



EXPEDITIONARY  
LEARNING

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

## **Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an informative/explanatory text. (W.3.2) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can write the most important facts about my freaky frog on the Facts and Image side of my Freaky Frog Trading Card.</li></ul>	<ul style="list-style-type: none"><li>First draft of Freaky Frog Trading Card: Facts and Image Side</li><li>Criteria for Success (for first draft)</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer and Unpacking the Learning Target (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)</li><li>B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)</li><li>C. Peer Critique: Praise, Question, Suggest (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Star and Step Exit Ticket (10 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In advance: Review the Module 2A Performance Task (in module level documents or on EngageNY.org) to have a clear vision of where students are heading throughout Unit 3. Plan to read this document aloud during the opening of this lesson.</li><li>• The Freaky Frog Trading Cards students will create have two sides: the front Facts and Image side and the back research-based narrative paragraph side. In Lessons 3 and 4, students will work exclusively on the Facts and Image side of the card.</li><li>• In this lesson students focus on the facts and in the next lesson they focus on the image. If students are keen to work on their image, explain that this happens in the next lesson.</li><li>• Preview Model of Freaky Frog Trading Card: Facts and Image Side (see supporting materials).</li><li>• Use the criteria in the 'Target' row on the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (see Supporting Materials) to create a bulleted list on chart paper to be the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart.</li><li>• Decide whether students will use the suggested template, Freaky Frog Trading Card Facts and Image Side, or a more individualized template.</li><li>• Review Criteria for Success for Freaky Frog Trading Card: Facts and Image Side.</li><li>• Form student partnerships for the critique in Work Time Part C. Students should partner with somebody who has selected the same freaky frog.</li><li>• Review Praise, Question, Suggest protocol (see Appendix 1).</li></ul>



