



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Overview



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In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. (This focus on research intentionally builds on Module 1, in which students explored the superpowers of reading.) The module will begin with a class study of the bullfrog, an example of a “true frog,” that exhibits quintessentially froggy characteristics. In Unit 2, students will form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “frogginess” with unusual adaptations that help them to

survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. Students will demonstrate their expertise through a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the amazing diversity of frogs, with a focus on how their freaky frog survives. This task will center on NYSP12 ELA Standards W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

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.*

Performance Task

Research-Based Narrative Writing: Freaky Frog Trading Card

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 that they 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 and to be taught during the literacy block of the school day. Nevertheless, the module intentionally incorporates Science content that may align to additional 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.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 	<ul style="list-style-type: none"> • I can determine the meaning of words using clues from the story. • I can identify literal and nonliteral language in a story.
CCS Standards: Reading - Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
<ul style="list-style-type: none"> • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 	<ul style="list-style-type: none"> • I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
<ul style="list-style-type: none"> • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<ul style="list-style-type: none"> • I can describe how events, ideas, or concepts in an informational text are related. • I can describe steps in a procedure, in the order they should happen.
<ul style="list-style-type: none"> • RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 	<ul style="list-style-type: none"> • I can determine the meaning of unknown words in informational text.
<ul style="list-style-type: none"> • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> • I can use text features to locate information efficiently.
<ul style="list-style-type: none"> • RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> • I can use information from illustrations (maps, photographs) to understand informational texts. • I can use information from the words to understand informational texts.
<ul style="list-style-type: none"> • RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. 	<ul style="list-style-type: none"> • I can compare and contrast the main ideas and key details in two texts on the same topic.



CCS Standards: Reading-Foundational Skills	Long-Term Learning Targets
<ul style="list-style-type: none">• RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none">• I can read third-grade-level texts accurately and fluently to make meaning.<ul style="list-style-type: none">a. I can read third-grade-level texts with purpose.b. I can read third-grade-level texts with fluency.c. I can use clues in the text to check my accuracy.c. I can reread to make sure that what I'm reading makes sense.
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none">a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section.	<ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and information clearly.<ul style="list-style-type: none">a. I can write an informative/explanatory text that has a clear topic.<ul style="list-style-type: none">a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.b. I can develop the topic with facts, definitions, and details.c. I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but)d. I can construct a closure on the topic of an informative/explanatory text.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<ul style="list-style-type: none"> • I can craft narrative texts about real or imagined experiences or events. <ul style="list-style-type: none"> a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative.
<ul style="list-style-type: none"> • W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) 	<ul style="list-style-type: none"> • With support from adults, I can produce writing that is appropriate to task and purpose.
<ul style="list-style-type: none"> • W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
<ul style="list-style-type: none"> • W.3.7. Conduct short research projects that build knowledge about a topic. 	<ul style="list-style-type: none"> • I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none"> • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> • I can recall information from experiences. • I can document what I learn about a topic by taking notes. • I can sort evidence into provided categories.
<ul style="list-style-type: none"> • W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • I can write for a variety of reasons.



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • I can effectively engage in discussions with diverse partners about third grade topics and texts. <ul style="list-style-type: none"> a. I can prepare myself to participate in discussions. a. I can draw on information to explore the ideas in a discussion. b. I can follow our class norms when I participate in a conversation. c. I can ask questions so I’m clear about what is being discussed. c. I can ask questions that are on the topic being discussed. c. I can connect my questions to what others say. d. I can explain what I understand about the topic being discussed.
<ul style="list-style-type: none"> • SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> • I can determine the main idea and supporting details in text that is read aloud to me. • I can determine the main idea and supporting details of information that is presented in pictures and/or numbers.
<ul style="list-style-type: none"> • SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • I can speak in complete sentences with appropriate detail.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> • I can use grammar conventions to send a clear message to a reader or listener. <ul style="list-style-type: none"> a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. b. I can use regular and irregular plural nouns. c. I can use abstract nouns. (e.g., childhood) d. I can use regular and irregular verbs. e. I can use simple verb tenses (e.g., I walked; I walk; I will walk). f. I can make subjects and verbs agree in my writing. f. I can make pronouns and antecedents agree in my writing. g. I can use adjectives to describe nouns. g. I can use adverbs to describe actions. h. I can use coordinating and subordinating conjunctions. i. I can write simple, complex and compound sentences.
<ul style="list-style-type: none"> • L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> a. I can capitalize appropriate words in titles. b. I can use commas in addresses. c. I can use commas and quotation marks in dialogue. d. I can use possessives in my writing. e. I can spell words that have suffixes added to base words correctly. f. I can use spelling patterns to spell words correctly. g. I can use resources to check and correct my spelling.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • I can express ideas using carefully chosen words. • I can compare how people use language when they write versus when they talk.
<ul style="list-style-type: none"> • L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of words and phrases. <ul style="list-style-type: none"> a. I can use what the sentence says to help me to determine what a word or phrase means. b. I can use common prefixes to help me determine what a word means. (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion). d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.
<ul style="list-style-type: none"> • L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 	<ul style="list-style-type: none"> • I can accurately use third-grade academic vocabulary to express my ideas.



Central Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (Trudy Corporation and the Smithsonian Institute, 2012) ISBN: 978-1-6072-7069-0.
2. Carmen Bredeson, *Poison Dart Frogs Up Close* (Enslow Publishers, Inc., 2009) ISBN-10: 0-7660-3077-6; ISBN-13: 978-0-7660-3077-0.
3. *Everything You Need to Know about Frogs and Other Slippery Creatures*, (DK Publishing, Dorling Kindersley Limited, 2011) ISBN: 978-0-7566-8232-3.
4. Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012) ISBN: 978-1-4339-5744-4.
5. 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 poem
6. Douglas Florian, *Lizards, Frogs, and Polliwogs* (New York: Houghton Mifflin Harcourt, 2005), ISBN: 978-0-15-205248-5.
Just three poems



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Learning to Become an Expert (about Frogs)			
Weeks 1-2	<ul style="list-style-type: none"> • Building background knowledge on bullfrogs • Close reading of informational text <i>Bullfrog at Magnolia Circle</i> • Asking and answering questions using complex text 	<ul style="list-style-type: none"> • I can answer questions using specific details from the text. (RI.3.1) • 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 describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • 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 use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4)
	<ul style="list-style-type: none"> • Close Reading: Building expertise about bullfrogs • Using text features to locate information • Comparing texts on the same topic 	<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.3.3a) • I can accurately use third-grade-level academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: Researching Freaky Frogs			
Weeks 3-5	<ul style="list-style-type: none"> • Research on specific freaky frog • Select specific frog to research in small groups • Set up research group systems and structures • Use a variety of resource materials • Close reading of freaky frog anchor text in small groups 	<ul style="list-style-type: none"> • I can answer questions using specific details from the text. (RI.3.1) • 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 determine the meaning of unknown words in informational text. (L.3.4) 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.7, and L.3.4)
	<ul style="list-style-type: none"> • Synthesizing research • Continued research • Discussions comparing and contrasting unusual frogs with bullfrogs 	<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) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can express ideas using carefully chosen words. (L.3.3) • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, L.3.3a, and L.3.6)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Freaky Frog Trading Cards			
Weeks 6-8	<ul style="list-style-type: none"> Preparing to create the freaky frog trading card Capturing key ideas from research for informational side of freaky frog trading card Writing and talking about freaky frogs 	<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 express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3, W.3.5, and L.3.3.)
	<ul style="list-style-type: none"> Creating the freaky frog trading card Using the writing process to write a research-based narrative text Revising for carefully chosen words Editing for conventions 	<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 express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3, and L.3.3) Final Performance Task: Freaky Frog Trading Card (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3)



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final 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 with 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.
Mid-Unit 1 Assessment	Close Reading: <i>Bullfrog at Magnolia Circle</i> 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 module, students will have been practicing close reading of <i>Bullfrog at Magnolia Circle</i> , 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 <i>Bullfrog at Magnolia Circle</i> , 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 dictating their answers or by drawing.
End of Unit 1 Assessment	Informational Paragraph about How a Bullfrog Survives This on-demand assessment centers on 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.”



Mid-Unit 2 Assessment	Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information during close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.
End of Unit 2 Assessment	Informational Paragraph about the Poison Dart Frog The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog, using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”
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 the 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, 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.”



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Grade 3: Module 2A: Performance Task



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Summary of Task

Freaky Frog Trading Card

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 with 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.

Format

Trading card (created on 8.5” x 11” cardstock)

Standards Assessed Through This Task

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Student-Friendly Writing Invitation/Task Description

- “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.”
- “On the other side of your card, create or find an illustration of your freaky frog and write basic facts about your frog based on your expert team research. Your card will be shared with other frog experts in your school or in your local community.”

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your trading card will include:

- A research-based narrative paragraph that describes how you, acting as the freaky frog, survive.
- Vivid and precise words to express your ideas.
- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly.
- Accurate and important facts on the front of your card from your expert team research.
- A high-quality illustration or digital picture that accurately portrays your freaky frog.
- A completed trading card that demonstrates “craftsmanship.” This means that your bookmark matches all of the bookmark conventions established by the class.



Options For Students

Students will create their cards based on their self-selected freaky frog from Unit 2.

- Extension: Students may select a frog that was not studied by the class for independent research and card creation.
- Students will have a choice about the pose of their frog for the front of their cards.
- Writing will be original.
- As a technology extension, students may type their informational paragraphs, or use technology to create their illustrations.

Options For Teachers

- Students may present their trading cards to a local nature center or science museum. Multiple copies may be made for visitors to the nature center or museum to keep.
- Students may write a poem about their frog to include on their trading card.
- Students may also include a map depicting the geographic location of their freaky frog.



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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>



EXPEDITIONARY
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Grade 3: Module 2A: Unit 1: Recommended Texts



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Unit 1 focuses on bullfrogs: their characteristics as “true frogs” and their adaptations to their environment. The list below includes texts with a range of Lexile® text measures about bullfrogs. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Fabulous Frogs</i>	Linda Glaser (author), Loretta Krupinski (illustrator)	Informational	280
<i>Marsh Music</i>	Marianne Berkes (author), Robert Noreika (illustrator)	Informational	300
<i>See How They Grow: Frog</i>	Angela Royston (author), Sandra Pond and Will Giles (illustrators)	Informational	400
<i>From Tadpole to Frog</i>	Shannon Zemlicka (author)	Informational	420
<i>Del renacuajo a la rana (From Tadpole to Frog)</i>	Shannon Zemlicka (author)	Informational	N/A



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Frog</i>	Louise Spilsbury (author)	Informational	430
<i>Tale of a Tadpole</i>	Karen Wallace (author)	Informational	450
<i>From Tadpole to Frog</i>	David Stewart (author) Carolyn Scrace (illustrator)	Informational	460
<i>Climbing Tree Frogs</i>	Ruth Berman (author), John Netherton (photographer)	Informational	490
<i>Toads</i>	Alyse Sweeney (author)	Informational	500
<i>Slippery, Slimy Baby Frogs</i>	Sandra Markle (author)	Informational	540
<i>Ask Me If I Am a Frog</i>	Ann Milton (author), Jill Chambers (illustrator)	Informational	550
<i>Tadpole Story</i>	Angela Royston (author)	Informational	550
<i>Why Frogs Are Wet</i>	Judy Hawes (author), Mary Ann Fraser (Illustrator)	Informational	570
<i>Frogs</i>	Gail Gibbons (author/illustrator)	Informational	600
<i>Tadpoles to Frogs</i>	Bobbie Kalman (author)	Informational	610
<i>A Frog’s Life</i>	Ellen Lawrence (author)	Informational	680
<i>Frogs & Toads</i>	Bobbie Kalman (author)	Informational	720
<i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>	DK Publishing (author)	Informational	800
<i>All About Frogs</i>	Jim Arnosky (author/illustrator)	Informational	820



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>Bullfrog</i>	Susan Heinrichs Gray (author)	Informational	830
<i>Leaping Ground Frogs</i>	Dawn Bluemel Oldfield (author)	Informational	890
<i>Frogs</i>	Edward S. Barnard (author)	Informational	920
<i>Amazing Frogs & Toads</i>	Barry Clarke (author)	Informational	980



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.



