



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 8

Reading about Freaky Frogs: “The Water-Holding Frog,” Pages 36 and 37 of Everything You Need to Know about Frogs



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the meaning of unknown words in an informational text. (RI.3.4)
I can use text features to locate information efficiently. (RI.3.5)
I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

- I can ask questions about water-holding frogs in Everything You Need to Know about Frogs and Other Slippery Creatures.
- I can answer questions about water-holding frogs.
- I can determine the meaning of words in Everything You Need to Know about Frogs and Other Slippery Creatures.
- I can use text features to find information efficiently about water-holding frogs.
- I can use information from illustrations (maps, photographs) to understand about water-holding frogs.
- I can use information from the words to understand about water-holding frogs.

Ongoing Assessment

- Asking and Answering Questions about Freaky Frogs recording form: The Water-Holding Frog
- Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Red-Eyed Tree Frog” (12 minutes)Unpacking the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Asking Questions about the Text: “The Water-Holding Frog,” Pages 36 and 37 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)Reading about the Water-Holding Frog: Scavenger Hunt (25 minutes)Freaky Frog Vocabulary (10 minutes)Closing and Assessment<ol style="list-style-type: none">Completing the Anchor Chart: What Adaptations Help the Water-Holding Frog Survive? (5 minutes)Homework	<ul style="list-style-type: none">This lesson follows the same general instructional sequence as Lesson 7. Help students notice this familiar rhythm.As in Lesson 7, the lesson opens with a reading of a poem about a freaky frog. In this lesson, however, the poem is about a freaky frog different from the one students read about during the rest of class. This continues to expose students to a wide range of freaky frogs.Note that the Closing and Assessment of this lesson is shorter than in Lesson 7, since students are more familiar with the routines and the anchor chart.Prepare the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog (this large chart should look like students’ recording form).



Lesson Vocabulary	Materials
widespread, burrow, bloated, estivation	<ul style="list-style-type: none"> • “The Red-Eyed Tree Frog,” by Douglas Florian (one per student) • Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog • Everything You Need to Know about Frogs and Other Slippery Creatures (book; one per student) • Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog (new; teacher-created; a large version of students’ recording forms) • Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog (one per student) • Vocabulary notebooks (from previous lessons)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Red-Eyed Tree Frog” (12 minutes)</p> <ul style="list-style-type: none"> • Gather students together and invite them to share out their homework: the questions they answered on their Asking and Answering Questions about Freaky Frogs: “The Glass Frog” recording form. After a couple of minutes, engage the whole class in a conversation about the text-dependent questions they answered about the glass frog. Clarify any misunderstandings as necessary. • Tell students that just like yesterday, they will read and have a discussion about a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Display the poem “The Red-Eyed Tree Frog” and read it aloud as students follow along. Reread it a few times as students join in for a choral reading. • Ask students one key question about the poem: • What are some vivid and precise words Douglas Florian uses to describe the physical characteristics of the red-eyed tree frog? • Students’ responses to the question might sound like “tomato eyes,” “orange toes,” and “matchstick legs.” Clarify what a <i>matchstick</i> is and explain to students that when writers compare one thing to another (in this case an eye to a tomato or legs to matchsticks), that is called a <i>metaphor</i>. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a <i>question mark</i> above the word “question”) to help students understand important words in the targets.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students to the daily learning targets. Tell them that these targets are just like the ones they worked towards yesterday. Answer any clarifying questions students may have about the targets.• Explain to students that they are hearing poems in order to keep learning about a LOT of different freaky frogs. Today they are going to spend more time learning about one specific and incredible (or freaky) frog called the water-holding frog.	