Lesson Vocabulary	Materials
model, image, first draft, accurate, synthesis	<ul style="list-style-type: none"> <li>• Module 2A Performance Task: Freaky Frog Trading Card (see module level documents or stand-alone document on EngageNY.org)</li> <li>• Model Freaky Frog Trading Card: Facts and Image Side (one per student and one to display)</li> <li>• Document camera</li> <li>• Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (new; teacher-created; see Teaching Notes for guidance)</li> <li>• Freaky Frog Research Matrix recording form (begun in Lesson 2)</li> <li>• Template of Freaky Frog Trading Card: Facts and Image Side (one per student for a first draft)</li> <li>• Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (one per student)</li> <li>• Praise, Question, Suggest protocol (see Appendix 1)</li> <li>• Star and Step exit ticket (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer and Unpacking the Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students together and congratulate them on all of their hard work as readers building expertise about freaky frogs. Tell them that today they are going to begin the creation of their Freaky Frog Trading Cards. Display and read the <b>Module 2A Performance Task: Freaky Frog Trading Card</b> and answer any clarifying questions. Tell students that later in the lesson they will talk about what makes a quality, or excellent, Facts and Image side of their trading card. In a few days they will begin working on the paragraph side of their trading card.</li> <li>• Display and distribute the <b>Model Freaky Frog Trading Card</b> and explain to students that a <i>model</i> is an example of something that we can use for guidance. We don't want to copy a model, but it can inspire our own work. Tell students that they will get to make their very own trading card about their freaky frog, too!</li> <li>• Have students read the learning targets aloud with a peer. Ask: "What will you be doing today?" and "How will this be different from the work you've done on other days?" Clarify with students that this day is about writing, and using all of the research they've collected to produce the Freaky Frog Trading Card: Facts and Image Side.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students: “We’ve become experts on freaky frogs and it is time for us to share our expertise. In order for others to understand what we’ve learned, we are going to display our research on the Facts and Image side of a Freaky Frog Trading Card that you will share with others. Today, we’ll choose our key facts to include, and tomorrow we will work on putting this together with an <i>image</i>, or picture, of our frog.”</li> <li>• Using a <b>document camera</b>, project the Model Freaky Frog Trading Card: Facts and Image side for students to view again. Read through the information on the Facts and Image side of the card to explain which important information about the spadefoot toad was included in each box. Inform students that during the next two sessions they will work to create the Facts and Image side of their trading card, too. Today they will work on the writing the <i>first draft</i>, and tomorrow they will finish the writing and select a frog image. Remind students that <i>first draft</i> is a best first try and that they have written many drafts of texts so far this year.</li> <li>• Remind students that in order to meet the targets for today’s lesson, it will help to keep the criteria for success in mind. Keep the model projected so all students can see it.</li> <li>• Post the <b>Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart</b> and read the criteria aloud. Ask students to consider how the model meets the criteria. Model how to evaluate the models alongside the criteria, saying: “I see here how the author made sure to have an important detail for each category from the matrix. That’s one way that he or she is meeting the criteria.” Continue thinking aloud by saying: “I also notice, when I look more closely, that these details are <i>accurate</i>.” Tell students that <i>accurate</i> means correct or true. Highlight the criteria: “I can write accurate and important facts about my freaky frog.”</li> <li>• Then, ask students: <ul style="list-style-type: none"> <li>* “How do you see the author of this model incorporating the other criteria for success?”</li> <li>* Invite students to Think-Pair-Share and then call on students to share their partner’s responses with the whole class.</li> </ul> </li> <li>• Point out to students that the writing is just a short list of facts, not complete sentences. Students should think about capitalizing proper nouns in their writing, but not the first letter since they are not writing full sentences. Answer any clarifying questions about the Criteria for Success before sending students off to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols on the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side</li> <li>• Consider providing copies of the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side for students as they work.</li> <li>• Consider allowing students to work with a partner who selected the same expert freaky frog while planning and choosing details. Each student should write their own list of facts, but the thinking work could be done in pairs.</li> <li>• Students needing additional support may benefit from verbally sharing their feedback, instead of filling out the criteria list.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute students' <b>Freaky Frog Research Matrix recording forms (from Lesson 2)</b>. Ask students: "How can you use this information to help you with your task today?" Help students see that this <i>synthesis</i> of their research is a natural starting point for today's task. A <i>synthesis</i> is all of the pieces of their frog research put together in one place.</li><li>• Be sure students have needed materials: first draft paper, pencils, and the <b>Template of the Freaky Frog Trading Card: Facts and Image Side</b>. Make sure that students have access to their freaky frog texts. Suggest that students work near others who have selected the same frog, but remind them that this is an individual project they will be completing. Ask for any clarifying questions and then direct students to begin crafting their first draft.</li><li>• Give students about 20 minutes to work. Circulate to confer with them to ensure that they are on target. Offer suggestions, answer questions, and push students as necessary. For example, ask the question: "What is the most important information you want to tell your reader about your freaky frog?" if students are selecting too much information for the card.</li></ul>	
<p><b>C. Peer Critique: Praise, Question, Suggest (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to bring their drafts of writing and sit facing their critique partner. Partner students with another student who has selected the same freaky frog.</li><li>• Distribute the <b>Criteria for Success for Freaky Frog Trading Card: Facts and Image Side</b> for students to fill out to give their partner feedback. Point out that there is a column for students to record when they see evidence on their partners work of them achieving the standard, and there is also a column for students to record where they see places their partner could improve their work to achieve the target. Tell them to leave the final column blank, as that is for you, the teacher, to fill out.</li><li>• Review <b>the Praise, Question, Suggest protocol</b> with students.</li><li>• Ask students to decide who will present first, and who will critique. First they will just give each other oral feedback. After both partners have shared, they will have time to complete the rubric.</li><li>• Presenter has 5 minutes to describe his or her draft and receive feedback from his or her partner.</li><li>• Then students switch roles and repeat the process.</li><li>• After both students have received feedback, direct students to fill out the Criteria for Success Freaky Frog Trading Card: Facts and Image Side for each other (they do not need to fill out the digital picture criteria).</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Star and Step Exit Ticket (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather in a large circle, with each person sitting next to his or her debrief partner. Ask a few volunteers to share with the class the feedback they received from their partner in the Praise, Question, Suggest protocol that they plan on using in tomorrow's work time.</li><li>• Distribute the <b>Star and Step exit ticket</b>. Ask students to identify one <i>star</i> (area of strength) and one <i>step</i> (area of improvement) on their ticket and attach it to their first draft. If time permits, students may also share their exit ticket with the large group using the sentence frames: "One of the criteria that I see in my Facts and Image side is _____," and "One of the criteria that I need to work on as I revise is _____."</li><li>• Collect the exit tickets along with students' writing drafts and Criteria for Success.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence frames for students to use as they participate in the Debrief.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <p><i>Note: For Lesson 4 on creating final drafts of their Facts and Image side, prepare final draft templates and any other materials students will need to use. Consider using card stock for the template if that is available.</i></p> <p><i>Review students' first-draft writing and provide additional feedback as necessary so students are prepared to write their final drafts of the Facts and Image side in the next session.</i></p> <p><i>Arrange for computer access for students for tomorrow's lesson.</i></p> <p><i>Designate a system for students to print their images.</i></p> <p><i>Consider bookmarking key research websites, with strong images, ahead of time for students. A list of recommended websites is included in the Websites for Freaky Frog Images Resource Page (Supplemental Materials, Lesson 4).</i></p>	



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## Supporting Materials




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Model Freaky Frog Trading Card:  
Facts and Image Side

Frog Name	
<i>Spadefoot Toad</i>	
Illustration/Image	
	
<p>"Picture of Spadefoot Toad". File Owner: Clinton &amp; Charles Robinson. Made available for use via Creative Commons License.</p>	
Physical Characteristics	Life Cycle
<i>skin is marbled yellow, green and brown back feet are shovel-like</i>	<i>same as other frogs (egg-tadpole-frog)</i>
Habitat	Predators and Defense
<i>forests of North America</i>	<i>digs backwards into its hole so it can keep an eye out for predators</i>
Food	Behaviors
<i>insects</i>	<i>buries itself to avoid the heat of the day and stay moist</i>



Template of Freaky Frog Trading Card:  
Facts and Image Side

<b>Frog Name</b>	
<b>Illustration/Image</b>	
<b>Physical Characteristics</b>	<b>Life Cycle</b>
<b>Habitat</b>	<b>Predators and Defense</b>
<b>Food</b>	<b>Behaviors</b>



Criteria for Success for Freaky Frog Trading Card:  
Facts and Image Side

Target	Evidence of Achieving Target	Suggestions for Improvement	Teacher Comments
I can use correct capitalization in my writing.			
I can spell grade-appropriate words correctly.			
I can write accurate and important facts about my freaky frog.			
I can include a high-quality digital image that accurately portrays my freaky frog.			



**Star and Step Exit Ticket**

1. Star: One of the criteria that I see in my work is . . .

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2. Step: One of the criteria that I need to work on as I revise is . . .

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