **Printed Materials:** • Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)	**Writing Practice** **Overview:** Students follow a task card to begin writing a summary of pages 17–20 from *The Most Beautiful Roof of the World*. Using the Rank-Talk-Write protocol and what they have learned in the module lessons, they write a topic sentence for their summary that tells the main idea of the excerpt. **Learning Target: I can write the topic sentence of a summary of an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b)** *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Writing Practice: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. **Learning Target:** **I can read my free choice reading text independently for 10 minutes. (RL.5.10/ RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 10 ALL Block: Week 2, Day 3	**Writing Practice** **Overview:** With teacher guidance, students use what they have learned in the module lessons as they continue to summarize pages 17–20 from *The Most Beautiful Roof in the World*. **Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10** *ELLs complete the same activities as other students. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.* **Printed Materials:** N/A	**Word Study and Vocabulary** **Overview:** Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. **Learning Target: I can use an academic vocabulary word in context. (L.5.6)** *ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal. **Learning Target:** **I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 5M2 UNIT 1 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 11 ALL Block: Week 2, Day 4	**Word Study and Vocabulary** **Overview:** With teacher guidance, students use a Frayer Model to analyze the meaning of the word *technology* with a focus on the suffix *-ology*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. **Learning Target: I can analyze the meaning of an academic word with the suffix *-ology*. (L.5.4b)** *With teacher guidance and a Language Dive, ELLs use a Vocabulary Grid to explore a frequently used word (*technology*) and suffix (-*ology*) in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.* **Printed Materials:** N/A	**Writing Practice** **Overview:** Students follow a task card to write a summary of pages 17–20 from *The Most Beautiful Roof in the World*. **Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. **Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10/RI.5.10, SL.5.1)** *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide

Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)

Day 3:

- I can read a text aloud fluently. (RF.5.4)

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with "Meg Lowman climbs trees." should be considered page 2 and all pages thereafter numbered accordingly.
- Help students understand that a *pioneer* in this context does not mean that scientists such as Meg Lowman are the first people to explore the rainforest canopy—there are many indigenous communities in the rainforest, including communities who live in the canopy. Explain that by *pioneers*, the author means they are the first to study the rainforest canopy from our society to share the information with us, and that it is still a newly discovered continent for our society. Provide the example that the Korowai tribe in Papua New Guinea has been living in the canopy long before Meg Lowman began researching. This is an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years. Invite students to share their experience with the class if they have experience with anything connected to this discussion—for example, students from a rainforest country or students who have connections with indigenous communities living in the rainforest.
- **Differentiation:**
  - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

  - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 1: Independent Reading: Student Task Card (one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ *The Most Beautiful Roof in the World* (text; one per student)
- ☑ Day 1: Sticky notes (two per student)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ ▲ Chart paper (optional; one piece)
- ☑ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ☑ Fluency Self-Assessment Checklist (one per student)
- ☑ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.

- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open up their copies of ***The Most Beautiful Roof in the World*** and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
  - — ▲ Page 9, starting at "For a human being ..." and ending at "... Even deep-sea exploration was easier."
  - — ■ Page 9, starting at "For a human being ..." and ending at "... Even deep-sea exploration was easier."
  - — ● Pages 9–10, starting at "For a human being ..." and ending at "... as smart and hard-working."
  - — ◆ Pages 9–10, starting at "For a human being ..." and ending at "... brightly lit canopy."
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to read along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- ▲ Mini Language Dive:
  - — On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - — For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - — Tell students they will read the passage from *The Most Beautiful Roof in the World* that discusses why scientists wanted to explore the canopy, and why it is so difficult to explore the canopy.
  - — Turn and Talk:

    "What is the gist of the excerpt? What, in the excerpt, makes you think so?" (Responses will vary. Look for students to point out language such as* ascending is not easy, stinging ants, "powerhouse," living things, *and* life begins.*)

    "Which words or phrases did you correctly predict? How did predicting words and phrases help you understand the passage?" (Responses will vary, but may include: It made me think more deeply about what the passage would say.)

    "Place your finger on* powerhouse. *This word is made from two words. Can you find them? Based on these words, what is a powerhouse? Is it literal or figurative?" (*power *and* house*; a place of great energy or strength; figurative)

"What are the curly marks on both sides of powerhouse*? Why did the author write them?" (quotation marks; She is telling the reader that she is using figurative language to refer to the canopy in a creative, unconventional way.)*

— If productive, cue students to expand the conversation by giving an example of other types of powerhouses:

Conversation Cue: "Can you give an example?" (Responses will vary.)

"So, what did scientists know about the canopy?" (that it was full of strength and energy)

— If necessary, act out each section of the text and point to the pictures to facilitate comprehension of the gist. Ask:

"Now what do you think is the gist of this excerpt?" (Scientists want to explore the canopy because it is where life begins, but it's difficult to explore because of many impediments.)

- ■●◆▲:
- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Read the text three times aloud as indicated below. After each read, ask students to review the criteria on their checklist to determine if that read seemed "fluent" to them:
  - — First read: quickly, not attending to punctuation.
  - — Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
  - — Third read: at an "appropriate rate." Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author's intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards, as they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.

- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open up their copies of ***The Most Beautiful Roof in the World*** and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to review the goals they set on Day 1.
- Focus students on the criterion:

  — I can notice and read punctuation.
- Remind students that they also focused on this criterion in Unit 3 of Module 1.
- Focus students on the model sentences on their activity card.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on the period at the end of the first sentence and invite them to highlight it.
- Read the sentence aloud, reading the punctuation as an example.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Ask students to discuss with an elbow partner:

  "How does the reader's voice respond to the punctuation?" (Intonation goes down at the end to close the sentence.)
- Invite students to read it chorally with you.
- Repeat with the commas and periods in the rest of the sentences on the activity card.
- Talk through the punctuation in the excerpt students are reading that they need to pay close attention to.
- Invite students to read the entire excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, and their fluency goal from Day 1, paying particular attention to how well they notice and read punctuation.

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b, RF.4c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a, RF.4b	I can read at a speed that is appropriate for the piece.					
RF.4a, RF.4b	I can read smoothly without many breaks.					
RF.4a, RF.4b	I can read groups of related words and phrases together.					
RF.4a, RF.4b	I can notice and read punctuation. *(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)*					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher-Guided Student Activity Card (■●◆▲)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)
- Day 3: I can read a text aloud fluently. (RF.5.4)

Student Materials

Days 1 and 3:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Fluency Self-Assessment Checklist

Directions:

Day 1

Your teacher will guide you through the activities on this card.

Reading fluency: ability to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. I am good at:

_____

_____

_____

_____

3. Discuss with a partner, then write. I want to get better at:

_____

_____

_____

_____

Day 3

Your teacher will guide you through the activities on this card.

1. "The canopy is where rainforest life begins." (p. 9)
2. "For a human being, ascending to the canopy is not easy." (p. 9)
3. "They knew that the canopy was the 'powerhouse' of the rainforest..." (p. 9)
4. "There is so much to conquer: gravity, stinging ants, rotten trunks, and thorns." (p. 9)

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Additional Work with Complex Text

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

- Day 1: I can explain the relationship between key details in a passage. (RI.5.2)
- Day 3: I can identify key details in a passage. (RI.5.2)

Student Materials

Day 1:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Colored pencils
- ☑ Blank paper

Day 3:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Colored pencils

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

With a partner:

1. Chorally read aloud page 9 of *The Most Beautiful Roof in the World*.
2. Tell your elbow partner the gist.
3. Reread the first two sentences aloud, from "For a human being..." to "... and thorns." In the boxes "on the next page"
   - Using colored pencils, sketch the four things that make it difficult for scientists to *ascend* to the rainforest canopy. (*Ascend* means to climb or to go up.)
   - Label each sketch using a word or phrase from the text.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Reread page 10 of *The Most Beautiful Roof in the World* out loud.
2. In the boxes below, quickly draw sketches to show the six qualities that scientists who study the canopy must have. Label each sketch using a word or phrase from the text.

3. Choose one of the qualities you drew above and explain to your partner how it might help the scientist to "overcome the natural obstacles of gravity, ants, and thorns" in the rainforest canopy.

MORE CHALLENGE: Think of synonyms for some of the words in the boxes above. Add each new word to the appropriate box.

Independent Reading

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.5.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)

Student Materials

Days 1–3:

- ☑ Research reading text
- ☑ Independent reading journal
- ☑ Vocabulary log

Day 4:

- ☑ Research reading text
- ☑ Vocabulary log

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific words at the back.

Day 3

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.
4. Respond to this prompt in the front of your independent reading journal: How does your reading connect to your work in the module lessons?

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
   - One thing you have learned from your research reading text
   - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
   - Pass your research reading text around.
   - Share one thing that you have learned. ("I have learned _____")
   - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____.")

   Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
   - Continue to read your free choice reading text.
   - Try out a new text.

Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide

Daily Learning Targets

Day 2:

- I can read and comprehend complex informational text. (RI.5.10, L.5.4)

Day 4:

- I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)

Teaching Notes

- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with "Meg Lowman climbs trees." should be considered page 2 and all pages thereafter numbered accordingly.
- On Day 2, students analyze a single sentence from the text, connecting several complex ideas in order to explain why the canopy is so important to the rainforest.
- ▲ On Day 2, ELLs dive into a single complex sentence from the text, analyzing how the author uses techniques to add information to the sentence (including appositive noun phrases) to explain why the canopy is so important to the rainforest. They analyze the first three chunks of the sentence on Day 2 and the final three chunks on Day 4, discussing other techniques the author uses to add information (appositive noun phrases and commas). The Language Dive sentence was chosen for its complexity, its use of three techniques to add information to a sentence, and its connection to future content. Students will apply their understanding of the meaning and structure of this sentence when discussing why the canopy is important throughout the module. They may draw on the techniques used in this sentence when writing about the text structures and the author's craft in this unit, and during writing tasks for college and career. Because of the length of this Language Dive, consider spreading this conversation over two days. For example, you might present and discuss all of the chunks of the sentence in this lesson, stop, and then review and continue the Language Dive on another day. See suggested stopping point within the guide.
- On Day 4, students unpack the meaning of the last two sentences on page 10 of *The Most Beautiful Roof in the World* in order to understand a central metaphor in the text, that scientists who study the canopy are "the pioneers of a newly discovered continent." Note that although this passage contains both metaphors and similes, these terms are not yet formally introduced. This terminology will be taught later, when students do extensive work with figurative language in Unit 2.
- On Day 4, help students understand that a *pioneer* in this context does not mean that scientists such as Meg Lowman are the first people to explore the rainforest canopy—there are many indigenous communities in the rainforest, including communities who live in the canopy. Explain that by *pioneers*, the author means they are the first to study the rainforest canopy from our society to share the information with us, and that it is still a newly discovered continent for our society. Provide the example that the Korowai tribe in

Papua New Guinea has been living in the canopy long before Meg Lowman began researching. This is an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years. Invite students to share their experience with the class if they have experience with anything connected to this discussion—for example, students from a rainforest country or students who have connections with indigenous communities living in the rainforest. Record patterns in students' responses on the Overcoming Challenges anchor chart. Consider whether it might be more appropriate to privately discuss what you found with students before the lesson.