EXPEDITIONARY
LEARNING

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

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.



EXPEDITIONARY
LEARNING

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

Close Reading of Pages 4–7 and 12–15 of Bullfrog at Magnolia Circle: Bullfrog Habitat



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

- 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)

Supporting Learning Targets

- I can identify the main idea of pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle* 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 *Bullfrog at Magnolia Circle* are conveyed through key details.

Ongoing Assessment

- Close Reading: Main Ideas and Details (pages 4-7 and 12-15)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Anchor Chart (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Students will read <i>Bullfrog at Magnolia Circle</i> in chunks of three to five pages, each of which corresponds to a main idea about adaptations: habitat, predators and prey, and life cycle. Students linger on just one section for two lessons (as they often did in Module 1). There are two purposes: to build students’ content knowledge (which will serve as a foundation for their research about freaky frogs in Unit 2) and to build their awareness of choosing words for effect (which they will apply as writers in Unit 3). • In this lesson, students focus on several excerpts early in the book about the bullfrog’s habitat. For the read-aloud, it is fine also to include the text on page 9. But know that pages 8-11 are addressed more specifically in Lessons 4 and 5. • Do <u>not</u> tell students the topic of this section of the reading. Students likely can figure this out after multiple reads. In Lesson 3, students learn about habitat, and then return to the top of the recording form from Lesson 2 and name this topic. • Lessons 2 and 3 are a two-day cycle with the same pages of text. During Lesson 2, students complete a recording form focused on “Main Ideas and Details.” Then, in Lesson 3, students will reread these same pages, in order to answer questions from the text and focusing on vocabulary. Help students notice this pattern, and how rereading and close reading support their comprehension. • Review: Helping Students Read Closely (Appendix 1) • Prepare a new anchor chart to capture students’ thinking during Work Time B. This anchor chart is just an enlarged version of the Close Reading: Main Idea and Details recording form that students used during Work Time B. Students will actually name this chart during Lesson 3. • Throughout this module, students again discuss their reading in groups. Use purposeful grouping, and consider whether to continue with the same groups from Module 1 or change them. • As in Module 1, students are encouraged to read additional texts on this topic from the Recommended Texts list. Review this list in advance. There is time allocated in this lesson to introduce students to some of these books; this activity can also be done or extended during other parts of the school day.



Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive</p> <p><i>Note: Specific vocabulary from pages 4–7 and 12–15 in Bullfrog at Magnolia Circle are addressed during Lesson 3.</i></p>	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student)• Close Reading: Main Ideas and Details recording form (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>)(one per student)• Conversation Criteria Checklist (one for Teacher Reference)• Close Reading: Main Ideas and Details anchor chart (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>) (new; teacher-created; see Teaching Notes)• Unit 1 Recommended Texts (see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of 4–7 and 12–15 of Bullfrog at Magnolia Circle by Deborah Dennard (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that yesterday they began their study of frogs and heard the first page of <i>Bullfrog at Magnolia Circle</i>. They practiced looking closely at pictures and texts and thinking about what they noticed and wondered. • Today they are going to keep learning about frogs, specifically the bullfrog. Perhaps they may even answer some of their burning questions about frogs in today's lesson. They will study several sections of the book <i>Bullfrog at Magnolia Circle</i> and think about what they are learning. • Do not explain what this section of the book is about or unpack the learning targets yet. • Distribute <i>Bullfrog at Magnolia Circle</i>. • As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that you won't be reading the whole book today: they will be thinking about different chunks for the next four lessons. Tell students that this book is one story, but that different pages are about different specific topics. Today they are going to focus on a few different pages that all relate to one main idea. • Ask them to read along as pages 4–7 and 12–15 are being read to them. (Note: it is also fine to read the text on page 9, though that page is addressed more specifically during Lessons 4 and 5.) • Project the book <i>Bullfrog at Magnolia Circle</i> and read pages 4–7 and 12–15 slowly, fluently, without interruption. • Feel free to read it dramatically to convey the sense of excitement of the events described. If students get excited and want to talk about the text, remind them: "Just like the books we have read before, you will have a chance to reread this section and talk about it today and tomorrow." <p><i>Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Tell students that they are very familiar with reading text closely, based on Module 1. But that in this module, they are going to be reading like researchers: Their focus will be to learn as much as they can about frogs, to become “experts.” Today is the start.• Read each target individually. Give students time to think, then cold call a student to explain what a “key detail” is.• Ask students to think, then talk with a partner, about the third target: What might the word <i>adaptation</i> mean? Do not define this word for students at this point. Tell them that they should keep thinking about this important scientific word as they read today.	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> Students will need access to Bullfrog at Magnolia Circle, pages 4–7 and 12–15, and the Close Reading: Main Ideas and Details recording form (for pages 4-7 and 12-15). Remind students of the close reading work they have done so far this year. For each text, they did two important things during their first independent read: They tried to find the gist for each section and wrote their idea on a sticky note, and they underlined or wrote down unfamiliar words on sticky notes. Remind students of the close reading routines they built during Module 1: <ul style="list-style-type: none"> Read and think on my own. Talk with their group about the text. Write notes or answer questions about the text. Explain to students that this book may be a little more difficult since the author uses very detailed and descriptive words. Tell students that all authors choose words for a very specific reason, and that this is something they will discuss more in the next lesson. For today, their goal as usual is to capture the gist, think about the main ideas, and then collect details that help support that main idea. Encourage them: They will get used to this author's style over time, and may come to really love all the vivid language the author uses to describe the bullfrog. As before, remind students: "Try not to get stuck on every word you do not recognize. Write it down and move on." Remind students that they are going to focus on certain pages that are about the same main idea. Encourage them to read just one section at a time, capturing the gist of each section before moving on. Remind them also to use the illustrations to help them understand the text; direct them again to today's learning targets. Give students 10 minutes to work with pages 4–7 and 12–15 on their own. Tell students that they should stop every page to jot down (on a sticky note or in their text) vocabulary and the gist of the section they just read. Circulate and support students as they read. After students have read for 10 minutes, stop them in their work. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups. If needed, remind students of the criteria for a quality conversation. 	<ul style="list-style-type: none"> The language of <i>Bullfrog at Magnolia Circle</i> may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension (for example, looking closely at the picture details to figure out the meaning of <i>water lilies</i>). Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text. Use thoughtful grouping: ELLs' language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to steps to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: “Do you have similar words circled? Did you have a similar ‘gist’ for each page?” • After the discussion, ask students to take 3–5 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers: Main Ideas and Details recording form.. 	
<p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Direct their attention to the anchor chart: Close Reading as Researchers (Main Ideas and Details) recording form for <i>Bullfrog at Magnolia Circle</i> (pages 4–7 and 12–15). Ask students to notice how this recording form is different from the ones they used during Module 1. • Point out to students that their job while they are reading this book is to learn everything they can about frogs. Eventually, they will be writing about frogs. So they should gather as many facts, definitions, and details as they can as they read. Clarify these terms as needed. • If needed, do a brief guided practice. Invite students to Think Pair-Share about a detail they noticed on page 12 that seemed important, and why. Listen for students to share details such as that the frog was “closing his eyes with each hop,” or the rain “drips onto his smooth green skin.” • Give students 15 minutes to reread pages 4–7 and 12–15 on their own, writing down key details on their recording form. (Tell them to wait to answer the question at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups: <ul style="list-style-type: none"> * “What key details seemed supported the main idea?” * “Has your thinking about the main idea changed?” • Ask students to share the details they wrote down, and on what page they found each detail. Remind them to give every student in their group a chance to share his or her ideas. Remind them that, when there is a difference between two students’ ideas, it is important to notice that and discuss why each chose a specific detail, and how that detail helped them understand the main idea. • As students work, continue gathering data about students’ discussion skills on the Conversation Criteria checklist. 	<ul style="list-style-type: none"> • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out to students that we learn more about a topic when we reread, paying attention to details that relate to the main message or lesson. Connect this back to their work in Module 1, when they read about accessing books around the world.• Orient students to the question at the bottom of the recording form. Ask:<ul style="list-style-type: none">* “What does the word <i>adaptations</i> mean?”• See if any students know this word and can define it. If not, tell students <i>adaptations</i> means anything in the way an animal’s body is or how it behaves that helps it to survive.• Tell students they will be learning about adaptations throughout this module, and will read a specific text about this during Unit 2.• Tell students that they will be thinking about this word a lot more throughout this module. For now, invite them to take just a few minutes to think and then share about anything in this section that they think helps the bullfrog survive. (Clarify the term survive if needed.) Listen for students to offer suggestions like: “It goes in the mud when it’s cold” or “He has a big mouth to grab the worms.” It is fine if students do not have a lot to offer at this point; encourage them.• Direct students to fill in the last section of their Close Reading: Main Ideas and Details recording form. “What adaptations help a frog survive?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Invite students to assist in completing the anchor chart: Close Reading: Main Ideas and Details anchor chart (for pages 4-7 and 12-15). Focus on the question at the bottom: “What adaptations help a frog survive?” • Use a sentence frame to support students such as: “I think a frog has/does _____ to help it survive by _____.” • Conclude the lesson by introducing some of the Unit 1 Recommended Texts for the unit to students: “We will be reading a couple of books as a whole class, but we also have a wonderful collection of other frog books that I invite you to read, too.” Pair students up, distribute a book to each pair, and provide a couple of minutes for them to look through it. If time permits, they may switch texts with another pair. • Collect students’ recording forms, which they will need again in Lesson 3. Briefly skim their forms to informally assess which students understood the topic and how to complete the form, and which students may need more support. 	<ul style="list-style-type: none"> • Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 4–7 and 12–15 at home, focusing on words you don’t know and words you think are especially interesting. • Encourage students to select an independent reading book for this unit from the Recommended Texts lists. Students may read this book for homework, and also during the “slush” times of the day (before or after recess, lunch, etc.). 	<ul style="list-style-type: none"> • For struggling readers, assign them just page 6 to reread, and have them read that one page twice. • 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.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Close Reading: Main Ideas and Details

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

Topic:

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisit the main idea: *What adaptations help a frog survive?*



Conversation Criteria Checklist
(Repeated from Module 1 for Teacher Use;
Adapt to Suit Personal Preferences)

Learning Targets:

- • I can follow our class norms when I participate in conversations.
- • I can speak in complete sentences when I participate in group discussions.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P = Partner, G = Small Group, C = Whole Class)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



Conversation Criteria Checklist
(Repeated from Module 1 for Teacher Use;
Adapt to Suit Personal Preferences)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



EXPEDITIONARY
LEARNING

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

Continued Close Reading of Pages 4–7 and 12–15 of Bullfrog at Magnolia Circle: Text-Dependent Questions and Vivid Words and Phrases



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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 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 pages 4–7 and 12–15 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 define the scientific concept of *habitat*.
- I can explain what helps a bullfrog survive.

