



EXPEDITIONARY
LEARNING

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

Reading Closely to Expand Understanding of Adaptations



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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 text features to locate information efficiently. (RI.3.5)
- I can answer questions using specific details from the text. (RI.3.1)

Supporting Learning Targets

- I can identify the main idea of “Staying Alive: Animal Adaptations” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can describe the different kinds of animal adaptations.

Ongoing Assessment

- Close Reading as Researchers recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Sharing Bullfrog Paragraphs with a Partner (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Read-Aloud: “Staying Alive: Animal Adaptations” (5 minutes) B. Rereading on Your Own: Capturing the Gist (10 minutes) C. Reading Again for Important Details: What Are the Different Kinds of Animal Adaptations? (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Physical Adaptation and Behavioral Adaptation Examples (5 minutes) B. Previewing the Unit (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Review: Helping Students Read Closely (Appendix 1) • As in Unit 1, students discuss the text in groups. Consider whether to keep students in their same Unit 1 groups or to change grouping to best support student discussion. • For this unit, students will read about different kinds of frogs and use a different recording form for each lesson. Students also will have a vocabulary notebook that they use routinely throughout the unit. Consider giving each student a two-pocket research folder to keep all of their materials in for ease and efficient tracking of student work. • The vocabulary from “Staying Alive: Animal Adaptations” will be used as the first entries in their vocabulary notebooks during Lesson 2.

Lesson Vocabulary	Materials
<p>particular, physical adaptation, behavioral adaptation, unique, school</p> <p><i>(Note: These words will be explicitly addressed in Lesson 3, when students begin work in their vocabulary notebooks.)</i></p>	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (for each student to share his or her own writing with a partner) • “Staying Alive: Animal Adaptations” text (one per student) • Close Reading as Researchers: Main Idea and Details recording form (one per student) • Conversation Criteria checklist (started in Unit 1 Lesson 3 for teacher reference) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sharing Bullfrog Paragraphs with a Partner (5 minutes)</p> <p><i>Note: This is an opportunity for students to celebrate their work and re-engage with their learning from Unit 1.</i></p> <ul style="list-style-type: none">• Gather students in a circle. Congratulate students on their hard work and learning about the bullfrog. Explain to them that today they are going to share their paragraph with a partner so that they can celebrate their work.• Pair students together and have them read their End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives aloud to each other. Ask them to read their paragraph slowly, carefully, and with expression. Give them time to read their paragraph at least one time to their partner.• Ask students to give their partner one piece of specific praise.• Congratulate students on all they have learned about frogs: They are building expertise!	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Note: Remember not to unpack the word adaptation for the targets. Students likely already know this word based on Unit 1; if not, they will figure it out based on their reading in this lesson.• Read each target individually. Tell students that the work they will do in this lesson is very similar to work they have done when they were becoming experts about bullfrogs.• Give students time to think, then cold call a student to explain what a main idea is. Cold call another to explain what a key detail is.	<ul style="list-style-type: none">• Do not unpack the word <i>adaptation</i> in the opening. Students need to hear the text read aloud first in the Work Time of this lesson. Read the target aloud, but only unpack main idea and key detail with students.



Work Time	Meeting Students' Needs
<p>A. Read-aloud: “Staying Alive: Animal Adaptations” (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they are going to read a text that is going to help them understand how animals survive. Explain that this will help them when they become experts about a “freaky frog” in the next few weeks. <p><i>Note: It is important that this text is read without interruption simply to acquaint students with the text. As with other read-alouds in this unit, ask students to follow along in their text.</i></p> <ul style="list-style-type: none">• Distribute “Staying Alive: Animal Adaptations.” Read it fluently, without interruption, as students follow along. 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 and talk about it today.”	<ul style="list-style-type: none">• As you circulate around the room, remind them to capture unfamiliar words on their sticky notes or by underlining them in the text.
<p>B. Rereading on Your Own: Capturing the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Close Reading as Researchers (Main Idea and Details) recording form.• Remind students of the close reading routines they built during Unit 1 with bullfrogs:<ul style="list-style-type: none">* Read, think, and jot notes on my own.* Talk with my group about the text.* Write notes or answer questions about the text.• Give students 10 minutes to reread the text on their own. Circulate and support students as they read.• Tell students that they should stop after each paragraph to jot down vocabulary and the gist of the section they just 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.• 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 capture a similar gist?”• After the discussion, ask students to take 3 to 5 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers (Main Idea and Details) recording form.	<ul style="list-style-type: none">• To support ELL learners and struggling readers, consider creating a chart that represents the reading routine pictorially along with key phrases.



