



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 2

Close Reading of Pages 4–7 and 12–15 of Bullfrog at Magnolia Circle: Bullfrog Habitat



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 determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can use information from the words to understand informational texts. (RI.3.7)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle* by reading the text closely.
- I can list key details in the text that support the main idea.
- I can define the scientific concept of “adaptation.”
- I can explain how information in the illustrations and the words help me understand these scientific concepts.
- I can discuss how the main ideas in this section of *Bullfrog at Magnolia Circle* are conveyed through key details.

Ongoing Assessment

- Close Reading: Main Ideas and Details (pages 4-7 and 12-15)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)Closing and Assessment<ol style="list-style-type: none">Anchor Chart (5 minutes)Homework	<ul style="list-style-type: none">Students will read <i>Bullfrog at Magnolia Circle</i> in chunks of three to five pages, each of which corresponds to a main idea about adaptations: habitat, predators and prey, and life cycle. Students linger on just one section for two lessons (as they often did in Module 1). There are two purposes: to build students' content knowledge (which will serve as a foundation for their research about freaky frogs in Unit 2) and to build their awareness of choosing words for effect (which they will apply as writers in Unit 3).In this lesson, students focus on several excerpts early in the book about the bullfrog's habitat. For the read-aloud, it is fine also to include the text on page 9. But know that pages 8-11 are addressed more specifically in Lessons 4 and 5.Do <u>not</u> tell students the topic of this section of the reading. Students likely can figure this out after multiple reads. In Lesson 3, students learn about habitat, and then return to the top of the recording form from Lesson 2 and name this topic.Lessons 2 and 3 are a two-day cycle with the same pages of text. During Lesson 2, students complete a recording form focused on "Main Ideas and Details." Then, in Lesson 3, students will reread these same pages, in order to answer questions from the text and focusing on vocabulary. Help students notice this pattern, and how rereading and close reading support their comprehension.Review: Helping Students Read Closely (Appendix 1)Prepare a new anchor chart to capture students' thinking during Work Time B. This anchor chart is just an enlarged version of the Close Reading: Main Idea and Details recording form that students used during Work Time B. Students will actually name this chart during Lesson 3.Throughout this module, students again discuss their reading in groups. Use purposeful grouping, and consider whether to continue with the same groups from Module 1 or change them.As in Module 1, students are encouraged to read additional texts on this topic from the Recommended Texts list. Review this list in advance. There is time allocated in this lesson to introduce students to some of these books; this activity can also be done or extended during other parts of the school day.



Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive</p> <p><i>Note: Specific vocabulary from pages 4–7 and 12–15 in Bullfrog at Magnolia Circle are addressed during Lesson 3.</i></p>	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student)• Close Reading: Main Ideas and Details recording form (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>)(one per student)• Conversation Criteria Checklist (one for Teacher Reference)• Close Reading: Main Ideas and Details anchor chart (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>) (new; teacher-created; see Teaching Notes)• Unit 1 Recommended Texts (see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that yesterday they began their study of frogs and heard the first page of <i>Bullfrog at Magnolia Circle</i>. They practiced looking closely at pictures and texts and thinking about what they noticed and wondered.• Today they are going to keep learning about frogs, specifically the bullfrog. Perhaps they may even answer some of their burning questions about frogs in today's lesson. They will study several sections of the book <i>Bullfrog at Magnolia Circle</i> and think about what they are learning.• Do not explain what this section of the book is about or unpack the learning targets yet.• Distribute <i>Bullfrog at Magnolia Circle</i>.• As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that you won't be reading the whole book today: they will be thinking about different chunks for the next four lessons. Tell students that this book is one story, but that different pages are about different specific topics. Today they are going to focus on a few different pages that all relate to one main idea.• Ask them to read along as pages 4–7 and 12–15 are being read to them. (Note: it is also fine to read the text on page 9, though that page is addressed more specifically during Lessons 4 and 5.)• Project the book <i>Bullfrog at Magnolia Circle</i> and read pages 4–7 and 12–15 slowly, fluently, without interruption.• Feel free to read it dramatically to convey the sense of excitement of the events described. If students get excited and want to talk about the text, remind them: "Just like the books we have read before, you will have a chance to reread this section and talk about it today and tomorrow." <p><i>Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Tell students that they are very familiar with reading text closely, based on Module 1. But that in this module, they are going to be reading like researchers: Their focus will be to learn as much as they can about frogs, to become “experts.” Today is the start.• Read each target individually. Give students time to think, then cold call a student to explain what a “key detail” is.• Ask students to think, then talk with a partner, about the third target: What might the word <i>adaptation</i> mean? Do not define this word for students at this point. Tell them that they should keep thinking about this important scientific word as they read today.	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> Students will need access to <i>Bullfrog at Magnolia Circle</i>, pages 4–7 and 12–15, and the Close Reading: Main Ideas and Details recording form (for pages 4–7 and 12–15). Remind students of the close reading work they have done so far this year. For each text, they did two important things during their first independent read: They tried to find the gist for each section and wrote their idea on a sticky note, and they underlined or wrote down unfamiliar words on sticky notes. Remind students of the close reading routines they built during Module 1: <ul style="list-style-type: none"> Read and think on my own. Talk with their group about the text. Write notes or answer questions about the text. Explain to students that this book may be a little more difficult since the author uses very detailed and descriptive words. Tell students that all authors choose words for a very specific reason, and that this is something they will discuss more in the next lesson. For today, their goal as usual is to capture the gist, think about the main ideas, and then collect details that help support that main idea. Encourage them: They will get used to this author's style over time, and may come to really love all the vivid language the author uses to describe the bullfrog. As before, remind students: "Try not to get stuck on every word you do not recognize. Write it down and move on." Remind students that they are going to focus on certain pages that are about the same main idea. Encourage them to read just one section at a time, capturing the gist of each section before moving on. Remind them also to use the illustrations to help them understand the text; direct them again to today's learning targets. Give students 10 minutes to work with pages 4–7 and 12–15 on their own. Tell students that they should stop every page to jot down (on a sticky note or in their text) vocabulary and the gist of the section they just read. Circulate and support students as they read. After students have read for 10 minutes, stop them in their work. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups. If needed, remind students of the criteria for a quality conversation. 	<ul style="list-style-type: none"> The language of <i>Bullfrog at Magnolia Circle</i> may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension (for example, looking closely at the picture details to figure out the meaning of <i>water lilies</i>). Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text. Use thoughtful grouping: ELLs' language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to steps to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: “Do you have similar words circled? Did you have a similar ‘gist’ for each page?” • After the discussion, ask students to take 3–5 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers: Main Ideas and Details recording form.. 	
<p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Direct their attention to the anchor chart: Close Reading as Researchers (Main Ideas and Details) recording form for <i>Bullfrog at Magnolia Circle</i> (pages 4–7 and 12–15). Ask students to notice how this recording form is different from the ones they used during Module 1. • Point out to students that their job while they are reading this book is to learn everything they can about frogs. Eventually, they will be writing about frogs. So they should gather as many facts, definitions, and details as they can as they read. Clarify these terms as needed. • If needed, do a brief guided practice. Invite students to Think Pair-Share about a detail they noticed on page 12 that seemed important, and why. Listen for students to share details such as that the frog was “closing his eyes with each hop,” or the rain “drips onto his smooth green skin.” • Give students 15 minutes to reread pages 4–7 and 12–15 on their own, writing down key details on their recording form. (Tell them to wait to answer the question at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups: <ul style="list-style-type: none"> * “What key details seemed supported the main idea?” * “Has your thinking about the main idea changed?” • Ask students to share the details they wrote down, and on what page they found each detail. Remind them to give every student in their group a chance to share his or her ideas. Remind them that, when there is a difference between two students’ ideas, it is important to notice that and discuss why each chose a specific detail, and how that detail helped them understand the main idea. • As students work, continue gathering data about students’ discussion skills on the Conversation Criteria checklist. 	<ul style="list-style-type: none"> • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out to students that we learn more about a topic when we reread, paying attention to details that relate to the main message or lesson. Connect this back to their work in Module 1, when they read about accessing books around the world.• Orient students to the question at the bottom of the recording form. Ask:<ul style="list-style-type: none">* “What does the word <i>adaptations</i> mean?”• See if any students know this word and can define it. If not, tell students <i>adaptations</i> means anything in the way an animal’s body is or how it behaves that helps it to survive.• Tell students they will be learning about adaptations throughout this module, and will read a specific text about this during Unit 2.• Tell students that they will be thinking about this word a lot more throughout this module. For now, invite them to take just a few minutes to think and then share about anything in this section that they think helps the bullfrog survive. (Clarify the term survive if needed.) Listen for students to offer suggestions like: “It goes in the mud when it’s cold” or “He has a big mouth to grab the worms.” It is fine if students do not have a lot to offer at this point; encourage them.• Direct students to fill in the last section of their Close Reading: Main Ideas and Details recording form. “What adaptations help a frog survive?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Invite students to assist in completing the anchor chart: Close Reading: Main Ideas and Details anchor chart (for pages 4–7 and 12–15). Focus on the question at the bottom: “What adaptations help a frog survive?”• Use a sentence frame to support students such as: “I think a frog has/does _____ to help it survive by _____.”• Conclude the lesson by introducing some of the Unit 1 Recommended Texts for the unit to students: “We will be reading a couple of books as a whole class, but we also have a wonderful collection of other frog books that I invite you to read, too.” Pair students up, distribute a book to each pair, and provide a couple of minutes for them to look through it. If time permits, they may switch texts with another pair.• Collect students' recording forms, which they will need again in Lesson 3. Briefly skim their forms to informally assess which students understood the topic and how to complete the form, and which students may need more support.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.

Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 4–7 and 12–15 at home, focusing on words you don't know and words you think are especially interesting.• Encourage students to select an independent reading book for this unit from the Recommended Texts lists. Students may read this book for homework, and also during the “slush” times of the day (before or after recess, lunch, etc.).	<ul style="list-style-type: none">• For struggling readers, assign them just page 6 to reread, and have them read that one page twice.• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.• In addition, the site www.noveln newYork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 2

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.



Close Reading: Main Ideas and Details

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

Topic:

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisit the main idea: *What adaptations help a frog survive?*



Conversation Criteria Checklist

(Repeated from Module 1 for Teacher Use;
Adapt to Suit Personal Preferences)

Learning Targets:

- I can follow our class norms when I participate in conversations.
- I can speak in complete sentences when I participate in group discussions.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P = Partner, G = Small Group, C = Whole Class)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



Conversation Criteria Checklist
(Repeated from Module 1 for Teacher Use;
Adapt to Suit Personal Preferences)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5