Ongoing Assessment

- Close Reading as Researchers: Main Ideas and Details recording form (from previous lesson)



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Vivid Words and Phrases (10 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Answering Text-Dependent Questions (25 minutes)</p> <p style="padding-left: 20px;">B. Vocabulary in Action (15 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Review and Independent Writing (8 minutes)</p> <p style="padding-left: 20px;">B. Debrief (2 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Students will need their materials from Lesson 2: <i>Bullfrog at Magnolia Circle</i> and their Close Reading: Main Ideas and Details recording form (for pages 4-7 and 12-15) This lesson introduces a new kinesthetic vocabulary activity (see Part B of Work Time). Students basically act out sentences from this section of <i>Bullfrog at Magnolia Circle</i>. (See note regarding sentence strips, below.) During this lesson, there may not be enough time for each pair to perform; it is fine to just take volunteer pairs today. Other students may perform their sentences during other times in the day. This vocabulary activity also repeats in Lesson 5, so some of the class may perform then if they do not get the chance in this lesson. • Copy and cut up the sentence strips for pages 4–7 and 12–15 (see supporting materials). • Consider preparing charts or handouts with directions for close reading (see Part A of Work Time) and for the Vocabulary in Action activity (see Part B of Work Time). These visual scaffolds support all learners. • Be sure to limit Part B of Work Time to 15 minutes, so students have time to do their independent writing. • Review: Think-Pair-Share protocol, Cold Call, and Helping Students Read Closely (Appendix).

Lesson Vocabulary	Materials
<p>“for effect,” adaptations, habitat; bayou, wind (<i>v</i>), rumbles, croaking (<i>n</i>) (4), emerged, retreat, bulging (<i>adj</i>) (6), cascades, soaking, Spanish moss, sway (12), explore, bayou, calling site, attract (14)</p> <p>Words in bold are explicitly taught. Other words students figure out in context.</p>	<ul style="list-style-type: none"> • Close Reading as Researchers: Main Ideas and Details recording form (from Lesson 2) • Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>) (one per student) • Sentence strips for pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> (one per group of three)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Vivid Words and Phrases (10 minutes)</p> <ul style="list-style-type: none"> • Gather the students in a circle. Remind them that in the previous lesson, they started learning about bullfrogs, and what helps bullfrogs survive. • Ask students to turn and talk about what the word <i>adaptations</i> means. Cold call a few students to share out, clarifying as needed. Remind students that this entire module focuses on how frogs adapt to their environment. Right now, they are just starting to learn about the bullfrog. • Tell them that as usual, they are going to reread the text again today, focusing even more carefully on the main ideas and key details. They will also pay attention to the illustrations and the specific words the author chooses to describe the bullfrog. • Make sure that all students have access to the text <i>Bullfrog at Magnolia Circle</i>. Return students' Close Reading as Researchers (Main Ideas and Details) recording forms for pages 4–7 and 12–15 (which they began in Lesson 2). • Direct students' attention to the illustration on pages 12 and 13. Ask: <ul style="list-style-type: none"> * "What do you see?" <ul style="list-style-type: none"> – Students should quickly be able to say that they see the frog jumping through the grass. • Tell students that authors often include illustrations to help readers understand important ideas. But authors do something else as well: They choose words very carefully to try to paint a picture in the reader's mind. • Read aloud the first two sentences from page 12, in a very fluent and dramatic style, as students follow along. <ul style="list-style-type: none"> * "Rain cascades from the sky, soaking the earth. In the distance, by the large screened porch, huge oak trees covered by Spanish moss sway in the warm, heavy air." • Ask students to Think-Pair-Share using the sentence frame: <ul style="list-style-type: none"> * "I saw/heard _____, so I think the frog lives _____." * "What is happening in this sentence? Where might a frog live? What words do you hear in the text that help you know what's happening?" * "What can you see in your imagination when you hear that sentence?" 	<ul style="list-style-type: none"> • Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call a few students to share out something that they or their partner said.• Unpack the learning target: “I can identify words or phrases the author chose for effect.” Linger on the phrase <i>for effect</i>: it’s something the author did on purpose to make the reading more interesting. Tell them that throughout this module, they will keep focusing on why authors choose the words they chose.	



Work Time	Meeting Students' Needs
<p>A. Answering Text Dependent Questions (25 minutes)</p> <ul style="list-style-type: none"> • Orient students to three learning targets: “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,” and “I can define the scientific concept of <i>habitat</i>.” At this point in the year, students should be quite familiar with targets related to asking and answering questions based on evidence from the text. Invite students to think and share with a partner about possible definitions of <i>habitat</i>. Tell students that as they did yesterday with the word <i>adaptations</i>, they should keep this word in mind during the lesson. They will think more about what this word means during the closing of this lesson. • Direct students to the Close Reading: Main Ideas and Details anchor chart (for pages 4-7 and 12-15) that they created during Lesson 2. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better. Remind students that they have already heard or read this section of <i>Bullfrog at Magnolia Circle</i> four times: the read-aloud for enjoyment and to get the flow of the passage, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, on their own and with groups to find and record important details and think about what adaptations help frogs survive, and then a fourth time for homework. • Ask students to turn to page 12 of <i>Bullfrog at Magnolia Circle</i>. Distribute the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 4–7 and 12–15) of <i>Bullfrog at Magnolia Circle</i>. Review with students the process they went through to answer questions about other texts they have read this year. <ul style="list-style-type: none"> * First, read the questions. * Then, read the entire text, keeping those questions in mind. * When you find details that could be used as evidence to answer a question, underline that section of the text. * Talk about your answers before writing complete sentences. • Review the word <i>evidence</i> with the class as something we use to prove an idea we have. • Place students in groups, though they should work on the questions from the text independently. Give students 15 minutes to reread on their own. Circulate and support students in finding evidence and writing in complete sentences. • Then ask students to discuss with their group the evidence they found for each question. • If needed, gather students’ attention briefly to review how to write answers using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.) Invite a student to model. • 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 to answering text-dependent questions and using 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. Vocabulary in Action (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they now will work with the words they circled during their rereading of <i>Bullfrog at Magnolia Circle</i> and other key vocabulary terms identified by the teacher. • Gather students in a circle, and review the strategy they learned for finding the meaning of unfamiliar words while reading the texts in Module 1. Read the learning target: “I can determine the meaning of new vocabulary using clues in the text around a word.” Ask students to Think-Pair-Share what this learning target is, and what they did with words in books like <i>Rain School</i>, <i>That Book Woman</i>, or <i>My Librarian Is a Camel</i>. Share as a whole group. • Tell students that <i>Bullfrog at Magnolia Circle</i> is a hard book, especially because the author chose specific science words and other unusual words to help teach us about bullfrogs. There might have been lots of words in pages 4–7 and 12–15 that were difficult for them to understand. Remind them of one strategy they have practiced a lot: looking at clues in the text around the unfamiliar word, and then replacing the word with other words that might mean the same thing. • Another strategy to help understand and remember words is to perform them out in little stories or skits. Today they will use both strategies together. • Ask students to work in teams of three. Give students directions for “vocabulary in action” (Consider posting on chart paper): <ul style="list-style-type: none"> * Read the sentence out loud to each other. * Define the word in bold. How did you figure it out? (Notice that all of these words are verbs: action words.) * Talk about any other words you don’t know. * Plan how to “show” what this sentence means by acting it out. * Choose two people to be actors and one person to be the narrator (who reads the sentence aloud). • If necessary, invite two students to come up front and model with you in front of the class. • Distribute the sentence strips for pages 4–7 and 12–15 to students. Give students 5 minutes to discuss their sentence and prepare their skit. Circulate to support as needed. 	<ul style="list-style-type: none"> • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs. • Consider posting the Vocabulary in Action directions on chart paper for student reference.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then take 5 to 10 minutes for each pair to perform in front of the class. After each pair performs, ask:<ul style="list-style-type: none">* “How does this sentence help us understand how bullfrogs live?” <p><i>Note: There may not be enough time for each pair to perform their sentence. It is fine to just take volunteer pairs today. This activity repeats in lesson 5, so other students can have a turn then. Be sure to allow time for students to do the independent writing.</i></p>	



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 the learning target: “I can define the scientific concept of <i>habitat</i>.” Ask students to share out possible definitions. Probe if needed: “What were these pages mostly about?” Listen for students to say something about the area where the frog lives. Clarify that a habitat is where an animal lives. • Give students 5 minutes to complete the three remaining sections of their recording form. For the “topic,” they should write some variation of <i>habitat</i>. In the “Vivid words and phrases” box, they should write a few of their favorite phrases. And for key vocabulary, they should have <i>adaptations</i> and <i>habitat</i>, along with any other words they chose. • Collect students’ recording forms for pages 4–7 and 12–15 (from Lessons 2 and 3) or have students file them in their folders. Students will need to refer back to these during Unit 2. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols to match the word <i>habitat</i>.
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> • Debrief as time permits: “What specific words or phrases helped us understand more about how bullfrogs survive?” Provide students with the sentence frame: “When I read/heard the word _____, I learned _____.” Share as a whole group. 	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> out loud to someone at home, or to yourself in front of a mirror. Try to read it with a lot of feeling, so the person listening can really picture what is happening to the frog. If you want, act out some of the sentences again. • Encourage students to select an independent reading book for this unit from the Recommended Texts lists. Students may read this book sometimes for homework, and also during the “slush” times of the day (before or after recess, lunch, etc.). 	<ul style="list-style-type: none"> • ELLs or struggling readers could read aloud just one page of text multiple times, rather than all the pages. • 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.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

.....
Name:
.....

.....
Date:
.....

Topic:

Text-dependent questions:

1. What might you see in a bayou? Use details from the text to support your answer.

2. What does it mean that “rain cascades from the sky”? (page 12) Use details from the text to support your answer.



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

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

3. What is a good habitat for a bullfrog? Use details from the text to support your answer.



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

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

Vivid words and phrases	Why you think the author chose these specific words
Key vocabulary about frogs	Definitions
adaptations	
habitat	



Sentence Strips for pages 4–7 and 12–15 of
Bullfrog at Magnolia Circle

Teacher directions: In advance, copy this sheet (one per set per group of three) and cut into strips.

Lightning zigzags through the early evening sky over the **bayou** waters that slowly wind their way behind the white wooden house on Magnolia Circle. (page 5)

Thunder **rumbles** in the distance. (page 5)

The **croaking** of bullfrogs, and the peeps and sounds of other frogs, fill the air. (page 5)

In midwinter, Bullfrog **emerged** from his muddy winter **retreat** and silently waited for the warmth and rains of spring. (page 6)

Now in April, his throat yellow and **bulging**, he sings a sound like “brrwoom.” (page 6)

Rain **cascades** from the sky, **soaking** the earth. (page 12)

In the distance, by the large screened porch, huge oak trees covered by Spanish moss **sway** in the warm heavy air. (page 12)

The warm, wet evening is perfect for Bullfrog to **explore** the bayou. (page 14)

Tonight he will begin his search for a **calling site**, and then he can start singing to **attract** his first mate. (page 14)





EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 4

Close Reading of Pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*: Predators and Prey



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

- 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)

Supporting Learning Targets

- I can identify the main idea of pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle* 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 *Bullfrog at Magnolia Circle* are conveyed through key details.

