



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Overview



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In this first unit, students will begin to learn how experts build knowledge as they consider what makes a frog a frog and how these creatures adapt to their environment. Through a study of *Bullfrog at Magnolia Circle* (by Deborah Dennard, illustrated by Kristin Kest), students will practice close reading and listening to informational texts, generating questions, building vocabulary, and locating information in text as they learn about the bullfrog (a “true” frog). In the on-demand mid-unit assessment, students will demonstrate their skill in answering and asking questions

as they close read a new passage from *Bullfrog at Magnolia Circle*. Students will communicate their learning through note-taking, Science Talks, and writing. This unit provides the class with initial exposure to key scientific concepts regarding adaptations, habitat, predators and prey, and the physical characteristics of frogs, which students will build on during Unit 2. Students will demonstrate their growing expertise in the end of unit on-demand assessment, in which they write an informational paragraph that synthesizes their learning about the bullfrog.

Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Animals have unique adaptations that help them to survive in various environments.*
- *Experts build knowledge by studying a topic in depth.*

Mid-Unit 1 Assessment

Close Reading: *Bullfrog at Magnolia Circle*

This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the unit, students will have been practicing close reading of *Bullfrog at Magnolia Circle*, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: “After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading.” Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by allowing them to dictate or draw their answers.



End of Unit 1 Assessment

Informational Paragraph about How a Bullfrog Survives

This on-demand assessment centers on NYSP12 ELA CCSS W.3.2, W.3.4, and L.3.3a, and L3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog using domain-specific words and phrases for effect. Students will respond to the prompt: “Using your Bullfrog Research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog.”

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- N/A

Science

- 3.1c.: “In order to survive in their environment, plants and animals must be adapted to that environment.”
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.



Central Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (Norwalk, CT: Soundprints, 2002), ISBN: 978-1-6072-7069-0.
2. Valerie Worth, *All the Small Poems and Fourteen More*, illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996), ISBN: 978-0-3744-0345-4.
(just one copy for the teacher)



This unit is approximately 2.5 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading and Talking with Peers: A Carousel of Photos and Texts about Frogs	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) 	<ul style="list-style-type: none"> I can talk with my partner in order to record what I notice and I wonder about pictures. I can ask and answer questions about a text. 	<ul style="list-style-type: none"> Observation of partner discussions Contributions to conversation norms Asking and Answering Questions about Mystery Texts sheet
Lesson 2	Close Reading of Pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> : Bullfrog Habitat	<ul style="list-style-type: none"> 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 information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can define the scientific concept of “adaptation.” I can explain how information in the illustrations and the words help me understand these scientific concepts. I can discuss how the main ideas in this section of <i>Bullfrog at Magnolia Circle</i> are conveyed through key details. 	<ul style="list-style-type: none"> Close reading: Main Ideas and Details (for pages 4-7 and 12-15)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Continued Close Reading of Pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions and Vivid Words and Phrases	<ul style="list-style-type: none"> 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 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) 	<ul style="list-style-type: none"> I can identify words or phrases the author chose for effect. I can answer questions using specific details from pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i>. 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 define the scientific concept of <i>habitat</i>. I can explain what helps a bullfrog survive. 	<ul style="list-style-type: none"> Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 4-7 and 12-15)
Lesson 4	Close Reading of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> : Predators and Prey	<ul style="list-style-type: none"> 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 information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand these scientific concepts. I can discuss how the main ideas in this section of <i>Bullfrog at Magnolia Circle</i> are conveyed through key details. 	<ul style="list-style-type: none"> Close Reading: Main Idea and Details (for pages 8-11 and 16-25)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Continued Close Reading of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions and Vivid Words and Phrases	<ul style="list-style-type: none">• 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 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)	<ul style="list-style-type: none">• I can identify words or phrases the author chose for effect.• I can answer questions using specific details from pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i>.• 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 define the scientific concepts of <i>predator</i> and <i>prey</i>.• I can explain what adaptations help bullfrogs survive.	<ul style="list-style-type: none">• Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 8-11 and 16-25)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Mid-Unit Assessment: Close Reading of Pages 26–31 of <i>Bullfrog at Magnolia Circle</i> : Bullfrog Life Cycle	<ul style="list-style-type: none"> 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 information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can answer questions using specific details from the 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 describe how events, ideas, or concepts in an informational text are related. (RI.3.3) 	<ul style="list-style-type: none"> I can identify the main idea of pages 26–31 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand these scientific concepts. I can determine the meaning of new vocabulary using clues in the text around a word. I can explain what adaptations help bullfrogs survive. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (pages 26-31)
Lesson 7	Close Reading of Page 32 of <i>Bullfrog at Magnolia Circle</i> : Main Ideas about the Bullfrog	<ul style="list-style-type: none"> 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 document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main ideas of page 32 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can discuss how the main ideas in <i>Bullfrog at Magnolia Circle</i> are conveyed through the key details on page 32. I can identify the glossary in <i>Bullfrog at Magnolia Circle</i> and define what a glossary is. 	<ul style="list-style-type: none"> Close Reading as Researchers (Main Ideas and Details) recording form (for page 32)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Continued Close Reading of Page 32 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions, Main Ideas, and Key Vocabulary about the Bullfrog	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can identify words or phrases the author chose for effect. I can answer questions using specific details from page 32 of <i>Bullfrog at Magnolia Circle</i>. 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. 	<ul style="list-style-type: none"> Close Reading as Researchers recording form for page 32 of <i>Bullfrog at Magnolia Circle</i>: Questions from the Text and Vivid Words and Phrases
Lesson 9	Science Talk: How Do Bullfrogs Survive?	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can effectively participate in a Science Talk about how bullfrogs survive. I can follow our class norms when I participate in a conversation. I can prepare for the conversation by using evidence from bullfrog texts. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. 	<ul style="list-style-type: none"> Preparing Evidence and Questions for the Science Talk recording form Science Talk criteria checklist



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Planning Writing: Bullfrog Informational Paragraph	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can record details about bullfrogs' adaptations into categories on my Bullfrog research matrix. I can create a plan for my bullfrog informational paragraph. 	<ul style="list-style-type: none"> Bullfrog Research matrix Accordion graphic organizer
Lesson 11	End of Unit 1 Assessment: On-Demand Writing an Informational Paragraph about How a Bullfrog Survives	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can express ideas using carefully chosen words. (L.3.3) I can write routinely for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> I can write an informative paragraph to explain how bullfrogs survive. I can support my topic with details from <i>Bullfrog at Magnolia Circle</i>. I can write a sentence to close my paragraph. I can use words and phrases for effect to help my reader learn about a bullfrog. 	<ul style="list-style-type: none"> End of Unit 1 Assessment



Optional: Experts, Fieldwork, And Service

- **Experts:** Invite an expert on frogs to come speak with your students. They may be able to bring live frogs for students to see. If this is not logistically feasible, consider setting up a Skype call with an expert.

Optional: Extensions

- **Science:** Consider creating a tadpole habitat in your classroom. Students can observe the life cycle of a bullfrog firsthand. See the following Web site for additional information on how to do this: <http://resources.wardsci.com/livecare/bullfrogs>