- ▲ On Day 4, ELLs continue their Day 2 dive into a single complex sentence from the text, analyzing how the author uses three different techniques to add information to the sentence (that, noun +where, and commas) to explain why the canopy is so important to the rainforest. The Language Dive sentence was chosen for its complexity, its use of three techniques to add information to a sentence, and its connection to future content. Students will apply their understanding of the meaning and structure of this sentence when discussing why the canopy is important throughout the module. They may draw on the techniques used in this sentence when writing about the text structures and the author's craft in this unit, and during writing tasks for college and career. Because of the length of this Language Dive, consider spreading this conversation over two days. For example, you might present and discuss all of the chunks of the sentence in this lesson, stop, and then review and continue the Language Dive on another day. See suggested stopping point within the guide.
- **Differentiation:**
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together because they work on the same Teacher-Guided Student Activity Card.
  - Day 2: The Teacher-Guided Student Activity Cards for these activities are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. Students in need of more support work with the same passage and questions, but the text has been chunked and word definitions simplified to support comprehension. Students ready for more challenge answer a different set of questions that prompt them to make deeper connections between parts of the text and do additional work with Greek roots.
  - ▲ Day 2: Levels of Support: To provide more support, focus students only on the gist of each of the two pieces of information the author adds in the first three chunks of the sentence and how they show the importance of the canopy.
  - Day 4: The Teacher-Guided Student Activity Cards for these activities are differentiated. All groups will unpack the last two sentences on page 10, use the glossary to find the meaning of unknown words, and draw pictures to represent the metaphors and similes used to describe the rainforest and the scientists who study it. The activity cards offer varying levels of support in these basic tasks. In addition, vocabulary work can be tailored to students' needs by asking students in each group to identify which words in the text are unfamiliar or confusing and using the glossary to define them.
  - ▲Day 4: Levels of Support: To provide more support, focus students only on the gist of each of the three pieces of information the author adds to the sentence and how they show the importance of the canopy.
  - ▲After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.

Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ☑ Unit 1, Week 1: Independent Reading: Student Task Card (from Day 1; one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ *The Most Beautiful Roof in the World* (one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ☑ ▲ Day 2: Sentence strip chunks (one set for the group)

Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Day 2: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' work from Day 1 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss its meaning.
- Explain that today students will be working with a complex sentence from *The Most Beautiful Roof in the World* in order to understand why the canopy is such an important part of the rainforest.
- Display and read the sentence at the top of the activity card out loud and remind students that it is part of the passage they read yesterday on page 9 ("They knew that the canopy was the 'powerhouse' of the rainforest, the place where most of the photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.").
- Explain that today you will work together to better understand this complex sentence by breaking the sentence into smaller chunks, using strategies to figure out the meaning of unknown words, and examining the connections among the ideas expressed in the sentence.
- Work through the differentiated activity card sequentially, reading each part of the card aloud and discussing the question that follows. Tasks on the cards differ slightly, but all students will be:
  1. Examining common words or word parts within key domain-specific vocabulary words
  2. Reading a definition of the word
  3. Rereading the part of the sentence in which the word occurs
  4. Discussing a comprehension question that will help them apply the new vocabulary and connect the idea in this part of the sentence to other ideas in the sentence
- Once the vocabulary and ideas in the sentence have been analyzed, help students synthesize their learning by answering the final question on the card: "Why is the canopy the 'powerhouse' of the rainforest?"
- Give students specific, positive feedback on understanding this complex sentence. If time allows, invite students to turn to a partner and share one strategy that they found particularly helpful when figuring out the meaning of a complex sentence.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

▲ Day 2: Small Group Instruction (20 minutes)

- Distribute the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.

- Briefly review students' work from Day 1 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to open their copy of *The Most Beautiful Roof in the World* to page 9. Chorally read aloud from "For a human being ..." to "... the chatterings of monkeys."
- Ask:

  "What makes it difficult for people to ascend into the canopy?" (gravity, stinging ants, rotten trunks, thorns)

  "Why do you think scientists want to ascend into the canopy?" (Responses will vary.)
- If productive, cue students to listen carefully and seek to understand:

  Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)
- Invite students to put their finger by the sentence and to chorally read it aloud with you: "They knew that the canopy was the 'powerhouse' of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced."
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:

  "What is the gist of this sentence? What, in the sentence, makes you think so?" (Responses will vary.)
- Tell students that they will dive into this complex sentence today. Tell them that in this sentence, the author uses three different techniques to add information to the sentence. For example, she uses noun + where to add information. This is one of the reasons the sentence is complex.
- Scramble the **sentence strip chunks** so that the sentence doesn't make sense and display so all students can see.
- Invite students to work with an elbow partner to put the chunks in the correct sequence.
- Cold call students to come to the front to put the chunks in the correct order for the whole class to see. (They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.)
- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Invite students to place a finger on *photosynthesis* and to say it aloud chorally with you.
- Invite students to find the translation of the word in home languages (*fotosintez* in Russian).

  "What other words can you think of with the prefix* photo-*?" (Responses will vary, but may include: photograph, photocopy)

  "What does the prefix* photo- *at the beginning of the word mean? What, in the text, makes you think so?" (relating to light; pale green light, brilliantly lit)

  "What does the word* synthesis *mean?" (a reaction between two or more things that results in production of chemicals)

  "So, what does* photosynthesis *mean?" (sunlight reacting with carbon dioxide and water to produce energy and oxygen)

"Why is photosynthesis important?" (It helps plants live, and those plants help feed us and give us oxygen.)

- Place the following chunk on the board: They knew
- Ask:

  "Who is* They*? What, in the text, makes you think so? In pairs, discuss why you agree or disagree." (scientists;* They *refers to scientists, which was introduced earlier in the paragraph.* They *is also used in the previous sentence to refer to scientists. If you understand the gist of the sentence, it is saying it is the scientists who know the canopy is the powerhouse, not the monkeys or birds.)
- Place the following chunk on the board: that the canopy was the "powerhouse" of the rainforest,
- Ask:

  "What did scientists know about the canopy?" (that it was the powerhouse of the rainforest)
- Invite students to place a finger on the word *powerhouse* and to read it aloud chorally with you. Tell students that this word has been made from two words. Invite students to identify the two words (*power* and *house*).
- Turn and Talk:

  "Think about the meaning of the two words. What do you think a* powerhouse *is? Is this literal or figurative language?" (a thing of great energy or strength; it's figurative)
- If productive, cue students to expand the conversation about powerhouses by giving an example:
- Conversation Cue: "Can you give an example?" (Responses will vary.)
- Turn and Talk:

  "What are the curly marks on both sides of* powerhouse*? Why did the author write them?" (quotation marks; She is telling the reader that she is using figurative language to refer to the canopy in a creative, unconventional way.)

  "Can you think of a word that describes the canopy in a creative, different way?" (Responses will vary, but may include: womb, hub.)
- Invite students to sketch the literal and figurative meanings of *powerhouse* and write it as one of "Two words to refer to canopy" on their card.
- Turn and Talk:

  "So, what did scientists know?" (that the canopy was full of strength and energy)

  "What is the main topic of this sentence so far?" (the canopy)

  "What extra information would tell us everything we need to know?" (We can guess what the author means, but extra information would help us understand* powerhouse *better.)
- Place the following chunk on the board: the place where most photosynthesis occurs
- Ask:

  "What is the place? What, in the sentence, makes you think so?" (the canopy, the "powerhouse"; It's a way to refer to the canopy. The main topic of the sentence is the canopy.)
- Invite students to write *place* in "Two words to refer to canopy" on their activity card.
- Invite students to find the translation of *occurs* in home languages. (*Fāshēng* in Chinese)

- Turn and Talk:

  "Where is the place most photosynthesis occurs? What, in the sentence, makes you think so?" (the canopy; The canopy gets the most light—this information comes after the main topic of the sentence, canopy.)

- Invite students to place a finger on *where* and to say it aloud chorally with you. Turn and Talk:

  "This looks like a question word. Is it? Discuss why the author writes the place and where." (no; to signal to the reader that she will add extra information to refer to and describe a place, and to explain what she means by "powerhouse")

  "What is the extra information and explanation?" (photosynthesis occurs)

  "The author uses a special noun phrase to add extra information and explanation after rainforest. What formula can we use to add extra information and explanation after a place? (the place where photosynthesis occurs = noun [place] + where + subject + verb)

- Read aloud the three chunks on the board again. Ask:

  "What else did scientists know about the canopy?"

- Invite students to discuss what scientists knew, using the sentence starter on their card. Time permitting, ask them to write a sentence on their card and invite them to label the appositive noun phrase with "noun (place)," "subject," and "verb." (Responses will vary, but may include: Scientists knew that the canopy was the very top of the rainforest, the area where many animals live.)

Optional: Stop here and review and continue the Language Dive on another day.

- Invite students to look again at all of the chunks so far: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs.
- Turn and Talk:

  "Now what do you think is the gist of the sentence so far?" (Scientists know that the canopy is the place of greatest energy in the rainforest because it's where most photosynthesis happens.)

  "What piece of extra information and explanation did the author add so far? How does the information and explanation tell us why the canopy is so important to the rainforest?"

- Invite volunteers to physically remove chunks from the board and put them back in place as they discuss them. (The canopy is where photosynthesis occurs; the information and explanation tell us the canopy is so important because it has the most photosynthesis.)

  "How can we use the noun phrase noun (place) + where + subject + verb in our writing?" (We can use it to tell the reader that we're adding extra information and explanation about a place.)

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:

  Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Remind students that they may have seen other ways to use *where*. Encourage them to look for these ways in other sentences and bring them to class to discuss.
- Once students have shared out their discussions, invite students in pairs to explain what another student shared out.