Work Time	Meeting Students' Needs
<p>C. Reading Again for Important Details: What Are the Different Kinds of Animal Adaptations? (25 minutes)</p> <ul style="list-style-type: none">• Gather the class back in a circle.• Point out to students that their job is to learn everything they can about animal adaptations. This will help them read information about their freaky frog when they start their research. Explain to them that they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> 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 he or she noticed in the first paragraph that seemed important, and why. Listen for students to share details such as “special colors” or “special shape.”• Give students 15 minutes to reread the text on their own, writing down key details on their recording form. (Tell them to wait to answer the questions 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 to support the main idea?* Has your thinking about the main idea changed?• Remind them:<ul style="list-style-type: none">– Everyone share details– Notice and discuss why each person chose certain details• Continue gathering data about students' discussion skills on the Conversation Criteria checklist. Remind students that this kind of reading is what helped them build their expertise about bullfrogs.• Orient students to the question at the bottom of the recording form. Ask them to write their answer to this question:• “What are the different kinds of animal adaptations?” <p><i>Note: Students will work with the “Staying Alive” text again during Lesson 3. Either hold onto these texts or have students file them.</i></p>	<ul style="list-style-type: none">• Consider providing smaller chunks of the text (sometimes just a few sentences) for ELLs. Teachers can check in on students' thinking as they write or speak about their text.• 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Physical Adaptation and Behavioral Adaptation Examples (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Congratulate them on their efforts today. Explain that you are going to ask them to think about either a behavioral or physical adaptation example. Explain that they should think about what they just read, and also think about what they know about bullfrogs.• Ask:<ul style="list-style-type: none">* “What is an example of a physical adaptation of a frog?”• Have students Think-Pair-Share. Give them time to talk and then cold call one or two to share out.• Ask:<ul style="list-style-type: none">* “What is an example of a behavioral adaptation of a frog?”• Repeat the Think-Pair-Share and cold call.• Explain that knowing about these two kinds of adaptations is going to be really useful as they begin learning about new and different kinds of frogs. Explain how excited you are about the new learning they are about to embark on.• Collect students’ recording forms. Review these as an informal assessment. If research folders were created, put these recording forms in their folders after a quick review.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required. (e.g. “I learned that Meg Lowman...”)
<p>B. Previewing the Unit (5 minutes)</p> <ul style="list-style-type: none">• Display the cover of the book, Everything You Need to Know about Frogs and Other Slippery Creatures.• Note: The purpose of this ending is to generate interest and curiosity about their upcoming learning.• Explain to students that for the next few weeks, this book will be a book that will help them learn about new kinds of freaky frogs—frogs that are different from a bullfrog because they have interesting features.• Turn to pages 30–31 of the text. Cover the text on the top and show students the photos only. Have students Think-Pair-Share:<ul style="list-style-type: none">* “What do you see that’s interesting in these photos?”* “What does it make you wonder about?”	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the article “Staying Alive: Animal Adaptations” to someone in your family or in front of a mirror.• Tell someone about the different ways animals adapt to survive. <p><i>Note: Assemble vocabulary notebooks (see the recording form in Lesson 2).</i></p> <p><i>These notebooks will be used throughout the unit.</i></p> <p><i>Each notebook should have six copies of the recording form.</i></p> <p><i>Staple the pages together along the vertical side of the recording form, like a book.</i></p> <p><i>Students can keep these notebooks in their research folders.</i></p> <p><i>Lesson 2 also involves a Text Feature Scavenger Hunt. Review and assemble the necessary texts.</i></p>	



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Supporting Materials



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Staying Alive:
Animal Adaptations

“Adaptation helps organisms do the things they must do to survive in their environments. Hard shells, warm fur, and sharp thorns are examples of how an organism’s form or body can adapt if for survival. These are called physical adaptations. Behavior also helps animals survive. Monarch butterflies migrate. American shad swim in schools for protection.”¹

Every animal in the world needs to survive. Animals might have special colors or special parts on their body to help them survive. They also might behave a certain way to help them stay alive. These physical characteristics and behaviors are called adaptations. Adaptations help an animal survive in its habitat.

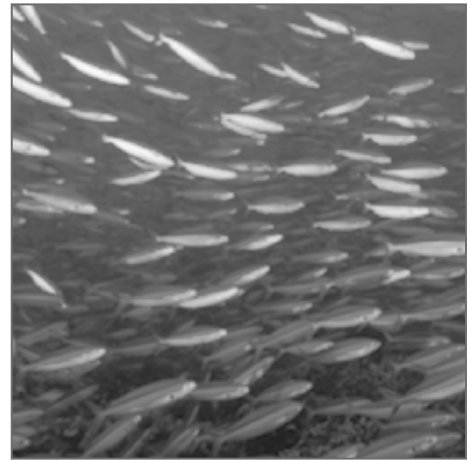
Big eyes, webbed feet, or special colors are some examples of a physical adaptation. This means that the animal has a unique body part. These body parts help them survive where they live. For example, an animal that lives in the water might have webbed feet to help it move in the water. Some animals have big eyes to help them see both their predators and prey.



Ducks use their webbed feet to swim.



The great horned owl has large eyes to help it see its prey.



This school of fish scares away predators.

Animals also have behavioral adaptations. This means they behave or act in a certain way. For example an animal might move in a particular way that helps it stay safe. Small fish group tightly together and form a school. This large group of fish looks like one big fish to its predator. The predator will stay away from the large group.

Animals have lots of ways to adapt to their habitat. Their adaptations are often what make any animal amazing.



Glossary

adaptation: something that helps a living thing to live in a particular place or in a certain way

physical adaptation: how a certain part of a living thing (such as fur color or webbed feet) or an ability (such as super speed or being able to see at night) gives it a better chance of survival

behavioral adaptation: a special way that an animal acts that helps it to survive, such as migration or traveling in flocks or schools

Written by Expeditionary Learning for Instructional Purposes

¹From "Adaptations: Designs for Survival," New York State Department of Environmental Conservation:
www.dec.ny.gov/docs/remediation_hudson_pdf/hrlpadapt.pdf (last accessed 10/28/12)



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

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

What is one kind of animal adaptation? Name the adaptation and give an example.
