



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 11

Writing the Final Draft of My Freaky Frog Trading Card



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 use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph.	<ul style="list-style-type: none">Final draft paragraphTracking My Progress, End of Module recording form
Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Unpacking Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Craftsmanship in Final Draft (10 minutes)Publishing Paragraphs (35 minutes)Closing and Assessment<ol style="list-style-type: none">Reflection: Tracking My Progress (10 minutes)Homework	<ul style="list-style-type: none">Review Module 1, Unit 3, Lesson 10 for language about Craftsmanship.Review the Criteria for craftsmanship anchor chart (made during Module 1).As in other units, students reflect at the end of this unit. In this lesson, however, they reflect on their learning related to the module guiding questions, rather than on their mastery of specific learning targets.
Lesson Vocabulary	Materials
craftsmanship, penmanship	<ul style="list-style-type: none">Criteria for Craftsmanship anchor chart (begun during Module 1)Model Freaky Frog Trading Card (from Lesson 5, one for display)Card paper for published Freaky Frog Trading informative paragraph (one per student)Tracking My Progress, End of Module recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the work they have put into this trading card research project. Tell them that it is time to put all of it together into a final product that shows craftsmanship before they present the cards to each other.• Refer to the supporting learning target. Remind students of the term <i>craftsmanship</i>. Remind students that during Module 1 (Unit 3, Lesson 10) they identified qualities of craftsmanship for a final published piece. Ask:<ul style="list-style-type: none">* “What do you remember about this word <i>craftsmanship</i>? What does craftsmanship look like in a final draft piece of writing?”• Give students a minute to talk to their partner and then cold call a few responses.• Explain that today they are going to turn their revised and edited final draft into their final published Freaky Frog Trading Card.	<ul style="list-style-type: none">• For struggling writers, consider asking them to focus on a smaller section or chunk of their paragraph to work on.• Consider writing their paragraphs as separate sentence strips and number them in order. Students can then take one sentence strip at a time to focus their writing.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Craftsmanship in Final Draft (10 minutes)</p> <ul style="list-style-type: none">• Explain to students the importance of craftsmanship in work because it helps the reader understand our writing. Show students the Criteria for Craftsmanship anchor chart (from Module 1, Unit 3, Lesson 10).• Project the back side of the Model Freaky Frog Trading Card. Ask:<ul style="list-style-type: none">* “What evidence of craftsmanship do you see on our Model Freaky Frog Trading Card?”• Ask students to Think-Pair-Share about the model.• Then, invite a few students to share. Provide a sentence starter for them to use. “This model shows craftsmanship because _____.”• Add ideas students share to the Craftsmanship anchor chart. Be sure to highlight, if students do not, the aspect of penmanship in quality work because students will be writing their final draft out by hand. Explain that penmanship, or the way we craft letters and words, is one element of craftsmanship. Tell students that they should refer to this chart during their work time to help them create their published draft.	<ul style="list-style-type: none">• At the start of Work Time Part B, pull a small group of writers to work with more guided support by monitoring their progress closely and catching any difficulties with writing they might encounter quickly.• When students are publishing their paragraphs, there likely will be some students who finish in advance of others. Provide options for students who might finish early:<ol style="list-style-type: none">1. Students who finish early may pair up to give their Final Draft Freaky Frog Trading Cards to each other.2. Students can pair up to practice reading their Freaky Frog poems (from Unit 2), or choose a new one of these poems to read.3. Students may reread (alone or with a partner) their research texts from Unit 2: <i>Bullfrog at Magnolia Circle</i> and <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>.4. Students may read additional books from the recommended texts for this unit or other units in this module.



Work Time (continued)	Meeting Students' Needs
<p>B. Publishing Paragraphs (35 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to create their published Freaky Frog Trading Card informative paragraphs.• Distribute students' drafts and card paper. Ask them to produce their final publishable piece, attending to craftsmanship generated during the lesson. <p>Confer with students and provide guided small group support with students who have similar needs.</p>	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflection: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they will now have a chance to self-assess their learning as researchers. Tell them that this time, they will reflect on the guiding questions for the module, rather than on their progress toward specific learning targets.• Distribute the Tracking Progress recording form for students to complete on their own.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your Final Draft Freaky Frog Trading Card if you didn't have a chance to finish today. <p><i>Note: Review Lesson 12 carefully in advance. Lesson 12 includes the End of Unit 3 On-Demand Writing Assessment, for which students will need many materials. Lesson 12 also includes a celebration of writing. Make preparations based on the audience with whom students will share their trading cards.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 11

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.



Tracking My Progress, End of Module

1. What do experts do?

I need more help to learn this



I understand some of this



I am on my way!



2. How do I become an expert?

I need more help to learn this



I understand some of this



I am on my way!



3. How do frogs survive?

I need more help to learn this



I understand some of this



I am on my way!