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** and **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Day 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to open to page 10 of *The Most Beautiful Roof in the World* and to read the text aloud to an elbow partner. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Reread page 10 aloud and invite students to read along chorally with you, stopping briefly to check for general comprehension of the part of the passage students worked with yesterday.
- Focus students on the last two sentences from page 10 of *The Most Beautiful Roof in the World* ("They must be as skilled ... brightly lit canopy.").
- Explain that when sentences are long and complex like these are, it helps to break them into smaller chunks of meaning. Today, you will work together to understand the ideas in each sentence and how they combine to express a bigger idea.
- Underline the first chunk of the sentence:

  — "They must be skillful as any mountaineer ..."
- Guide students in analyzing this chunk of text using questions such as the following:

  "What familiar word do you see in* skillful*?" (skill)

  "What suffix do you see?" (ful)

"What does* skillful *mean?" (having skill)

"What is a* mountaineer*?" (someone who climbs mountains)

"Who must be as* skillful as any mountaineer*?" (scientists who work in the canopy)

- Direct students' attention to the first set of boxes on their activity cards. Ask what two things are being compared in this sentence (scientists in the canopy and mountaineers). Support students in completing row 1.
- Reread row 1 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Underline the second chunk of the sentence:
  - "perhaps more so, for the cliffs they ascend are made not of rocks, but of leaves and branches of enormous elasticity."
- Reread both sections underlined, then guide students in analyzing this chunk of text using questions like the following:

  "What are* cliffs*?" (high, steep faces of rock or earth)

  "What does* ascend *mean?" (to go upward; climb; rise)

  "What familiar word do you see in* elasticity*?" (elastic)

  "What does* elasticity *mean?" (the condition or quality of being elastic; flexible, springy)

  "What are the* cliffs *that the rainforest scientists ascend made of?" (the leaves and branches of rainforest trees)

- Direct students' attention to the second set of boxes on their activity cards. Ask students what two things are being compared in this part of the sentence (trees in the rainforest and rock cliffs). Support students in completing in row 2.
- Reread row 2 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Reread the full sentence and ask:

  "Why do rainforest scientists need to be even more skillful than mountaineers?" (The trees they climb are flexible and springy.)

- Reread the last sentence in the passage ("These men and women are the pioneers of a newly discovered continent as they feel their way up to the brightly lit canopy") and invite students to read it aloud chorally with you. Guide students in analyzing this chunk of text using questions such as the following:

  "What is a* pioneer*? What is a* continent*?" (someone who is one of the first in a culture to explore or live in a place; one of earth's seven major land masses)

- If productive, cue students to expand the conversation by giving an example:

  Conversation Cue: "Can you give an example of a pioneer (or a continent)?" (Responses will vary.)

  "Who are the* pioneers of a newly discovered continent*?" (scientists who study the rainforest canopy)

- Ensure that you explain that *pioneers* in this context does not mean the scientists are the first people in the canopy, or the first people to study and explore it, but that they are the first from this society to do so. Consider providing the example of the Korowai tribe in Papua New Guinea (see Teaching Notes). Invite students to share their experiences connected to this with the class.

- Direct students' attention to the third set of boxes on their activity cards.
- Using a total participation technique, invite responses from the group:

  "What two things are being compared in this sentence?" (scientists who study the rainforest canopy and pioneers discovering a new continent)
- Support students in completing row 3.
- Reread row 3 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Ask students to synthesize their understanding of these two sentences by turning and talking with an elbow partner:

  "How might studying the rainforest canopy be like discovering a new continent?" (People from this society haven't spent much time up in the rainforest canopy, so there are a lot of species of animals and plants yet to be found.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

▲ Day 4: Small Group Instruction (20 minutes)

- Invite students to open to page 9 of *The Most Beautiful Roof in the World* and to read the text aloud to an elbow partner. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Chorally read aloud from "For a human being ..." to "... is produced" on page 9 of *The Most Beautiful Roof in the World*.
- Invite students to put their finger by the sentence and to chorally read it aloud with you: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Turn and Talk:

  "You have dived into this sentence during two lessons. Why is this sentence so important to dive into?" (It's complex; it tells us why the canopy is so important; it shows how the author used different techniques to add information.)
- Place the following sentence strip chunks on the board: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs.
- Remind students that they focused on the first three chunks of the sentence and identified two techniques for adding information to the sentence. Today, they will add the final three chunks and identify a third technique.
- Turn and Talk:

  "What is the gist of the first three chunks of the sentence? What, in the sentence, makes you think so?" (Scientists know that the canopy is the place of greatest energy in the rainforest because it's where most photosynthesis happens.)

"What technique did the author use in the first three chunks of the sentence to add information and explanation after a place?" (She used a noun phrase noun [place] + where + subject + verb to tell the reader that she was adding extra information about the canopy and to explain "powerhouse.")

- Add the following chunk to the others on the board: and where 95 percent of the biomass,
- Turn and Talk:

  "What is another way to say* 95 percent of the biomass*?" (nearly all of the living things of the rainforest)

  "Why does the author write this phrase?" (to add additional extra information and explanation about the canopy and to explain what she means by "powerhouse" of the rainforest)
- Invite students to label the phrase with the noun phrase formula. (Look for students to point out where; they should label *biomass* or *95 percent of the biomass* as the subject.)
- Turn and Talk:

  "How is this phrase the same as and different from the chunk* the place where most photosynthesis occurs*? (Responses will vary, but may include: It's also adding information about the canopy; it doesn't include the place because the place was already stated; it doesn't have a verb.)
- If productive, cue students to clarify the conversation by confirming what they mean:

  Conversation Cue: "So, do you mean…?" (Responses will vary.)
- If necessary, encourage students to dive into the similarities and differences in this phrase. Ask:

  "The author writes* and where 95 of the biomass is produced*. Can we also say* and the place where 95 percent of the biomass is produced*? Discuss whether you agree or disagree, and why." (Yes, it makes sense. This phrase refers to the place.)

  "Why doesn't the author write* the place *again?" (She doesn't want to repeat it because she thinks we already know she's talking about the same place. She is trying to save space and make the sentence shorter and easier to read.)

  "Why does the author write* where *again?" (to emphasize to the reader that she is adding additional information to refer to and describe a place)

  "Does the chunk* where most photosynthesis occurs *have a verb? Does the chunk* and where 95 percent of the biomass *have a verb?" (Yes. Yes, but the verb for this chunk,* is produced*, comes later, in the final chunk of the sentence.)

  "So, where is 95 percent of the biomass?" (in the canopy)
- Read aloud the four chunks on the board again. Ask:

  "What else did scientists know about the canopy?"
- Invite students to discuss what else scientists knew using the sentence frame on their card. Time permitting, ask them to write a sentence on their card and label it with noun (place) + where + subject + verb. (Responses will vary, but may include: Scientists knew that the canopy was the very top of the rainforest, the place where monkeys live and where birds fly.)
- Invite students to use the same structure to talk about the rainforest before they began this module: "I knew that the rainforest was the place where ____."
- Place the following chunk on the board: the living things of the rainforest,

- Turn and Talk:

  "What are some of the living things of the rainforest mentioned in this paragraph?" (the canopy, stinging ants, trunks, birds, monkeys)

  "Why does the author write this phrase?" (to add extra information and explanation to define* biomass*)

  "So, what is* biomass*?" (all of the animals and plants living in the rainforest)

  "What amount of the living things is in the canopy?" (95 percent)

  "Why doesn't the author write a pronoun like* that *or* where *to signal she is adding information here?" (She doesn't need a word like* that *or* where *because she is not using a verb in this phrase.)

  "So what is the formula for this technique for adding information?" (noun + noun phrase; Students may also point out that commas need to be added on either side of the noun phrase.)

- Invite students to write *the living things of the rainforest* in "Adding information to define biomass" and sketch *biomass* on their activity card.
- Place the following chunk on the board: is produced.
- Turn and Talk:

  "What is produced? What, in the sentence, makes you think so?" (the biomass; It's on the other side of the set of commas after* biomass*; it makes sense to say biomass is produced.)

  "Who produces the biomass?" (We don't know. When we don't know or don't want to say who, we can use this special verb form, called passive [be + past participle].)

  "Where is the subject for this phrase?" (biomass; The author separated the subject from the verb with the noun phrase to define* biomass*.)

Optional: Stop here and review and continue the Language Dive on another day.

- Invite students to look again at all of the chunks in sequence: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.
- Point to the commas. Ask:

  "What are these marks? How does the author use them?" (commas; Responses will vary, but may include: She uses them to signal that she is adding extra information.)

- Encourage students to dive into the specific usage of commas in this sentence. Ask:

  "Why does the author insert a comma between* rainforest *and* the place*?" (to signal that she will add extra information to explain what she means by* canopy *and "*powerhouse*" of the* rainforest*)

  "Why does the author insert a comma between* biomass *and* the living things*? (to signal that she will add extra information to explain and define* biomass*)

  "Why does the author insert a comma between* rainforest *and* is produced*? (to signal that she is finished adding extra information to explain what is meant by* biomass*)

  "Why doesn't the author use a comma to signal she is finished adding extra information to explain what she means by* canopy *and "*powerhouse*"? (She uses a period instead because it is also the end of the sentence.)

"Who can add on to what your classmates said about the commas? How can we use commas in our writing?" (Responses will vary, but may include: We can use noun + noun phrase and two commas to signal where we're adding extra information to define a word.)

- Invite students to write in the commas in the appropriate places on the card, explaining their choices based on their recent discussion of commas. (Scientists knew that the canopy, the very top of the rainforest, was full of light, the place where most photosynthesis happens.)
- Scramble the sentence strip chunks so that the sentence doesn't make sense and display so all students can see.
- Invite students to work with their partners to put the chunks of the sentence in the correct sequence. Cold call students to come to the front to put the chunks in the correct order for the whole class to see. (They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.)
- Turn and Talk:

  "Now what do you think is the gist of the sentence?" (Scientists know that the canopy is the place of greatest energy in the rainforest because it's where most photosynthesis and biomass exists.)

- Read aloud the next sentence from the book: The canopy is where rainforest life begins. Ask:

  "How does this sentence we dived into relate to the sentence I just read?" (Responses will vary, but may include: It's a sort of summary or conclusion, a more general way to say the same thing. It talks about the beginning of life, like the "powerhouse" of biomass and photosynthesis.)

- If productive, cue students to listen carefully and seek to understand:

  Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)

  "Why is the canopy so important to the rainforest?" (because of the abundance of energy and life there; it has most photosynthesis and most biomass)

  "What three techniques can we use to add information when we write?" Invite students to complete the sentence frames on their card. (We can use noun [place] + where + subject + verb to add extra information; we can use noun + noun phrase to add extra information; we can use commas to add extra information.)

- Invite students to ask any questions they have about the sentence and to post the language chunks around the room on the appropriate Chunk Wall. Example:

Nouns and noun phrases (people, places, things)	*Verbs and verb phrases (actions and states)*
the place where most photosynthesis occurs **and where 95 percent of the biomass,** **the living things of the rainforest,**	**They knew** **is produced** **the place where most photosynthesis occurs**

Additional Work with Complex Text

Unit 1, Week 1, Day 2: Sentence Strip Chunks

Directions:

Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

They knew

that the canopy was the "powerhouse" of the rainforest,

the place where most photosynthesis occurs

and where 95 percent of the biomass,

the living things of the rainforest,

is produced.

Additional Work with Complex Text

Unit 1, Week 1: Teacher-Guided Student Activity Card (■●)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can read and comprehend complex informational text. (RI.5.10, L.5.4)
- Day 4: I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)

Student Materials

Day 2:

☑ N/A

Day 4:

☑ *The Most Beautiful Roof in the World*

Directions:

Day 2

Your teacher will guide you through the activities on this card.

