



EXPEDITIONARY
LEARNING

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

Publishing: 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.3.2b)

I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6)

Supporting Learning Targets

- I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card.
- I can select an image that shows my freaky frog's adaptations.

Ongoing Assessment

- Freaky Freaky Trading Card Facts and Image Side final draft



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)Selecting Images of Freaky Frogs (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)Homework	<ul style="list-style-type: none">In this lesson, students use the Internet to select images for the Facts and Image side of their Freaky Frog Trading Card. Bookmark sites where students can find digital images of their freaky frogs. (See Resources for Freaky Frog Images in supporting materials.)All of the images on these websites can be copied into a word document and formatted to a size (2–3 inches) that fits the Template for Freaky Frog Trading Card: Facts and Image Side.If access to computers is limited, consider implementing Parts A and B of Work Time simultaneously. Some students will engage in publishing while others rotate through the computer center to search for images. This will afford students ample time to complete their work. In this case, give all directions and models at the start of the lesson.If students do not have access to computers and printers at all, consider the following art extension: Students may collaborate with a studio art teacher to create a scientific illustration of their freaky frog. Students would complete their illustrations outside of this one-hour literacy block.Depending on access to technology, consider pulling small groups of students during another point during the day to select a digital image of their freaky frog.In advance: Set up computer and printing access.In advance: created a stapled packet for each student with his/her completed work from Lesson 3:Draft Writing: Freaky Frog Trading CardFacts and Images Side with Criteria ListStar and Step exit ticketThere are many fabulous images of freaky frogs available on the internet. Consider searching for some in advance to share with your students.



Lesson Vocabulary	Materials
final draft, select, image, audience	<ul style="list-style-type: none"> • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Template of Freaky Frog Trading Card: Facts and Image Side (one per student; new blank of the same template students received in Lesson 3; ideally printed on card stock) • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (begun in Lesson 3) • Model Freaky Frog Trading Card (from Lesson 3) • Websites for Freaky Frog Images Resource Page (for Teacher Reference) • Glue sticks

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)</p> <ul style="list-style-type: none"> • Gather students and tell them that they will get to use a computer to select a special image for the front side of their Freaky Frog Trading Card. • Before they choose, though, they will spend some time thinking about what makes a great image. Ask students to turn to pages 32 and 33 in the text Everything You Need to Know about Frogs and Other Slippery Creatures. Tell students: "As you look at the images, think about why the writer chose these specific images of the glass frog." Provide the sentence frame: "I see _____ in the picture, so I think the author wanted us to know _____." • Invite students to Think-Pair-Share and then call on a few students to share their thoughts with the whole group. Listen for students to say something such as: "The picture at the top of page 33 shows that the frog is transparent. This is an important adaptation of the glass frog." • Repeat with the images on pages 36 and 37. • After students have analyzed the images on these pages, tell them that they should begin thinking about what adaptations of their freaky frog they might want to show their <i>audience</i>: People who read their trading card. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">Ask them to read today's learning targets and discuss with a peer:<ul style="list-style-type: none">"How do these targets relate to the work that you are doing to produce a Facts and Image side for your Freaky Frog Trading Card?"Cold call a few students to share with the whole group. Clarify the meaning of the words <i>final draft</i>, <i>select</i>, and <i>image</i> as necessary.	
Work Time	Meeting Students' Needs
<p>A. Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)</p> <ul style="list-style-type: none">Reiterate that today is the last day to work on the Facts and Image side of the Freaky Frog Trading Card. Remind them that it's important to incorporate the feedback from their peer critique into their final draft. Tell students: "I included feedback from our critique when I wrote my Stars and Steps exit ticket. Yesterday, I heard from my partner that I need to work on making sure I have the most important information for each attribute. I have a lot of details written, but I don't know if they are all important. I am going to choose the most important details for my final draft. After that, I am going to check my spelling."Distribute students' Draft Writing from Lesson 3: Freaky Frog Trading Card: Facts and Image Side with the Star and Step exit ticket stapled to it. Direct students to share briefly with a peer the feedback they are going to incorporate into their final draft using their Star and Step exit ticket from yesterday. Call on a few students to share out what their partner said.Tell students the process for creating the final drafts of their Facts and Image side:<ol style="list-style-type: none">Incorporate feedback and make changes on your first draft.Craft final draft on the provided template, and review for completion.Clarify as needed. Make sure that the Template of Freaky Frog Trading Card: Facts and Image Side and writing utensils are accessible.Then ask students to begin their independent writing. During this time, pull small groups or confer and direct students, as needed.As students finish, invite them to read a book from the Unit 3 Recommended Texts List.	<ul style="list-style-type: none">For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.Bookmark websites for each freaky frog group to make the selection process run more smoothly and efficiently.



Work Time	Meeting Students' Needs
<p>B. Selecting Images of Freaky Frogs (20 minutes)</p> <ul style="list-style-type: none">• Gather students back together and congratulate them on their stamina and strong work as writers. Tell them that next they will focus on the images.• Orient students to the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart from Lesson 3. Prompt them to think of specific ways in which they plan on meeting the criteria of: “I can select a high-quality digital image that accurately portrays my freaky frog.”• Explain to students their task: They need to gather images from electronic resources.• Model briefly. Show students a website with multiple pictures of a spadefoot toad. Ask students (see the Websites for Freaky Frog Images Resource Page in supporting materials):<ul style="list-style-type: none">* “Which of these images most clearly shows the freakiness of the spadefoot toad? Why?”• Encourage students to choose select an image that shows the foot of the toad.• Lastly, show students the printed version of this image, and talk through how it will be incorporated into the Facts and Image side they finished earlier in the lesson: Students will size their image (2–3 inches), cut it out, and glue it in the top portion of the Facts and Image side of their Freaky Frog Trading Card.• Tell students that once they find their frog image, they should ask for help to print it. Address any clarifying questions about the process.• Let students from the same research group work together. Provide computers and printers for students to find and print their freaky frog images. Distribute glue sticks as needed.• Give students 10–15 minutes to find their images. Pull small groups as needed to help them if they encounter technology problems.• Once students have determined which image they will use, help students print this image and glue it onto the final draft of their Freaky Frog Trading Card: Facts and Image Side.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)</p> <ul style="list-style-type: none">• Give students time to celebrate and share their completed Facts and Image side. Ask them to find a new partner and answer any questions the peer has about their freaky frog.• Provide a sentence frame for feedback: "I like how you _____," and "I learned _____."	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: If all students were not able to find, select, and print an image of their freaky frog, pull small groups of students during another point in the day to complete this task.</i></p>	



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Supporting Materials



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Template of Freaky Frog Trading Card:
Facts and Image Side

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



Websites for Freaky Frog Images Resource Page
For Teacher Reference

Water-Holding Frog

www.animalsandearth.com/docs/thumb/59/19261-water-holding-frog-cyclorana-platycephala-underground-in-skin-before-rain-central-australia.jpg

http://en.wikipedia.org/wiki/File:Cyclorana_platycephala.jpg

Amazon Horned Frog

<http://www.flickr.com/photos/11014423@N07/8358293886/in/photolist-dJArzh-dJuZmM>

Poison Dart Frog

<http://bit.ly/1gO3Owk>

<http://bit.ly/1fbdReX>

Glass Frog

[http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_\(4\).jpg](http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_(4).jpg)

<http://bit.ly/1eJIHYP>