



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 8

Continued Close Reading of Page 32 of *Bullfrog at Magnolia Circle*: Text-Dependent Questions, Main Ideas, and Key Vocabulary about the Bullfrog



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

- I can answer questions using specific details from informational text. (RI.3.1)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)
- I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can explain what I understand about the topic being discussed. (SL.3.1)

Supporting Learning Targets

- I can identify words or phrases the author chose for effect.
- I can answer questions using specific details from page 32 of *Bullfrog at Magnolia Circle*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of new vocabulary using clues in the text around a word.
- I can use the glossary to help me understand important science words.
- I can define the scientific concept of *amphibian*.
- I can explain what adaptations help bullfrogs survive.

Ongoing Assessment

- Close Reading as Researchers recording form for page 32 of *Bullfrog at Magnolia Circle: Questions from the Text and Vivid Words and Phrases*



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Main Ideas about the Bullfrog (5 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (25 minutes)Using a Glossary: Key Vocabulary about the Bullfrog (20 minutes)Closing and Assessment<ol style="list-style-type: none">Review and Independent Writing (8 minutes)Debrief (2 minutes)Homework	<ul style="list-style-type: none">This lesson follows the same pattern as Lessons 3 and 5.Students will need materials from Lesson 7: <i>Bullfrog at Magnolia Circle</i> and their and their Close Reading: Main Ideas and Details recording form (for page 32).Copy and cut up the sentence strips for page 32 of <i>Bullfrog</i> (see supporting materials).Review Cold Call and Helping Students Read Closely (Appendix).Though it follows a somewhat similar structure to Lessons 3 and 5, this lesson focuses more on helping students to synthesize main ideas about the bullfrog. It also helps them to see how page 32 differs (in structure, style, and purpose) from the other pages of <i>Bullfrog at Magnolia Circle</i>.Note that the vocabulary work in this lesson differs from the Vocabulary in Action routine in previous lessons. The focus today is on using, and building, a glossary of key scientific terms that will help students understand how bullfrogs survive. This serves as informal preparation for students' work with vocabulary notebooks, which begins in Unit 2. Assign each group to deal with just one of the five key vocabulary words; it is fine if more than one group has the same word.Consider preparing in advance a chart with the new directions for the vocabulary work (Work Time, Part B).



