



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Overview



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In this final unit, students will continue to explore the question: “How do we build expertise about a topic?” as they share their growing expertise about frogs and their adaptations and continue to build expertise as writers of a research-based narrative. The specific literacy focus of this unit is on writing first-person narratives using vivid and precise language, as well as continuing to learn to revise and critique. Each student will create a Freaky Frog Trading Card to amaze their readers about the unique, sometimes freaky, adaptations of frogs. This writing serves as a synthesis of the research students did in Units 1 and 2, and students will incorporate many of the rich words about frogs and adaptations they have learned throughout the module. The front side of the card will include a collection of basic frog facts collected through their research as well as a digital picture of their freaky frog. The other

side of the card will be a research-based narrative paragraph about one category of their freaky frog (e.g., habitat, life cycle). In the first part of this unit, students will deepen their expertise about the freaky frogs they learned about in Unit 2, reading an additional resource. Students also will participate in a Science Talk to help them synthesize their learning about how the adaptations of their freaky frogs help them survive. Students then plan, draft, and revise both sides of their Freaky Frog Trading Cards. They will practice revising and editing their writing based on critique from peers and the teacher, and will publish and share their trading cards with peers (and maybe even at a local nature center!). After finishing their trading cards, students will complete the on-demand end of unit assessment: They will focus on the same freaky frog, but choose a different category from their frog matrix recording form.

Guiding Questions And Big Ideas

- **What do experts do?**
- **How do I become an expert?**
- **How do frogs survive?**
- *Experts use reading, viewing, and listening to gather and organize info from a variety of sources.*
- *Experts share information through writing and speaking.*
- *Content: Animals have unique adaptations that help them to survive in various environments.*

Mid-Unit 3 Assessment

Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph

This assessment centers on NYSP12 ELA CCLS W. 3.2, W.3.3, W.3.5, W.3.7, and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive.” The specific focus of this assessment is on students’ use of first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.

End of Unit 3 Assessment

Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)

This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.7, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.”



Performance Task

Freaky Frog Trading Cards

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt, “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.



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.

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.

Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (©Palm Publishing and the Smithsonian Institution), ISBN: 9781607270690. This text is also available as a downloadable read-along audiobook and eBook.
2. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009), ISBN: 978-1-5984-5420-8.
3. Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012), ISBN: 978-1-4339-5744-4.
4. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011), ISBN: 978-0-7566-8232-3.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading New Texts about Freaky Frogs	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) 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 compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of my freaky frog text. I can determine the meaning of unknown words using context clues and my vocabulary notebook. 	<ul style="list-style-type: none"> Close Reading: Main Ideas and Details recording form
Lesson 2	Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive	<ul style="list-style-type: none"> 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 record details about my freaky frog's adaptations into categories on my Freaky Frog Research matrix. I can effectively participate in a Science Talk about how my freaky frog survives. I can follow our class norms when I participate in a conversation. 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"> Freaky Frog Research matrix Science Talk criteria checklist



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)	<ul style="list-style-type: none">• I can write the most important facts about my freaky frog on the facts and image side of my Freaky Frog Trading Card.	<ul style="list-style-type: none">• First draft of Freaky Frog Trading Card: Facts and Image Side• Criteria for Success (for first draft)
Lesson 4	Publishing: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)• I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6)	<ul style="list-style-type: none">• I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card.• I can select an image that shows my freaky frog's adaptations.	<ul style="list-style-type: none">• Freaky Freaky Trading Card Facts and Image Side final draft



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can produce writing that is appropriate to task and purpose (with support). (W.3.4)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can sort evidence into provided categories. (W.3.8)	<ul style="list-style-type: none">• I can identify the criteria for a strong research-based narrative paragraph.• I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations.	<ul style="list-style-type: none">• Accordion Paragraph graphic organizer• Criteria anchor chart (whole class)
Lesson 6	First-Person Writing Using Vivid and Precise Words	<ul style="list-style-type: none">• I can express ideas using carefully chosen words. (L.3.3)• I can determine the meaning of unknown words in an informational text. (RI.3.4)	<ul style="list-style-type: none">• I can use vivid and precise words to write first-person sentences about my freaky frog.	<ul style="list-style-type: none">• Vivid and Precise First-Person Freaky Frog Sentences recording form• Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Mid-Unit Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can craft narrative texts about real or imagined experiences or events. (W.3.3)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can conduct a research project to become knowledgeable about a topic. (W.3.7)• I can express ideas using carefully chosen words. (L.3.3)	<ul style="list-style-type: none">• I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog.• I can use vivid and precise words and phrases in my writing.	<ul style="list-style-type: none">• Students' first-draft writing
Lesson 8	Revising: Using Vivid and Precise Verbs and Adjectives	<ul style="list-style-type: none">• I can express ideas using carefully chosen words. (L.3.3)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives.	<ul style="list-style-type: none">• Students' word choice revisions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Final Revision: Using Feedback and Criteria	<ul style="list-style-type: none">• I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2)• I can use conventions to send a clear message to my reader. (L.3.1)• I can use coordinating and subordinating conjunctions. (L.3.1h)• I can write simple, complex, and compound sentences. (L.3.1i)• I can express ideas using carefully chosen words. (L.3.3)• I can produce writing that is appropriate to task and purpose (with support). (W.3.4)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).	<ul style="list-style-type: none">• Drafts of student writing with evidence of revision based on rubric
Lesson 10	Editing: Polishing Our Writing	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader. (L.3.2)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can capitalize appropriate words in titles.• I can spell words that have suffixes added to base words correctly.• I can use resources to check and correct my spelling.	<ul style="list-style-type: none">• Conventions Criteria checklist• Students' edited writing



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Publishing: Writing the Final Draft of My Freaky Frog Trading Card	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph. 	<ul style="list-style-type: none"> Final draft paragraph Tracking My Progress, End of Module recording form
Lesson 12	On-Demand End of Unit Assessment and Freaky Frog Trading Card Celebration	<ul style="list-style-type: none"> I can write an informative text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can conduct a research project to become knowledgeable about a topic. (W. 3.7) I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can write a new research-based narrative paragraph about another adaptation of my freaky frog. I can read my Freaky Frog Trading Card fluently to my audience. 	<ul style="list-style-type: none"> End of Unit 3 Assessment (new research-based narrative) Students' Freaky Frog Trading Card final drafts

Optional: Experts, Fieldwork, And Service

- Experts: Interview a local herpetologist.
- Fieldwork: Visit science museums or centers or universities with frog collections. Visit a local frog habitat (pond, marsh, etc.).
- Service: Teach young students about frogs using trading cards. Clean up a local frog habitat.

Optional: Extensions

- Art: Create a trading card illustration and layout.
- Technology: Create a digital archive of trading cards with audio recordings of students reading their paragraphs; create and lay out trading card.
- Geography: Research about countries inhabited by freaky frogs. Locate countries on a map where frogs live.