

## Model Lesson Plan | Grades: 4-6 Collaborative Text Reconstruction

 Discussion  Group Work  Joint Construction/Collaborative Writing  Language Analysis  Reading Complex Texts

### LEARNING TARGET

We will reconstruct a science explanation, focusing on the important meanings in the text and how the language is put together.

### Lesson Context

This collaborative disciplinary literacy task is grounded in an integrated science-ELA-ELD unit about human impact on the environment. In this unit, students learn about ecosystems and how humans impact them through the focus on a keystone species, the owl. During the course of the unit, students learn about owls and their characteristics, their behaviors, and their habitats, and they also learn about the impact that humans have on owl populations and the ecosystems in which they live.

### Lesson Purpose

Through collaborative text reconstruction students recreate—or reconstruct—a text that they have listened to several times, taken notes on, and discussed with their partners, without looking at the text. As students work with partners to reconstruct the text, they are negotiating meaning, discussing the content and how it was expressed in the original text, and eventually agreeing as to how the text should be reconstructed so that its meaning and language closely resembles that of the original text.

This model lesson using the collaborative text reconstruction approach has dual purposes: It is used to support students' understanding of one of the threats to owls—loss of habitat—by explicitly drawing their attention to the meanings and the language features in a complex text about the topic. It's also used to “apprentice” students into writing science explanations since students will be writing science explanations about owls as one of their culminating tasks for this unit.

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## Texts Used

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Adapted from “Human Impacts on Owls within the United States,” article by Jeremy Benjamin, March 2003 *The Owl Pages* <http://www.owlpages.com/articles.php?section=Studies+and+Papers>

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## Materials

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- Teacher copy of the text to be read by the teacher and reconstructed by the students (passage takes 60 seconds to read)
  - One Note-taking Guide per student
  - Chart paper and markers
  - Document camera, if available (for use after students have reconstructed the text)
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## Preparation

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Prior to this lesson, students will have engaged in learning experiences within the unit that help them to understand what a keystone species is. They will have dissected owl pellets to learn and generate questions about how energy flows through an ecosystem. Additionally, students will have learned about owl behavior and habitats and threats humans pose to them.

Prior to this lesson, teachers should select (or write themselves) a short text which models the text type (in this case a science explanation) that students will later be writing independently. The text should contain content and language features that students are already familiar with and that teachers want them to start using in their own writing (for example, domain-specific terms, such as “habitat,” nominalizations, such as “urbanization,” or long noun phrases, such as “the burrows where they build their nests”).

## Teaching and Learning Process

Steps ( <i>routines and procedures</i> )	Instructional Notes ( <i>what to consider, where to listen and observe, how to support</i> )
<p><b>Step 1: Setting the Purpose and Reviewing Norms</b></p> <p>Set the purpose and clarify the learning target for students.</p> <p>Review class norms for interacting as young scholars.</p>	<p>Pass out the two-column Note-taking Guide, and ask the students to keep them turned over until your signal.</p> <p><b>Note:</b> The class can return to the learning target at the end of the lesson.</p>

## Teaching and Learning Process

Steps ( <i>routines and procedures</i> )	Instructional Notes ( <i>what to consider, where to listen and observe, how to support</i> )
 <p><b>Step 2: Active Listening</b></p> <p>Read the text aloud while students listen for the big ideas in the text.</p>	<p>Read the text aloud at a fluent pace and ask the students to just listen for the big ideas this first reading (or gist).</p> <p><b>Providing appropriate support:</b></p> <p>If students are new to this approach, consider pausing after this read and asking students to first partner share and then volunteer what they think the big ideas of the text are, or what the text is mostly about. It may be worth seeing how your students do without this support in place before automatically adding it; if most of your class needs this support, it will help them learn and grow, but if they can stretch and do this on their own (or with the help of a strategically chosen peer), they should be encouraged to do so.</p> <p><b>Note:</b> The text is not displayed for students until after students collaboratively reconstruct it. Additionally, in Steps 2 and 3, students are only listening, not taking notes.</p>
 <p><b>Step 3: Focused Listening</b></p> <p>Read the text aloud a second time and ask the students to listen for key words and phrases.</p>	<p>Read the text aloud a second time at a fluent pace, and ask the students to now go beyond the “gist” and to “tune in to” or listen for key words and phrases that are important for understanding the big ideas. They are still just listening at this point, and not writing anything down.</p>
 <p><b>Step 4: Note-taking</b></p> <p>Read the text a third time, and ask students to take notes on what they hear, in order.</p>	<p>This time, ask the students to take notes, in order, as they listen. They should write down important words and phrases but not try to write down every single word.</p> <p><b>Providing appropriate support:</b></p> <p>Students will need to be taught how to take notes before this lesson.</p>