Lesson Vocabulary	Materials
context, glossary, sketch; film, amphibian, bayou, crustacean, tadpole, tympanum (32)	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book; one per student)• Close Reading: Main Ideas and Details recording form (for page 32; collected at the end of Lesson 7)• Anchor chart: Close Reading as Researchers (Main Ideas and Details) recording form for page 32 of <i>Bullfrog at Magnolia Circle</i> (from Lesson 7)• Close Reading: Questions from the Text and Vivid Words and Phrases for page 32 of <i>Bullfrog at Magnolia Circle</i> (one per student)• Glossary Terms and Questions for page 32 of <i>Bullfrog at Magnolia Circle</i> (one term per strip, one strip per group; several groups may use the same sentence)• Directions for Vocabulary Work chart (new; teacher-created; see Work Time B)• Chart paper for students' sketches of key vocabulary terms (one piece of paper per group)• Markers (one per group)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> Gather the students in a circle. Tell them that, as usual, they are going to reread the text again today, focusing even more carefully on the key details, the illustrations, and specific words that the author chooses to describe the bullfrog. Make sure that all students have access to the text Bullfrog at Magnolia Circle. Return students' Close Reading: Main Ideas and Details recording form (for page 32) (which was collected at the end of Lesson 7). Ask students to share with a partner what they noticed as they reread page 32 for homework: <ul style="list-style-type: none"> * "What two paragraphs did you find most interesting? Why?" Remind students that this page is structured somewhat differently than the more "story-like" pages in the rest of the book. The purpose of this page is to help summarize a lot of important information about frogs. The author focuses on including a lot of very specific facts. Point out one example. Read aloud the first sentence as the class follows along: "Bullfrogs begin life as one of approximately 10,000 to 20,000 tiny eggs laid in a thin jelly-like film amongst plants floating on the surface of a body of slow-moving water." Cold call a few students to share: <ul style="list-style-type: none"> * "What other details or facts did you learn about bullfrogs?" Probe about the word <i>film</i>. What might this word mean? Guide students toward understanding that in this context, <i>film</i> means a sort of goo. Focus on the learning target: "I can identify words or phrases the author chose for effect." Remind students that they saw this target several lessons ago. Ask students to review with a partner what the phrase for effect means. Cold call students to share out. Listen for answers such as: "It's something the author did on purpose to make the reading more interesting." Review as needed. 	<ul style="list-style-type: none"> Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (25 minutes)</p> <ul style="list-style-type: none">Place students in their same groups.Orient students to three learning targets:<ul style="list-style-type: none">* "I can answer questions using specific details from page 32 of <i>Bullfrog of Magnolia Circle</i>."* "I can explain why I chose specific details to answer questions about the text."* "I can define the scientific concept of <i>amphibian</i>."Point students to the glossary, and remind them that this is a common feature of informational texts that help readers understand key concepts.Direct students to the anchor chart for Pages 32 of <i>Bullfrog at Magnolia Circle</i>, which they created during Lesson 7. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better.Ask students to turn to page 32 of <i>Bullfrog at Magnolia Circle</i> and locate the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for page 32). Review the process with students:<ul style="list-style-type: none">* First, read the questions.* Then, read the entire text, keeping those questions in mind. Underline details that can be used as evidence to answer a question.* Talk about their evidence with their group.* Write their answers in complete sentences.Give students 15 minutes to work independently. Circulate and support students in finding evidence and writing in complete sentences.After 15 minutes, ask students to discuss with their group the evidence they found for each question.Give students time to write their answers.	<ul style="list-style-type: none">Consider allowing students to draw their answers to the questions when appropriate. This allows all students to participate in a meaningful way.Consider writing and displaying steps answering text-dependent questions and use nonlinguistic symbols to match each step. Students can return to steps to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Using a Glossary: Key Vocabulary about the Bullfrog (20 minutes)</p> <ul style="list-style-type: none"> As in previous lessons, students will now work with the words they circled during their rereading of <i>Bullfrog at Magnolia Pond</i> and other key vocabulary terms identified by the teacher. But today, both the purpose and process differs from previous lessons. Gather students in a circle, and read three of the learning targets: <ul style="list-style-type: none"> * “I can determine the meaning of new vocabulary using clues in the text around a word.” * “I can use the glossary to help me understand important science words.” * “I can define the scientific concept of <i>amphibian</i>.” Explain to students: <ul style="list-style-type: none"> * “As we have discussed, this page gives us a summary of a lot of important main ideas about the bullfrog. We need to start a list of words that we think are especially important to helping us understand how a bullfrog survives. So today, instead of performing little skits, we are going to spend more time looking at the glossary, and thinking about what other words we might want to add if we were making our own list of vocabulary words.” Remind them that as they have read this book, they have been figuring out lots of words based on context—the words around the word they are trying to understand. They have also looked at the illustrations to help them. Point out that page 32 does not have any illustrations. It has a glossary. So today they will work with this new tool for learning new words, and create their own illustrations: little drawings, or sketches, for the words in the glossary. Ask students to work with their same teams of three. Distribute the Glossary Terms and Questions for page 32 of Bullfrog at Magnolia Circle. Give the new directions (also on student handout): <ul style="list-style-type: none"> Read the definition aloud. Define the word in italics in your own words. What does it mean? Answer the questions about your word. — Talk about any other words you don’t know. — Reread other pages of the text for more information about this key word. 	<ul style="list-style-type: none"> Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Make a chart that includes three things:<ul style="list-style-type: none">— The word— Your definition— A sketch that will help your classmates understand the word• Choose one person to explain your chart to the class.• Also distribute a piece of chart paper and a marker to each group for them to write their word and definition, and add a sketch.• Give students 5 minutes to discuss their term and create their charts. Circulate to support as needed.• Then take 5 to 10 minutes for each group to present their chart. After each group shares, ask them:<ul style="list-style-type: none">* “How does this word help us understand something important about how bullfrogs survive?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Review and Independent Writing (8 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Focus students on two learning targets: “I can answer questions using specific details from page 32 of <i>Bullfrog at Magnolia Circle</i>,” and “I can use the glossary to help me understand important science words.”• Emphasize that today the text they read was a summary of a lot of what they have been learning about bullfrogs. Give students 5 minutes to complete the three remaining sections of their recording form. For the “topic,” they should write some variation of “main ideas about bullfrogs.” In the “Vivid words and phrases” box, they should write a few of their favorite phrases. And for key vocabulary, they should have the five words in the glossary.• If students do not have time to finish their recording form, ask them to complete it for homework.	<ul style="list-style-type: none">• Provide nonlinguistic symbols to match the words <i>predator</i> and <i>prey</i>.
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their careful reading. Tell them that tomorrow, they will get to use everything they have been learning during a Science Talk. They will be discussing how bullfrogs survive.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread page 32 of <i>Bullfrog at Magnolia Circle</i>. Add more vivid words and phrases. Be sure to complete any other sections of the Questions from the Text recording form that you didn't finish in class.	<ul style="list-style-type: none">• ELLs or struggling readers could read aloud just one paragraph of text multiple times, rather than all of the paragraphs.



