



EXPEDITIONARY
LEARNING

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

On-Demand End of Unit 3 Assessment and Freaky Frog Trading Card Celebration



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

I can write an informative text. (W.3.2)
I can craft narrative texts about real or imagined experiences or events. (W.3.3)
I can conduct a research project to become knowledgeable about a topic. (W. 3.7)
I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets

- I can write a new research-based narrative paragraph about another adaptation of my freaky frog.
- I can read my Freaky Frog Trading Card fluently to my audience.

Ongoing Assessment

- End of Unit 3 Assessment (new research-based narrative)
- Students' Freaky Frog Trading Card final drafts

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit 3 Assessment (35 minutes)
 - B. Trading Card Share and Celebration (15 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- Review Part A of Work Time carefully; be clear with students that for this on-demand assessment, they are writing about a DIFFERENT category from the matrix than the one they focused on for the back side of their trading card.
- Be sure to invite a real audience (other students in the class, students from another class, families, etc.) for the trading card share. Depending on the audience, the share may happen within this lesson or within another block of time.
- Note, although students read their trading cards aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.
- Review the Model Paragraph for On-Demand Assessment for an idea of what to expect from student work.
- A Research-Based Narrative Rubric is provided in the supporting materials of this lesson.



Lesson Vocabulary	Materials
audience, fluently	<ul style="list-style-type: none">• Document camera• End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (one per student and one to display)• Students' completed Freaky Frog matrix• Accordion Paragraph graphic organizer (one per student)• Informational texts from the module• Students' final published trading cards• Model Paragraph for End of Unit 3 Assessment (for Teacher Reference)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (from Lesson 5; included again here for teacher use to assess students' paragraphs)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in today's lesson they are going to celebrate their hard work as writers by sharing their Freaky Frog Trading Cards. Explain that first students will have the opportunity to demonstrate their learning as writers.• Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions.	



Work Time	Meeting Students' Needs
<p>A. On-Demand End of Unit 3 Assessment (35 minutes)</p> <ul style="list-style-type: none">• Introduce the assessment with language such as: “You all have been working hard as writers to learn what makes a quality research-based narrative paragraph. Today you are going to show everything you know what you know how to do on your own.”• Distribute the End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form). Using a document camera, display the prompt and read it aloud as students read along.• Continue to clarify the task for students:<ul style="list-style-type: none">* “You may NOT write about the same frog category portrayed on your trading card.”* “Choose another category from your matrix.”* “For example, if you wrote about your frog’s physical characteristics on your trading card, you must choose to write about your frog’s habitat or predators now.”• Check for understanding: “Give a thumbs-up if you understand and have an idea about which category you might write about.” Note students who are unsure about what they will write. Direct them to stay in the circle and provide a quick example and answer clarifying questions.• Distribute students’ materials: Freaky Frog matrix, Accordion Paragraph graphic organizer, and informational texts from the module. Tell them that they may use these resources if they are helpful.• Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task.• Collect students’ writing to formally assess.	<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.• Provide time for students to practice reading their trading card paragraph aloud fluently in preparation for the celebration/share.
<p>B. Trading Card Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">• Celebrate the end of Module 2 by having students share their Freaky Frog Trading Cards with others. Students read both sides of the trading card aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the frog. Depending on the audience, consider setting up a structure for audience feedback: “I like how you _____,” and “I learned _____.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share with a small group their most interesting new learning about frogs and their adaptations.• “I used to _____, but now I _____.” (For example, “I used to think that all frogs lived near ponds, but now I know that some frogs, like the spadefoot toad, live underground to survive the desert heat.”)	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



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Supporting Materials



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End of Unit 3 Assessment: Research-Based Narrative Paragraph
About Your Freaky Frog (a second category from the recording form)

Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a *different* category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.



Accordion Paragraph Graphic Organizer

Name:

Date:

Topic:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Conclusion:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Model Paragraph for End of Unit 3 Assessment
For Teacher Reference

I, the spadefoot toad, have many special behaviors that help me survive. I bury myself in the moist, cool soil to avoid the heat of the day and to keep my skin damp. I also drink water through my skin to survive. I am a nocturnal hunter. I creep out of my hiding place at night to catch my prey. I slumber during the day. Those are a few of my amazing behavioral adaptations that help me to survive.