



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 5

Asking and Answering Questions: Reading about a Frog's 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 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 main idea of an informational text. (RI.3.2)
I can describe steps in a procedure, in the order they should happen. (RI.3.3)
I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

- I can ask and answer questions about frogs' habitat in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can describe an adaptation that helps a frog survive in a particular habitat.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Asking and Answering Questions: "Home, Sweet Home" recording form
- "Home, Sweet Home" Sequence recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Sharing Homework and Engaging the Reader: Pages 6 and 7 of <i>Bullfrog at Magnolia Circle</i> (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Generating Questions about a Frog's Habitat (5 minutes)</p> <p>B. Reading for Gist: "Home, Sweet Home," Pages 18 and 19 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)</p> <p>C. Partner Share Gist Notes and Completing the "Home, Sweet Home" Recording Form (15 minutes)</p> <p>D. Vocabulary Notebooks (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Four Corners: What's Your Favorite Frog? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• Lesson 5 follows the same general instructional sequence as Lessons 3 and 4.• This lesson gives students an authentic opportunity to practice the skill of skimming for information efficiently. Students are guided through the process of skimming. They are purposely given a chance to "have a go" at this new skill with less direct teacher modeling. Attend carefully to how students are using this skill during the lesson. Note students who weren't able to find the identified frogs, and confer with them first as you circulate around the room.• Review Four Corners (Appendix)



Lesson Vocabulary	Materials
habitat, dweller, amplify, gaps, canopies	<ul style="list-style-type: none"> • Document camera • <i>Bullfrog at Magnolia Circle</i> (book; one for teacher to project) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Asking and Answering Questions: “Home, Sweet Home” recording form (one per student) • Sticky notes (four per student) • Question Words anchor chart (begun in Lesson 3) • “Home, Sweet Home” recording form (one per student and one to display) • Vocabulary notebooks (from Lesson 2; more copies as needed) • Vocabulary words to post on chart paper or project on document camera (see Lesson Vocabulary in this lesson plan) • Four Corners Frog Signs: GOLD FROG, RED-EYED TREE FROG, TREE HOLE FROG, and WOOD FROG (new; teacher-created in advance, used during Closing A)

Opening	Meeting Students' Needs
<p>A. Sharing Homework and Engaging the Reader: Pages 6 and 7 of Bullfrog at Magnolia Circle (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to bring their homework and gather together as a whole group. Pair up students, and ask them to share the following: <ul style="list-style-type: none"> * “What questions did you get answers to?” * “Choose one question to share your answer with your partner.” • Collect students' homework. Tell them that you are excited to read their homework again, because it shows you how they are building expertise about frogs. • Say to the class: “Remember that in our lessons so far, we have been doing what good readers do; they go back and reread to understand more deeply what they are learning about. We are going to go back to <i>Bullfrog at Magnolia Circle</i> again today. Let's look at what this text tells us about a frog's habitat.” • Project pages 6 and 7 on a document camera so that all students can see the text. Read aloud as students watch. Ask: “What did this text tell us about the bullfrog's habitat?” Cold call one or two students to respond. 	<ul style="list-style-type: none"> • As in the previous two lessons, pair students intentionally. Partner an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1. • Consider posting on an anchor chart the reading routine. ELL students would benefit from this chart having nonlinguistic representation of the steps. This might have been done in the previous unit. If so, refer to that chart.



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 and read each aloud.• Ask students to review their background knowledge: “Think, then talk with a partner: What do you remember about the word <i>habitat</i>?”• Give students a minute to talk to their partner. Cold call one or two students to share out their thinking.• Say to students: “Again, <i>Bullfrog at Magnolia Circle</i> gives us some information and lots of vivid and precise words, but it doesn’t tell us a lot about a habitat of a frog.”• As is the previous two lessons, students will follow the same routine:<ul style="list-style-type: none">– Ask and record their questions.– Read the text for gist.– Talk about their findings with a partner.– Record their thinking on their recording form.	



