



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 3: Lesson 8

Mid-Unit 3 Assessment: On-Demand Note-Taking about Howler Monkeys



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Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys

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

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can use three different sources to find information about howler monkeys.
- I can record my information about howler monkeys in an accurate and organized way.
- I can reflect on my learning.

Ongoing Assessment

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Review Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit Assessment (40 minutes) B. Learning Target Reflection (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • The mid-unit assessment is paced. The assessment has three parts. During Part 1 (20 minutes), students read and take notes on an unfamiliar text passage. During Part 2 (10 minutes), they watch a video and take notes (show the video to the students twice). During Part 3 (10 minutes), students study a projected webpage displaying a photograph and text features, and they take notes one last time. • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. • In this lesson, students again use the C/F/Q/R Note-catcher. The Note-catcher is not provided for students because by now students have had ample practice with the Note-catcher, and W.5.8 says students should be able to do this independently. • This lesson involves a video that runs about a minute and a half; prepare appropriate technology.

Lesson Vocabulary	Materials
<p>sources, accurate, organized</p>	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: On-Demand Note-Taking about Howler Monkeys (one per student) • Mid-Unit 3 Assessment Texts and Media: <ul style="list-style-type: none"> – Text 1: Facts about Howler Monkeys (one per student) – Howler Monkey (video) and technology to play the video to the class – Howler Monkey (webpage) • Lined paper • Tracking My Progress, Mid-Unit 3 recording form (one per student) • Mid-Unit 3 Assessment: On-Demand Note-Taking about Howler Monkeys (Answers, for Teacher Reference)



Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will be working independently to demonstrate what they have learned about reading and taking notes on informational texts by organizing quotes and paraphrased information into useful categories.• Refer the class to the first two supporting targets. Clarify academic vocabulary in the learning targets such as <i>sources</i>, <i>accurate</i>, and <i>organized</i>. Ask students to talk with a partner about the work they have done and the skills they have learned related to these targets. Invite several students to share with the whole group. Listen for responses such as: “Taking notes on informational text to become experts on rainforest insects; discovering how to paraphrase information; organizing information into categories,” etc.• Tell them that they will be reading about an animal that lives in the rainforest, but is very different from ants or butterflies. They will be using text, video, and graphic information for their research. They will be taking organized notes on these texts, including direct quotes and paraphrased information.	<ul style="list-style-type: none">• When discussing learning targets, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Mid-Unit 3 Assessment:
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Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment (40 minutes)</p> <ul style="list-style-type: none"> • Ensure that students have space to work privately and independently. • Remind students how they have been using the C/F/Q/R chart to take notes. Explain that they will be turning in the notes at the end of the lesson, but they will get them back so that they can use them to write their rainforest field journals. Take clarifying questions to make sure they understand the task, and distribute the assessment. • Tell students they will use their notes later: In a few days, they will begin to write their own rainforest field journal entries. • Distribute Mid-Unit 3 Assessment: On-Demand Note-Taking about Howler Monkeys and invite students to read the instructions. • Part 1 (20 minutes) <ul style="list-style-type: none"> * Distribute Text 1: Facts about Howler Monkeys and blank lined paper. Instruct students to write their name and the date at the top of the blank page. Tell students that they have 20 minutes to read the text and take notes. * At 20 minutes, ask students to stop taking notes and to draw a line across their page under their notes to show the end of Part 1. • Part 2 (10 minutes) <ul style="list-style-type: none"> * Tell students that they will now watch a video. * They will watch it twice: once just to watch and listen, then a second time to take notes. * Play video “Howler Monkey.” * Give students a moment to think. Then play the video a second time, pausing approximately every 20 seconds so that students can write down notes. * Tell the students that when they hear new information, they should record it on their paper, below the line that they drew. If they see or hear something on the video that repeats information they took in their notes during Part 1, they can put a checkmark by that note to indicate that they heard it from the video as well as the text. * After the video portion of the assessment, again have students draw a line at the end of their notes to show where the notes on the video end. 	<ul style="list-style-type: none"> • Provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to ELLs on NY State assessments. • Consider providing extra time to complete this assessment for students who struggle with reading. ELLs receive extended time as an accommodation on NY State assessments. • If time allows, play the video through a third time to give students who struggle with listening to information the opportunity to better understand it.



Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Part 3 (10 minutes) <ul style="list-style-type: none"> * Distribute Howler Monkey. Project the webpage listed in the supporting materials. Explain that the printed-out text is the same as what is on the screen. * Ask the students to write down anything that they notice about howler monkeys from the photograph alone. Ask students to read the caption and add to their notes, then to study the map and fast facts to see what additional information they can glean from them. * Tell students that as they did during Part 2, they should record new information below the line. If they see or hear something that repeats information that is already in their notes, they can put a checkmark by that note to indicate that they learned it from this webpage as well. * If they finish taking notes on the photo and graphic features, they should read the text and continue to add to their notes. * Ask students to turn in their mid-unit assessments. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text for the assessment (sometimes just a few sentences) for some students. Teachers can check in on students' thinking as they write or speak about their text.
<p>B. Learning Target Reflection (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: "I can reflect on my learning." Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas such as: "look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well," etc. • Distribute Tracking My Progress, Mid-Unit 3 recording form. Remind them that they have done this before: Their task is to think about how they are progressing toward the learning targets. • Ask students to independently complete their Tracking My Progress form. Ask them to hold on to this sheet to refer to during the lesson debrief. 	<ul style="list-style-type: none"> • Consider allowing students who struggle with language the opportunity to dictate their Tracking My Progress to a partner or teacher.



Mid-Unit 3 Assessment:
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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on completing their independent note-taking assessment. • Pair students up. Ask them to share the reflections on their Tracking My Progress form. • Invite several students to share out whole group. • Collect students' Tracking My Progress forms to review. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame or starter or a cloze sentence to assist with language production and provide the structure required. (e.g., "I feel I am _____ in understanding the learning targets because _____.")
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Use your field journal to record notes from nature at home, either by going outside, looking out your window, or viewing photographs in <i>The Most Beautiful Roof in the World</i>. Look for insects or spiders on which to focus your notes. • Continue reading your independent reading book for this unit. <p><i>Note: Briefly review students' assessments before the next lesson, in order to identify models of proficient work to share with the class.</i></p>	<ul style="list-style-type: none"> •



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Supporting Materials



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Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys

Directions:

PART I: Text, Facts about Howler Monkeys (20 minutes)

- Read the text independently, and take notes about the information you learn.
- Draw a line below your notes.

PART II: Video, “Howler Monkey” (10 minutes)

- Watch the video once, listening carefully for new information. **DO NOT** take notes during the first viewing.
- Watch the video a second time. The teacher will pause the video every 20 seconds to help you take notes about the new information you see and hear.
- Draw a line below your notes.

PART III: Webpage, Howler Monkey (10 minutes)

- Look at the **PICTURE**. Record anything you notice about howler monkeys from the picture.
- Read the **CAPTION**, and add new information that you learn to your notes.
- Study the **MAP** and **FAST FACTS**. Add new information that you learn to your notes.

Criteria:

- Notes contain information about howler monkeys from three different sources (text, video, and webpage).
- The information in notes is accurate.
- The notes are organized in a logical way.
- Notes include *quotes* and *paraphrased information* from each of the three sources.

Source 1: Facts about Howler Monkeys (text)

from <http://images.nationalgeographic.com/wpf/sites/kids/NGS/wpf/printcreature/howler-monkey.html>

(Note: text starts halfway down the webpage, under the heading “Facts about Howler Monkeys,” and after the map.)

Howler monkeys are the loudest of all monkeys. They call to let others know where their territory is, alerting them to stay away. The calls sound like a loud whooping bark or roar. After one group of howlers call, another group answers.

Howler monkeys usually sound their calls in the morning and at the end of the day, so all the howlers in the vicinity know where each group’s territory lies. One howler group doesn’t generally want to come in direct contact with other groups.

These monkeys live in Central and South America. At home in the forest, they hardly ever leave the treetops. Howlers mainly eat leaves, as well as fruits, nuts, and flowers. They don’t move very far each day, feeding leisurely at the very top of the forest canopy. They’re hard to spot from the ground, but they can certainly be heard when they call.

Howler monkeys get almost all the water they need from the food they eat. One of the few times they can be spotted on the ground, however, is during very dry spells when they need to find extra water. Howler monkeys have prehensile tails, or tails that can grip. The monkeys use their tails as a fifth limb to grip branches.

The tops of the tails are furry; the undersides are not. The lack of fur underneath gives the monkeys’ tails a better grip. A howler’s tail is strong enough to hold its entire weight, but the animal rarely hangs from branches by its tail. Mostly it uses its tail to help grip branches as it eats and moves around high in the trees.

These monkeys live in family groups made up of males, females, and young. The number in the group varies, but a troop is generally made up of 15 to 20 howlers. As they move from tree to tree, they stick together as a family. The leader is usually an old male.

(FK: 5.8)

© National Geographic. Used by permission. Source: “Facts About Howler Monkeys” by National Geographic Staff for National Geographic Kids Online.



Source 2: Howler Monkey (video)

http://video.nationalgeographic.com/video/animals/mammals-animals/monkeys-and-lemurs/monkey_howler/

© National Geographic. Used by permission. Source: "Howler Monkey, Animals Online" by National Geographic staff.