## Teaching and Learning Process

Steps ( <i>routines and procedures</i> )	Instructional Notes ( <i>what to consider, where to listen and observe, how to support</i> )
 <p><b>Step 5: Oral Reconstruction in Partners</b></p> <p>Ask students to work in partners and to take turns using their notes to orally reconstruct the text. The listener adds any notes they don't already have as they listen.</p>	<p><b>Partner strategically:</b></p> <p>Since students will be working in collaborative partnerships throughout the remainder of this lesson, strategically choosing partners will be important. In order to support all students, consider partnering students strategically:</p> <ul style="list-style-type: none"> <li>Partnering heterogeneously will allow students to learn from another, both for science content and language awareness.</li> <li>Ensure that each English learner (EL) student who is at the Emerging level of English language proficiency is partnered with a language broker.<sup>1</sup></li> </ul> <p><b>Engagement in active listening:</b></p> <p>This is a listening task in which students actively attend to what their partner is saying, refers to their own notes, and adds notes, as needed. Students should not simply copy each other's notes.</p>
 <p><b>Step 6: Written Reconstruction in Partners</b></p> <p>Ask students (in same partners) to work collaboratively to reconstruct the text in writing.</p>	<p><b>Supporting language awareness positively:</b></p> <p>Ask the students to use their combined notes to reconstruct the text they listened to three times, attempting to get as close as they can to the original text. As the students rewrite the text, they discuss their reasoning for why the text makes sense. They must agree on what they will write before they write it, and they must both write the same thing on their own note-taker.</p> <p>Remind the students not to worry too much about spelling or getting it “right.” This should feel like a game, and they can cross things out, add things, etc. as they compose. The only thing they can't include is something that was not in the text they heard. Students may initially disagree about how to reconstruct the text, and they should be encouraged to debate and negotiate but to eventually come to a consensus on how to structure the text and what language to use so that the text is meaningful and cohesive.</p> <p><b>Listen and observe:</b></p> <p>Circulate around the room to assist and facilitate student conversation, providing judicious “just-in-time” scaffolding where appropriate but letting students negotiate the meaning and language of the text with one another.</p>

<sup>1</sup> A language broker is a child who speaks the same primary language as an EL child – and English - proficiently and serves as a “broker” or bridge between the primary language and English.

## Teaching and Learning Process

Steps ( <i>routines and procedures</i> )	Instructional Notes ( <i>what to consider, where to listen and observe, how to support</i> )
<p> <b>Step 7: Focused Attention to Language</b></p> <p>Invite a volunteer set of partners to share their reconstructed text, on a document camera if you have one available.</p> <p>While the volunteers are sharing their reconstructed text, ask pairs to compare similarities and differences between their own text and their peers' text.</p> <p>Show the original text and ask students to discuss similarities and differences with one another and then as a whole class.</p>	<p><b>Discussing language:</b></p> <p>Draw attention to one or two of the language features in the text (planned ahead of time or generated while observing students). Specific features to highlight might include:</p> <ul style="list-style-type: none"> <li>• Long noun phrases (“the main reason for the decline of raptor populations throughout the world, including owls,” “Burrowing owls who share their habitat with farmers”).</li> <li>• Passive voice to describe habitat destruction (“have been plowed”).</li> <li>• Academic vocabulary—habitat, decline, populations, urbanization, reduce, endangered, alteration, eradicated, incapable.</li> </ul> <p><b>Note:</b> This lesson can be a springboard for further language analysis where students explore specific language features in the text.</p>
<p><b>Step 8: Closure/Recap</b></p> <p>Review the learning target.</p> <p>Emphasize that the reason you’re paying close attention to the language used in the text is to both deepen understanding of the meanings in the text and to understand how the language in this type of text, explanation, works to make these meanings.</p>	<p><b>TLC Connection</b></p> <p>This lesson is an example of building content knowledge through language rich experiences, but it also gets into learning about the text type. All language learning is in the service of content knowledge building and supporting students to be intentional and purposeful language users.</p>

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## TEXT RECONSTRUCTION TEXT

### Loss of Habitat for Owls

Loss of habitat is the main reason for the decline of raptor populations throughout the world, including owls. Farming, logging, and urbanization all contribute to owl habitat loss. In the United States, 98% of the tall-grass prairies have been plowed, 50% of the wetlands have been drained, 90% of old-growth forests have been cut, and overall forest cover has been reduced by 33%. This alteration, or change, to owl habitats has hurt many owl species and caused a decline in their populations.

Burrowing owls who share their habitat with farmers suffer due to the pesticides farmers use to reduce the number of pests. Pests include prairie dogs, ground squirrels, and badgers, which burrowing owls rely on to dig the burrows where they build their nests. As these rodents are eradicated, the owls are left without homes, too, since they are incapable of digging their own burrows.

*(This takes about 60 seconds to read.)*

## CHARTS

### Sample Note-taking Guide

Important Vocabulary (include labeled visuals for 2-3 key words in the text)	
My Notes	My Partner's Notes

## Main Standards Addressed

<b>CA CCSS for ELA/Literacy</b>	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<b>CA ELD Standards</b>	<p>ELD.P1.5.1.Br. Exchanging information/ideas: Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p>ELD.P1.5.3.Br. Offering opinions: Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's an interesting idea. However, . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.</p> <p>ELD.P1.5.5.Br. Listening actively: Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p> <p>ELD.PII.5.3.Br. Using verbs and verb phrases: Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.</p> <p>Note: additional or other Part II Standards should be chosen based on what language features are emphasized during the lesson, ideally based on observations of student writing during or before this lesson.</p>

## CA NGSS

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

### Science and Engineering Practices

#### Connections to Nature of Science

#### Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

Science explanations describe the mechanisms for natural events. (5-LS2-1)

### Disciplinary Core Ideas

#### LS2.A: Interdependent Relationships in Ecosystems

The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

### Crosscutting Concepts

#### Systems and System Models

A system can be described in terms of its components and their interactions. (5-LS2-1)

## NOTES