



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 2A: Unit 1: Lesson 10**

## **Planning Writing: Bullfrog Informational Paragraph**



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

- I can document what I learn about a topic by taking notes. (W.3.8)  
I can sort evidence into provided categories. (W.3.8)  
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

**Supporting Learning Targets**

- I can record details about bullfrogs' adaptations into categories on my Bullfrog Research matrix.
- I can create a plan for my bullfrog informational paragraph.

**Ongoing Assessment**

- Bullfrog Research matrix
- Accordion graphic organizer

**Agenda**

1. Opening
  - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
  - A. Organizing Research in the Bullfrog Matrix (25 minutes)
  - B. Planning the Paragraph: Completing the Accordion Graphic Organizer (25 minutes)
3. Closing and Assessment
  - A. Debrief: Becoming an Expert (5 minutes)
4. Homework

**Teaching Notes**

- Students will plan for their bullfrog paragraphs in two ways: First they will synthesize their bullfrog research into categories and then they will plan their actual paragraph using the Accordion graphic organizer from Module 1.
- Because the Accordion graphic organizer is familiar to students, teachers may elect to briefly review the tool rather than show a completed model.
- In advance: Create a large chart of the Bullfrog Research matrix and identify one or two categories to fill in as a model for students.
- Students will use their Close Reading recording forms in this lesson. But remind them that they may also want to reread the text to find more details. This will be particularly important for gathering details about bullfrogs' physical characteristics, for which there is at least one rich detail on almost every page of *Bullfrog at Magnolia Circle*.



Lesson Vocabulary	Materials
categories, matrix, plan	<ul style="list-style-type: none"><li>• Bullfrog Research Matrix recording form (one per student)</li><li>• Bullfrog Research matrix anchor chart (new; teacher-created; see model in supporting materials)</li><li>• Paragraph Writing graphic organizer anchor chart (new; teacher-created; see model in supporting materials)</li><li>• Paragraph Writing Accordion graphic organizer (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Begin by acknowledging students' hard work becoming frog experts. They have read closely and talked with peers to learn about bullfrog adaptations. Today, they will have the chance to choose the important details from their research and complete their Bullfrog Research matrix. Refer to the first learning target and explain the word matrix as a tool to organize information.</li><li>• Ask students to deconstruct the second lesson target: "I can create a plan for my bullfrog informational paragraph." Circle and discuss the words plan, informational, and paragraph, and add visuals as necessary to ensure that students understand the target.</li><li>• Ask: "Why do thoughtful writers plan before they begin writing?" Students discuss their ideas about planning, first with a partner, and then with the whole class. Add students' thinking to a whole class chart as a way to document the "what" and "why" of the first step in the writing process. The writing process is a critical component of the remainder of this unit.</li><li>• If necessary, guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. Remind students about the good work they did in Module 1, planning their paragraph about their own reading goals and also about a librarian or organization that helps people access books around the world. They have learned a lot as writers!</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Organizing Research in the Bullfrog Matrix (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Bullfrog Research matrix anchor chart</b>. Ask students to turn and tell a partner what they notice about the chart. Solicit a few ideas from the class, and if students have not already noticed, identify the familiar language of the category labels as well as the phrase “Vivid Words and Phrases.” Remind students that a matrix is a way to organize information and say that today they are going to organize the most important information they have learned about bullfrogs.</li><li>• Briefly think aloud for students how to complete one of the rows. A think-aloud might sound like: “I know that one of the physical features of a frog is big eyes, so I am going to write that in this box. One of the vivid and precise phrases I remember is ‘bulging eyeballs,’ so I am going to put that beside the words ‘webbed feet.’”</li><li>• Briefly model how to refer to the Close Reading as Researchers notes. Also model how to reread <i>Bullfrog at Magnolia Circle</i> to find additional information. Rereading will be particularly important in order to find more information about bullfrogs’ physical characteristics, which was not a focus of a specific lesson, but rather addressed throughout their reading of this text.</li><li>• Check for understanding by asking students to show how well they understand the task with a thumbs-up, thumbs-sideways, or thumbs-down. Clarify the task as necessary to ensure all students are prepared for the task.</li><li>• Distribute the <b>Bullfrog Research Matrix recording form</b> to each student. Allow students 20 minutes to work on their matrix. Confer with students and provide guidance as needed.</li></ul>	<ul style="list-style-type: none"><li>• Add nonlinguistic symbols to the Bullfrog Research matrix to help clarify the categories.</li><li>• Consider allowing students to work with a partner while planning and choosing details. Each student should complete their own organizer and write their own paragraph in the next session, but the thinking work could be done in pairs.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning the Paragraph: Completing the Accordion Graphic Organizer (25 minutes)</b></p> <ul style="list-style-type: none"><li>• After 20 minutes, gather the class back in circle. Remind students that great writers usually do not just start writing. Writers make sure they have good information about their topic. They just gathered their best information about bullfrogs and put it in the Bullfrog Research matrix.</li><li>• As they have done before as writers, they will make a plan and organize their thoughts before they actually start writing. Display the <b>Paragraph Writing Accordion graphic organizer anchor chart</b>.</li><li>• Ask students to remind themselves about how to use the Accordion graphic organizer. Invite students to turn and talk. Ask them questions as you point to the different boxes of the graphic organizer: "What information goes in this box? That box?" Finally, ask students: "How did this graphic organizer help you last time as writers?"</li><li>• Tell students that they now get to try planning and writing a paragraph about how bullfrogs survive. They may talk with a partner. In the next lesson, each of them will write their own paragraph. But they can talk together to help each other think about what details to include and how to explain those details.</li><li>• Distribute a <b>Paragraph Writing graphic organizer</b> to each student. Ask them to fill it out using the Bullfrog Research matrix as their source of information.</li><li>• Remind students that they each need to complete their own graphic organizer.</li><li>• Circulate as students work, supporting as needed.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Becoming an Expert (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together and ask them to stand up, mingle, and share with a partner one or two ideas they added to their Bullfrog Research Matrix recording form. Cold call a few students and add their thinking to the large chart.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Bullfrog Research Matrix recording form and Paragraph Writing Accordion graphic organizer if you did not finish it in class.</li></ul>	



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## Supporting Materials



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Bullfrog Research Matrix Recording Form

Category	Bullfrog	Vivid Words and Phrases
Habitat		
Life Cycle		
Predators and Prey		
Behaviors		
Physical Attributes		



Paragraph Writing Accordion Graphic Organizer

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Topic:**

**Detail:**

**Explain:**

**Detail:**

**Explain:**