Work Time	Meeting Students’ Needs
<p>A. Asking Questions about the Text: Water-Holding Frog Section of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none">• Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog. Tell students that they will continue to practice the strategy of asking questions about a text before reading it. Remind them that they have done this in the previous lesson when they were learning about the glass frog.• Be sure that students have their text: Everything You Need to Know about Frogs and Other Slippery Creatures. Ask students to find the table of contents in their own book and try to quickly find the pages about the water-holding frog and then turn to that page. Tell students once they have found the page to give a thumbs-up. When all students have found page 36, project it on the document camera.• Ask students to look closely at the pictures on these pages. “What is something you wonder based on what you see?” Encourage students to generate one or two questions. Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Ask a few students to share out their partner’s question to the whole group. Tell students they will complete this form for homework, after they have spent more time reading the text, so for now, they may put it aside.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog that provides them with the question sentence stems:<ul style="list-style-type: none">* “What ____?”* “Why ____?”* “How ____?”• This provides them with a model for starting a sentence and assists them with their thinking.• Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading about the Water-Holding Frog: Scavenger Hunt (25 minutes)</p> <ul style="list-style-type: none"> Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Remind students that they will use the text features on these pages to efficiently find information about the incredible adaptations of the water-holding frog. Read aloud the first paragraph on page 36 as students follow along. Lead students through a brief guided practice with the Scavenger Hunt recording form. Instructions might sound like: “Find the map. Based on what you know about maps from our work in Module 1, what information do you think this map might tell us? Look at the map and discuss this with a partner.” Cold call a few students to share what they think. Solicit a few responses from one or two students. Track their thinking on the complete the right-hand column of the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Next read the caption. Ask students to Think-Pair-Share what new information they learned from looking at the picture and hearing the caption. Reread the sentence and ask students to tell a partner what the word <i>widespread</i> might mean. If students need support, tell them that <i>widespread</i> is another word for “common.” The water-holding frog is commonly found in Australia. Again, track a few of the students’ comments. Ask students to give a thumbs-up if they completely understand the task, a thumbs-sideways if they mostly understand, and a thumbs-down if they have lingering questions. Address students’ questions quickly. Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog. Tell students that just like yesterday, they will work with a partner to read this section, but should complete the recording form on their own. Tell students to leave the final question about adaptations blank for now: They will discuss this in the closing of the lesson. Give students 15–20 minutes to work. Circulate to confer and provide support as needed. If students finish the scavenger hunt early, encourage them to reread the text on these two pages to continue to think about how water-holding frogs’ adaptations help them survive. After about 20 minutes, gather students together to complete the right-hand column of the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. 	<ul style="list-style-type: none"> Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the first row of the Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog such as “The water-holding frog lives in _____.” Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students’ Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lesson 7, students will work in their vocabulary notebooks. Distribute students’ notebooks and write or project the words:<ul style="list-style-type: none">– widespread– burrow– bloated– estivation• Ask students to write these words on a blank page in their vocabulary notebooks. Tell students that they may find some of these words in the glossary; if not, they should use context clues to figure it out as best they can.• Circulate as students work. Do not give answers; rather, encourage students to use the glossary and clues in the text if they are stuck. (For example, if the word <i>bloated</i> proves tricky for students, direct them to the picture in the box on page 36. Ask students: “What do you see?” Guide them toward understanding that the frog is swollen or blown up like a balloon—another way of saying that is <i>bloated</i>.)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Water-Holding Frog Survive? (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on all they have learned about the water-holding frog today. Ask the question at the bottom of their Freaky Frog Scavenger Hunt recording form: “Based on your reading today, what adaptations help the water-holding frog survive?”• Provide the sentence frame: “A water-holding frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Students are likely to share ideas such as: Water-holding frogs fill their bodies with water so they can survive underground for a long time when it’s dry outside. Water-holding frogs surface during the rainy season and find food like insects and tadpoles living in the water.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.
Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none">– Reread the poem “The Red-Eyed Tree Frog” by Douglas Florian to someone at home.– Complete Part 2 of the Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form. Tell someone at home about the water-holding frog’s amazing adaptations!	



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Supporting Materials



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“The Red-Eyed Tree Frog,”
by Douglas Florian

The Red-Eyed Tree Frog

Tomato eyes.
Catches flies.

Orange toes.
Loves to pose.

Matchstick legs.
Hatches from eggs.

Swallows bugs.
Lives on T-shirts and coffee mugs.

“The Red-Eyed Tree Frog” from *LIZARDS, FROGS AND POLLIWOGS: Poems and Paintings* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Asking and Answering Questions about



Freaky Frogs Recording Form:
The Water-Holding Frog

Part 1: Asking Questions about “The Water-Holding Frog”

What questions do you have about the water-holding frog after looking at pages 36 and 37?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Water-Holding Frog (complete this part for homework)

1. Where do water-holding frogs live? Use evidence from the text to support your thinking.

2. Where does the water-holding frog store water? Use evidence from the text to support your thinking.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Water-Holding Frog

3. In the sentence, “When it senses the water from heavy rains, it wakes up and starts to *resurface*,” what do you think the word “resurface” means? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
The Water-Holding Frog

Text Feature	Information I Learned about the Water-Holding Frog
The map on page 36	
The “Before” and “After” pictures on page 37	
The photograph in the box on page 36	
The illustration of the hand on page 36	
The caption and large photograph on page 37	
Text feature of your choice	

What adaptations help the water-holding frog survive?
