



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 12

Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)

Supporting Learning Targets

- I can read and identify the main idea and key details of pages 10–11 in *Deadly Poison Dart Frogs*.
- I can listen and identify the main idea and key details of pages 16–19 in *Poison Dart Frogs Up Close*.
- I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.

Ongoing Assessment

- Vocabulary notebooks
- Close Reading as Researchers (Main Idea and Details) recording form
- Partner Venn diagram



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of Pages 10–11 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (8 minutes)Review Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Abbreviated Close Reading: Pages 10–11 in <i>Deadly Poison Dart Frogs</i> (25 minutes)Read-aloud: Main Idea and Supporting Details of Pages 16–19 in <i>Poison Dart Frogs Up Close</i> (10 minutes)Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: How Do Poison Dart Frogs Help Their Babies Survive? (5 minutes)Homework	<ul style="list-style-type: none">This lesson repeats the pattern from Lesson 10.Preview pages 10–11 in <i>Deadly Poison Dart Frogs</i> and pages 16–19 in <i>Poison Dart Frogs Up Close</i>.Note that the table of contents in <i>Deadly Poison Dart Frogs</i> does not include a heading that explicitly names “babies” or “eggs” or “tadpoles.” This provides a teachable moment about inferring during Part A of the lesson opening (see below). Part A is slightly longer than in other lessons to allow for this.Review: Helping Students Read Closely (Appendix 1).Prepare an anchor chart: Close Reading as Researchers recording form for Poison Dart Frogs: Eggs and Tadpoles.

Lesson Vocabulary	Materials
compare, contrast; webbed, pads, gripping (James, 8); piggyback, hatch, bromeliad (James, 10)	<ul style="list-style-type: none">Vocabulary notebooks (from previous lessons)<i>Deadly Poison Dart Frogs</i> by Lincoln James (book; one per student)<i>Poison Dart Frogs Up Close</i> by Carmen Bredeson (book; one per student)Close Reading as Researchers: Main Idea and Details recording form (<u>two</u> per student) (<i>Note: Do NOT copy double-sided; students will need to see the recoding forms for both texts side by side to compare and contrast</i>)Chart paper for Venn diagram (one piece per pair of students)Markers (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 10–11 in Deadly Poison Dart Frogs by Lincoln James (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Remind them that they are learning about the poison dart frog. In the last lesson, they learned about the poison dart frog's legs and toes. Ask students to get out their vocabulary notebooks. Invite them to share their homework with a partner: what three words they chose and why. • Listen for students to mention key words: <i>webbed</i>, <i>pads</i>, <i>gripping</i>. Review as needed. Point out to students how hard they are working to figure out words in context, and also using text features like bold font to help them figure out what words are most important. • Tell students that today they get to read about a new topic: poison dart frogs' babies. Remind them that when reading an informational text, readers often just choose certain sections to focus on. • Be sure students have access to their text: Deadly Poison Dart Frogs by Lincoln James. Direct students to look at the table of contents. Ask: "How can we use the table of contents to find the information about frog babies?" • Students may struggle a bit, since there is no heading in the table of contents that directly names "babies" or "eggs" or "tadpoles." This is fine. See if students can infer: Some may notice that "Piggyback Rides" has to do with children riding on their parents' backs. If no students are able to offer up this insight to the group, then ask them to define <i>piggyback</i>, and then see if they can infer. If not, clarify. Remind students that sometimes the table of contents has the exact words for the topic, and sometimes not. • As usual, project the section (pages 10–11) and ask students to follow along. Read aloud without interruption. Remind students they will get to reread and talk later. 	<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. • Increase interactions with vocabulary in context, in this case, the words <i>compare</i> and <i>contrast</i>. This increases rate of vocabulary acquisition for students.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Students should be familiar with the learning targets, since this is their third day working with them. Ask students to briefly turn and talk: "What does it mean to <i>compare</i> and <i>contrast</i>?" 	