Ongoing Assessment

- Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Anchor Chart (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson follows the same structure as Lesson 2, and begins a two-day close reading cycle with a new chunk of <i>Bullfrog at Magnolia Circle</i>. This time, the focus is on the bullfrog’s reproduction, life cycle, and physical characteristics. Students again linger on just one section for two lessons, in order to both build their awareness of choosing words for effect. • As before, do not tell students the topic of this section of the reading. Students likely can figure this out after multiple reads. In Lesson 5, after having read the sections several times, students name the topic. • As in the cycle in Lessons 2–3, students will focus on key vocabulary from pages 8–11 and 16–25 during Lesson 5. • Review: Helping Students Read Closely (Appendix 1). • As in Lesson 2, Prepare a new anchor chart to capture students’ thinking during Work Time B. This anchor chart is just an enlarged version of the Close Reading: Main Idea and Details recording form that students used during Work Time B. Students will actually name this chart during Lesson 5.

Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive</p> <p><i>Note: Specific vocabulary from pages 8–11 and 16–25 in <i>Bullfrog at Magnolia Circle</i> are addressed during Lesson 5.</i></p>	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student) • Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25 of <i>Bullfrog at Magnolia Circle</i>)(one per student) • Conversation Criteria Checklist (begun in Lesson 3) • Close Reading: Main Ideas and Details anchor chart (for pages 8-11 and 16-25 of <i>Bullfrog at Magnolia Circle</i>) (new; teacher-created; based on recording form in supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <ul style="list-style-type: none"> Gather students in a circle. Tell them that today they are going to begin a new section of <i>Bullfrog at Magnolia Circle</i>. Just as before, they will study one section of the text for two days, in order to really understand it well and to pay attention to all the rich words and phrases the author chose. As before, do not explain what this section of the book is about or unpack the learning targets yet. As with other read-alouds in this unit, ask students to follow along in pages 8–11 and 16–25 in their text. (This promotes fluency.) Project the book <i>Bullfrog at Magnolia Circle</i> and read pages 8–11 and 16–25 slowly, fluently, and without interruption. Feel free to read it dramatically. Remind students that they will have a chance to reread this section and discuss it later. <p><i>Note: It is important that this text is read without interruption. Do not aid students' comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none"> When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Direct students to the learning targets for this lesson. Tell students that they are very familiar with reading text closely, based on Module 1. Read each target aloud. Ask students to Think-Pair-Share about how their reading of <i>Bullfrog at Magnolia Circle</i> is the same as or different from the reading they have done before. Cold call a few students to share something their partner said. Listen for comparisons such as: “We are rereading a lot,” or “We are learning about one topic, just like last time.” Listen for differences such as: “We are learning about frogs!” or “We are paying attention to the words the author chose.” Remind students of the big question they are working to answer: “What adaptations help the bullfrog survive?” Ask students to think, and then talk with a partner, about the word <i>adaptation</i>, which they learned in previous lessons. What do they remember? Give students time to talk with a partner, then cold call a student to remind the class about this key vocabulary term. Review as needed. 	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> Students will need access to Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25). Remind students, or have a student remind the class, of the two important things they will do during their first independent read: <ul style="list-style-type: none"> * Try to find the gist and write the idea on a sticky note. * Underline or write down unfamiliar words on sticky notes. As before, they will read, think, talk, and write. Remind students that <i>Bullfrog at Magnolia Circle</i> is challenging because the author uses very detailed and descriptive words. For today, their goals, as usual, are to capture the gist, think about the main ideas, and then collect details that help support that main idea. As before, remind students: “Try not to get stuck on every word you do not recognize. Write it down and move on.” Ask students to discuss with a partner about what they have figured out about how this book is structured. Cold call a few students. Listen for comments such as “Each page is its own section,” or “The pictures go with the words.” Direct students again to the learning targets. Give students 10 minutes to work with the text on their own. Remind them to stop on every page to jot down vocabulary and the gist of the section they just read. Circulate and support students as they read. After students have read for 10 minutes, stop them in their work. Place them in groups. If needed, remind students of the criteria for a quality conversation. Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: “Do you have similar words circled? Did you have a similar ‘gist’ for each page?” After the discussion, ask students to take 3–5 minutes to fill in the box about the main idea of this section on their Close Reading: Main Ideas and Details recording form. 	<ul style="list-style-type: none"> The language of <i>Bullfrog at Magnolia Circle</i> may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension. Use thoughtful grouping: ELLs’ language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step to aid reading comprehension so that students can make sure they stay on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Direct their attention to the Close Reading: Main Idea and Details anchor chart (for pages 8–11 and 16–25 of Bullfrog at Magnolia Circle). Reorient students to this recording form as needed. Point out that, like the forms they used during Module 1, the purpose of these recording forms is to help students take notes and focus on important ideas and details. • Remind students that they are becoming experts on frogs, and eventually will be writing to share what they know with others. So they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> as they can as they read. • If needed, do a brief guided practice. Invite students to Think Pair-Share about a detail they noticed on page 9 that seemed important, and why. Listen for students to share out details, such as: “A crayfish emerges,” or “His long, sticky tongue shoots out and grabs the crayfish.” • Give students 15 minutes to reread pages 8–11 and 16–25 on their own, writing down key details on their recording form. (Remind them to wait to answer the question at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups. <ul style="list-style-type: none"> * What key details seemed to support the main idea? * Has their thinking about the main idea changed? • Ask students to share the details they wrote down, and on what page they found each detail. Remind them about the criteria for a quality conversation, including giving every student a chance to share his or her ideas, and discussing differences in their thinking. • As students work, continue gathering data about students’ discussion skills on the Conversation Criteria checklist. • Re-orient students to the question at the bottom of the recording form. Ask: <ul style="list-style-type: none"> * “What does the word <i>adaptations</i> mean?” • Remind them that they discussed this word during the past few lessons. Give students time to talk with a partner, then cold call a student to remind the class about this key vocabulary term. 	<ul style="list-style-type: none"> • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask them to think and then talk with their group about anything in this section that they think helps the bullfrog survive. Tell them that this question is challenging, because the author does not give the answer directly in the text. Listen for students to offer suggestions such as: “He has a long sticky tongue to catch prey,” or “His large eyes push the prey down his throat.” It is fine if students do not have a lot to offer at this point; encourage them. Remember that in Lesson 5, they will consider a series of text-dependent questions that will help them.• Direct students to fill in the last section of their Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25):<ul style="list-style-type: none">* “What adaptations help a frog survive?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Invite students to assist in completing the Close Reading: Main Ideas and Details anchor chart (for pages 8-11 and 16-25). Focus on the question at the bottom: “What adaptations help a frog survive?” Add to the anchor chart.• Collect students’ recording forms, which they will need again in Lesson 5. Briefly skim their forms to informally assess.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 8–11 and 16–25 at home, focusing on words you don’t know and words you think are especially interesting.	<ul style="list-style-type: none">• Assign struggling readers just pages 8–11 to reread, and have them read these pages twice.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 4

Supporting Materials



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Close Reading: Main Ideas and Details

For pages 8-11 and 16-25 of *Bullfrog at Magnolia Circle*

Topic:

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisit the main idea: *What adaptations help a frog survive?*



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 5
Continued Close Reading of Pages 8–11 and
16–25 of *Bullfrog at Magnolia Circle*: Text-
Dependent Questions and Vivid Words and Phrases



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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 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 pages 8–11 and 16–25 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 define the scientific concepts of *predator* and *prey*.
- I can explain what adaptations help bullfrogs survive.

Ongoing Assessment

- Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 8-11 and 16-25)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Vivid Words and Phrases (5 minutes)</p> <p>2. Work Time</p> <p>A. Answering Text-Dependent Questions (25 minutes)</p> <p>B. Vocabulary in Action (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Review and Independent Writing (8 minutes)</p> <p>B. Debrief and Preparing for Mid-Unit Assessment (2 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Students will need materials from Lesson 4: <i>Bullfrog at Magnolia Circle</i> and their Close Reading: Main Ideas and Details recording forms (for pages 8-11 and 16-25). • Copy and cut up the sentence strips for pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> (see supporting materials). • Review: Think-Pair-Share, Cold Call, and Helping Students Read Closely (Appendix) • This lesson follows the same structure as Lesson 3. If all students did not have time in Lesson 3 to perform their sentence skits, be sure that remaining pairs get a chance to perform today.

Lesson Vocabulary	Materials
<p>“for effect,” adaptations, predator, prey, bank, emerges, crayfish, springs (9), struggles, crustacean, bulging, sink, flutters, blade (16), heron, satisfy (19), stalks, unsuspecting (20); squawking, complaint, unharmed (23), startled, departing (24)</p> <p><i>Note: Words in bold are explicitly taught. Other words students figure out in context.</i></p>	<ul style="list-style-type: none"> • Close Reading: Main Idea and Details anchor chart (for pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> (from Lesson 4) • Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i>) (one per student) • Sentence strips for pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> (one strip per group; several groups may use the same sentence)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 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 key details, the illustrations, and specific words the author chooses to describe the bullfrog. • Be sure that all students have access to the text <i>Bullfrog at Magnolia Circle</i>. Return students' Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25, from Lesson 4). • Direct students' attention to the illustration on pages 8–9. Ask: <ul style="list-style-type: none"> * "What do you see?" Students should quickly be able to say that they see a frog in the water and a crayfish on the dirt. • Remind students that authors include illustrations to help readers understand important ideas. But authors also choose words very carefully to try to paint a picture in the reader's mind. • Read aloud a sentence from page 9, in a very fluent and dramatic style, as students follow along. <ul style="list-style-type: none"> * "As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud." • Ask students to Think-Pair-Share using a sentence frame such as: "I heard/saw _____, so I think the frog is _____." <ul style="list-style-type: none"> * "What is happening in this sentence? What is the frog doing?" * "What words do you hear in the text that help you know what's happening?" * "What can you see in your imagination when you hear that sentence?" • Cold call a few students to share out something their partner said. • Probe, asking students how they figured out what the words <i>bank</i> and <i>emerges</i> mean. Reinforce students' good work using context clues to figure out unfamiliar vocabulary words. • 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 <i>for effect</i> 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 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 define the scientific concepts of predators and prey.” • Invite students to think and share with a partner about possible definitions of <i>predator</i> and <i>prey</i>. Tell students that as they did in the last section with the word <i>habitat</i>, they should keep these words in mind during the lesson. • Direct students to the anchor chart for pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i>, which they created during Lesson 4. 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 8 of <i>Bullfrog at Magnolia Circle</i>. Distribute the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 8–11 and 16–25). 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 for answering text-dependent questions. Add nonlinguistic symbols to each step to aid reading comprehension so that students can make sure they stay on track.