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Supporting Materials



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Close Reading: Questions from the Text and Vivid Words and Phrases
For page 32 of Bullfrog at Magnolia Circle

Name:

Date:

Topic:

Text-dependent questions: _____

1. (1st paragraph) How long does it take for a frog egg to become an adult frog? Use details from the text to support your answer.

2. How are tadpoles and frogs alike? How are they different? Look at the Glossary and use details from the text to support your answer.



Close Reading: Questions from the Text and Vivid Words and Phrases

For page 32 of Bullfrog at Magnolia Circle

3. In paragraph 5 on page 32, it says: “Because they are highly prized by people for the meat in their long legs, they have been moved to many places outside of their natural homes.” What does the word *prized* mean in this context? How does the fact that bullfrogs are prized explain why they live in so many places? Use details from the text to support your answer.



Close Reading: Questions from the Text and Vivid Words and Phrases

For page 32 of *Bullfrog at Magnolia Circle*

Vivid words and phrases	Why you think the author chose these specific words
Key vocabulary about frogs	Definitions
amphibian	
bayou	
crustacean	
tadpole	
tympanum	

Glossary Terms and Questions for Page 32 of
Bullfrog at Magnolia Circle

Directions:

Read the definition aloud.

Define the word in *italics* in your own words. What does it mean?

Answer the questions about your word.

- * Reread other pages of the text for more information about this key word.

Make a chart that includes three things:

- * The word
- * Your definition
- * A sketch that will help your classmates understand the word

Choose one person to explain your chart to the class.

Amphibian: An animal with a backbone, moist skin, and usually two life stages.

1. Define *amphibian* in your own words.
2. Reread page 6 in the text. What other information does it give you to help you understand what an amphibian is?
3. Does the illustration on page 7 help you understand what an amphibian is? Why or why not?
4. Make a sketch (a simple drawing) that will help your classmates understand the word *amphibian*.

Bayou: a marshy course of water leading to a lake or river.

1. Define *bayou* in your own words.
2. What specific words on page 5 in the text help you understand how the waters in a bayou move?
3. Look at the illustrations on pages 5 and 31. Do they help you understand what a bayou is? Why or why not?
4. Make a sketch (a simple drawing) that will help your classmates understand the word *bayou*.

Crustacean: An animal without a backbone, often living inside a shell.

1. Define *crustacean* in your own words.
2. Reread page 9. What specific crustacean does this page describe?
3. Look at the illustration on page 9. How does it help you understand the definition of *crustacean*?
4. Make a sketch (a simple drawing) that will help your classmates understand the word *crustacean*.

Glossary Terms and Questions for Page 32 of
Bullfrog at Magnolia Circle

Tadpole: An immature amphibian in a stage after egg but before adult; tadpoles live and breathe underwater. Adult amphibians may live in or near water but breathe air.

1. Define *tadpole* in your own words.
2. Reread page 6 in the text. How long did it take the tadpole to grow into a fully grown bullfrog?
3. Flip through all of the pages of the book. Do you see any illustrations of tadpoles?
4. Make a sketch (a simple drawing) that will help your classmates understand what a *tadpole* is.

Tympanum: An external eardrum. The large circles on the side of a frog's head just behind the eyes are the tympana.

1. Define *tympanum* in your own words.
2. Flip through all of the pages of the book. Which illustration best helps you understand what a tympanum is?
3. Reread page 32 in the text. How might a bullfrog's tympana help it survive?
4. Make a sketch (a simple drawing) that will help your classmates understand the word *tympanum*.