Source 3: Howler Monkey (webpage)

Howlers are New World monkeys found in tropical Central and South America. They are aptly named for their cacophonous cries. When a number of howlers let loose their lungs in concert, often at dawn or dusk, the din can be heard up to three miles (five kilometers) away. Male monkeys have large throats and specialized, shell-like vocal chambers that help to turn up the volume on their distinctive call. The noise sends a clear message to other monkeys: This territory is already occupied by a troop.

These vocal primates are the biggest of all the New World monkeys. Unlike Old World monkeys, howlers and other New World species have wide, side-opening nostrils and no pads on their rumps. Howlers also boast a prehensile tail. They can use this tail as an extra arm to grip or even hang from branches—no Old World monkeys have such a tail. A gripping tail is particularly helpful to howler monkeys because they rarely descend to the ground. They prefer to stay aloft, munching on the leaves that make up most of their diet.

Howler monkeys have beards and long, thick hair which may be black, brown, or red. The red howler species is the most common, but it is often targeted by hunters eager for bushmeat. Other species of howler monkey may be critically endangered over sections of their ranges

(1080L)

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Mid-Unit 3 Assessment:
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(Answers, for Teacher Reference)

Note: Student responses will vary widely; this is just an example of some of the notes a student might take.

Category	Facts	Questions	Responses
Source 1 (text)			
Behavior	√√ Loudest of all monkeys.	Why do they make such a loud noise? To scare predators?	
Behavior	They call to let other monkeys know where they are so they will stay away. They call in the morning and at the end of the day.	Why don't they want to see other groups?	I wonder if they are scared of each other.
Behavior	Calls sound like a loud whooping bark or roar.		I would like to hear that!
Behavior	When one group calls, another group answers.	Why do they answer each other?	



Mid-Unit 3 Assessment:
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(Answers, for Teacher Reference)

Category	Facts	Questions	Responses
Source 1 (text)			
Habitat	Live in Central and South America.	Were any in Belize, where Meg Lowman was?	
Habitat	Hardly ever leave the treetops.	Do they sleep up there in the trees?	
Food Source	Get water from their food.		
Food Source	Eat leaves, fruits, nuts, and flowers.		



Mid-Unit 3 Assessment:
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(Answers, for Teacher Reference)

Category	Facts	Questions	Responses
Source 1 (text)			
Physical characteristics	√ Have tails that grip called prehensile, like another arm. The tails can grip better because there's no fur underneath. Can swing from their tails to move around.		I saw how the monkeys in the zoo use their tails to swing from branch to branch so I can imagine how they do this.
Life cycle	√ Live in families called troops; 15–20 monkeys in a troop, led by an old male.	Do females ever lead the troops?	



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(Answers, for Teacher Reference)

Source 2 (video)			
Habitat	Live from southern Mexico to northern Argentina		
Physical characteristics	Small animals	Are the males bigger than the females?	
Behavior	Air raid siren and heavy metal guitar solo—loudest animals on earth		What a weird noise!
Physical characteristics	Hyoid bone in throats and saggy throat pouch	What's a hyoid bone?	
Behavior	Only males howl	Why do only the males howl?	Males lead the packs and only males howl—this seems unfair!
Defenses	Howl to let others know where they are. Means “keep away” more than “here I am.”	Aren't they scared that other animals will attack them if they are so loud?	



Mid-Unit 3 Assessment:
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(Answers, for Teacher Reference)

Category	Facts	Questions	Responses
Source 1 (text)			
	√ Weigh up to 15 pounds		I thought small animals were usually quiet so their enemies couldn't find them.
	Sleep up to 15 hours a day		That's a lot of sleep. I wonder why they don't fall out of the trees while they sleep.
Source 3 (photo, caption, and text box only)			
Physical characteristics	Brown eyes, nose, mouth, ears—like a human face		Their faces look very human.
Behavior	Sitting in a tree	How did they get so close to take a picture?	I bet they are very calm and friendly. I wonder if they make good pets.
Physical characteristics	Largest of the New World monkeys	What is the New World?	It's another name for the Western Hemisphere.
Habitat	Looks like they live in the middle of South America	What countries is that map showing?	I thought the video said they lived in Mexico.
Physical characteristics	Mammal		
Food Source	Omnivores	Do they eat meat?	I thought the text and video said they eat leaves and berries, not meat.



Mid-Unit 3 Assessment:
On-Demand Note-Taking about Howler Monkeys
(Answers, for Teacher Reference)

Category	Facts	Questions	Responses
Life cycle	Live 15-20 years	How do they die? What are their enemies?	
Physical characteristics	A lot smaller than a person		

Tracking My Progress
Mid-Unit 3

.....
Name:
.....

Date:
.....

Learning Target: I can use three different sources to find information about howler monkeys.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress
Mid-Unit 3

Name:

Date:

Learning Target: I can record my information about howler monkeys in an accurate and organized way.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:
