



EXPEDITIONARY  
LEARNING

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

## **Using Informational Text Features and Learning Freaky Frog Vocabulary**



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

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)

I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)

I can use what the sentence says to help me determine what a word or phrase means. (L.3.4a)

I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d)

Supporting Learning Targets

- I can use text features to efficiently find information in the text *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can determine the meaning of key words about freaky frogs.

Ongoing Assessment

- Text Feature Scavenger Hunt recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Exploring the Text Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</li><li>B. Unpacking the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Using Informational Text Features (10 minutes)</li><li>B. Text Feature Scavenger Hunt (20 minutes)</li><li>C. Introducing Vocabulary Notebooks (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. 3-2-1 Exit Ticket (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• Prepare vocabulary notebooks: Each notebook should have six copies of the vocabulary notebook page (see supporting materials, below). Staple the pages together along the vertical side of the recording form, like a book. (One per student)</li><li>• Prepare two anchor charts that are exactly the same as the two student handouts: Text Feature Scavenger Hunt recording form and vocabulary notebooks</li><li>• This lesson introduces students' vocabulary notebooks. Allow more time in other parts of the school day to reinforce this important new routine.</li><li>• When students work in their vocabulary notebooks, they might not be able to define all the words only in context. Tell them to give it their best guess. When reviewing their vocabulary notebooks, note the words students didn't know. Out of these, prioritize the one or two most important words for students to know, and define them for the class the next day. Consider using websites such as <a href="http://dictionary.com">dictionary.com</a> or <a href="http://unabridged.merriam-webster.com/collegiate.htm">unabridged.merriam-webster.com/collegiate.htm</a> and projecting the words on the screen for students the next time they work in their vocabulary notebooks, or give them a written definition on chart paper.</li><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• The purpose of these notebooks is to support students to carefully attend to words. It provides them with repeated opportunities to practice finding the meaning of words in context. The important thing is not that they memorize these words, but that they have a deeper awareness of words they don't know and strategies to help them find the meaning of any unknown words. There is no need to quiz students.</li><li>• Also create a word wall so that students can refer to these words throughout the unit.</li></ul>