Work Time	Meeting Students' Needs
<p>A. Generating Questions about a Frog's Habitat (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text: Everything You Need to Know about Frogs and Other Slippery Creatures. Distribute the Asking and Answering Questions: "Home, Sweet Home" recording form (and clipboards, if available) and four sticky notes to each student.• Project pages 18 and 19. Tell students: "Let's look at the subtitles on this page: Desert Living, Plant Life, Up in the Trees, All at Sea, In the Wet, Cool Creatures."• Then ask:<ul style="list-style-type: none">* "What does that make you wonder about a frog's habitat?"• Remind students to use the question stem words on the Question Words anchor chart: <i>Who, What, When, Where, Why, and How</i>. Give students a few minutes to look at the text and write their questions on their recording form. Remind students that they are filling out only the question portion of the form now.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions: "Home, Sweet Home" recording form that provides them with the question sentence stems: "What _____?", "Why _____?", "How _____?" This provides them with a model for starting a sentence and assists them with their thinking.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading for Gist: “Home, Sweet Home,” Pages 18 and 19 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should keep their questions in mind as they reread the text.• Before reading aloud, ask students to look at the text features of pages 18 and 19. Ask: “What do you notice?”• Have students talk with a partner. Then cold call a few students and listen for them to share out comments such as: “There are columns,” and “There are captions at the bottom of each picture.”• Say to students: “One thing that good readers do to help them find information efficiently is to skim. Skimming means that you look quickly over the page to see if you can find key information. Let’s look at our recording form, because that will help us know what key information we are looking for.”• Project the first column of the “Home, Sweet Home” recording form with the list of frogs displayed.• Do a very brief think-aloud: “I see we are looking for information about the habitat of the gold frog, red-eyed tree frog, tree hole frog, and the wood frog.”• Give students a few minutes to work in pairs. Tell them: “See if you can quickly skim and find each of those frogs in the book that are on your recording form.”• Use a simple thumbs-up to check understanding. Say to students: “Put your thumb up if you found all those frogs.” Look to see how many thumbs you see. If you have several students who haven’t found the frogs, cold call a student who found all of the frogs to direct everyone.• Read aloud the top of the page and then just the text about each of the frogs listed on the recording form as students follow along. Model that you are skimming to find the frogs listed on the form.• Invite different students to share what they remember about their reading routine. Listen for the following:<ul style="list-style-type: none">* “First, read and think on your own.* Then, try to write the gist in your own words.* Use a sticky note for every paragraph.* Reread each paragraph and write the gist of that paragraph on a sticky.”• Release them to read and write for about 10 minutes. Circulate and support students as they read.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Share Gist Notes and Completing the “Home, Sweet Home” Recording Form (15 minutes)</p> <ul style="list-style-type: none">• Give students 5 minutes to share their thinking with a partner.• Distribute the “Home Sweet Home” recording form, and project a copy on the document camera.• Read aloud the table headings. Give students a minute to look at the recording form with a partner. Cold call one or two students to explain what they will do on this form. Answer clarifying questions as necessary.• Give students about 10 more minutes to complete their forms. Students should continue working with their partner, but complete their own recording form. Circulate and support as needed. Then stop students and ask:<ul style="list-style-type: none">* “What frog do you think is the most amazing?” Give students time to share with their partner.• Congratulate students on their hard work today. Say: “Now we have more expertise about frog habitats and the adaptations that help them survive in those habitats. Thank your partner for their good thinking.”	
<p>D. Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Distribute students’ vocabulary notebooks. Remind students that they are building their word power and are practicing how to figure out words using context clues.• Tell them that today’s vocabulary words are not out of the glossary, so they will again use context clues. Say: “You are going to again use the words around the word and the pictures to help you figure out the meaning. If those context clues still don’t help us find out the meaning of the word, then it’s okay. Just like the last time, write that you don’t know, and try and give it your best guess.”• Answer clarifying questions as needed.• Give students 5 to 10 minutes to do their vocabulary work.• Circulate and support as needed while students work on their vocabulary. Ask probing questions to push students to name not only what the word means, but also to answer the question: “How did you figure that out?”• Note which words students are struggling with, in order to be ready to review these words in the following lesson. Emphasize to students that what is most important is that they pay careful attention to words and careful attention to how they figure out their meaning.	



Closing and Assessment	Meeting Students' Needs
<p>A. Four Corners: What's Your Favorite Frog? (5 minutes)</p> <ul style="list-style-type: none">• Gather the class back in a circle. Explain that today they are going to do a Four Corners debrief. This means that they are going to stand in the corner of the room with other people who have the same answer to a question. When they are there, they are going to take turns explaining why they chose that frog, giving details from the text.• Post Four Corners Debrief Frog Signs: gold frog, red-eyed tree frog, tree hole frog, and wood frog. Say to students: "If _____ frog is your favorite, go to this corner."• Once students are in their corners, direct them to share why they chose that particular frog. Remind them to refer to details they read about as they answer this question.• Gather students whole group. Congratulate them for using their reading skills of asking questions, rereading, and figuring out the gist of a text to help them build expertise about frogs and their habitats.• Explain that in the next lesson, they will have the opportunity to show what they know by reading a new text closely in their mid-unit assessment. Remind them that everything they have been doing is going to help them show what they know.• Ask students to hold onto their Asking and Answering Questions: "Home, Sweet Home" recording form and their vocabulary notebooks, which they will need for homework.	<ul style="list-style-type: none">• Consider providing sentence stems for ELL students: "I chose _____ because _____." Post this on an anchor chart.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 18 and 19, "Home, Sweet Home."• Finish your Asking and Answering Questions: "Home, Sweet Home."• Finish today's words for your vocabulary notebook. □ <p><i>Note: As in the previous lesson, make a note of the words students had a difficult time figuring out. Prepare to review these words during the next lesson.</i></p> <p><i>Lesson 6 is the mid-unit assessment. Review and prepare necessary materials.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 5

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.



Asking and Answering Questions:
“Home, Sweet Home” Recording Form

Part 1: Asking Questions about a Frog’s Habitat

What questions do you have about a frog’s habitat after looking at the images on pages 18 and 19?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about a Frog’s Habitat

1. Reread the sentence: “The little frog uses tree *hollows* to amplify its mating calls so that it can be heard over long distances.” In your own words, tell what the word “hollows” means. How did you figure out the word?



Asking and Answering Questions:
“Home, Sweet Home” Recording Form

2. What happens to the gold frog’s eggs when they hatch?

3. What is an amazing adaptation of the frog you chose in the Four Corners debrief? Use details from the text to support your answer.



“Home, Sweet Home”
Sequence Recording Form

WHO? (Who is the frog?)	WHERE? (Where does the frog live?)	WHY? (Why can this frog survive there? Describe the amazing adaptation.)
Gold Frog		
Red-eyed Tree Frog		
Tree Hole Frog		
Wood Frog		