



EXPEDITIONARY  
LEARNING

# Grade 3: Module 2A: Unit 2: Overview



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In Unit 2, students will continue to develop their skills through careful reading of informational texts. Class members will extend their expertise beyond the bullfrog and begin studying “freaky frogs”: frogs with unusual behavioral and physical adaptations. Students will build their ability to read and understand informational text. The class begins the unit by building basic background knowledge about adaptations as well as learning more about how to use features of informational text when learning about a topic. They read key sections from the central text *Everything You Need to Know about Frogs and other Slippery Creatures*, to build their expertise about frogs’ life cycle, habitat, and the physical characteristics that make some frogs particularly “freaky.” Students will be supported to pay particular attention to key vocabulary each day, and will begin a vocabulary notebook.

For a mid-unit assessment students will demonstrate their reading skills through reading a new text about a different species of frog, the spadefoot toad. Next, students will continue with the same central text and build their knowledge by studying three different kinds of freaky frogs: the glass frog, the Amazon horned frog and the water-holding frog. These lessons also will incorporate a routine of reading poetry about frogs to build students’ reading fluency. Students then go into more depth about one specific freaky frog, comparing and contrasting how two different authors present information about a particularly intriguing frog: the poison dart frog. As an end of unit assessment, students will write an on-demand paragraph about the poison dart frog, using the expertise they built and drawing from their learning in Unit 1 about vivid and precise language.

#### Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Experts build knowledge by studying a topic in depth.*
- *Animals have unique adaptations that help them to survive in various environments.*

#### Mid-Unit 2 Assessment

##### ***Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)***

This assessment centers on standard NYSP ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information and close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.

#### End of Unit 2 Assessment

##### ***Informational Paragraph about the Poison Dart Frog***

The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”



### Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### Science

- 3.1c.: “In order to survive in their environment, plants and animals must be adapted to that environment.”
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

### Central Texts

1. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011); ISBN: 978-0-7566-8232-3.
2. Lincoln James, *Deadly Poison Dart Frogs* (New York: Gareth Stevens Publishing, 2012); ISBN: 978-1-4339-5744-4.
3. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009); ISBN: 978-1-5984-5420-8.
4. Douglas Florian, *Lizards, Frogs, and Polliwogs* (Boston: Houghton Mifflin Harcourt, 2005); ISBN: 978-0-1520-5248-5. (Teacher copy only)

Note: All toads are, in fact, a type of frog. For more information, see [www.allaboutfrogs.org](http://www.allaboutfrogs.org).



**This unit is approximately 2.5 weeks or 13 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 1</b>	Reading Closely to Expand Understanding of Adaptations	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> <li>I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>I can use text features to locate information efficiently. (RI.3.5)</li> <li>I can answer questions using specific details from the text. (RI.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main idea of “Staying Alive: Animal Adaptations” by reading the text closely.</li> <li>I can list key details in the text that support the main idea.</li> <li>I can describe the different kinds of animal adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>Close Reading as Researchers recording form</li> </ul>
<b>Lesson 2</b>	Using Informational Text Features and Learning Freaky Frog Vocabulary	<ul style="list-style-type: none"> <li>I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)               <ul style="list-style-type: none"> <li>a. I can use what the sentence says to help me determine what a word or phrase means.</li> <li>d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use text features to efficiently find information in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>I can determine the meaning of key words about freaky frogs.</li> </ul>	<ul style="list-style-type: none"> <li>Text Feature Scavenger Hunt recording form</li> <li>Vocabulary notebooks</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 3</b>	Asking and Answering Questions: Studying the Life Cycle of a Frog	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can describe steps in a procedure, in the order they should happen. (RI.3.3)</li> <li>I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the life cycle of a frog.</li> <li>I can describe the life cycle of the frog.</li> <li>I can determine the meaning of unknown words using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Sticky Note Gist recording</li> <li>Asking and Answering Questions: “Life Cycle of a Frog” recording form</li> <li>“Life Cycle of a Frog” Sequence recording form</li> </ul>
<b>Lesson 4</b>	Asking and Answering Questions: Studying the Skin of a Frog	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can describe steps in a procedure, in the order they should happen. (RI.3.3)</li> <li>I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about frogs’ skin in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>I can describe how frogs shed their skin.</li> <li>I can determine the meaning of unknown words using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions: “Super Skin” recording form</li> <li>“Super Skin” Sequence recording form</li> <li>Vocabulary notebooks</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 5</b>	Asking and Answering Questions: Reading about a Frog's Habitat	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can describe steps in a procedure, in the order they should happen. (RI.3.3)</li> <li>I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about frogs' habitat in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>I can describe an adaptation that helps a frog survive in a particular habitat.</li> <li>I can determine the meaning of unknown words using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions: "Home, Sweet Home" recording form</li> <li>"Home, Sweet Home" recording form</li> <li>Vocabulary notebooks</li> </ul>
<b>Lesson 6</b>	Mid-Unit Assessment: Close Reading of "The Spadefoot Toad"	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> <li>I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)</li> <li>I can use information from the words to understand informational texts. (RI.3.7)</li> <li>I can answer questions using specific details from the text. (RI.3.1)</li> <li>I can determine the meaning of unknown words in an informational text. (L.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main idea of an excerpt from "The Spadefoot Toad" by reading the text closely.</li> <li>I can list key details in the text that support the main idea.</li> <li>I can explain how information in the illustrations and the words help me understand the main idea.</li> <li>I can determine the meaning of new vocabulary using clues in the text around a word.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)</li> <li>Mid-Unit 2 Tracking My Progress recording form</li> <li>Exit ticket</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 7</b>	Reading about Freaky Frogs: “The Glass Frog,” Pages 32 and 33 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>• I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>• I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> <li>• I can use text features to locate information efficiently. (RI.3.5)</li> <li>• I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</li> <li>• I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about glass frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>• I can answer questions about glass frogs.</li> <li>• I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>• I can use text features to find information efficiently about glass frogs.</li> <li>• I can use information from illustrations (maps, photographs) to understand about glass frogs.</li> <li>• I can use information from the words to understand about glass frogs.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog</li> <li>• Freaky Frog Scavenger Hunt recording form: The Glass Frog</li> <li>• Vocabulary notebooks</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 8</b>	Reading about Freaky Frogs: “The Water-Holding Frog,” Pages 36 and 37 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>• I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>• I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> <li>• I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li> <li>• I can use text features to locate information efficiently. (RI.3.5)</li> <li>• I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about water-holding frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>• I can answer questions about water-holding frogs.</li> <li>• I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>• I can use text features to find information efficiently about water-holding frogs.</li> <li>• I can use information from illustrations (maps, photographs) to understand about water-holding frogs.</li> <li>• I can use information from the words to understand about water-holding frogs.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog</li> <li>• Freaky Frog Scavenger Hunt recording form: The Water Holding Frog</li> <li>• Vocabulary notebooks</li> </ul>