Work Time	Meeting Students' Needs
<p>A. Abbreviated Close Reading: Pages 10–11 in Deadly Poison Dart Frogs (25 minutes)</p> <ul style="list-style-type: none">Briefly remind students of the close reading routines they have built and practiced:<ul style="list-style-type: none">* Read and think on your own.* Talk with your group about the text.* Write notes or answer questions about the text. <p>Part 1: Reading for Gist</p> <ul style="list-style-type: none">Tell students that, as usual, their first goal is to capture the gist.Give students 5 minutes to reread pages 10–11 on their own. As they have done in previous lessons, they should read for gist as well as notice any key vocabulary. Circulate and support as needed.Give groups 5 minutes to discuss what they wrote:<ul style="list-style-type: none">* “Did you have a similar ‘gist’ for this section of the text?”* “Do you have similar words circled?”Ask students to take 3 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers recording form. <p>Part 2: Reading for Important Details: How Do Poison Dart Frogs Survive?</p> <ul style="list-style-type: none">Remind students that they should gather as many facts, definitions, and details as they can as they read. Encourage them to pay attention to both the text and the vivid photograph.Give students 5 minutes to reread on their own and write key details. (Tell them to wait to answer the final question.)Then ask students to again take 5 minutes to discuss in groups:<ul style="list-style-type: none">* “What key details supported the main idea?”* “What are the most interesting things you learned about poison dart frogs?”Direct students to fill in the last section of their Close Reading as Researchers recording form. “What adaptations help a poison dart frog survive?”Gather the class back in a circle. Ask students to turn and talk: “What adaptations help a poison dart frog survive?”Do not discuss this whole group, since students revisit this question later in the lesson.	<ul style="list-style-type: none">Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<p>B. Read-aloud: Main Idea and Supporting Details of Pages 16–19 in Poison Dart Frogs Up Close (10 minutes)</p> <p><i>Note: Remember that students just listen to the second text; do not let students see their text until the listening activity is done.</i></p> <ul style="list-style-type: none">• Remind students that they are comparing and contrasting the information in two texts. Distribute students' second Close Reading as Researchers recording form.• Tell students that just like in the last lesson, they will practice listening.• Model how to find the information about frog babies: two sections (pages 16 and 18).• Tell students to listen for the main idea as you read aloud. Read pages 16 and 18, including the captions for the close-up photographs.• Invite students to Ink-Pair-Share the main idea using the Close Reading as Researchers recording form.• Ask a few students to share what they heard their partner say. Write their ideas down on the anchor chart.• Tell students they should listen for key details during the second read-aloud. Read pages 16 and 18.• Again, ask them to Ink-Pair-Share the details they heard. Then cold call a few students to share what they heard their partner say. Add these to the anchor chart.• Now that the listening activity is finished, distribute students' texts: Poison Dart Frogs Up Close.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes)</p> <ul style="list-style-type: none">• Cold call students to explain how a Venn diagram is used to compare and contrast.• Pair students up and ask them to think about and discuss the following questions in their partnerships. Ask questions, one at a time, and give students a minute or two to discuss each one. Consider cold calling student pairs after each question to check for understanding.<ul style="list-style-type: none">* “What is the topic of both texts?”* “What details from each of the texts are the same?”* “What details from each of the texts are different?”• Encourage students to review the notes they took on their recording forms as they discuss these questions.• Ask students to keep in mind the big question: “What adaptations help a frog survive?”• After leading students through the discussion, distribute chart paper and markers for Venn diagram to each pair. Ask students to work with a partner to complete a Venn diagram in which they compare pages 10–11 of <i>Deadly Poison Dart Frogs</i> with pages 16–19 of <i>Poison Dart Frogs Up Close</i>. Remind them to take turns speaking, listening, and writing in the diagram.• As students work in their pairs, circulate to support.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes on their Close Reading as Researchers: recording form. This allows ELLs to participate in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. How Do Poison Dart Frogs Help Their Babies Survive? (5 minutes)</p> <ul style="list-style-type: none">• Ask students to share what they think they should title their Venn diagram for today's reading. Listen for students to say some version of "babies."• Ask students to Think-Pair-Share: "How do poison dart frogs help their babies survive?"• Cold call a few students to share out with the group. (Listen for students to talk about how the frogs carry their tadpoles piggyback into the water.)• Give students time to write their answer on the recording form. Ask students to put their names on their Venn diagrams. Collect the Venn diagrams and students' recording forms to informally assess.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If you didn't have time to complete your recording form, finish it for homework.• Then reread the section about frog eggs and tadpoles in both texts. Add at least three new words to your vocabulary notebook. Come to class ready to talk about how you chose the words you chose, and why you think they are important.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 12

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a poison dart frog survive?