Work Time	Meeting Students' Needs
<p>B. Vocabulary in Action (20 minutes)</p> <ul style="list-style-type: none"> • As in Lesson 3, students will now work with the words they circled during their rereading of <i>Bullfrog at Magnolia Circle</i> and other key vocabulary terms identified by the teacher. The purpose is to help focus students on the rich and vivid language the author chose. • Gather students in a circle, and read the learning target: “I can determine the meaning of new vocabulary using clues in the text around a word.” Remind them that they figured out the words <i>bank</i> and <i>emerges</i> earlier in the lesson by looking at the words around those words, as well as at the illustration. • Tell them that today they get to again perform little stories or skits to help them learn and remember words. • Ask students to work with their same teams of three (from Lesson 3). Review the instructions: <ul style="list-style-type: none"> * Read the sentence aloud to each other. * Define the word in bold. How did you figure it out? * Talk about any other words you don’t know. * Plan how to “show” what this sentence means by acting it out. * Choose two people to be actors and one person to be the narrator (who reads the sentence aloud). • Distribute the sentence strips for pages 8-11 and 16-25. Give students 5 minutes to discuss their sentence and prepare their skit. Circulate to support as needed. <p><i>Note: Be sure that any groups that did not get to perform during Lesson 3 get a chance to perform today. Then take 5 to 10 minutes for each pair to perform in front of the class. After each pair performs, ask them: “How does this sentence help us understand how bullfrogs survive?”</i></p>	<ul style="list-style-type: none"> • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.



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 the learning target: “I can define the scientific concepts of <i>predator</i> and <i>prey</i>.” Ask students to share out possible definitions. Probe if needed: “What were these pages mostly about?” Listen for students to say something about the frog getting food and trying to stay safe from animals that want to eat it. Clarify that <i>predator</i> is the eater: “The heron is a predator of the bullfrog. And the <i>prey</i> is the eaten: The crayfish is prey for the frog, and the frog just barely escaped being prey for the heron.” 	<ul style="list-style-type: none"> Provide nonlinguistic symbols to match the words <i>predator</i> and <i>prey</i>.
<p>B. Debrief and Preparing for Mid-Unit Assessment (2 minutes)</p> <ul style="list-style-type: none"> Congratulate students on their careful reading. Tell them that tomorrow, they will get to “show what they know” as they read a new section of <i>Bullfrog at Magnolia Circle</i> on their own. Ask student to turn and talk, then share out what strategies they have been using as readers that will help them succeed on their assessment. Tell them they will have more time tomorrow to review these strategies 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread pages 8–11 and 16–25 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 page of text multiple times, rather than all three pages.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 5

Supporting Materials



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

For pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*

.....
Name:

.....
Date:

Topic:

Text-dependent questions:

1. How does the bullfrog use its body to catch and eat a crayfish? Use details from the text to support your answer.

2. On page 16, it says, “In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal.” What does the phrase “evening meal” mean?



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

For pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*

3. Why does the heron not eat the Bullfrog? Use details from the text to support your answer.



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

For pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*

Vivid words and phrases	Why you think the author chose these specific words
Key vocabulary about frogs	Definitions
Mate (n)	
Mating (v)	
Reproduction	



Sentence Strips for Pages 8–11 and 16–25 of
Bullfrog at Magnolia Circle

Directions to Teacher: In advance, copy this sheet and cut it into strips, so each pair of students can receive one sentence strip.

As Bullfrog pulls his long body up the **bank** of the bayou, a crayfish **emerges** from a chimney made of mud. (page 9)

In less than a half a second, Bullfrog **springs** forward. His long, sticky tongue shoots out and grabs the **crayfish**. (page 9)

The crayfish **struggles**, but Bullfrog uses his front legs to stuff the **crustacean** into his mouth. (page 11)

As he swallows, his large **bulging** eyeballs **sink** into his head to push the crayfish farther down his throat. (page 11)

A sphinx moth **flutters** past Bullfrog and lands on a **blade** of a wild weed near the water. (page 16)

A nice, fat juicy bullfrog would **satisfy** a hungry **heron**. (page 19)

Ever so slowly, the heron **stalks** its prey. (page 20)

The heron moves slowly closer to **unsuspecting** Bullfrog. (page 20)

Squawking a loud **complaint**, the heron takes to the air, leaving Bullfrog behind, **unharm**ed. (page 23)

The bullfrog, **startled** by the **departing** heron, leaps into the water, but soon returns to the shore. (page 24)





EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 6

Mid-Unit Assessment: Close Reading of Pages 26–
31 of *Bullfrog at Magnolia Circle*: Bullfrog Life Cycle



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

- 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)

Supporting Learning Targets

- I can identify the main idea of pages 26–31 of *Bullfrog at Magnolia Circle* 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.

Ongoing Assessment

- Mid-Unit Assessment: Close Reading of *Bullfrog at Magnolia Circle* (pages 26-31)
- Tracking My Progress, Unit 1



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <p>B. Tracking My Progress (5 minutes)</p> <p>C. Favorite Phrases (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Anchor Chart: What Adaptations Help Frogs Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In this lesson, students independently apply the close reading skills they have been building in Lessons 2–5.• Because this is a reading assessment, do not read the text aloud (as was done in previous lessons).• Students may finish close reading of pages 26–31 of <i>Bullfrog at Magnolia Circle</i> at quite different paces. See notes in the lesson plan for options for extension activities.• Review: Helping Students Read Closely (Appendix 1).• Locate the anchor chart from Module 1 titled Things Close Readers Do (or be prepared to begin a new chart).• Students formally self-assess after the mid-unit assessment. See the Tracking My Progress form. Remind students that they have been doing this sort of self-assessment orally during lesson debriefs; in this lesson, they will just do it in writing.



Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive</p>	<ul style="list-style-type: none"> • Things Close Readers Do anchor chart (from Module 1, or begin a new chart with this same title) • Bullfrog at Magnolia Circle by Deborah Dennard (book; one per student) • Mid-Unit 1 Assessment: Close Reading of Bullfrog at Magnolia Circle (pages 26-31) (one per student) • Mid-Unit 1 Tracking My Progress recording form (one per student) • Index cards (one per student) • How Do Frogs Survive? Anchor chart (new; co-created with students during Closing A) • Mid-Unit 1 Assessment: Close Reading of Bullfrog at Magnolia Circle (pages 26-31) (Answers, for Teacher Reference) • 2-Point Rubric- Writing from Sources/Short Response (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that today they are going to “show what they know” about reading closely. They will read another section from <i>Bullfrog at Magnolia Circle</i> and take the same kind of notes they have done in previous lessons. • Instead of going through each learning target, work with an anchor chart to review all the things students have been learning as readers. Either build on the Things Close Readers Do anchor chart (from Module 1), or begin a new chart with that same title. • Ask students: <ul style="list-style-type: none"> * “What have we been learning about how to read closely?” * “What specifically have we been learning about how to read informational text to become experts on a topic?” • Listen for students to offer comments much like today’s learning targets. Make that connection. Probe as needed, emphasizing the importance of rereading, asking questions, looking in the text for answers, finding the main idea, finding details that support that idea, and thinking about how the picture helps you understand the words. • Tell students that these are exactly the skills that they will get to demonstrate on their mid-unit assessment. Tell students they should keep thinking about what helps frogs survive as they are doing their assessment. 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <ul style="list-style-type: none"> Students will need access to pages 26–31 of <i>Bullfrog at Magnolia Circle</i> and the Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (pages 26-31). Remind students that they should read the text multiple times: <ul style="list-style-type: none"> First for gist Then to identify unfamiliar words Then to think about the main idea and details One last time to answer the questions Answer any clarifying questions. Give students 30 minutes to complete the assessment. (Students who finish early may reread <i>Bullfrog at Magnolia Circle</i> to choose more vivid phrases to share with the class—see Work Time, Part C—or they may continue reading in their independent reading book for this unit.) Collect students' mid-unit assessments. 	<ul style="list-style-type: none"> Consider focusing struggling readers just on pages 27 and 28, which provide most of the essential information about how the tadpoles survive.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Distribute the Mid-Unit 1 Tracking My Progress recording form to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on. Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Favorite Phrases (10 minutes)</p> <p><i>Note: Do this activity as time permits, being sure to save 5 minutes for the debrief.</i></p> <ul style="list-style-type: none">• Invite students to skim back through the entire text of <i>Bullfrog at Magnolia Circle</i> (pages 4–31) to choose one sentence or phrase they particularly love. Give students an index card. Ask students to copy the sentence down on one side of the card. On the other side, they should write why they love it: “What makes this language particularly vivid or effective?”• Once students have written their sentences, give brief instructions to the class. Tell students they will get to share their sentence with some partners. Choose a clear visual or auditory signal that will help get the attention of the class during the activity (i.e., “If I raise my hand, you raise your hand, too, and be quiet.”)• Tell students that when you say: “Go,” they should:<ul style="list-style-type: none">• Stand up and find a partner.• Read your sentence to your partner.• Let your partner tell you why he or she loves that sentence.• You tell why you chose the sentence.• Trade, so that the other person reads.• After several minutes, give the signal. Silence students, and ask them to find a new partner and repeat as time allows.• Collect students’ index cards as an informal assessment, or to revisit during the writing lessons in Unit 3.	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart: What Adaptations Help Frogs Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Congratulate them on learning so much about frogs. Refer back to the guiding questions for the module (posted during Lesson 1). • Begin a new How Do Frogs Survive? anchor chart. Ask students to share what they know from their reading so far. • Reinforce key concepts—<i>habitat, predators, prey, and reproduction</i>—when possible. • Keep this chart to refer back to in future lessons. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 26–31 out loud to someone at home. Tell them all you are learning about how male bullfrogs attract a mate. 	<ul style="list-style-type: none"> • For struggling readers, assign them just page 27 to reread, and have them read that one page twice.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 6

Supporting Materials



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Mid-Unit 1 Assessment: Close Reading of *Bullfrog at Magnolia Circle*

Pages 26-31

Directions:

Read pages 26–31 in *Bullfrog at Magnolia Circle*.

Reread the same pages, thinking about the main ideas and details.

Take notes in this recording form, just as we have been doing together in class.

Answer the specific “Questions from the Text.”

Topic: _____

Main idea of this section of the text

Key details from the text that help me understand the main idea

Key details from the illustrations that help me understand the main idea



Mid-Unit 1 Assessment: Close Reading of *Bullfrog at Magnolia Circle*

Pages 26-31

1. Part A: What does the word *chorus* mean as it is used on page 31?

- a. one bullfrog making the same sound over and over again
- b. a big noise made by jumping into the water
- c. the sound of a lot of bullfrogs croaking at once
- d. talking to a female

Part B: Which of the phrases from the passage best helps you understand the meaning of *chorus*?

- a. “his legs spread out”
- b. “He croaks again and again”
- c. “The voices of other males join in”
- d. “fills the air”

2. How does the male bullfrog attract a female?

3. What adaptations described on page 28 helps frogs to survive?



Mid-Unit 1 Assessment: Close Reading of *Bullfrog at Magnolia Circle*
Pages 26-31 - Answers, for Teacher Reference

Note: There is no single “right answer” to the main idea of this passage. Focus on whether the main idea students identify is reasonable, and whether the key details they list support the main idea they identified. Below is merely a single example of one such “reasonable response.”

