



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 4

Asking and Answering Questions: Studying the Skin 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 frogs' skin in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can describe how frogs shed their skin.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Asking and Answering Questions: "Super Skin" recording form
- "Super Skin" Sequence recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Homework and Engaging the Reader: Pages 12 and 13 of <i>Bullfrog at Magnolia Circle</i> (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Generating Questions about Skin (5 minutes)Reading for Gist: “Super Skin,” Pages 12 and 13 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)Partner Share Gist Notes and Completing the “Super Skin” Sequence Recording Form (15 minutes)Vocabulary Notebooks (10 minutes)Closing and Assessment<ol style="list-style-type: none">“Super Skin” Skits (5 minutes)Homework	<ul style="list-style-type: none">Lesson 4 follows the same general sequence as Lesson 3.Students will need to bring their Lesson 3 homework with them for the opening of the lesson.In the previous lesson, students worked in pairs to complete their recording forms. They do so again today. Consider whether to keep the pairs the same or to have students work with a new partner.Be prepared to address any key vocabulary that students had a hard time defining in the previous lesson. This review takes place at the start of Part D of Work Time.In advance: Post the Question Words anchor chart.

Lesson Vocabulary	Materials
shed, sequence, cavity, suffocate, secretes, mucus	<ul style="list-style-type: none"><i>Bullfrog at Magnolia Circle</i> (book; one for teacher to project)Document cameraQuestion Words anchor chart (from Lesson 3)<i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)Asking and Answering Questions: “Super Skin” recording form (one per student)Sticky notes (six per student)“Super Skin” Sequence recording form (one per student and one for teacher display)Vocabulary notebooks (from Lesson 2; more copies as needed)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. Sharing Homework and Engaging the Reader: Pages 12 and 13 of <i>Bullfrog at Magnolia Circle</i> (5 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their homework and gather whole group. Pair up students, and ask them to share the following:• What questions did you get answers to?• Choose one question to share your answer with your partner.• Collect students' homework. Tell them that you can't wait to read more of their good thinking.• Remind students of the routine from Lesson 3: "Remember that in our last lesson we went back to <i>Bullfrog at Magnolia Circle</i> to see what that text told us about the life cycle of the frog. Today, we are going to look at what this text tells us about another important feature of a frog, their skin."• Project pages 12 and 13 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 bullfrog's skin?"• Cold call one or two students to respond.	<ul style="list-style-type: none">• Consider adding nonlinguistic symbols to the Question Words anchor chart.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets. Read each aloud.• Focus students on the word <i>shed</i>. Say to students: "Talk with a partner about what you think that word might mean?"• Give students a minute to talk to their partner. Cold call a few students to share one of their ideas. Guide them to understand that the word <i>shed</i> means "to get rid of."• Say to students: "Our bullfrog text didn't tell us anything about how frogs shed their skin. That's something we will get to figure out by reading a different text."• Point out that in this context, <i>shed</i> is a verb, an action. (Students may also know the word shed as a noun, particularly if they live in a rural area.)	



