



EXPEDITIONARY  
LEARNING

# Grade 3: Module 2A: Performance Task



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### Summary of Task

#### Freaky Frog Trading Card

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

### Format

Trading card (created on 8.5” x 11” cardstock)

### Standards Assessed Through This Task

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



#### Student-Friendly Writing Invitation/Task Description

- “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.”
- “On the other side of your card, create or find an illustration of your freaky frog and write basic facts about your frog based on your expert team research. Your card will be shared with other frog experts in your school or in your local community.”

#### Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

**Your trading card will include:**

- A research-based narrative paragraph that describes how you, acting as the freaky frog, survive.
- Vivid and precise words to express your ideas.
- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly.
- Accurate and important facts on the front of your card from your expert team research.
- A high-quality illustration or digital picture that accurately portrays your freaky frog.
- A completed trading card that demonstrates “craftsmanship.” This means that your bookmark matches all of the bookmark conventions established by the class.



#### Options For Students

**Students will create their cards based on their self-selected freaky frog from Unit 2.**

- Extension: Students may select a frog that was not studied by the class for independent research and card creation.
- Students will have a choice about the pose of their frog for the front of their cards.
- Writing will be original.
- As a technology extension, students may type their informational paragraphs, or use technology to create their illustrations.

#### Options For Teachers

- Students may present their trading cards to a local nature center or science museum. Multiple copies may be made for visitors to the nature center or museum to keep.
- Students may write a poem about their frog to include on their trading card.
- Students may also include a map depicting the geographic location of their freaky frog.