They knew that the canopy was the "**powerhouse**" of the rainforest, the place where most of the **photosynthesis** occurs and where 95 percent of the **biomass**, the living things of the rainforest, is produced.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

They knew that the canopy was the "**powerhouse**" of the rainforest ...

Powerhouse

The word **powerhouse** is a compound word that joins the two words *power* and *house*.

A **powerhouse** is something that has great energy or power.

1. Reread the part of the sentence copied above. What is the "powerhouse" of the rainforest? Underline it in the sentence above.

   ... the place where most of the **photosynthesis** occurs ...

Photosynthesis

The word **photosynthesis** contains the following parts:

- **syn-** Greek prefix that means *with, together with*
- **phot, photo** Greek root that means *light*

Photosynthesis is the process a green plant uses to make food for itself. Plants use sunlight to change water and carbon dioxide into food.

2. Reread the part of the sentence copied above. Why is the canopy important to the rainforest?

... [the canopy is] where 95 percent of the **biomass**, the living things of the rainforest, is produced.

Biomass

The word **biomass** contains the following part:

- *bio, bi, -be* Greek root that means life, living, living things

Biomass is the total amount of living things in an environment.

3. What words in the sentence explain what **biomass** means? Underline them.
4. Reread the part of the sentence copied above. Where do most of the living things in the rainforest come from?

They knew that the canopy was the "**powerhouse**" of the rainforest, the place where most of the **photosynthesis** occurs and where 95 percent of the **biomass**, the living things of the rainforest, is produced.

5. Reread the whole sentence again. Discuss with your group: Why is the canopy the "powerhouse" of the rainforest?

Day 4

Your teacher will guide you through the activities on this card.

1.	are as skillful as	mountaineers

2. The leaves and branches of rainforest trees	are like	

3.	are like	pioneers of a newly discovered continent.

Additional Work with Complex Text

Unit 1, Week 1: Teacher-Guided Student Activity Card (◆)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can read and comprehend complex informational text. (RI.5.10, L.5.4)
- Day 4: I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)

Student Materials

Day 2:

☑ N/A

Day 4:

☑ *The Most Beautiful Roof in the World*

Directions:

Day 2

Your teacher will guide you through the activities on this card.

The Most Beautiful Roof in the World.

They knew that the canopy was the "**powerhouse**" of the rainforest, the place where most of the **photosynthesis** occurs and where 95 percent of the **biomass**, the living things of the rainforest, is produced.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Powerhouse

The word ***powerhouse*** is a compound word that joins the two words *power* and *house*.

A powerhouse is something that has great energy or power.

1. According to the passage, what is the source of great energy, strength, and power in the rainforest?

Photosynthesis

The word ***photosynthesis*** contains the following parts:

- **syn-** Greek prefix that means *with, together with*
- **phot, photo** Greek root that means *light*

Photosynthesis is the process by which a green plant uses sunlight to change water and carbon dioxide into food for itself.

2. Why would most photosynthesis occur in the rainforest canopy?

Biomass

The word ***biomass*** contains the following parts:

- **bio, bi, -be** Greek root that means life, living, living things
- **mass** A scientific measure of how much matter is in an object

Biomass is the total amount of living things in a particular environment, measured by mass per unit of area or volume.

3. Reread the whole sentence. Underline the phrase in the sentence that explains what the word *biomass* means. Why would most of the biomass in the rainforest be produced in the canopy?

4. Why is the canopy the "powerhouse" of the rainforest?

5. On the back of this sheet, list as many words as you can that contain the word parts *photo* and *bio*.

Definitions from Wordsmyth: https://www.wordsmyth.net/

Day 4

Your teacher will guide you through the activities on this card.

1.	are as skillful as	mountaineers

2. The leaves and branches of rainforest trees	are like	

3.	are like	pioneers of a newly discovered continent.

Additional Work with Complex Text

Unit 1, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can read and comprehend complex informational text. (RI.5.10, L.5.4)
- Day 4: I can interpret figurative language, including similes and metaphors, in context.(L.5.5a)

Student Materials

Day 2:

☑ N/A

Day 4:

☑ *The Most Beautiful Roof in the World*

Directions:

Day 2

Your teacher will guide you through the activities on this card.

They knew that the canopy was the "powerhouse" *of the rainforest, the place where most of the* photosynthesis *occurs and where* 95 *percent of the* biomass, *the living things of the rainforest, is produced.*

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Sketch of powerhouse (literal)	Sketch of powerhouse (figurative)

Two words to refer to canopy
Canopy ⟶ ⟶
Adding extra information (using <u>noun (place) + where + subject + verb)</u>
Scientists knew that the canopy was the very top of the rainforest, the area where +

Day 4

They knew that the canopy was the "powerhouse" *of the rainforest, the place where most of the* photosynthesis *occurs and where* 95 *percent of the* biomass, *the living things of the rainforest, is produced.*

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Adding extra information (using <u>noun (place) + *where* + subject + verb)</u>
Scientists knew that the canopy was the very top of the rainforest, the area where +

Adding extra information (to define biomass)	Sketch of *biomass*
biomass =	

Adding extra information (using commas)
Scientists knew that the canopy the very top of the rainforest was full of light the place where most photosynthesis happens.

Three ways to add information to a sentence	
1. Use a noun (place) +	to add extra information.
2. Use a noun +	to add extra information.
3. Use	to add extra information.

Additional Work with Complex Text

Unit 1, Week 1: Teacher-Guided Student Activity Card *(Answers, for Teacher Reference)*

Daily Learning Targets

- Day 2: I can read and comprehend complex informational text. (RI.5.10, L.5.4)
- Day 4: I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)

Student Materials

Day 2:

☑ N/A

Day 4:

☑ *The Most Beautiful Roof in the World*

Day 2

■ ●:

1. What is the "powerhouse" of the rainforest? *the canopy*
2. Why is the canopy important to the rainforest? *It is where photosynthesis occurs.*
3. Underline the phrase in the sentence that explains what the word *biomass* means. *the living things of the rainforest*
4. Where do most of the living things in the rainforest come from? *the canopy*
5. Why is the canopy the "powerhouse" of the rainforest? *Most living things in the rainforest are produced in the canopy. Plants use the sunlight in the canopy to make their food.*

◆:

1. According to the passage, what is the source of great energy, strength, and power in the rainforest? *the canopy*
2. Why would most photosynthesis occur in the rainforest canopy? *The canopy is the place where there is the most sunlight, and plants need sunlight for photosynthesis to occur.*
3. Underline the phrase in the sentence that explains what the word *biomass* means. the living things of the rainforest

   Why would most of the biomass in the rainforest be produced in the canopy? *Most plants would be in the canopy where they could use the sunlight for*

photosynthesis. Many animals would live there as well so they could eat the plants. So most living things in the rainforest would be in the canopy.

4. Why is the canopy the "powerhouse" of the rainforest? *It's the place where plants get their energy, and most of the biomass (living things) in the rainforest is produced there.*
5. On the back of this sheet, list as many words as you can that contain *photo* and *bio*. *Responses will vary. Examples include: photography, photocopy, biology, biography.*

Day 4

■●◆:

Responses may vary.

1. Scientists in the canopy	*are as skillful as*	*mountaineers*
2. The leaves and branches of rainforest trees	*are like*	*rock cliffs*
3. Men and women scientists in the canopy	*are like*	*pioneers of a newly discovered continent.*

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can help my partner self-assess his or her reading fluency. (RF.5.4)
- Day 4: I can read a passage aloud fluently. (RF.5.4)

Student Materials

Days 2 and 4:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Fluency Self-Assessment Checklist

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *The Most Beautiful Roof in the World* to yourself.
3. Find a partner who is reading the same passage as you and number yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A read aloud. Partner B listen for one star and one step.
6. Partner B share your star and step with partner A.
7. Partner B read aloud. Partner A listen for one star and one step.
8. Partner A share your star and step with partner B.
9. Write your star and step at the top of the next page.

Star	Step

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *The Most Beautiful Roof in the World* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
   - "The speed of your reading was perfect—especially when _____."
   - "I noticed that you paused at the periods."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

Writing Practice

Unit 1, Week 2: Teacher Guide

Daily Learning Targets

Days 1 and 3:

- I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, SL.5.2)

Teaching Notes

- On Day 1, students review what a summary is after being introduced to and practicing summary writing in the module lessons. Using a summary of pages 11–12 from *The Most Beautiful Roof in the World*, they review the characteristics of an effective summary. Then they work as a class and then in partnerships to give oral summaries of pages 17–20.
- On Day 3, students review how to write an effective summary and share the topic sentences they wrote for a summary of pages 17–20 from *The Most Beautiful Roof in the World*. Then they work as a class to transform the notes on the Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer into sentences to write a group summary of the excerpt.
- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with "Meg Lowman climbs trees." should be considered page 2 and all pages thereafter numbered accordingly.
- **Differentiation:**
  - For students who require additional cultural or linguistic support, consider reviewing what a summary is and why summarizing is important. Consider providing sentence stems to use while summarizing the excerpt, such as "First, ..." "Then, ..." and "Finally, ..." or focus only on determining the gist of each excerpt.
  - Note that, as explained in the Unit Overview, ● and ◆ are grouped together to provide peer coaching opportunities.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 2: Independent Reading: Student Task Card (one per student)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Criteria of an Effective Summary anchor chart (begun in Lesson 2 module lesson)
- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ *The Most Beautiful Roof in the World* (one per student)
- ☑ Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer (from Lesson 6 module lesson; one per student)
- ☑ Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer (answers, for teacher reference; from Lesson 6 module lesson)
- ☑ Timer (one per class)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Focus students on the **Criteria of an Effective Summary anchor chart** and invite students to read the criteria with an elbow partner. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Read each characteristic on the Criteria of an Effective Summary anchor chart aloud, clarifying anything students don't understand.
- Invite students to locate the summary on their activity card. Remind them that they worked with this summary in the module lessons when developing criteria for an effective summary.

Remind students that this summary refers to Blue Creek as an "uncharted world," but it was, in fact, only uncharted for Western scientists, such as Meg Lowman. Local scientists and people have been exploring, experimenting, and living in the area for a long time.

- Invite students to reread the summary. Ask them to take turns briefly paraphrasing the summary.
- Invite students to work with a partner to annotate the summary using the characteristics from the Criteria for an Effective Summary anchor chart. Select volunteers to share what they noticed about the summary.
- Invite students to take out their copy of ***The Most Beautiful Roof in the World*** and turn to pages 17–20. Tell them that this week they will work on summarizing this excerpt from *The Most Beautiful Roof in the World*.
- Invite students to skim pages 17–18. As a group, orally summarize pages 17–18 of the text. Repeat with pages 19–20.
- Remind students that one characteristic of an effective summary is it takes a different form based on the structure, or organization, of the text. Use a total participation technique to invite responses from the group:

  "What is the structure of this excerpt? What, in the text, makes you think so?" (chronological; It tells the events of Meg climbing into the canopy examining leaves, in the order that they happen; it uses sequencing language such as* Meg has now crossed*, she will later compare, and* she then gets out*, and switches between verb tenses and aspects.)