Work Time	Meeting Students' Needs
<p>A. Generating Questions about Skin (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Question Words anchor chart. Ask them to think about how these sentence stems helped them as readers yesterday. Say to students: "We are going to use these words again today."• Be sure students have their text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Distribute the Asking and Answering Questions: "Super Skin" recording form (and clipboards, if available) and six sticky notes to each student.• Project pages 12 and 13. Tell students: "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 skin. With the person next to you, look at the photos and share questions you have based on the images you see. Just like we did in the last lesson, 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. Remind students that just like in the last lesson, for now they just need to write their questions. They don't need to fill in the right-hand column or Part B yet.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions: "Super Skin" recording form that provides them with the sentence stems: "What ____?", "Why ____?", and "How ____?"• 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 for Gist: “Super Skin,” Pages 12 and 13 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. Before reading aloud, ask students:<ul style="list-style-type: none">* “What do you notice about the text features on this page? How is this page different than the life cycle page? What does the author want us to pay attention to?”• Cold call a few students, and listen for responses, such as: “Some words are in bold,” and “There are little pictures throughout the page.”• Read aloud pages 12 and 13, “Super Skin,” fluently, with enthusiasm and without interruption.• Ask students to remind the class of their reading routine. Listen for the following:<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 note.”• Direct students’ attention to pages 12 and 13. Point out that it is hard to see a paragraph. Ask:<ul style="list-style-type: none">* “Where would it make sense for you stop?”• Cold call a student to share. Look for students to say that they would stop at the bottom of each page. If a student doesn’t make that observation, offer this suggestion and model if needed.• 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 Completing the “Super Skin” Sequence Recording Form (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take 5 minutes to share with a partner what they jotted for their gist.• Distribute the “Super Skin” Sequence recording form, and project a copy on the document camera.• Say to students: “Now that you have had a chance to talk to your partner, let’s look at this recording form. How is this one like the one you completed on the frog’s life cycle?” Cold call for a response. Listen for students to note that this is another sequence. Note the arrows and key words on the projected recording form.• Say to students: “Notice that there are four boxes in this recording form. Go back to your sticky notes and talk to your partner. See if you can uncover the four steps of how the frog sheds its skin. Reread the text together and use new sticky notes if that helps.”• Answer clarifying questions as necessary.• Give students about 10 minutes to complete their forms. Students should continue working with their partner, but complete their own recording form. Circulate and support students as they complete the recording form.• Stop students and ask them to talk with their partner:<ul style="list-style-type: none">* “What amazed you today about a frog’s skin?”• Congratulate them on their hard work today and have them thank their partner. Tell them that they will come back to this recording form as they learn more about different freaky frogs.	



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 that these notebooks help build word power.• Review the words from the previous lesson. Ask if students had difficulty with any of those words. Review the word or two that you selected (one with which many students struggled).• Ask students to turn to a new page in their vocabulary notebook. Display the vocabulary words for this lesson on the chart paper or document camera.• Tell students: "Again, 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 okay. Just like the last time, write that you don't know and try and 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 students are having difficulty finding the meaning of in context, in order to be able to review these words during the following lesson	



Closing and Assessment	Meeting Students' Needs
<p>A. “Super Skin” Skits (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle. Ask students to have their “Super Skin” Sequence recording form in front of them.• Ask students to work with their partner. They are going to become a frog shedding its skin. Tell them that they can use their recording form to help them with what to do. Ask: “What might the first step of this look like?” Invite a student to stand up and demonstrate. Then, invite all the students to stand up to join in.• Have students then work in pairs, taking turns with Steps 2 to 4 to show how the frog sheds its skin.• Celebrate their reenactments and invite them to sit.• Preview the work ahead. Say to students: “You did a lot of thinking in the last couple of lessons about frogs. Remember that this is how we become experts. We keep reading to learn more. You are all building expertise every time we read something new about frogs. In our next lesson, we are going to learn about where different frogs live, because they live nearly everywhere in the world, and that’s what makes many of them freaky!”• Ask students to hold onto their Asking and Answering Questions: “Super Skin” recording form and their vocabulary notebooks, which they will need for homework.• Collect students’ “Super Skin” Sequence recording form (and students’ research folders) to informally assess.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 12 and 13, “Super Skin.”• Finish your Asking and Answering Questions: “Super Skin” recording form.• Finish today’s words for your vocabulary notebook. <p><i>Note: As in the previous lesson, make a note of the words students had a difficult time figuring out. Prepare to review these words during the next lesson.</i></p>	<ul style="list-style-type: none">• Asking and Answering Questions: “Super Skin” recording form (from the lesson opening)



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Supporting Materials



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Asking and Answering Questions:
“Super Skin” Recording Form

Part 1: Asking Questions about the Frog’s Skin

What questions do you have about a frog’s skin after looking at the images on pages 12 and 13?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Frog’s Skin

1. Reread the sentence: “Their skin is used to get extra oxygen from the water (in addition to the oxygen that’s come into their lungs via their mouth *cavity*).” In your own words, explain what the word “cavity” means. What did you do to figure out the word?



Asking and Answering Questions:
“Super Skin” Recording Form

2. How do frogs keep their skin moist?

3. Why is a frog keeping its skin moist so important? Use details from the text to support your answer.



“Super Skin”
Sequence Recording Form

First



Next



Then



Finally