



EXPEDITIONARY
LEARNING

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

Reading and Talking with Peers:

A Carousel of Photos and Texts about Frogs



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Asking and Answering Questions about Mystery Texts sheet

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
 - B. Practicing Observing Closely: I Notice/I Wonder (5 minutes)
2. Work Time
 - A. Carousel Protocol: Frog Mystery Pictures (15 minutes)
 - B. Predicting from Text: “Frog” Poem and Excerpts from *Bullfrog at Magnolia Circle* (25 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
 - B. Choral Reading of “Frog” Poem (5 minutes)
4. Homework

Teaching Notes

- This module opens in a similar way to Module 1, with a “mystery” carousel.
- The Carousel Brainstorm protocol is a simple way to engage students with new content by getting them moving, thinking, talking, and writing. In this lesson, students look at some “mystery” images to pique their curiosity. Do *not* reveal what the pictures are about, or tell students the guiding question for the module until the end of the lesson. Technically, this carousel is not a “brainstorm”, but the steps of the protocol still apply.
- Review Think-Pair-Share and Carousel Brainstorm protocols (Appendix).
- In advance: Post charts around the room with images (photos or illustrations) from the various texts in this module (see Work Time, Part A). These images should be “mystery” images that don’t totally give away the topic of the module.
- Students need other basic vocabulary words clarified: *question*, *conversation*, *excerpt*, *mystery*, *expert*.
- Begin to gather texts from the Recommended Texts lists for this unit. Students will use these for independent reading.



Lesson Vocabulary	Materials
notice, wonder, norms, record, details	<ul style="list-style-type: none">• Seven photographs/illustrations (one for modeling, six for carousel stations) about frogs, but not actually of frogs to foreshadow the work of this module. Note: these pictures are intended to arouse curiosity and serve as a “mystery” for the forthcoming study of frogs. Thus it is crucial to select images that give clues about frogs but that don’t directly show a frog. (See, for example, page 5 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard.) If there is text on the page, be sure to cover it up.• Seven pieces of chart paper (one for each photo/illustration)• Seven What I Notice/ What I Wonder T-Charts (new; teacher created; please see Opening B)• Markers (ideally a different color for each pair of students)• Asking and Answering Questions about Mystery Text sheet (one per student)• “Frog” poem from <i>All the Small Poems</i>, by Valerie Worth (book; teacher copy only to display)• Document camera

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Orient students to today’s learning targets. Circle the key terms <i>notice</i> and <i>wonder</i>. Ask students to talk with a partner about what these words mean. Ask a few to share out, to check for understanding.• Remind students that these are targets they have worked on before. Today they will practice them with more mysterious photos and more challenging texts as they begin their new topic of study as readers and writers. Tell students that they will try to solve a mystery today by looking at pictures and reading two different types of texts. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the photos, illustrations, and texts.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a question mark over a student’s head for <i>ask questions</i>, or a magnifying glass over a picture for <i>find</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted targets.



Opening	Meeting Students' Needs
<p>B. Practicing Observing Closely: I Notice/I Wonder (5 minutes)</p> <ul style="list-style-type: none">• Do <i>not</i> tell students what the topic of the module is. It's supposed to be a mystery for them to puzzle through.• Invite students to the reading area. Place them in pairs or ask them to identify a person near them with whom they can think and talk. Display for students a photograph/illustration similar to the ones they will see during their Work Time today.• I Notice: Tell students: "When we look at a picture, or a book, we notice details." Ask students to identify the meaning of the word <i>details</i>: "What details do you notice about this picture? For example, when I look at this picture, I notice . . . [discuss a detail from picture] but it also makes me wonder . . . [insert a question]." Emphasize the importance of referring directly to what you see in the picture (to help students continue to understand the importance of evidence).<ul style="list-style-type: none">* Use the Think-Pair-Share protocol. Give students about thirty seconds to think; students then share with a partner what they noticed. Invite a few volunteers to share with the class the ideas that their partner had. As students share, record their ideas on the What I Notice side of the What I Notice/What I Wonder T-chart.• I Wonder: Ask students now to think, then share with a partner, questions they had about the picture. Record the question words students generate below the What I Wonder column. Use this opportunity to reinforce how to format a question using ending punctuation.• Repeat a few times so students grasp "noticing" and "wondering" before moving into the Carousel protocol.	<ul style="list-style-type: none">• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Provide an illustrated anchor chart of question words (e.g., a clock for <i>when</i>) to assist students needing additional support with learning the structure to ask questions.



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: “Frog” Mystery Pictures (15 minutes)</p> <ul style="list-style-type: none">• Be sure that the six photographs/illustrations and the six I Notice/I Wonder T-charts are placed in six stations around the room.• Do not tell students what the photographs/illustrations are. It’s supposed to be a mystery for them to puzzle through.• Ask each pair of students to join another pair to form groups of four.• Remind students about good conversational norms. Refer back to their work in Module 1, when they collaborated in small groups and were assessed on how well they worked with others. Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc.• Each group of four will begin in a different area of the room for the carousel. Give students the directions:<ol style="list-style-type: none">1. Look at the picture.2. Talk with your group about details you notice.3. Talk with your group about the questions you wonder.4. THEN, after you have talked, use your marker to add to the chart in the same way you practiced as a class.5. Remember to use “question” words for your wonderings: “Who, what, when, where, why, how . . . ?”• Distribute markers.• Start each group of four at one station with one illustration/photograph and an I Notice/I Wonder T-chart.• After 2 to 3 minutes, students rotate to a new station.• After students have completed a couple of the stations, it might be a good idea to stop students to praise them on their conversation skills, as well as remind them of expectations.• Repeat until they have interacted with each picture.	<ul style="list-style-type: none">• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.• ELLs can write their “notices” in their native language if they don’t know a word in English. For students needing additional support, “notices” can also be drawn, circled, or marked with a sticky note on the pictures.• For students needing additional support to complete multistep directions, provide a step-by-step visual of the protocol.