Lesson Vocabulary	Materials
text features, efficiently, close-up, caption, glossary, index, table of contents, adaptation, physical adaptation, behavioral adaptation, habitat	<ul style="list-style-type: none"><li>• Everything You Need to Know about Frogs and Other Slippery Creatures (book; one per student)</li><li>• Text Feature Scavenger Hunt anchor chart (new; teacher-created; see supporting materials)</li><li>• Text Feature Scavenger Hunt recording form (one per student)</li><li>• Vocabulary notebooks (one per student)</li><li>• “Staying Alive: Animal Adaptations” text (from Lesson 1; one per student)</li><li>• Vocabulary Notebook anchor chart (new; teacher-created; see supporting materials for sample)</li><li>• 3-2-1 Exit ticket (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Exploring the Text Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together and display the cover of <b>Everything You Need to Know about Frogs and Other Slippery Creatures</b>. Remind them that they looked at one page from this text yesterday. Ask students to Think-Pair-Share what was on that page. If necessary, remind students that they studied the page with all of the amazing amphibian eyes.</li><li>• Tell students that they will each receive a very special copy of this book to use throughout the unit to learn about freaky frogs and their adaptations.</li><li>• Explain to students that they are going to spend the next few minutes looking through this book to get an idea of some of the information they might find in it. They might choose to look at the pictures or read some of the words.</li><li>• Distribute <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> to each student. Invite them to take 3 minutes to flip through the pages to see what they notice.</li><li>• Then invite students to Think-Pair-Share one interesting photograph or idea they read in the text. Cold call a few students to share their responses with the class.</li></ul>	<ul style="list-style-type: none"><li>• Consider adding nonlinguistic symbols to the learning targets to help students understand the targets.</li></ul>
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to daily learning targets. Ask: “Based on the targets, what will we be working on today?” and, “What skills and knowledge will we have at the end of the lesson?” Invite students to discuss with a peer.</li><li>• Help students connect the idea that they will use resources and text features to find information in their new text. Clarify the phrase text features (parts of a book that stand out from the rest of the text) and the word <i>efficiently</i>, if necessary.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Using Informational Text Features (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in large group. Remind them that good researchers are also good readers. Say: “One way we are going to become stronger readers is by learning to read the text features in informational books.” Remind students that they looked at some text features in Unit 1, but today they will think about how to use text features to find information <i>efficiently</i>, or quickly. Tell them that they probably already know something about this, from previous years in school and from their work during Module 1.</li><li>• Project pages 6 and 7 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Ask students: “What are some text features you see on this page?” Invite students to Think-Pair-Share.</li><li>• Post the <b>Text Feature Scavenger Hunt anchor chart</b> (this should look just like students’ recording forms: see Teaching Note). Cold call a few students to share out with the group. Listen for responses such as: “captions, photographs, etc.” Capture their comments on this chart.</li><li>• Point to the close-up of the tadpoles. Ask students about the information they could learn from this text feature. Provide a sentence frame such as: “When I see the _____, I learn_____.” Guide students with an example as needed, such as: “When I look more carefully at this close-up, I realize the tadpoles have yellow and dark spots on them.”</li><li>• Say to students: “Sometimes authors provide a close-up, or zoomed-in picture of something, that shows important details. Look carefully at this close-up. Turn and tell a partner what detailed information about tadpoles you learned from this close-up.”</li><li>• Invite a few students to share their information aloud. Track their ideas on the Text Feature Scavenger Hunt anchor chart in the box to the right of the heading Close-Up.</li><li>• Then, point to Caption, the heading below Close-Up. Again ask students if they know what this feature is and how it helps readers. If they do not know, tell them that a <i>caption</i> gives the reader new information about the image or photograph it goes with.</li><li>• Read the caption aloud and ask students to listen for important information. Cold call a few students to share their learning and record their facts in the Caption row of the anchor chart.</li></ul>	<ul style="list-style-type: none"><li>• Consider adding a small image of the page where each text feature is located (with an arrow pointing to the feature) to the Scavenger Hunt anchor chart and/or recording form to remind students what each text feature looks like.</li><li>• For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.</li><li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Show students the <i>glossary</i> and <i>index</i> at the back of the book and briefly explain the function of each. Say to students: “We learned in Unit 1 that the <i>glossary</i> is like a mini dictionary that helps the reader learn the definition, or meaning, of important words in the text. The <i>index</i> is an alphabetical list of important information in a text with page numbers.” Zoom in on the index and ask students to Think-Pair-Share a topic and page number they see. Provide guidance as necessary, with examples such as: “If I wanted to learn about the American bullfrog, I would turn to page 31. Using the index helps me find the information efficiently because I don’t have to turn to every page in the book.” Invite student questions about the glossary and index, and clarify misunderstandings as necessary.</li><li>• Tell students that the <i>table of contents</i> is an important text feature found at the front of some texts. Project the table of contents on page 3. Say to the class: “The table of contents helps the reader identify key topics in the book in the order they are presented.” Ask students to name one topic they might be able to find in this text based on the table of contents. Support as needed with a statement such as: “If I wanted to find out the frog’s life cycle, I could go to page 14, because that one is titled ‘Life Cycle of a Frog.’” Tell students that because this book is about frogs and other amphibians, it is especially important to find the frog information in the book so they can continue to build their expertise about freaky frogs.</li><li>• As a review, ask students:</li><li>• “What were the three things you saw in this mini lesson?” Listen for the following:<ol style="list-style-type: none"><li>1. Find the text feature.</li><li>2. Use the text feature to read closely.</li><li>3. Track new information on the recording form.</li></ol></li><li>• Remind students that they will be doing this same task on their own.</li></ul>	
<p><b>B. Text Feature Scavenger Hunt (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will now use their <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> texts to find information efficiently using text features.</li><li>• Pair students up. Give students 10 to 15 minutes to work in pairs to complete the <b>Text Feature Scavenger Hunt recording form</b>. Circulate and provide support and clarification as needed.</li><li>• Stop students after 15 minutes. Tell them that it is fine if they did not finish, because the main purpose was to get them familiar with this text. They will have lots more time to read this text in detail as they continue to read about freaky frogs and their adaptations.</li></ul>	<ul style="list-style-type: none"><li>• Consider writing and breaking down the directions for the Text Feature Scavenger Hunt into numbered elements. ELLs can return to these guidelines to make sure they are on track.</li></ul>