Topic: **Finding a mate/life cycle**

Main idea of this section of the text

*Male bullfrogs compete with other male bullfrogs to find mates.
Male frogs look for a special place to attract a female bullfrog.*

Key details from the text that help me understand the main idea

*Bullfrogs know other bullfrogs are around because of the loud croaking noises.
Bullfrogs might have to wrestle other bullfrogs.
Bullfrogs might just croak really loud to compete with other bullfrogs.
Bullfrogs call female frogs with their croaking voice.
Bullfrogs swim into the water lilies to wait for a mate.*

Key details from the illustrations that help me understand the main idea

*The picture on pages 26–27 shows four male frogs competing. One frog is facing the other three.
The picture on page 29 shows a bullfrog diving into the water lilies. It is looking for its special place.
The picture on page 30 shows the male bullfrog waiting for his female mate. He is looking, looking, looking.*

Mid-Unit 1 Assessment:

Close Reading of *Bullfrog at Magnolia Circle*

(pages 26-31)

(Answers, for Teacher Reference)

1. Part A: What does the word *chorus* mean as it is used on page 31?

- a. one bullfrog making the same sound over and over again
- b. a big noise made by jumping into the water
- c. ***the sound of a lot of bullfrogs croaking at once***
- d. talking to a female

Part B: Which of the phrases from the passage best helps you understand the meaning of *chorus*?
(L.3.4)

- a. “his legs spread out”
- b. “He croaks again and again”
- c. ***“The voices of other males join in”***
- d. “fills the air”

2. How does the male bullfrog attract a mate? (RI.3.2)

A male bullfrog attracts a mate by calling to her in his deep booming voice. He croaks and croaks “Brrwoom.”

3. What adaptations described on page 28 helps frogs to survive?

“A special layer of skin protects Bullfrogs open eyes so he can see underwater.” (Page 28)



Mid-Unit 1 Tracking My Progress
Recording Form

Name:

Date:

Learning Target: I can determine the main idea of an informational text. (RI.3.2)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Mid-Unit 1 Tracking My Progress
Recording Form

Learning target: 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)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



2-point Rubric—Writing from Sources/Short Response¹
For Teacher Reference

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹ From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

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Grade 3: Module 2A: Unit 1: Lesson 7

Close Reading of Page 32 of *Bullfrog at Magnolia*

***Circle:* Main Ideas about the Bullfrog**



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

- 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)

Supporting Learning Targets

- I can identify the main ideas of page 32 of *Bullfrog at Magnolia Circle* 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 *Bullfrog at Magnolia Circle* are conveyed through the key details on page 32.
- I can identify the glossary in *Bullfrog at Magnolia Circle* and define what a glossary is.

Ongoing Assessment

- Close Reading as Researchers (Main Ideas and Details) recording form (for page 32)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Building Fluency: Read-aloud of page 32 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Rereading on Your Own: Capturing the Gist (20 minutes) B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Anchor Chart (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson begins a two-day close reading cycle with a new chunk of <i>Bullfrog at Magnolia Circle</i>. Yet these two lessons focus on page 32, which is structured much more like a “typical” informational text, with expository paragraphs and a glossary. Be sure to help students notice the differences between page 32 and all the other pages they have read, both in terms of style and structure. • These two lessons also differ from previous lessons on this text since page 32 does not focus on a single main idea, but rather provides a clear summary of all the main ideas addressed in the earlier pages of the text. This lesson serves as an informal introduction to the various categories about frogs that students will study more formally in Lesson 10, when they use a note-taking matrix. Preview Lesson 10 to understand where students are heading. • As before, do not tell students the topic of this section of the reading. Students likely can figure this out after multiple reads. • As in the cycles in Lessons 2–3 and 4–5, students will focus on key vocabulary during Lesson 8. • Review: Helping Students Read Closely (Appendix 1). • As in Lessons 2 and 4, Prepare a new anchor chart to capture students’ thinking during Work Time B. This anchor chart is just an enlarged version of the Close Reading: Main Idea and Details recording form that students used during Work Time B. Students will actually name this chart during Lesson 8.

Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive, glossary, tympanum, summary, categories</p> <p><i>Note: Specific vocabulary from page 32 of Bullfrog at Magnolia Circle is addressed during Lesson 8.</i></p>	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student) • Document camera and projector • Close Reading: Main Ideas and Details recording form (for page 32 of <i>Bullfrog at Magnolia Circle</i>) (one per student) • Conversation Criteria checklist (from Lesson 3) • Close Reading: Main Ideas and Details anchor chart (for page 32 of <i>Bullfrog at Magnolia Circle</i>) (new; teacher-created; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Page 32 in Bullfrog at Magnolia Circle by Deborah Dennard (5 minutes)</p> <ul style="list-style-type: none"> • Gather the class in a circle. Tell them that today they will read the very last page of <i>Bullfrog at Magnolia Circle</i>. • As before, do not explain what this section of the book is about or unpack the learning targets yet. • As with other read-alouds in this unit, ask students to follow along in page 32 in their text. Do NOT read the glossary yet. • Project the book <i>Bullfrog at Magnolia Circle</i> and read the five paragraphs on page 32 slowly, fluently, and without interruption. Consider reading in a less dramatic style in order to help students notice the difference between this straightforward expository text and the more lyrical narrative text they read in the rest of the book. Remind students that they will have a chance to reread this section and discuss it later. <p><i>Note: It is important that this text is read without interruption. Do not aid students' comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to the learning targets for this lesson. Tell students that they are very familiar with reading text closely, based on Module 1. • Read each target aloud. • Ask students to Think-Pair-Share about the one new target for today: <ul style="list-style-type: none"> * *“I can identify the glossary in <i>Bullfrog at Magnolia Circle</i> and define what a glossary is.” • Cold call a few students to share something their partner said. • Listen for observations such as: “The glossary has a list of science words,” or “It looks like definitions.” • Listen for a definition of <i>glossary</i> such as “a list of important words in the back of the book.” Guide students to this definition as needed. • Remind students of the big question they are working to answer: 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* What adaptations help the bullfrog survive?• Do not go into detail on this question now. Just briefly point students to the word <i>tympanum</i>, the very last word in the glossary. Explain that this difficult science word may give us another hint to help us answer this question.	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <p><i>Note: Because students have engaged in four close reading lessons already in this unit, there is less scaffolding and less time provided to complete this abbreviated close read of page 32 of Bullfrog at Magnolia Circle.</i></p> <ul style="list-style-type: none"> • Students will need access to Bullfrog at Magnolia Circle (page 32) and their Close Reading: Main Ideas and Details recording form (for page 32 of Bullfrog at Magnolia Circle). • Remind students, or have a student remind the class, of the two important things they will do during their first independent read: <ul style="list-style-type: none"> * Try to find the gist, and write the idea on a sticky note. * Underline or write down unfamiliar words on sticky notes. • Point out that the glossary may help them to figure out some of the unfamiliar words. • As before, they will read, think, talk, and write. Ask students to talk with a partner about what they have already noticed about how this page is structured: <ul style="list-style-type: none"> * “How is this page structured differently from the other pages of this book?” • Cold call a few students. Listen for comments such as “There is a glossary,” or “It’s about more than one main idea.” (It is fine if students haven’t noticed this second point yet; it is emphasized later.) • Direct students again to the learning targets. Tell them that on this page, it will be important to stop and think after each paragraph they read. They should write the gist down on a sticky note to answer the question: “What is this one paragraph mostly about?” Give students 10 minutes to work with the text on their own. • Circulate and support students as they read. • After students have read for 10 minutes, stop them in their work. Place them in groups. If needed, remind students of the criteria for a quality conversation. • Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: “Do you have similar words circled? Did you have a similar ‘gist’ for each paragraph?” • After the discussion, ask students to take 3 to 5 minutes to fill in the box about the main idea of this section on their Close Reading: Main Ideas and Details recording form. 	<ul style="list-style-type: none"> • The language of <i>Bullfrog at Magnolia Circle</i> may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension. • Use thoughtful grouping: ELLs’ language acquisition is facilitated by interacting with native speakers of English who provide models of language. • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. • Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to steps to make sure they are on track. • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind them that they probably will have more than one main idea for this page. (If more scaffolding is needed, consider asking them to write five main ideas: one per paragraph.) Point out that this page is a very clear summary of a lot of the information they read in the rest of the book. Tell them over the next few days, they will try to start to label all of the categories, or types of things they are learning about the bullfrog.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Direct their attention to the new Close Reading: Main Ideas and Details anchor chart (for page 32). Re-orient students to this recording form as needed. Point out that, like the forms they used during Module 1, the purpose is to help students take notes and focus on important ideas and details. • Remind students that they are becoming experts on frogs, and eventually will be writing to share what they know with others. So they should gather as many facts, definitions, and details as they can as they read. • Give students 15 minutes to reread page 32 on their own, writing down key details on their recording form. (Remind them to wait to answer the question at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups: <ul style="list-style-type: none"> * What is the main idea of each paragraph? * What key details supported each main idea? * What new information about the bullfrog did you learn on this page? • Ask students to share the details they wrote down. Remind them about the criteria for a quality conversation. • As students work, continue gathering data about students' discussion skills on the Conversation Criteria checklist. • Re-orient students to the question at the bottom of the recording form. Ask: <ul style="list-style-type: none"> * "What does the word <i>adaptations</i> mean?" • Remind them that they discussed this word during the past few lessons. Give students time to talk with a partner, then cold call a student to remind the class about this key vocabulary term. • Ask them to think and then talk with their group about anything in this section that they think helps the bullfrog survive. Remind them that the author does not always give this answer directly. Listen for students to offer suggestions such as: "The female frog lays a lot of eggs," or "They eat almost anything." It is fine if students do not have a lot to offer at this point; encourage them. Remember that in the next lesson, they will consider a series of text-dependent questions that will help them come up with more examples. • Direct students to fill in the last section of their Close Reading: Main Ideas and Details recording form: <ul style="list-style-type: none"> * "What adaptations help a frog survive?" 	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> Gather the class back in a circle. Invite students to assist in completing the Close Reading: Main Ideas and Details anchor chart. Focus on the question at the bottom: <ul style="list-style-type: none"> * “What adaptations help a frog survive?” Again briefly point out to them that page 32 is different in many ways from the rest of the book. Tell them that they will discuss this more in the next lesson. Collect students’ recording forms, which they will need again in Lesson 8. Briefly skim their forms to informally assess. 	<ul style="list-style-type: none"> Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread page 32 twice at home. Think about the two paragraphs you find really interesting. Come back to class ready to talk about which paragraphs were most interesting to you, and with some great details from that paragraph you think we should remember. 	<ul style="list-style-type: none"> Assign struggling readers just the first two paragraphs on page 32 to reread, and have them read those two paragraphs twice.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 7

Supporting Materials



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Close Reading: Main Ideas and Details
For page 32 of *Bullfrog at Magnolia Circle*

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisit the main idea: *What adaptations help a frog survive?*



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"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Main Ideas about the Bullfrog (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Answering Text-Dependent Questions (25 minutes) B. Using a Glossary: Key Vocabulary about the Bullfrog (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Review and Independent Writing (8 minutes) B. Debrief (2 minutes) 4. 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. <ul style="list-style-type: none"> — 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.



EXPEDITIONARY
LEARNING

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

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*.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 9

Science Talk: How do Bullfrogs Survive?



