



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 11

On-Demand Assessment: Writing of an Informational Paragraph about How a Bullfrog Survives



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

- 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)

Supporting Learning Targets

- I can write an informative paragraph to explain how bullfrogs survive.
- I can support my topic with details from *Bullfrog at Magnolia Circle*.
- I can write a sentence to close my paragraph.
- I can use words and phrases for effect to help the reader learn about a bullfrog.

Ongoing Assessment

- End of Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Review Bullfrog Paragraph Planning (5 minutes)Work Time<ol style="list-style-type: none">End of Unit Assessment: On-Demand Writing of an Informational Paragraph about How A Bullfrog Survives (30 minutes)Bullfrog Adaptations Role Play (20 minutes)Closing and Assessment<ol style="list-style-type: none">Student Shares and Learning Target Check (5 minutes)Homework	<ul style="list-style-type: none">This lesson is the first formal writing in Module 2. Emphasize to the class that writing is more than just organizing ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students have been building that knowledge during their reading, and may end up rereading or building more knowledge as they write.Based on previous lessons, students are already basically familiar with the writing task for this assessment. Note that the writing prompt is formally written up as a supporting material to display to students, to help them focus on this on-demand writing task.In this lesson, students build off the planning they did in Lesson 10: their Bullfrog Research matrix and their Accordion graphic organizer.Score students' paragraphs based on the criteria that are included with the Sample Informational Paragraph (see supporting materials). Alternatively, consider scoring students' work on the NYS 4-point rubric, on EngageNY.org.

¹This coaching point is based on *Writing for Understanding: Using Backward Design to Help All Students Write Effectively* (Vermont Writing Collaborative, 2008). This book is an excellent resource that can help teachers better understand how to address the Common Core “shift” regarding “writing from sources.”



Lesson Vocabulary	Materials
topic, detail, explain, conclusion, effect	<ul style="list-style-type: none">• Bullfrog Research matrix (from Lesson 10; one per student)• Accordion graphic organizer (one per student)• Sample Informational paragraph (for Teacher Reference)• End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Review Bullfrog Paragraph Planning (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Congratulate them on all of the careful reading they have done to become experts about how frogs' adaptations help them to survive. Remind them that, in addition to reading and talking with others, another important thing that experts do is write to show what they know and teach other people. Just as Deborah Dennard did in her text, students can write an informational paragraph to show their growing expertise about the bullfrog.• Ask students to partner share two or three of their favorite facts from their Bullfrog Research Matrix recording form (from Lesson 10; one per student) that they completed yesterday. Cold call a couple of students to share what they heard their partners say.• Read aloud the learning targets. As a whole group, unpack the targets with the question: "Based on these learning targets, what do you think we will be doing today?" Have all students think and then a few share out.	



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment: On-Demand Writing of an Informational Paragraph about How A Bullfrog Survives (30 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their Bullfrog Research Matrix recording form and their Accordion graphic organizer (from Lesson 10). • Display the End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives. Read the prompt out loud to students. <ul style="list-style-type: none"> * “Using your Bullfrog Research Matrix recording form and your Accordion graphic organizer, 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.” • Review the criteria for a quality paragraph that was developed during Module 1. At this point, students should be familiar with the first three criteria: <ol style="list-style-type: none"> 1. Topic sentence 2. Supporting details and facts 3. Conclusion sentence • Discuss the fourth criteria: <ol style="list-style-type: none"> 4. Use words and phrases for effect. • Answer any clarifying questions students have. • Use a few sentences from <i>Bullfrog at Magnolia Circle</i> to model how writers select special words to paint a picture in the readers' mind. (There are many examples in this text to choose from. Ideally, select a sentence that the class has spent time discussing in previous lessons.) Remind students that they brainstormed special words on the Bullfrog Research matrix yesterday that they can use to meet the target. • Remind students that they will have lots of practice writing paragraphs this year. Today, they are doing writing that is called “on-demand”: the best writing they can do in a limited time. • Give students 25 minutes to write their individual paragraph. 	<ul style="list-style-type: none"> • For students needing additional support, considering providing a word bank developed to work with the specific student's writing plan. • For students needing additional support, consider also providing the Paragraph Writing Accordion graphic organizer. • Allow ELLs additional time to complete their paragraphs. They will receive extra time on the New York State assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If students finish early, invite them to choose another bullfrog text from the Recommended Reading list to read and enjoy while other students finish their writing.• Circulate and support students by reminding them of the criteria only. Students should complete the writing independently.	
<p>B. Bullfrog Adaptations Role Play (20 minutes)</p> <p><i>Note: The final portion of the lesson provides an opportunity for students to interact with portions of the paragraphs they just wrote in the assessment. In this activity, students collaborate with a small group to read a text excerpt from their own writing and perform it for the rest of the class. Students have done similar performances during their “sentence skits” earlier in the unit. □</i></p> <ul style="list-style-type: none">• Gather the class in a circle. Tell them that they will work in groups of three or four to create a short and simple skit, or mini performance, of a portion of a text that they have just written in their paragraphs. Throughout the unit students have had experience with role-playing other writers’ texts; today they will use their own.• Explain the directions to students:<ol style="list-style-type: none">1. In your group, read your paragraphs to each other.2. Choose your favorite sentence from your paragraph.3. Decide how to combine each person’s favorite sentence together to create a short script for your skit or play.4. For the skit, each person will read your sentence while the rest of your group acts it out.• Divide students into their small groups. Give them 10 minutes to follow the directions above. Students should read their paragraphs, select their favorite sentence and decide how the members of the group will act out each sentence.• After 10 minutes, pair up groups to form larger groups totaling six to eight students. Inform students that they will now have a chance to perform for each other. Tell students that they should give their partner group specific praise after they perform their skit. Model briefly as needed, using a sentence stem such as “I like how you _____.”• Give each mini group a few minutes to present their skits to their partner group. Remind the “audience” group to give specific praise.	



Closing and Assessment	Meeting Students' Needs
<p>A. Student Shares and Learning Targets Check (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share something new they learned from watching and listening to their partner group's performance.• For the learning targets check, post all three learning targets again. Go through them one by one, asking students to engage in a quick "target check." Tell them that after you read the target, they should: give it thumbs-up if they feel they really got it, a thumb-sideways if they think they need to practice it a few more times, or a thumbs-down if they feel really confused by this. Assess student confidence based on these responses.• Celebrate with students the good work they have done learning about bullfrogs. Tell them that in Unit 2, they will get to continue to build their expertise about other types of frogs and the special adaptations that help them to survive.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read your independent reading book for this unit at home.	



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Supporting Materials



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End of Unit 1 Assessment:
Informational Paragraph About How a Bullfrog Survives

Using your Bullfrog Research Matrix recording form and your Accordion graphic organizer, 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.



Sample Informational Paragraph
For Teacher Reference

There are many special adaptations that help bullfrogs survive. Bullfrogs have bulging eyes that sit on top of their heads to help them see enemies lurking in the water. Their enormous eyes also help them easily spy food swimming in the water. Bullfrogs also have long, strong back legs that help them launch through the air to escape predators or catch their next meal. A bullfrog can travel five feet or more in one leap! Like a duck, a bullfrog's webbed feet help it to paddle and glide through the ponds and lakes it calls home. These are some of the amazing ways that a bullfrog's body helps it to survive.

Criteria for Success

1. Topic sentence
2. Supporting details and facts
3. Conclusion sentence
4. Use words and phrases for effect