Work Time (continued)	Meeting Students' Needs
<p>B. Predicting from Text: Frog Poem and Excerpts from Bullfrog at Magnolia Circle (25 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle.• Tell them that they will talk about these pictures again at the end of class today.• Tell students that they will continue to become great readers during this study, encountering a few different types of texts. They will be mostly reading informational texts, but will also read a bit of poetry. Right now, they are going to get a glimpse at one poem and one excerpt from these texts. Briefly define <i>excerpt</i> in this context: a short part of a book.• Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: It's okay if they don't have answers yet.• They will then try to use clues, like words and phrases, to write possible answers to their questions and guess what the text is about. Tell them that there may be a lot of words in these excerpts that students don't know. That is fine. Encourage them to underline unfamiliar words, and circle words that might help them think about the meaning of the quote.• Practice together with one excerpt. On a chart, write the sentence:<ul style="list-style-type: none">* "Lightning zigzags through the early evening sky over the bayou waters that slowly wind their way behind the white wooden house on Magnolia Circle."• Ask about the word <i>bayou</i>. Think aloud the process of asking a question and using the text to find possible answers. Show them how to focus on key words, even if these are words students don't yet understand: "I am wondering what a bayou is, so I am going to write: 'What is a bayou?'"• Invite students to turn and talk about this first quote:<ul style="list-style-type: none">* "What other words do you notice that might be important? What do you think the quote is mostly about?"* "What questions do you have?"• Invite students' contributions first, and then model if needed. (For example: "What lives in a bayou?") Write this question below the quote.• Tell students that they will now get five more excerpts of text to do this with a partner. Remind students that for today, the goal is just to try to make sense of the text, pay attention to hard and important words, and ask questions. It's okay if they don't have the answers yet. Also, tell them that they might see a question mark in the middle of one of their excerpts. This question mark is taking the place of the word that tells them what they are studying, so part of the mystery is figuring out what the question-mark word is.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute Asking and Answering Questions about Mystery Texts sheets to each student. Review the directions:<ol style="list-style-type: none">1. Read the quote. It is okay if you don't understand it yet.2. Think of a question you have based on what you read.3. Underline words you don't know or can't figure out.4. Circle words that help you figure out possible answers to those questions.5. Write possible answers to your questions using complete sentences.• Have students think and talk with a partner first. Then they can individually write down their questions.• Circulate and support as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a whole group to debrief the carousel. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: “What worked well with your partner discussions today?”• Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed. (For example: “I see many _____, so I think we might study _____.”)• Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. “Why do you think that? How does that fit with what you saw in the pictures or read in the text excerpts?” This is a good opportunity to reinforce the importance of providing evidence, which will be reinforced throughout the module.• Gradually guide students toward one of the module guiding questions:<ul style="list-style-type: none">* “How do frogs survive?”• Share with students that they will return to this question often during the next few weeks. Tell students that they will also learn about and practice becoming experts. Discuss the word <i>experts</i> with students and show the other two guiding questions for the module:<ul style="list-style-type: none">* “What do experts do?”* “How do I become an expert?”• Post these guiding questions somewhere prominently in the classroom.• Mention to students that they will be reading a lot about frogs as a class. Point out that they also have opportunities to build their <i>expertise</i> by reading even more books on their own.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
<p>B. Choral Reading of “Frog” Poem (5 minutes)</p> <p>Using a document camera, display the “Frog” poem and read it aloud as students follow along. Reread it a couple of times as students join in for a choral reading.</p>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell an adult you know about the pictures you saw and the texts you read. What will you learn about in the coming weeks? <p><i>Note: Begin to gather texts from the Recommended Text list, to make available to students throughout the module. Having students read a high volume of text at their independent reading level on the topic of study will help build both their content knowledge and their literacy skills.</i></p>	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.• In addition, the site www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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Supporting Materials



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Asking and Answering Questions
About Mystery Texts

Name: _____

Date: _____

Directions:

Read the quote below. It is okay if you don't understand it yet.

Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.

Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!

Circle words that help you figure out possible answers to those questions.

Write possible answers to your questions using complete sentences.

Part 1: Mystery Text 1

by Deborah Dennard

Quote: "In midwinter, ? emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Now in April, his throat yellow and bulging, he sings a sound like 'brrwoom.'"

Questions I have:



Asking and Answering Questions
About Mystery Texts

Part 1: Mystery Text 1

by Deborah Dennard

Quote: “A sphinx moth flutters past ? and lands on a blade of a wild weed near the water. ? sees the moth with his big, round eyes. In an instant, his long sticky tongue brings the moth to his mouth and it becomes part of his evening meal.”

Questions I have:



Asking and Answering Questions
About Mystery Texts

Part 1: Mystery Text 1

by Deborah Dennard

Quote: “Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab. The heron moves slowly closer to unsuspecting?”

Questions I have:



Asking and Answering Questions
About Mystery Texts

Part 2: Questions I have:

Quote:

The spotted ?
sits quite still
On a wet stone;

He is green
With a luster
Of water on his skin;

His back is mossy
With spots, and green
Like moss on a stone;

Part 2: Questions I have:

Quote:

His gold-circled eyes
Stare hard
Like bright metal rings;

When he leaps
He is like a stone
Thrown into the pond;

Water rings spread
After him, bright circles
Of green, circles of gold.



Asking and Answering Questions
About Mystery Texts

Part 3: What do you think these texts are mostly about?

Use evidence from the text to support your thinking.