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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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Preparing Evidence and Questions for the Science Talk recording form
- Science Talk criteria checklist

Agenda

1. Opening
 - A. Engaging the Reader: Why Science Talks and Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Preparing Evidence and Questions for the Science Talk (20 minutes)
 - B. Conducting the Science Talk (25 minutes)
3. Closing and Assessment
 - A. Debrief of Science Talk (5 minutes)
4. Homework

Teaching Notes

- Science Talks provide students the opportunity to collectively theorize and build on each other’s ideas. These talks provide a window on student’s thinking that can help teachers figure out what students really know and what their misconceptions may be.
- In advance, prepare a new Participating in a Science Talk anchor chart that lists the criteria from the Science Talk Criteria checklist identified (see supporting materials):
 - * Follow norms
 - * Prepare with evidence
 - * Ask questions when you don’t understand
 - * Connect questions to others
- Review Science Talk protocol (Appendix 1).
- Students will need access to *Bullfrog at Magnolia Circle* texts as well as their close reading recording forms from previous lessons. Organize those materials for students to access easily.



Lesson Vocabulary	Materials
<p>Science Talk, participate, effectively, discussion, evidence</p>	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student) • Preparing Evidence and Questions for the Science Talk recording form (one per student) • Preparing for a Science Talk (For Teacher Reference) • Participating in a Science Talk anchor chart (new; teacher-created; see Teaching Note above and Science Talk Criteria checklist in supporting materials) • Science Talk protocol (Appendix 1) • Science Talk Criteria checklist (for Teacher Use)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Why Science Talks and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Introduce the Science Talk by saying that researchers share information they have learned with others and ask questions of other experts. This helps experts build their understanding by sharing their own thoughts as well as learning from what others say. Experts in the real world talk all the time to grow their thinking. • Remind students of all the learning they have done so far about bullfrogs. Tell them that today they will have the opportunity to use what they've learned in a Science Talk. Share today's learning target: "I can effectively participate in a Science Talk about how bullfrogs survive." Ensure that students understand the meaning of the words <i>effectively</i> and <i>participate</i>. Invite students to identify the key words in the supporting targets. Guide them toward the words <i>norms</i>, <i>prepare</i>, <i>evidence</i>, <i>questions</i>, and <i>topic</i>. • Review the meanings of the words as necessary. 	<ul style="list-style-type: none"> • Making connections between past and present learning helps students solidify understanding. • Provide nonlinguistic symbols to support students' understanding of words in the targets (i.e: a question mark over the word <i>question</i>).



Work Time	Meeting Students' Needs
<p>A. Preparing Evidence and Questions for the Science Talk (20 minutes)</p> <ul style="list-style-type: none"> • Ask the class the Science Talk question: “How do bullfrogs survive?” Clarify the meaning of the word <i>survive</i> (“continuing to live or exist in spite of danger or hardship”), if necessary. Ensure that students understand the meaning of <i>survive</i> before beginning to plan for the Science Talk. During this talk, students will build an understanding of how bullfrogs adapt to their environment and make use of their different attributes in order to survive. • Refer to the second supporting learning target for today and explain the importance of experts sharing specific evidence from texts in their discussions with others. Show the Preparing Evidence and Questions for the Science Talk recording form on the document camera. Briefly model how to fill out the recording form using evidence from texts. For example: in the first column, write: “When I read the part in <i>Bullfrog at Magnolia Circle</i> about the bullfrog’s sticky tongue,” and in the second column write: “I learned that bullfrogs have special tongues that help them catch their prey.” (This refers to page 9 of the text.) Consider modeling a question as well. • Provide students with 15 minutes to complete their Preparing Evidence and Questions for the Science Talk recording form. Confer with students as necessary and remind them to use specific evidence from text to support their thinking. 	<ul style="list-style-type: none"> • Providing visual models of academic vocabulary supports language development and comprehension • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.
<p>B. Conducting the Science Talk (25 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle on the floor or in chairs. • Display the Science Talk protocol for students to see. Briefly review the Science Talk protocol with students, and answer any clarifying questions. • Instruct students to use their recording forms to support their comments and questions. Model a comment for students based on the model recording form: “When I read the part in <i>Bullfrog at Magnolia Circle</i> about the bullfrog’s sticky tongue, I learned that bullfrogs have special tongues that help them catch their prey.” Consider modeling a question for students as well: “I wonder how male bullfrogs all have a different song that they sing to attract a mate?” Remind students that their questions and comments should be directed to one another, not the teacher. • Direct students to begin the Science Talk. Use the Science Talk criteria checklist during this time to monitor student progression toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. 	<ul style="list-style-type: none"> • Provide sentence frames for students to use as they participate in the Science Talk: “When I saw/heard _____, I learned _____.” and “I wonder _____.”



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief of Science Talk (10 minutes)</p> <ul style="list-style-type: none">• Refer back to the learning targets for the Science Talk.• Ask students:<ul style="list-style-type: none">* “What new information did you learn from other experts today?”• Cold call students to share out whole group. Probe and look for opportunities to emphasize their emerging understanding about how frogs survive.• Then ask:<ul style="list-style-type: none">* “Based on our targets, what would you work on to improve your participation in our next Science Talk?”• Allow students to share out with a peer sitting next to them, and then cold call a few students to share out with the whole class. Consider charting a few student comments to refer back to in the next Science Talk.	<ul style="list-style-type: none">• Allowing students to share in small groups provides the opportunity for all students to share their voices.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit.	



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Grade 3: Module 2A: Unit 1: Lesson 9

Supporting Materials



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Preparing Evidence and Questions
For the Science Talk

Question: How Do Bullfrogs Survive?

When I read or saw this evidence . . .	I learned that bullfrogs survive by . . .

What I wonder about how bullfrogs survive:



Science Talk Criteria Checklist

Teacher directions: List each student’s name. Add any norms your class has agreed on. In the columns, note how well each student demonstrates the norms and meets the learning targets listed in the heading columns.

Learning Targets:

I can effectively participate in a Science Talk about how bullfrogs survive.

a. I can follow our class norms when I participate in a conversation.

(Review from Module 1.)

b. I can prepare for the conversation by using evidence from bullfrog texts.

c. I can ask questions so I am clear about what is being discussed.

d. I can ask questions on the topic being discussed.

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



Science Talk Criteria Checklist

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



Preparing for a Science Talk
For Teacher Reference

Tell students they are now going to participate in a Science Talk, like real scientists do.

Have students gather in two concentric circles on the floor, with their journals. Be sure each student in the inner circle is facing a partner in the outer circle.

Pose the question: How do bullfrogs survive?

Invite students to begin the Science Talk.

Approximately every 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing a new partner.

Ask these new pairs to discuss the same question.

Students will move three times, so they have the opportunity to discuss the question, and make notations, with three of their peers.

As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Record on sticky notes any particularly intriguing comments made by students and additional questions that may arise during student discussions. Refer back to these in future lessons.



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Grade 3: Module 2A: Unit 1: Lesson 10

Planning Writing: Bullfrog Informational Paragraph



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

- 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)

Supporting Learning Targets

- I can record details about bullfrogs’ adaptations into categories on my Bullfrog Research matrix.
- I can create a plan for my bullfrog informational paragraph.

Ongoing Assessment

- Bullfrog Research matrix
- Accordion graphic organizer

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Organizing Research in the Bullfrog Matrix (25 minutes)
 - B. Planning the Paragraph: Completing the Accordion Graphic Organizer (25 minutes)
3. Closing and Assessment
 - A. Debrief: Becoming an Expert (5 minutes)
4. Homework

Teaching Notes

- Students will plan for their bullfrog paragraphs in two ways: First they will synthesize their bullfrog research into categories and then they will plan their actual paragraph using the Accordion graphic organizer from Module 1.
- Because the Accordion graphic organizer is familiar to students, teachers may elect to briefly review the tool rather than show a completed model.
- In advance: Create a large chart of the Bullfrog Research matrix and identify one or two categories to fill in as a model for students.
- Students will use their Close Reading recording forms in this lesson. But remind them that they may also want to reread the text to find more details. This will be particularly important for gathering details about bullfrogs’ physical characteristics, for which there is at least one rich detail on almost every page of *Bullfrog at Magnolia Circle*.



Lesson Vocabulary	Materials
categories, matrix, plan	<ul style="list-style-type: none"> • Bullfrog Research Matrix recording form (one per student) • Bullfrog Research matrix anchor chart (new; teacher-created; see model in supporting materials) • Paragraph Writing graphic organizer anchor chart (new; teacher-created; see model in supporting materials) • Paragraph Writing Accordion graphic organizer (one per student)

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Begin by acknowledging students' hard work becoming frog experts. They have read closely and talked with peers to learn about bullfrog adaptations. Today, they will have the chance to choose the important details from their research and complete their Bullfrog Research matrix. Refer to the first learning target and explain the word matrix as a tool to organize information. • Ask students to deconstruct the second lesson target: "I can create a plan for my bullfrog informational paragraph." Circle and discuss the words plan, informational, and paragraph, and add visuals as necessary to ensure that students understand the target. • Ask: "Why do thoughtful writers plan before they begin writing?" Students discuss their ideas about planning, first with a partner, and then with the whole class. Add students' thinking to a whole class chart as a way to document the "what" and "why" of the first step in the writing process. The writing process is a critical component of the remainder of this unit. • If necessary, guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. Remind students about the good work they did in Module 1, planning their paragraph about their own reading goals and also about a librarian or organization that helps people access books around the world. They have learned a lot as writers! 	



Work Time	Meeting Students' Needs
<p>A. Organizing Research in the Bullfrog Matrix (25 minutes)</p> <ul style="list-style-type: none">• Display the Bullfrog Research matrix anchor chart. Ask students to turn and tell a partner what they notice about the chart. Solicit a few ideas from the class, and if students have not already noticed, identify the familiar language of the category labels as well as the phrase “Vivid Words and Phrases.” Remind students that a matrix is a way to organize information and say that today they are going to organize the most important information they have learned about bullfrogs.• Briefly think aloud for students how to complete one of the rows. A think-aloud might sound like: “I know that one of the physical features of a frog is big eyes, so I am going to write that in this box. One of the vivid and precise phrases I remember is ‘bulging eyeballs,’ so I am going to put that beside the words ‘webbed feet.’”• Briefly model how to refer to the Close Reading as Researchers notes. Also model how to reread <i>Bullfrog at Magnolia Circle</i> to find additional information. Rereading will be particularly important in order to find more information about bullfrogs’ physical characteristics, which was not a focus of a specific lesson, but rather addressed throughout their reading of this text.• Check for understanding by asking students to show how well they understand the task with a thumbs-up, thumbs-sideways, or thumbs-down. Clarify the task as necessary to ensure all students are prepared for the task.• Distribute the Bullfrog Research Matrix recording form to each student. Allow students 20 minutes to work on their matrix. Confer with students and provide guidance as needed.	<ul style="list-style-type: none">• Add nonlinguistic symbols to the Bullfrog Research matrix to help clarify the categories.• Consider allowing students to work with a partner while planning and choosing details. Each student should complete their own organizer and write their own paragraph in the next session, but the thinking work could be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Planning the Paragraph: Completing the Accordion Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none"> • After 20 minutes, gather the class back in circle. Remind students that great writers usually do not just start writing. Writers make sure they have good information about their topic. They just gathered their best information about bullfrogs and put it in the Bullfrog Research matrix. • As they have done before as writers, they will make a plan and organize their thoughts before they actually start writing. Display the Paragraph Writing Accordion graphic organizer anchor chart. • Ask students to remind themselves about how to use the Accordion graphic organizer. Invite students to turn and talk. Ask them questions as you point to the different boxes of the graphic organizer: “What information goes in this box? That box?” Finally, ask students: “How did this graphic organizer help you last time as writers?” • Tell students that they now get to try planning and writing a paragraph about how bullfrogs survive. They may talk with a partner. In the next lesson, each of them will write their own paragraph. But they can talk together to help each other think about what details to include and how to explain those details. • Distribute a Paragraph Writing graphic organizer to each student. Ask them to fill it out using the Bullfrog Research matrix as their source of information. • Remind students that they each need to complete their own graphic organizer. • Circulate as students work, supporting as needed. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Becoming an Expert (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and ask them to stand up, mingle, and share with a partner one or two ideas they added to their Bullfrog Research Matrix recording form. Cold call a few students and add their thinking to the large chart. 	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete the Bullfrog Research Matrix recording form and Paragraph Writing Accordion graphic organizer if you did not finish it in class. 	



