



EXPEDITIONARY
LEARNING

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

Asking and Answering Questions: Studying the Life Cycle of a Frog



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the main idea of an informational text. (RI.3.2)
I can describe steps in a procedure, in the order they should happen. (RI.3.3)
I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

- I can ask and answer questions about the life cycle of a frog.
- I can describe the life cycle of the frog.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Sticky Note Gist recording
- Asking and Answering Questions: “Life Cycle of a Frog” recording form
- “Life Cycle of a Frog” Sequence recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Pages 28 and 29 of <i>Bullfrog at Magnolia Circle</i>, and Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Generating Questions about the Life Cycle: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes) B. Reading Aloud and Rereading for Gist: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes) C. Partner Share Gist Notes and Complete “Life Cycle of a Frog” Sequence Recording Form (20 minutes) D. Vocabulary Notebooks (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> E. Share Vocabulary with a Partner (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Lessons 3, 4, and 5 follow the same general instructional sequence. Each day, students build their reading skills by asking questions and reading sections of the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Students will build their general knowledge about frogs by reading sections about life cycle, skin, and habitat. • Each day students use two recording forms, and the Asking and Answering Questions recording form will be adjusted to represent each lesson’s focus. • Students complete the first half of this recording form during the lesson, and then finish it for homework. • The second recording form will be different for each lesson, based on the lesson topic. Students complete the second recording form during Part B of Work Time. • This lesson introduces students’ vocabulary notebooks. Allow more time in other parts of the school day to reinforce this important new routine. • When students work in their vocabulary notebooks, they might not be able to define all the words only in context. Tell them to give it their best guess. When reviewing their vocabulary notebooks, note the words students didn’t know. Out of these, prioritize the one or two most important words for students to know, and define them for the class the next day. Consider using dictionary.com or unabridged.merriam-webster.com/collegiate.htm and projecting the words on the screen for students the next time they work in their vocabulary notebooks, or give them a written definition on chart paper. • The purpose of these notebooks is to support students to carefully attend to words. It provides them with repeated opportunities to practice finding the meaning of words in context. The important thing is not that they memorize these words, but that they have a deeper awareness of words they don’t know and strategies to help them find the meaning of any unknown words. There is no need to quiz students. • Also create an Interactive Word Wall so that students can refer to these words throughout the unit.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance: Prepare a Question Words anchor chart. Write question words on the chart as sentence stems:<ul style="list-style-type: none">* Who___?* What___?* When___?* Where___?* Why___?* How___?

Lesson Vocabulary	Materials
clumps, external, version, froglet	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book; one for teacher to display)• Document camera• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Question Words anchor chart (new; teacher-created; see supporting materials)• Asking and Answering Questions: “Life Cycle of a Frog” recording form (one per student)• Clipboards (if available) or other hard surfaces for writing (one per student)• Sticky notes (six per student)• Life Cycle of a Frog Sequence recording form (one per student and one for teacher model)• Vocabulary notebooks (from Lesson 2)• Vocabulary words to post on chart paper or project on document camera (see Lesson Vocabulary in this lesson plan)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Pages 28 and 29 of Bullfrog at Magnolia Circle, and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell students that today they are going to take a close look at the life cycle of a frog. “Let’s first go back to Bullfrog at Magnolia Circle, because that text tells us some things about the life cycle.”• Project pages 28 and 29 on a document camera so that all students can see the text. Read aloud as students watch. Ask:<ul style="list-style-type: none">* “What did this text tell us about the life cycle of a bullfrog?”• Cold call one or two responses.• Direct students to the learning targets for today’s lesson. Read each target aloud. Focus students on the first target:• “Let’s think about what questions you still have about the life cycle of a frog. Turn to a partner and share a question that you have about a frog’s life cycle.”• Give students a minute to talk to their partner. Cold call a few students to share one of their questions.• Tell students that next they will look at their Everything You Need to Know about Frogs and Other Slippery Creatures text to ask even more questions about the life cycle of frogs. Direct students’ attention to the Question Words anchor chart. Say: “Let’s look at these question words to help us think about the questions we might ask.” Review the chart with students: “When you begin reading your text, use these words to start your questions.”	<ul style="list-style-type: none">• Consider adding nonlinguistic symbols to the Question Words anchor chart.