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<b>Lesson 9</b>	Reading about Freaky Frogs: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>• I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>• I can determine the meaning of unknown words in an informational text. (RI.3.4)</li> <li>• I can use text features to locate information efficiently. (RI.3.5)</li> <li>• I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</li> <li>• I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about the Amazon horned frog from the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>.</li> <li>• I can answer questions about the Amazon horned frog section.</li> <li>• I can determine the meaning of words about the Amazon horned frog.</li> <li>• I can use text features to find information efficiently about the Amazon horned frog section.</li> <li>• I can use information from illustrations (maps, photographs) to understand the Amazon horned frog.</li> <li>• I can use information from the words to understand the Amazon horned frog.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog</li> <li>• Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog</li> <li>• Vocabulary notebooks</li> </ul>



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<b>Lesson 10</b>	Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!	<ul style="list-style-type: none"><li>• I can determine the main idea of an informational text. (RI.3.2)</li><li>• I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li><li>• I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)</li><li>• I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)</li><li>• I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)</li></ul>	<ul style="list-style-type: none"><li>• I can read and identify the main idea and key details of pages 14–15 in <i>Deadly Poison Dart Frogs</i>.</li><li>• I can listen and identify the main idea and key details of pages 8–9 in <i>Poison Dart Frogs Up Close</i>.</li><li>• I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.</li></ul>	<ul style="list-style-type: none"><li>• Close Reading as Researchers (Main Ideas and Details) recording form</li><li>• Group Venn diagram</li></ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 11</b>	Comparing and Contrasting Two Texts about Poison Dart Frogs: Legs and Toes	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)</li> <li>I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)</li> <li>I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li> <li>I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can read and identify the main idea and key details of pages 8–9 in <i>Deadly Poison Dart Frogs</i>.</li> <li>I can listen and identify the main idea and key details of pages 12–15 in <i>Poison Dart Frogs Up Close</i>.</li> <li>I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary notebooks</li> <li>Close Reading as Researchers (Main Ideas and Details) recording form</li> <li>Partner Venn diagram</li> </ul>
<b>Lesson 12</b>	Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)</li> <li>I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)</li> <li>I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)</li> <li>I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can read and identify the main idea and key details of pages 10–11 in <i>Deadly Poison Dart Frogs</i>.</li> <li>I can listen and identify the main idea and key details of pages 16–19 in <i>Poison Dart Frogs Up Close</i>.</li> <li>I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary notebooks</li> <li>Close Reading as Researchers (Main Ideas and Details) recording form</li> <li>Partner Venn diagram</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 13</b>	End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text that has a clear topic. (W.3.2)</li> <li>I can develop the topic with facts, definitions, and details. (W.3.2)</li> <li>I can construct a closure on the topic of an informative/explanatory text. (W.3.2)</li> <li>I can express ideas using carefully chosen words. (L.3.3)</li> <li>I can write routinely for a variety of reasons. (W.3.10)</li> <li>I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)               <ul style="list-style-type: none"> <li>a. I can read third-grade level texts with fluency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can create a plan for my poison dart frog informational paragraph.</li> <li>I can write an informative paragraph to explain the adaptations that help poison dart frogs survive.</li> <li>I can support my topic with details from <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.</li> <li>I can write a sentence to close my paragraph.</li> <li>I can use words and phrases for effect to help my reader learn about the poison dart frog.</li> <li>I can read a freaky frog poem fluently.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Accordion graphic organizers</li> <li>End of Unit 2 Assessment: On-demand paragraph</li> <li>Completed Fluent Reader Criteria checklists</li> </ul>



**Optional: Experts, Fieldwork, And Service**

- **Fieldwork:** Visit a local zoo or nature center exhibit on amphibians (e.g., <http://www.bronxzoo.com/help-wildlife/practice-conservation/save-frogs.aspx>).
- **Service:** Reach out to amphibian conservation organizations (e.g., [www.amphibianark.org/](http://www.amphibianark.org/)).

**Optional: Extensions**

- **Science:** Study the causes of many frog species disappearing (i.e., loss of habitat, pollution) and research frog conservation efforts.
- **Science:** Frog anatomy: frog body parts, virtual frog dissection. Science lab: Students grow tadpoles.
- **Art:** Create trading card scientific drawing, illustration, and layout.
- **Technology:** Create a digital layout of a trading card.
- **Geography:** Research about countries inhabited by freaky frogs. Locate countries on a map where certain frogs live.