Work Time	Meeting Students' Needs
<p><b>C. Introducing Vocabulary Notebooks (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to focus whole group. Introduce the vocabulary notebook routine for this unit: “As you know, it is important for readers to build their word power. One way we will do this is by carefully recording important words and definitions in our vocabulary notebooks.”</li><li>• Distribute students’ <b>vocabulary notebooks</b> and students’ “<b>Staying Alive: Animal Adaptations</b>” text (from Lesson 1).</li><li>• Show students the <b>Vocabulary Notebooks anchor chart</b> (which looks just like their vocabulary notebook page).</li><li>• Project the text “Staying Alive: Animal Adaptations.” Direct students to the bold phrase <i>physical adaptations</i>. On the anchor chart, model how to complete each column of the vocabulary notebook:<ol style="list-style-type: none"><li>1. In Column 1 (Vocabulary Word), write: physical adaptations (and ask students to do the same on their first vocabulary notebook page).</li><li>2. Show students how to find the definition in the glossary at the bottom of the text. In Column 2, write the definition. (Give students 1 to 2 minutes to write the glossary definition on their page.)</li><li>3. Tell students that they should then think about the meaning in their own words. Invite students to turn and tell a partner what physical adaptation means to them. Ask a few students to share out their definition. In Column 3 of the anchor chart, write a simplified version of the definition in Column 2. Students may give a definition such as: “A physical adaptation is something special about an animal’s body that helps it live.”</li><li>4. Ask students to draw a picture of what the word means to them in Column 4. Tell them that their drawing doesn’t have to be beautiful: the purpose is to help them remember the word. Give students a couple of minutes to sketch an example, such as a webbed foot or a large eye.</li></ol></li><li>• Ask students to follow the same process with the phrase <i>behavioral adaptation</i> and the word <i>adaptation</i>. Confer with students and provide assistance as needed.</li><li>• Tell students that they will use their vocabulary notebooks throughout this unit: “As you read in this unit, you will continue to pay attention to important science words about frogs as well as other important words that will help you as readers. Each time you work in your journal, you will do what we did today on a page in your vocabulary notebook. These vocabulary words will help you build your word power and learn lots of new information about freaky frogs and their adaptations.”</li></ul>	<ul style="list-style-type: none"><li>• Pre-mark a few text features with sticky notes in the text for students who might struggle with this task.</li><li>• ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module.</li><li>• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. 3-2-1 Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students back together and congratulate them on their hard work with text features and vocabulary. Distribute the <b>3-2-1 Exit Ticket</b>, and review each prompt. Give students a few minutes to complete the exit ticket.</li><li>• If time permits, ask students to share out one idea from their exit ticket with a partner.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete your vocabulary notebook entries if you did not have time to finish during class.</li><li>• Continue your independent reading book for this unit.</li></ul>	



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## Supporting Materials



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Text Feature Scavenger Hunt  
Recording Form

Use your expert research text to find the following text features. Once you have found each text feature, write down the page number where you found it and the new information that the feature taught you.

Text Title \_\_\_\_\_

Text Feature That Helps Us Find Information Efficiently	Page Number	Information I Learned
<b>Photograph</b> (Picture that shows the reader what something looks like)		
<b>Close-Up</b> (Image that gives a reader a closer look at something small to see details)		
<b>Caption</b> (Words that describe a picture or photograph so the reader better understands it)		
<b>Bold Words</b> (Words in heavy type that helps the reader spot the most important words)		
<b>Index</b> (Alphabetical list of important topics in the text, with page numbers, at the end of the text)		



Text Feature That Helps Us Find Information Efficiently	Page Number	Information I Learned
<b>Glossary</b> (Mini dictionary that helps the reader define important words in the text)		
<b>Table of Contents</b> (List of key topics in the order they appear to help the reader find information more easily)		
<b>Other</b>		



Vocabulary Notebook

**Words about:** \_\_\_\_\_

Vocabulary Word	Definition	Definition in My Own Words	Picture or Symbol



3-2-1 Exit Ticket

**3 interesting facts I learned from text features:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**2 text features I learned more about today:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**1 new vocabulary word I learned more about today:**

1. \_\_\_\_\_