- If productive, cue students to expand the conversation about chronological structure or sequencing language by giving an example:

  Conversation Cue: "Can you give an example?" (Responses will vary.)

- Invite students to take out their **Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer**. Point out that when they summarize this excerpt, they too should tell the events that happened in the order that they happened.
- Pair students and explain that in a moment, each partner will practice orally summarizing the excerpt again, but this time they will have to do so before the timer stops. Note that summarizing can be cognitively and linguistically demanding. To ease the linguistic demands during the first round of summarizing, consider pairing students with a partner who shares their home language and inviting them to summarize in their home language. Students who do not have a home language in common may be invited to think or write a summary in their home language during the first round.
- Set the **timer** for 1 minute and invite the first partner to summarize the excerpt. Repeat, setting the timer for 1 minute while the second partner summarizes the excerpt.
- Select volunteers to share their 1-minute summary with the group. Invite students to give feedback on the summary using the Criteria of an Effective Summary anchor chart.
- For ELLs, focus on two pieces of language-specific feedback: one on strengths and one on things to work on. Specifically, point out the importance of sequencing language, such as *now*, *later*, *then*, and *when*, and how verb tenses and aspects contribute to accurate communication of sequence, e.g., "When she reaches the first observation platform, she begins to check each leaf in a section of the canopy to see what has been eaten."
- Repeat, having partners each give a 30-second summary of the excerpt, and selecting volunteers to share with the group and receive feedback.

- Repeat the sequence of summarizing, sharing, and receiving feedback, having partners each give a 15-second summary of the excerpt.
- Using a total participation technique, invite responses from the group:

  "What did you notice about your summary for each round, as the time to summarize was shorter and shorter?" (Responses will vary, but may include ideas like: We had to include the most important events or details from the passage in order to finish in time, and we had to be sure our summary was clear and to the point.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 3: Small Group Instruction (18 minutes, repeated twice)

- Invite students to bring their **Unit 1, Week 2: Writing Practice: Student Task Card** and to reread their writing from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.
- Invite one or two volunteers to read their writing out to the group, while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.
- Review the learning target and discuss what it means.
- Remind students that they have been working on summarizing pages 17–20 from ***The Most Beautiful Roof in the World.*** Invite students to take out their copy of the text and their **Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer**.
- Focus them on the **Criteria of an Effective Summary anchor chart**, pointing out the second and third bullet points:
  - "Introduces the text by stating the title, pages, and author"
  - "Clearly states the author's main ideas"

- Remind students that on Day 2, they worked to write a topic sentence for a summary of this section that included the title, pages, and author, and stated the main idea of the excerpt. Invite students to put their finger on the topic sentence they wrote.
- Select volunteers to share their topic sentence with the group. As a group, choose a sentence to begin a group summary of pages 17–20. Refer to the summary on the Student Activity Cards.
- Point out the last bullet point on the Criteria of an Effective Summary anchor chart:
  - "Takes a different form based on the structure of the text"
- Using a total participation technique, invite responses from the group:

  "What is the structure of this excerpt of* The Most Beautiful Roof in the World*? How do you know?" (It is chronological; it tells the events of Meg collecting data about leaf-eating activity in the order that it happened; it uses sequencing language such as* Meg has now crossed*, she will later compare, and* she then gets out*, and it switches between verb tenses and aspects.)

  "Now that we know the structure of the excerpt, what form should our summary take?" (It should summarize the events in the order in which they happened.)

  "What words might our summary include to show the order of the events? Write them in the appropriate spot on your activity cards." (transition or linking words such as* first*,* then*,* next*, and* finally*)
- Point out that they have already identified the most important events from this excerpt on their Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer.
- Display **Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer (answers, for teacher reference)** and select a volunteer to read the first event on the graphic organizer.
- Point out that there is a direct quote from the text, "Meg has now crossed the creek," and a short description of what happened: She sees two spider monkeys jump through the canopy.
- Model continuing the group summary by paraphrasing the first event and explaining what happened. For beginning ELLs, invite students to act out or sketch the event (and the series of events).
- Continue modeling transforming the notes on Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer (answers, for teacher reference) into sentences to write a summary of pages 17–20. Consider annotating each sentence to explicitly connect it with its note, e.g., "1st event."
- Invite students to turn to an elbow partner to paraphrase the group summary. Consider inviting students who share a home language to begin by partnering and paraphrasing in the home language, then paraphrase in English.
- If productive, cue students to listen carefully:

  Conversation Cue: "Who can repeat what your classmate said?" (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

Writing Practice

Unit 1, Week 2, Days 1 and 3: Teacher-Guided Student Activity Card

Daily Learning Targets

- Days 1 and 3: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, SL.5.2)

Student Materials

Days 1 and 3:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer

Directions:

Day 1

Your teacher will guide you through the activities on this card.

Criteria of an Effective Summary:

- Short and concise
- Introduces the text by stating the title, pages, and author
- Clearly states the author's main ideas
- Includes the most important details from the text to explain the author's thinking for each main idea presented
- Takes a different form based on the structure of the text

Summary: *The Most Beautiful Roof in the World*, Pages 11–12

On pages 11–12 of *The Most Beautiful Roof in the World*, Kathryn Lasky describes Blue Creek, a rainforest in Belize. It is full of life and endless energy. Hundreds of types of plants grow in Blue Creek, and animals like bats, vipers, tree salamanders, and poison dart frog tadpoles call it home. Blue Creek is one of the most humid places on earth, receiving on average 40 inches of rainfall each month. This dark, shadowy rainforest is a mysterious, "uncharted world" full of new and rare species of plants and animals.

Day 3

Your teacher will guide you through the activities on this card.

Criteria of an Effective Summary:

- Short and concise
- Introduces the text by stating the title, pages, and author
- Clearly states the author's main ideas
- Includes the most important details from the text to explain the author's thinking for each main idea presented
- Takes a different form based on the structure of the text

Chronological Structure Linking Words and Phrases:

Writing Practice

Unit 1, Week 2, Day 3: Teacher-Guided Student Activity Card *(Answers, for Teacher Reference)*

Daily Learning Targets

- Days 1 and 3: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, SL.5.2)

Student Materials

Days 1 and 3:

- ☑ *The Most Beautiful Roof in the World*
- ☑ Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer

Day 3

On pages 17–20 of The Most Beautiful Roof in the World, *Kathryn Lasky describes rainforest scientist Meg Lowman's data collection of leaf-eating activity in part of the canopy of the rainforest. Meg begins climbing into the canopy and stops to watch the plants and animals around her. When she reaches the first observation platform, she begins to check each leaf in a section of the canopy to see what has been eaten. With her assistant, she works for about an hour collecting information about leaf-eating activity. Finally, she prepares an exclusion experiment by covering some branches with mesh bags. She has a theory about why certain leaves are being eaten, and wants to see if she is right.*

Word Study and Vocabulary

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can identify words with the suffixes *-ation* and *-ology*. (L.5.4b)

Day 3:

- I can use an academic vocabulary word in context. (L.5.6)

Student Materials

Day 1:

☑ Chart paper (two pieces per group)
☑ Marker (two per group)
☑ Dictionary (one per pair)

Day 3:

☑ N/A

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

An **affix** is added to a root word to change the meaning:

- A **prefix** is added at the beginning of a root. For example: **un**happy.
- A **suffix** is added to the end of a root. For example: laugh**ing**.

· The suffixes for this week are:

- **-ation, -ion, -ition,** and **-tion** (Anglo-Saxon)
- **-logy, -ology, -ologist** (Greek)

You are going to play a game called Word Relay.

1. Divide the group into two equal groups. Each group choose a team name.
2. Facilitator:
   a. Give each team a piece of chart paper and a marker.
   b. Instruct teams to write their team name at the top.
   c. Instruct teams to draw a vertical line down the middle to create two columns.
   d. Instruct teams to write the suffixes *-ation*, *-ion*, *-ition*, and *-tion* at the top of one column and *-logy*, *-ology*, and *-ologist* at the top of the other.
   e. The chart paper should be placed away from the table at which groups are sitting so that they have to move to go and write on it.
3. Play the Word Relay.
4. Timekeeper: Set the timer for 5 minutes.
5. Game Rules:
   - There will be two rounds of the game, each with 5 minutes on the clock:

- Round 1 will be *-ation*, *-ion*, *-ition*, and *-tion* words.
- Round 2 will be *-logy*, *-ology*, and *-ologist* words.
  - Once the timekeeper has started the clock, teams discuss words with that suffix.
  - One person from each team takes the marker and writes a word with the suffix in the column on the chart paper.
  - That person returns to his or her seat and passes the marker to someone else to write another word with that suffix.
  - Only one person from each team can be on his or her feet at a time.
  - Each person in the team must have a chance to play.
  - Teams can use a dictionary to look up words.
  - When the timer goes off, the winner is the team with the most words.
  - Discuss as a group what the suffix means.

Repeat for a second round with the other suffixes at the top of the second column.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Say the word you worked on with your teacher yesterday three times (**exploration**)
2. Pair up with someone who worked on the same word. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using that word below. You can write more sentences on the back if you have time:

Independent Reading

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10)

Day 4:

- I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10/RI.5.10, SL.5.1)

Student Materials

Days 1 and 2:

- ☑ Free choice reading text
- ☑ Independent reading journal
- ☑ Vocabulary log

Day 3:

- ☑ Free choice reading text
- ☑ Independent reading journal
- ☑ Vocabulary log
- ☑ Independent Reading Prompt Bookmarks

Day 4:

- ☑ Free choice reading text

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your free choice reading text independently for 10 minutes.
2. Record your reading in the back of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log.

Day 3

You will act as your timekeeper and facilitator for this task card. Sit by a partner. As time permits, share your response with your partner during step 4.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.
4. Choose a prompt from the Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in the front of your independent reading journal. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
   - Show the group your text.
   - Tell your group what your text is about. ("My text is about ____.")
   - Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because _____.")

   Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.
3. Timekeeper: Set a 2-minute timer.
4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
5. Repeat with each person in the group.

Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide

Daily Learning Targets

Day 2:

- I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)

Day 4:

- I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■ ● ◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Student Activity Cards.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the Student Activity Card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4:

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)

- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (optional; one piece)
- ☑ Affix List (from Module 1, Unit 1, Lesson 4 module lesson)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Week 2: Student Task Card (one for display)
- ☑ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards** and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's tasks.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Frayer Model.
- Because this is still quite new, work step-by-step with students to complete the Frayer Model using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

Day 2: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and review the work from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's tasks.
- Distribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - Tell students they will focus on two sentences from the passage in *The Most Beautiful Roof in the World* that talks about how difficult it is to ascend into the canopy. Remind students that they have read this passage several times.
  - Focus students on the sentences at the top of their activity card. Read the sentences aloud and invite students to read along silently in their heads. Write the sentences on the board or on chart paper.
  - Encourage extended conversation among students about the meaning of the sentences, especially the key phrases: *out of reach* and *deep-sea exploration*.