Work Time	Meeting Students' Needs
<p>A. Generating Questions about the Life Cycle: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their <i>Everything You Need To Know about Frogs</i> text. Distribute the Asking and Answering Questions: “Life Cycle of a Frog” recording form (and clipboards, if available) and six sticky notes to each student.• Project pages 14 and 15. Tell students:<ul style="list-style-type: none">* “Before we start reading this text, we are going to look closely at the pictures to see what other questions we have about the frog’s life cycle. With the person next to you, look at the photos and share questions you have based on the images you see. Write down your questions on your recording form.”• Give students a few minutes to look at the text and write their questions on their recording form. Explain to them that they don’t need to worry about the second column or Part B. They only need to write their questions.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled in Asking and Answering Questions: “Life Cycle of a Frog” recording form that includes the question sentence stems: “What is _____,” “Why is _____,” “How is _____” This provides them with a model for starting a sentence.• Partner an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Aloud and Rereading for Gist: “Life Cycle of a Frog,” Pages 14 and 15 of Everything You Need to Know about Frogs and Other Slippery Creatures (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should keep their questions in mind as they reread the text. Read aloud pages 14 and 15. Read in order of the frog life cycle, starting with “Life begins . . .”• Stop after the first two paragraphs. Ask students:<ul style="list-style-type: none">* “What do you notice about the text features on this page?”• Listen for students to notice the arrows. Ask students:<ul style="list-style-type: none">* “How do the arrows help us as a reader?”• Listen for students to note that the arrows tell the reader to read in a different order than they would usually read.• Ask students to place their finger on the next paragraph. Ensure that students are following along. Then continue reading. As in previous lessons, read aloud fluently and without interruption for the rest of the passage.• Explain to students that they are going to reread these pages on their own. Remind them that they have done this multiple times in Unit 1. Say to students:<ul style="list-style-type: none">* “First, read and think on your own.* Then, try to write the gist of the paragraph in your own words.* Use a sticky note for every paragraph.* Reread each paragraph and write the gist of that paragraph on a sticky.”• Release them to read and write for about 10 minutes. Circulate and support students as they read.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Share Gist Notes and Complete “Life Cycle of a Frog” Sequence Recording Form (20 minutes)</p> <ul style="list-style-type: none">• Ask students to share their thinking with a partner. Tell them: “Now that you have had a chance to reread and capture the gist of each part of the frog’s life cycle, you are going to share your thinking with a partner. As you share your gist, you are going to check each other’s thinking to make sure you have what you need for that part of the life cycle.” Remind students of the learning target: “I can describe the life cycle of the frog.” Explain that this is just what they are trying to do.• Give students 5 minutes to share.• Distribute the “Life Cycle of a Frog” Sequence recording form, and project the same form on the document camera.• Say: “Now that you have had a chance to talk to your partner about your sticky notes, think about the best way to describe the gist of that section. Be sure to add any new information that your partner taught you.”• Ask one student to share what he or she and his or her partner discussed about the first box, Life Begins. Write their words on the recording form as a model.• Answer clarifying questions as necessary.• Give students about 10 more minutes to work. Students should continue working with their partner, but complete their own recording form. Circulate and support students as they complete the recording form.• After 15 minutes of work time on their “Life Cycle of a Frog” Sequence recording form, instruct students to stop working.• Say:<ul style="list-style-type: none">* “Before you put this work away, turn and talk to your partner. What is the most interesting thing you learned about the frog’s life cycle?”• Give students time to share with their partner.• Ask students to thank their partner for their good thinking.	



Work Time (continued)	Meeting Students' Needs
<p>D. Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Distribute students' vocabulary notebooks. Remind students of the purpose of the notebooks: "We are going to use these notebooks to help us build our word power."• Ask students to turn to the page they completed yesterday, and then talk with a partner about the steps they took. Cold call a student to name what they did in each column of the notebook.• Explain that today they are going to have new words and work on a clean sheet. Display on the document camera or on chart paper students' vocabulary words for today.• "Today, the words you are going to figure out are actually not in the glossary of the book. These are words that you are going to figure out by reading the sentence and looking at the pictures. We are going to find the meaning of the words by using our context clues. If those context clues still don't help us find out the meaning of the word, then it's OK to write that you don't know and try to give it your best guess."• Answer clarifying questions as needed.• Give students 5 to 10 minutes to do their vocabulary work.• Circulate and support as needed while students work on their vocabulary. Ask probing questions to push students to name not only what the word means, but also to answer the question: "How did you figure that out?"• Note any words that students are having difficulty finding the meaning of in context: Plan to address these words in future lessons. Note also which students are having difficulty completing the vocabulary work in the time allotted. Finishing vocabulary notebooks will be a part of homework, but some students might need additional time and support.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Closing and Assessment	Meeting Students' Needs
<p>A. Share Vocabulary with a Partner (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle with their vocabulary notebooks. Ask students to partner up and share their definitions for each word. Have them place a small check by the word if their definitions are similar.• Celebrate their hard work today. Remind them with enthusiasm that they are building their word power, and that from now on, these words in their notebooks are tools to help them be better readers and great writers. “Each time you learn new words like this, you build your word power. These words are in your toolbox, and you can use those words in your writing and speaking.”• Collect recording forms and vocabulary notebooks. Review the recording forms for a quick assessment of how students described the life cycle. Review their vocabulary notebooks and see what, if any, words students had difficulty figuring out. Note these words in order to review definitions as needed when students next work in their notebooks.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 14 and 15, “Life Cycle of a Frog.”• Finish your Asking and Answering Questions: “Life Cycle of a Frog” recording form.• Finish today’s words for your vocabulary notebook.	



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Supporting Materials



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Asking and Answering Questions:
“Life Cycle of a Frog” Recording Form

Part 1: Asking Questions about “Life Cycle of a Frog”

What questions do you have about the life cycle after looking at the images on pages 14 and 15?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about “Life Cycle of a Frog”

1. Reread the sentence: “At first it feeds on the remains of the yolk.” In your own words, explain what the word “remains” means. Explain how you figured it out.

2. Describe what a froglet might look like. Use specific details from the text to support your answer.



Asking and Answering Questions:
“Life Cycle of a Frog” Recording Form

3. What does a tadpole need to survive? Use specific details from the text to support your answer.



Life Cycle of a Frog”
Sequence Recording Form

