



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 6

Mid-Unit Assessment: Close Reading of Pages 26–
31 of *Bullfrog at Magnolia Circle*: Bullfrog Life Cycle



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

I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
I can use information from the words to understand informational texts. (RI.3.7)
I can document what I learn about a topic by taking notes. (W.3.8)
I can answer questions using specific details from the text. (RI.3.1)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)
I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)

Supporting Learning Targets

- I can identify the main idea of pages 26–31 of *Bullfrog at Magnolia Circle* by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the illustrations and the words help me understand these scientific concepts.
- I can determine the meaning of new vocabulary using clues in the text around a word.
- I can explain what adaptations help bullfrogs survive.

Ongoing Assessment

- Mid-Unit Assessment: Close Reading of *Bullfrog at Magnolia Circle* (pages 26-31)
- Tracking My Progress, Unit 1



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">A. Engaging the Reader: Things Close Readers Do (5 minutes)Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)B. Tracking My Progress (5 minutes)C. Favorite Phrases (10 minutes)Closing and Assessment<ol style="list-style-type: none">A. Anchor Chart: What Adaptations Help Frogs Survive? (5 minutes)Homework	<ul style="list-style-type: none">• In this lesson, students independently apply the close reading skills they have been building in Lessons 2–5.• Because this is a reading assessment, do not read the text aloud (as was done in previous lessons).• Students may finish close reading of pages 26–31 of <i>Bullfrog at Magnolia Circle</i> at quite different paces. See notes in the lesson plan for options for extension activities.• Review: Helping Students Read Closely (Appendix 1).• Locate the anchor chart from Module 1 titled Things Close Readers Do (or be prepared to begin a new chart).• Students formally self-assess after the mid-unit assessment. See the Tracking My Progress form. Remind students that they have been doing this sort of self-assessment orally during lesson debriefs; in this lesson, they will just do it in writing.



Lesson Vocabulary	Materials
adaptation, facts, definitions, details, survive	<ul style="list-style-type: none">• Things Close Readers Do anchor chart (from Module 1, or begin a new chart with this same title)• Bullfrog at Magnolia Circle by Deborah Dennard (book; one per student)• Mid-Unit 1 Assessment: Close Reading of Bullfrog at Magnolia Circle (pages 26-31) (one per student)• Mid-Unit 1 Tracking My Progress recording form (one per student)• Index cards (one per student)• How Do Frogs Survive? Anchor chart (new; co-created with students during Closing A)• Mid-Unit 1 Assessment: Close Reading of Bullfrog at Magnolia Circle (pages 26-31) (Answers, for Teacher Reference)• 2-Point Rubric- Writing from Sources/Short Response (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to “show what they know” about reading closely. They will read another section from <i>Bullfrog at Magnolia Circle</i> and take the same kind of notes they have done in previous lessons.• Instead of going through each learning target, work with an anchor chart to review all the things students have been learning as readers. Either build on the Things Close Readers Do anchor chart (from Module 1), or begin a new chart with that same title.• Ask students:<ul style="list-style-type: none">* “What have we been learning about how to read closely?”* “What specifically have we been learning about how to read informational text to become experts on a topic?”• Listen for students to offer comments much like today’s learning targets. Make that connection. Probe as needed, emphasizing the importance of rereading, asking questions, looking in the text for answers, finding the main idea, finding details that support that idea, and thinking about how the picture helps you understand the words.• Tell students that these are exactly the skills that they will get to demonstrate on their mid-unit assessment. Tell students they should keep thinking about what helps frogs survive as they are doing their assessment.	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <ul style="list-style-type: none">Students will need access to pages 26–31 of <i>Bullfrog at Magnolia Circle</i> and the Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (pages 26-31).Remind students that they should read the text multiple times:<ul style="list-style-type: none">First for gistThen to identify unfamiliar wordsThen to think about the main idea and detailsOne last time to answer the questionsAnswer any clarifying questions.Give students 30 minutes to complete the assessment. (Students who finish early may reread <i>Bullfrog at Magnolia Circle</i> to choose more vivid phrases to share with the class—see Work Time, Part C—or they may continue reading in their independent reading book for this unit.)Collect students' mid-unit assessments.	<ul style="list-style-type: none">Consider focusing struggling readers just on pages 27 and 28, which provide most of the essential information about how the tadpoles survive.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Distribute the Mid-Unit 1 Tracking My Progress recording form to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers.	



Work Time (continued)	Meeting Students' Needs
<p>C. Favorite Phrases (10 minutes)</p> <p><i>Note: Do this activity as time permits, being sure to save 5 minutes for the debrief.</i></p> <ul style="list-style-type: none">• Invite students to skim back through the entire text of <i>Bullfrog at Magnolia Circle</i> (pages 4–31) to choose one sentence or phrase they particularly love. Give students an index card. Ask students to copy the sentence down on one side of the card. On the other side, they should write why they love it: “What makes this language particularly vivid or effective?”• Once students have written their sentences, give brief instructions to the class. Tell students they will get to share their sentence with some partners. Choose a clear visual or auditory signal that will help get the attention of the class during the activity (i.e., “If I raise my hand, you raise your hand, too, and be quiet.”)• Tell students that when you say: “Go,” they should:<ul style="list-style-type: none">• Stand up and find a partner.• Read your sentence to your partner.• Let your partner tell you why he or she loves that sentence.• You tell why you chose the sentence.• Trade, so that the other person reads.• After several minutes, give the signal. Silence students, and ask them to find a new partner and repeat as time allows.• Collect students’ index cards as an informal assessment, or to revisit during the writing lessons in Unit 3.	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart: What Adaptations Help Frogs Survive? (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Congratulate them on learning so much about frogs. Refer back to the guiding questions for the module (posted during Lesson 1).• Begin a new How Do Frogs Survive? anchor chart. Ask students to share what they know from their reading so far.• Reinforce key concepts—<i>habitat</i>, <i>predators</i>, <i>prey</i>, and <i>reproduction</i>—when possible.• Keep this chart to refer back to in future lessons.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 26–31 out loud to someone at home. Tell them all you are learning about how male bullfrogs attract a mate.	<ul style="list-style-type: none">• For struggling readers, assign them just page 27 to reread, and have them read that one page twice.