- Invite students to place a finger on the word *exploration* and to read it aloud chorally with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Invite students to find the translation of the word in home languages (*Khōja* in Serbian).
- Turn and Talk:

  "Do you see a root in the word that can help you figure out the meaning? Do you know a word that is similar to* exploration*? What does it mean?" (explore; explorer; a person who travels to unfamiliar areas to learn)

  "What is the meaning of* -ation*?" (the action of)

- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List.

  "What is the meaning of* exploration*?" (the action of traveling to an unfamiliar area to learn)

  "What kind of exploration? What do you think* deep-sea *means?" (deep in the sea; the parts of the ocean down farthest from the surface)

  "What is the punctuation between the words* deep *and* sea*? Why did the author use it?" (hyphen; to show that* deep *is describing* sea*, not* exploration*.)

  "So, what is* deep-sea exploration*?" (the action of traveling down in the ocean into areas that are unfamiliar and farthest from the surface)

- Invite students to sketch *deep-sea exploration* on the activity card.

  "Was deep-sea exploration easy for scientists? What makes you think so?" (No, it was very difficult. The sentence says it was "easier," but not easy. Deep-sea exploration requires special equipment.)

- Read the first sentence aloud and invite students to read it chorally with you.
- Invite students to place a finger on the word *reach* and to say it chorally aloud with you.
- Invite students to find the translation of *reach* in home languages (*el alcance* in Spanish).
- Focus students on *out of reach*. Turn and Talk:

  "What do you think this phrase means?" (beyond the area where Western scientists could explore)

  "What does* it *refer to? What, in the sentence, makes you think so?" (the canopy; this passage is about the canopy)

  "What was out of reach?" (canopy exploration)

- Invite students to sketch how the canopy was out of reach. They can use the picture on page 9 of the book for help.

  "So, canopy exploration was out of reach. And what was easier than canopy exploration?" (deep-sea exploration)

  "So, how difficult was canopy exploration for Western scientists? What, in the sentence, makes you think so?" (really difficult, impossible. The phrase* out of reach *means it was not possible. The words even emphasize that something very difficult, deep-sea exploration, was easier than canopy exploration.)

  "Now what do you think is the gist of these sentences?" (Canopy exploration was not possible. It was more difficult than deep-sea exploration.)

- Support students in completing their activity card.

- Collect the activity cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Walk through the Unit 1, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

Day 4: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Redistribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - Tell students they will focus on a sentence from the passage in *The Most Beautiful Roof in the World* that talks about how technology has made it easier for Western scientists to ascend into the canopy. Remind students that they have read this passage several times. Ask:

    "What made it difficult for Western scientists to ascend to the canopy?" (gravity, stinging ants, rotten trunks, thorns)
  - Focus students on the sentence at the top of the activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on chart paper.
  - Encourage extended conversation among students about the meaning of the sentence, especially the key phrases: *mid-1980s*, *overcome*, and *obstacles*. Monitor and guide student conversation with questions such as:

    "What is the gist of this sentence? What, in the sentence, makes you think so?" (Responses will vary.)
  - Invite students to place a finger on the word *overcome* and to say it aloud chorally with you.
  - Invite students to find the translation of the word *overcome* in home languages (*surmonter* in French).
  - Turn and Talk:

    "This word has been made from two words. Can you find them?" (over and come)

    "Think about the meaning of the two words. What do you think overcome means?" (win over; solve a big problem)

- If productive, cue students to expand the conversation by giving an example:
  Conversation Cue: "Can you give an example of something someone may overcome?" (Responses will vary.)
- Invite students to place a finger on the sentence in the book that says: "There is so much to conquer: gravity, stinging ants, rotten trunks, and thorns."
- Turn and Talk:
  "Can you find a synonym for* overcome *in this sentence? How does this sentence help you understand the other?" (conquer)
- Repeat a sequence similar to the one used above for *overcome* for additional unfamiliar words.
- Invite students to place a finger on the word *technology* and to read it aloud chorally with you. Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Invite students to find the translation of the word in home languages (*Jìshù* in Mandarin Chinese).
- Turn and Talk:
  "What is the meaning of -ology?" (a subject or study of interest)
- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List.
- Turn and Talk:
  "What is the meaning of* technology*?" (machinery or equipment; the subject or study of a craft)
- Invite students to turn to page 15 of the book and look at the picture of Meg in her harness near the walkway. Ask:
  "How does this picture help you understand the sentence?" (The walkways and harness are "better technology." She is in the canopy, which means she has overcome the "natural obstacles." This picture was taken in 1997, so it is after the mid-1980s.)
- If productive, cue students to listen carefully and seek to understand:
  "Who can tell us what your classmate said in your own words?" or "Who can add to what your classmate said?" (Responses will vary.)
- Turn and Talk:
  "How can Western scientists overcome the natural obstacles of gravity, ants, and thorns now?" (technology such as walkways, harnesses, platforms, and Jumars)

  "Now what do you think is the gist of these sentences?" (Western science has more recently made equipment that puts the canopy in reach, defying natural impediments.)

- Support students in completing their activity cards.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

Word Study and Vocabulary

Unit 1, Week 2: Teacher-Guided Student Activity Card (■)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Student Materials

Days 2 and 4:

☑ Affix List

☑ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Even deep-sea exploration was easier.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy,* p. 9. New York: Houghton Mifflin Harcourt, 1997.

The word is **"exploration."**

1. Use your Affix List. Break down the word into the root and any affixes:

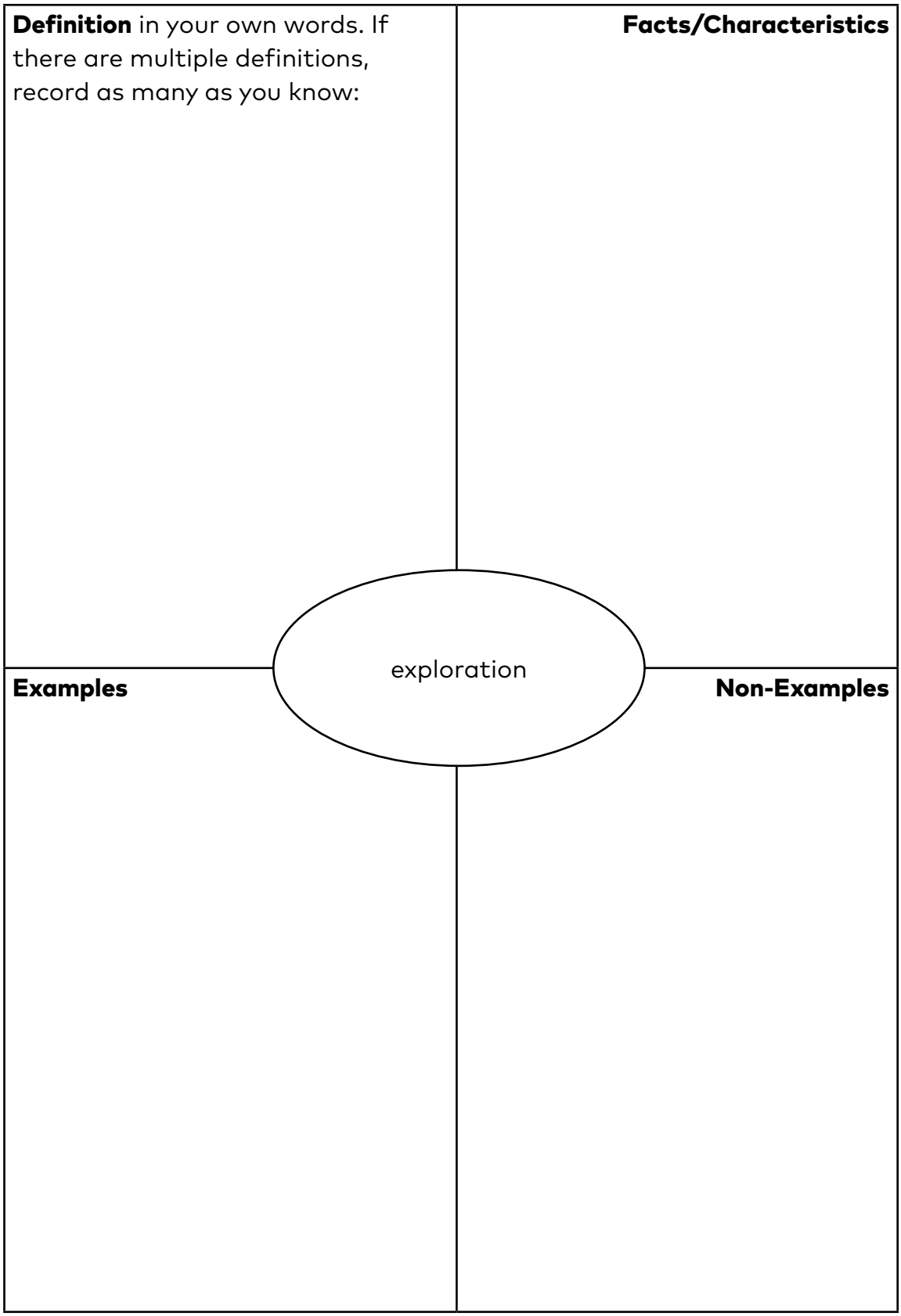
Prefix	Root	Suffix	Definition of prefix

2. What are some words with the same suffix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:



Day 4

Your teacher will guide you through the activities on this card.

Since the mid-1980s better **technology** has been developed, offering new ways for scientists to overcome the natural obstacles of gravity, ants, and thorns.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy,* p. 10. New York: Houghton Mifflin Harcourt, 1997.

The word is **"technology."**

1. Use your Affix List. Break down the word into the root and any affixes:

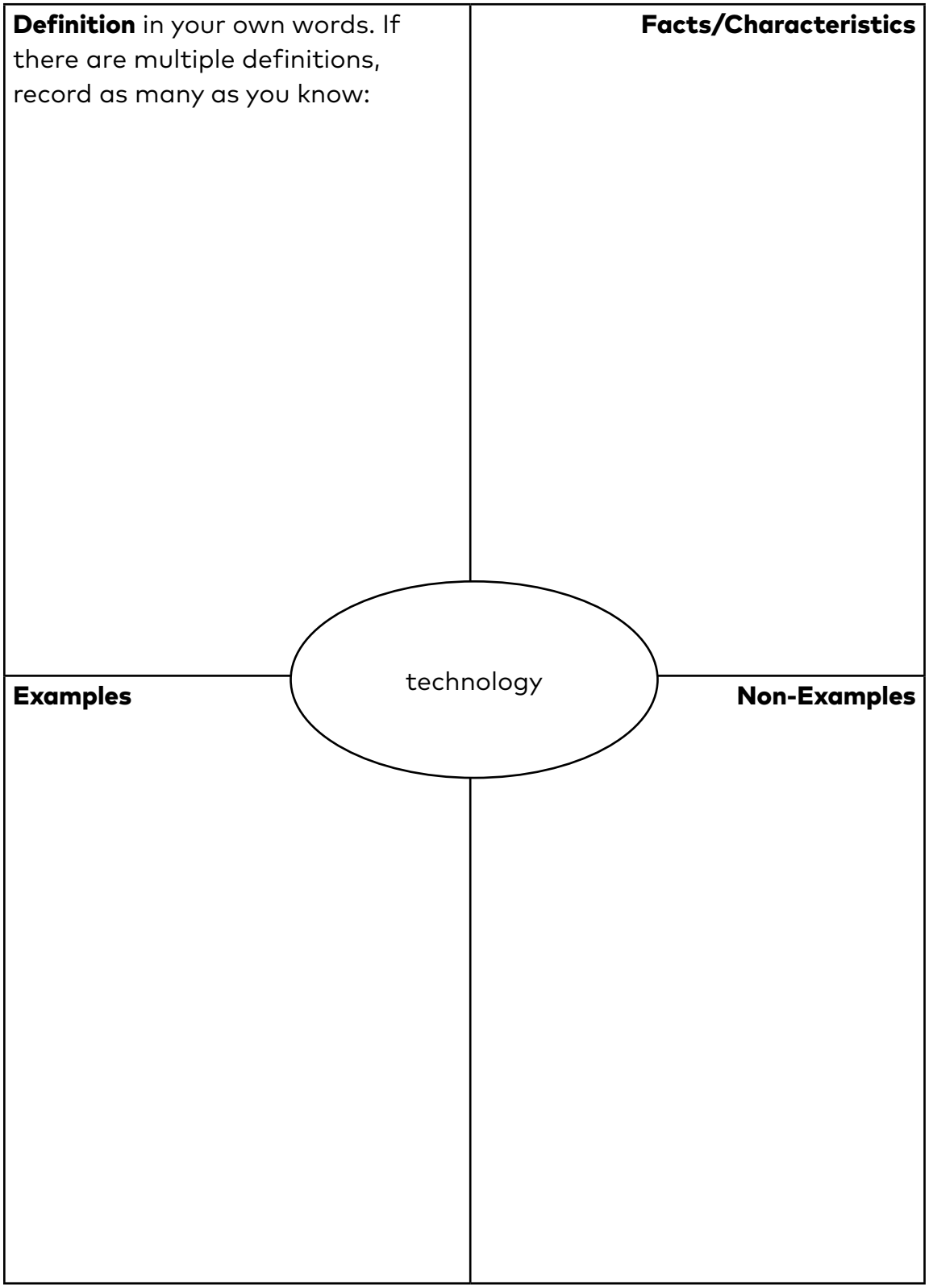
Prefix	Root	Suffix	Definition of Suffix

2. What are some words with the same suffix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:



Word Study and Vocabulary

Unit 1, Week 2: Teacher-Guided Student Activity Card (●◆)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Student Materials

Days 2 and 4:

☑ Affix List

☑ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Even deep-sea exploration was easier.

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

The word is **"exploration."**

1. Use your Affix List. Break down the word into the root and any affixes:

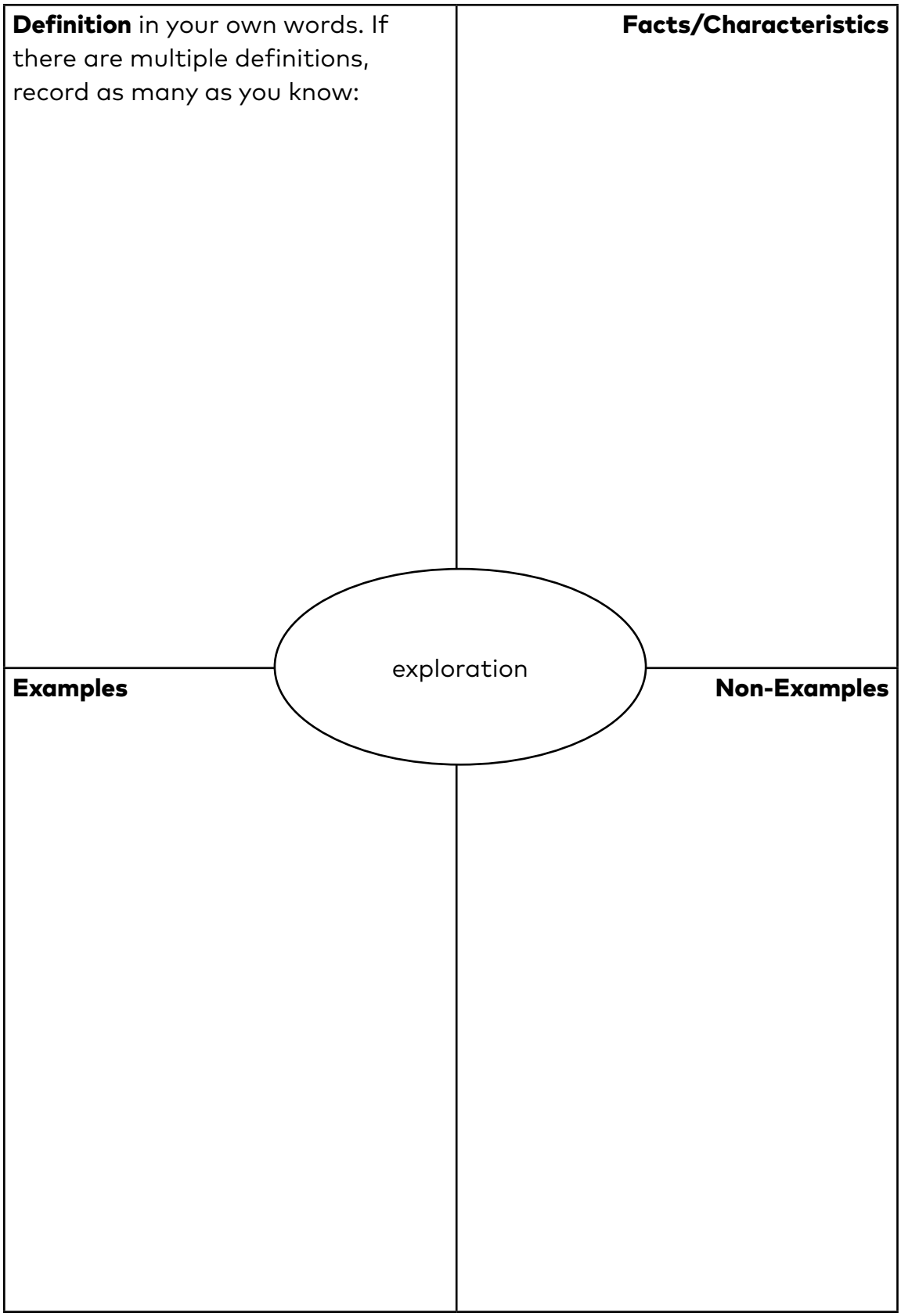
Prefix	Root	Suffix	Definition of prefix

2. What are some words with the same suffix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:



Day 4

Your teacher will guide you through the activities on this card.

Since the mid-1980s better **technology** has been developed, offering new ways for scientists to overcome the natural obstacles of gravity, ants, and thorns.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy,* p. 10. New York: Houghton Mifflin Harcourt, 1997.

The word is **"technology."**

1. Use your Affix List. Break down the word into the root and any affixes:

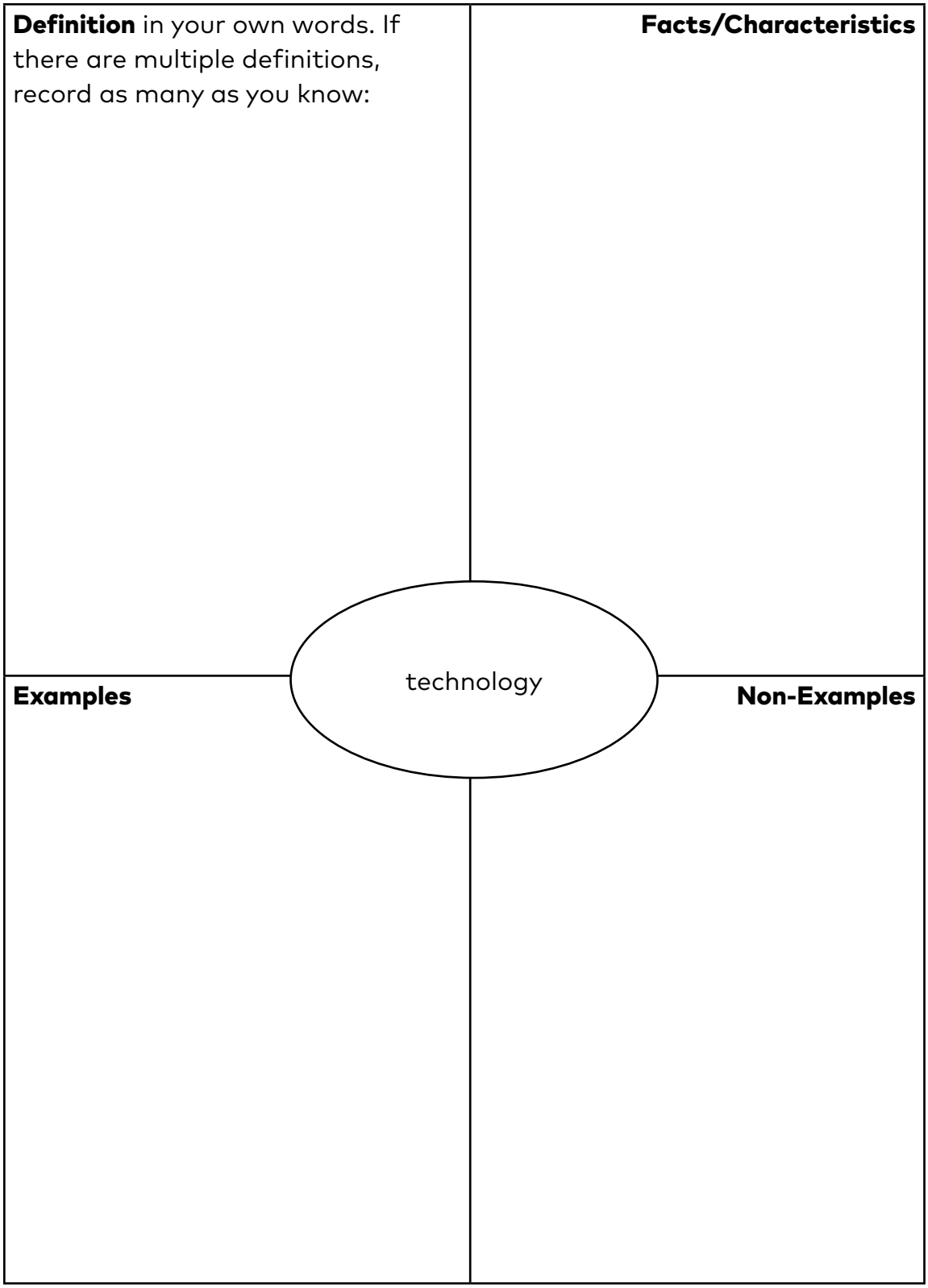
Prefix	Root	Suffix	Definition of Suffix

2. What are some words with the same suffix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:



Word Study and Vocabulary

Unit 1, Week 2: Teacher-Guided Student Activity Card (▲)

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Student Materials

Days 2 and 4:

☑ Affix List

☑ Dictionary (one per pair)

Directions:

Day 2

Yet for years it remained out of reach. Even deep-sea **exploration** *was easier.*

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy,* p. 9. New York: Houghton Mifflin Harcourt, 1997.

The word is **"exploration."**

1. Use your Affix List. Break down the word into the root and suffix. Write the meaning of the suffix:

Prefix	Root	Suffix	Definition of Suffix
			-ation means

2. Sketch:

deep-sea exploration	*out of reach*

3. Complete the Vocabulary Grid for the word *exploration:*

Sketch	**Showing sentences** - - - - (Hint: Check *The Most Beautiful Roof in the World*, pages 4–8)
Translation, Cognates, and Pronunciation	**Collocations** - - - - (Hint: Check an online collocation dictionary)
Definition in your own words	**Words with the same affix** - _____ation - _____ation **Words with the same root** - _____ - _____

Day 4

Your teacher will guide you through the activities on this card.

*Since the mid-1980s better **technology** has been developed, offering new ways for scientists to overcome the natural obstacles of gravity, ants, and thorns.*

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy,* p. 10. New York: Houghton Mifflin Harcourt, 1997.

The word is **"technology."**

1. Use your Affix List. Break down the word into the root and suffix. Write the meaning of the suffix:

Prefix	Root	Suffix	Definition of Suffix
			-ology means

2. Complete the Vocabulary Grid for the word **technology:**

Sketch	**Showing sentences** - - - - (Hint: Check the "Infer the Topic Card 16" from Lesson 1)
Translation, Cognates, and Pronunciation	**Collocations** - - - - (Hint: Check an online collocation dictionary).

Definition in your own words	Words with the same affix - _____ology - _____ology Words with the same root - _____ - _____

Word Study and Vocabulary

Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆)
(Answers, for Teacher Reference)

Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Student Materials

Days 2 and 4:

- ☑ Affix List
- ☑ Dictionary (one per pair)

Day 2

1.

Prefix	Root	Suffix	Definition of prefix
	explor	*-ation*	*-ation means act of/ state of/result of*

2. Responses will vary, but may include: *elevation*, *determination*, *accommodation*.

3. Responses will vary, but may include: *explored*, *explorer*, *exploring*.

4. Responses will vary, but may include: *Exploration in the rainforest has resulted in the discovery of new species of animals and plants.*

Definition in your own words. If there are multiple definitions, record as many as you know: - *Traveling through an unfamiliar area to learn about it (could be an idea or a place)*	**Facts/Characteristics** *Responses will vary, but may include:* - *Either completely unknown or there are things still to learn about it*
exploration	
Examples *Responses will vary. Suggestions include:* - *Visiting a historical landmark* - *Visiting a new country* - *Researching a new idea that you haven't studied before*	**Non-Examples** *Responses will vary. Suggestions include:* - *Thinking you know everything there is to know so you can't learn anymore about a place or an idea.*

Day 4

1.

Prefix	Root	Suffix	Definition of suffix
	-techn	-ology	means *science of, study of*

2. Responses will vary, but may include: *biology, chronology, anthropology.*

3. Responses will vary, but may include: *technical, technical, technique.*

4. Responses will vary, but may include: *Technology helps us communicate with people around the world.*

5.

Definition in your own words. If there are multiple definitions, record as many as you know: - *Scientific knowledge applied for practical purposes* - *Machinery and equipment that come from the application of scientific knowledge* - *Engineering or applied sciences*	**Facts/Characteristics** *Responses will vary, but may include:* - *Something that usually uses a battery or electrical power to work*
Examples *Responses will vary.* *Suggestions include:* - *Computers* - *Cell phones* - *Tablets*	**Non-Examples** *Responses will vary.* *Suggestions include:* - *Using a pencil to write on paper*

technology

Word Study and Vocabulary

Unit 1, Week 2: Teacher-Guided Student Activity Card (🔔)
(Answers, for Teacher Reference)

Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Student Materials

Days 2 and 4:

☑ Affix List

☑ Dictionary (one per pair)

Day 2

1. Use your Affix List. Break down the word into the root and suffix. Write the meaning of the suffix:

Responses will vary, but may include:

Root	Suffix	Definition of Suffix
explore	*-ation*	*-ation* means *the action of*

2. Complete the Vocabulary Grid for the word **exploration:**

Responses will vary, but may include a picture of a scuba diver looking around underwater, and someone standing on tiptoes trying to reach for something that is too high for them to touch.

Sketch	**Showing sentences**
a sketch showing Meg ascending the canopy	- *"WHEN MEG is at Selby Gardens, she busily sorts, classifies, and prepares the samples of plants, flowers, and insects she has brought back from her explorations in rainforest canopies all over the world." (The Most Beautiful Roof in the World," page 4)*

	- *"Meg has tried most methods of ascent in her exploration of the canopy." (The Most Beautiful Roof in the World, page 8)* - *Even deep-space exploration looks like more fun. (Shaniqua, personal communication, January 18)* - (Hint: Check *The Most Beautiful Roof in the World*, pages 4–8)
Translation, Cognates, and Pronunciation Khōja *x-plor-AY-shun*	**Collocations** - *deep-sea exploration* - *scientific exploration* - *continue exploration* - (Hint: Check an online collocation dictionary.)
Definition in your own words *The action of going out somewhere that is new to you and finding out more about it*	**Words with the same affixes** - *conservation* - *identification* **Words with the same root** - *explorer* - *explored*

Day 4

1. Use your Affix List. Break down the word into the root and suffixes. Write the meaning of suffix #1: *Responses will vary, but may include:*

Root	Suffix	Definition of Suffix
techn- (tekhne from Greek)	*-ology*	*-ology* means *a subject of study or interest*

2. Complete the Vocabulary Grid for the word **experiences:** *Responses will vary, but may include:*

Sketch	**Showing sentences**
a sketch showing a person using a cell phone, or Meg in a climbing harness	- *Use technology to access the web page "Rainforests and Why They Are Important": (Infer the Topic Card 16, Lesson 1)* - *"Rainforest Connection uses upcycled mobile technology to monitor and protect remote forests, enabling real-time intervention." (https://rfcx.org/about)* - (Hint: Check the "Infer the Topic Card 16" from Lesson 1)
Translation, Cognates, and Pronunciation 技术 *tehk-NAH-lo-geen*	**Collocations** - *advances in technology* - *state-of-the-art technology* - *develop technology* (Hint: Check an online collocation dictionary)
Definition in your own words *Equipment that scientists make that helps us do things*	**Words with the same affixes** - *ecology* - *biology* **Words with the same root** - *technique* - *technological*

Writing Practice

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

- Day 2: I can write the topic sentence of a summary of an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b)
- Day 4: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)

Student Materials

Day 2:

- ☑ Criteria of an Effective Summary anchor chart
- ☑ *The Most Beautiful Roof in the World*

Day 4:

- ☑ Criteria of an Effective Summary anchor chart
- ☑ *The Most Beautiful Roof in the World*
- ☑ Chronological Structure: *The Most Beautiful Roof in the World,* Pages 17–20 graphic organizer (from Lesson 6 module lesson)

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Read the Criteria of an Effective Summary anchor chart. Focus on:
   - Introduces the text by stating the title, pages, and author
   - Clearly states the author's main ideas

   Write the title, pages, and author of the text you are summarizing this week in this component:

2. Rank-Talk-Write Protocol: Follow the steps below to determine the main idea of the excerpt from *The Most Beautiful Roof in the World*.
   a. With a partner, reread pages 17–20.
   b. Make a list of each key idea below:
   c. Rank each key idea in order of importance ("1" is the most important idea, "2" is the second most important, and so on).
   d. Make a group of four with another pair.
   e. Share your key ideas and how you ranked them. Use evidence from the text to support your thinking.
   f. As a group, determine which key idea is the most important. Write it in the space below:

   g. With the big group, discuss: How were the most important key ideas that each group shared similar? How were they different?

3. Tell your elbow partner a topic sentence for a summary of pages 17–20 of The *Most Beautiful Roof in the World*.

4. Write your topic sentence for a summary. Be sure to introduce the text by stating the title, pages, and author, and clearly state the author's main idea(s).

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Read the Criteria of an Effective Summary anchor chart. Focus on fourth and fifth bullet points:
   — the most important details from the text to explain the author's thinking for each main idea presented
   — Takes a different form based on the structure of the text

2. CHOOSE ONE:
   — Write a Summary: Using your Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer, write a summary of pages 17–20 from *The Most Beautiful Roof in the World* on the next page of your task card. (Hint: If you want help, use the Summary with paragraph frame on the final page.)
   — Write a Summary: Write a summary of a chapter or section from your independent reading book. What is the author's main idea(s)? Think about the structure of the text and the form your summary will need to take. Write your summary on the next page of your task card.

3. Share: Trade summaries with a partner. Annotate your partner's summary for the characteristics identified on the Criteria of an Effective Summary anchor chart.

Summary

Writing Practice

Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆) *(Answers for Teacher Reference)*

Daily Learning Targets

Day 2:

- I can write the topic sentence of a summary of an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b)

Day 4:

- I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)

Student Materials

Day 2:

- ☑ Criteria of an Effective Summary anchor chart
- ☑ *The Most Beautiful Roof in the World*

Day 4:

- ☑ Criteria of an Effective Summary anchor chart
- ☑ *The Most Beautiful Roof in the World*
- ☑ Chronological Structure: *The Most Beautiful Roof in the World,* Pages 17–20 graphic organizer (from Lesson 6 module lesson)

Directions:

Day 2

Responses will vary.

On pages 17–20 of The Most Beautiful Roof in the World, *Kathryn Lasky describes rainforest scientist Meg Lowman's data collection of leaf-eating activity in part of the canopy of the rainforest.*

Day 4

Responses will vary.

On pages 17–20 of The Most Beautiful Roof in the World, *Kathryn Lasky describes rainforest scientist Meg Lowman's data collection of leaf-eating activity in part of the canopy of the rainforest. Meg begins climbing into the canopy and stops to watch the plants and animals around her. When she reaches the first observation platform, she begins to check each leaf in a section of the*

canopy to see what has been eaten. With her assistant, she works for about an hour collecting information about leaf-eating activity. Finally, she prepares an exclusion experiment by covering some branches with mesh bags. She has a theory about why certain leaves are being eaten, and wants to see if she is right.