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Grade 3: Module 2A: Unit 1: Lesson 10

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Bullfrog Research Matrix Recording Form

Category	Bullfrog	Vivid Words and Phrases
Habitat		
Life Cycle		
Predators and Prey		
Behaviors		
Physical Attributes		



Paragraph Writing Accordion Graphic Organizer

.....
Name:
.....

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



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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">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Review Bullfrog Paragraph Planning (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment: On-Demand Writing of an Informational Paragraph about How A Bullfrog Survives (30 minutes)B. Bullfrog Adaptations Role Play (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Student Shares and Learning Target Check (5 minutes)4. 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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Grade 3: Module 2A: Unit 1: Lesson 11

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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



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Grade 3: Module 2A: Unit 2: Overview



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In Unit 2, students will continue to develop their skills through careful reading of informational texts. Class members will extend their expertise beyond the bullfrog and begin studying “freaky frogs”: frogs with unusual behavioral and physical adaptations. Students will build their ability to read and understand informational text. The class begins the unit by building basic background knowledge about adaptations as well as learning more about how to use features of informational text when learning about a topic. They read key sections from the central text *Everything You Need to Know about Frogs and other Slippery Creatures*, to build their expertise about frogs’ life cycle, habitat, and the physical characteristics that make some frogs particularly “freaky.” Students will be supported to pay particular attention to key vocabulary each day, and will begin a vocabulary notebook.

For a mid-unit assessment students will demonstrate their reading skills through reading a new text about a different species of frog, the spadefoot toad. Next, students will continue with the same central text and build their knowledge by studying three different kinds of freaky frogs: the glass frog, the Amazon horned frog and the water-holding frog. These lessons also will incorporate a routine of reading poetry about frogs to build students’ reading fluency. Students then go into more depth about one specific freaky frog, comparing and contrasting how two different authors present information about a particularly intriguing frog: the poison dart frog. As an end of unit assessment, students will write an on-demand paragraph about the poison dart frog, using the expertise they built and drawing from their learning in Unit 1 about vivid and precise language.

Guiding Questions And Big Ideas

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

<p>Mid-Unit 2 Assessment</p>	<p><i>Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)</i> This assessment centers on standard NYSP ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information and close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.</p>
<p>End of Unit 2 Assessment</p>	<p><i>Informational Paragraph about the Poison Dart Frog</i> The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”</p>



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. 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: 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. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011); ISBN: 978-0-7566-8232-3.
2. Lincoln James, *Deadly Poison Dart Frogs* (New York: Gareth Stevens Publishing, 2012); ISBN: 978-1-4339-5744-4.
3. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009); ISBN: 978-1-5984-5420-8.
4. Douglas Florian, *Lizards, Frogs, and Polliwogs* (Boston: Houghton Mifflin Harcourt, 2005); ISBN: 978-0-1520-5248-5. (Teacher copy only)

Note: All toads are, in fact, a type of frog. For more information, see www.allaboutfrogs.org.



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading Closely to Expand Understanding of Adaptations	<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 text features to locate information efficiently. (RI.3.5) I can answer questions using specific details from the text. (RI.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of “Staying Alive: Animal Adaptations” by reading the text closely. I can list key details in the text that support the main idea. I can describe the different kinds of animal adaptations. 	<ul style="list-style-type: none"> Close Reading as Researchers recording form
Lesson 2	Using Informational Text Features and Learning Freaky Frog Vocabulary	<ul style="list-style-type: none"> I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) <ul style="list-style-type: none"> a. I can use what the sentence says to help me determine what a word or phrase means. d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. 	<ul style="list-style-type: none"> I can use text features to efficiently find information in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can determine the meaning of key words about freaky frogs. 	<ul style="list-style-type: none"> Text Feature Scavenger Hunt recording form Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Asking and Answering Questions: Studying the Life Cycle of a Frog	<ul style="list-style-type: none"> 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 main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.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 ask and answer questions about the life cycle of a frog. I can describe the life cycle of the frog. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Sticky Note Gist recording Asking and Answering Questions: “Life Cycle of a Frog” recording form “Life Cycle of a Frog” Sequence recording form
Lesson 4	Asking and Answering Questions: Studying the Skin of a Frog	<ul style="list-style-type: none"> 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 main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.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 ask and answer questions about frogs’ skin in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe how frogs shed their skin. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: “Super Skin” recording form “Super Skin” Sequence recording form Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Asking and Answering Questions: Reading about a Frog's Habitat	<ul style="list-style-type: none"> 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 main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.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 ask and answer questions about frogs' habitat in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe an adaptation that helps a frog survive in a particular habitat. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: "Home, Sweet Home" recording form "Home, Sweet Home" recording form Vocabulary notebooks
Lesson 6	Mid-Unit Assessment: Close Reading of "The Spadefoot Toad"	<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 answer questions using specific details from the text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (L.3.4) 	<ul style="list-style-type: none"> I can identify the main idea of an excerpt from "The Spadefoot Toad" 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 the main idea. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) Mid-Unit 2 Tracking My Progress recording form Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Reading about Freaky Frogs: “The Glass Frog,” Pages 32 and 33 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • 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 use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> • I can ask questions about glass frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about glass frogs. • I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can use text features to find information efficiently about glass frogs. • I can use information from illustrations (maps, photographs) to understand about glass frogs. • I can use information from the words to understand about glass frogs. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog • Freaky Frog Scavenger Hunt recording form: The Glass Frog • Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Reading about Freaky Frogs: “The Water-Holding Frog,” Pages 36 and 37 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • 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 read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) 	<ul style="list-style-type: none"> • I can ask questions about water-holding frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about water-holding frogs. • I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can use text features to find information efficiently about water-holding frogs. • I can use information from illustrations (maps, photographs) to understand about water-holding frogs. • I can use information from the words to understand about water-holding frogs. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog • Freaky Frog Scavenger Hunt recording form: The Water Holding Frog • Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Reading about Freaky Frogs: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • 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 use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> • I can ask questions about the Amazon horned frog from the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about the Amazon horned frog section. • I can determine the meaning of words about the Amazon horned frog. • I can use text features to find information efficiently about the Amazon horned frog section. • I can use information from illustrations (maps, photographs) to understand the Amazon horned frog. • I can use information from the words to understand the Amazon horned frog. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog • Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog • Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!	<ul style="list-style-type: none">• I can determine the main idea of an informational text. (RI.3.2)• I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)• I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)• I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)• I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)	<ul style="list-style-type: none">• I can read and identify the main idea and key details of pages 14–15 in <i>Deadly Poison Dart Frogs</i>.• I can listen and identify the main idea and key details of pages 8–9 in <i>Poison Dart Frogs Up Close</i>.• I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.	<ul style="list-style-type: none">• Close Reading as Researchers (Main Ideas and Details) recording form• Group Venn diagram



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Comparing and Contrasting Two Texts about Poison Dart Frogs: Legs and Toes	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of pages 8–9 in <i>Deadly Poison Dart Frogs</i>. I can listen and identify the main idea and key details of pages 12–15 in <i>Poison Dart Frogs Up Close</i>. I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> Vocabulary notebooks Close Reading as Researchers (Main Ideas and Details) recording form Partner Venn diagram
Lesson 12	Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of pages 10–11 in <i>Deadly Poison Dart Frogs</i>. I can listen and identify the main idea and key details of pages 16–19 in <i>Poison Dart Frogs Up Close</i>. I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> Vocabulary notebooks Close Reading as Researchers (Main Ideas and Details) recording form Partner Venn diagram



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog 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) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) <ul style="list-style-type: none"> a. I can read third-grade level texts with fluency. 	<ul style="list-style-type: none"> • I can create a plan for my poison dart frog informational paragraph. • I can write an informative paragraph to explain the adaptations that help poison dart frogs survive. • I can support my topic with details from <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. • I can write a sentence to close my paragraph. • I can use words and phrases for effect to help my reader learn about the poison dart frog. • I can read a freaky frog poem fluently. 	<ul style="list-style-type: none"> • Students' Accordion graphic organizers • End of Unit 2 Assessment: On-demand paragraph • Completed Fluent Reader Criteria checklists



Optional: Experts, Fieldwork, And Service

- **Fieldwork:** Visit a local zoo or nature center exhibit on amphibians (e.g., <http://www.bronxzoo.com/help-wildlife/practice-conservation/save-frogs.aspx>).
- **Service:** Reach out to amphibian conservation organizations (e.g., www.amphibianark.org/).

Optional: Extensions

- **Science:** Study the causes of many frog species disappearing (i.e., loss of habitat, pollution) and research frog conservation efforts.
- **Science:** Frog anatomy: frog body parts, virtual frog dissection. Science lab: Students grow tadpoles.
- **Art:** Create trading card scientific drawing, illustration, and layout.
- **Technology:** Create a digital layout of a trading card.
- **Geography:** Research about countries inhabited by freaky frogs. Locate countries on a map where certain frogs live.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2:

Recommended Texts



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Unit 2 focuses on “freaky frogs”: frogs with unusual characteristics or adaptations. The list below includes texts with a range of Lexile® text measures about these frogs as well as texts about the countries and habitats where these intriguing frogs live. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Tree Frogs</i>	Helen Frost (author)	Informational	280*
<i>Red-Eyed Tree Frog</i>	Joy Cowley (author), Nic Bishop (illustrator)	Informational	350
<i>About Amphibians</i>	Cathryn Sill (author), John Sill (illustrator)	Informational	380
<i>Frogs!</i>	Elizabeth Carney(author)	Informational	410

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Frogs</i>	Kevin J. Holmes (author)	Informational	470
<i>Poison Dart Frogs</i>	Cecilia Pinto McCarthy (author)	Informational	530
<i>Frogs</i>	Julie Guidone (author)	Informational	540
<i>Frogs</i>	Alyse Sweeney (author)	Informational	550
<i>Wood Frog</i>	David M. Schwartz (author), Dwight Kuhn (photographer)	Informational	570*
<i>Frogs</i>	Gail Gibbons (author)	Informational	600
<i>Frogs and Other Amphibians</i>	Bobbie Kalman (author)	Informational	620
<i>Deadly Poison Dart Frogs</i>	Lincoln James (author)	Informational	700*
<i>Flashy, Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent (author), Kendahl Jan Jubb (illustrator)	Informational	820

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>Deadly Poison Dart Frogs</i>	Jennifer Dussling (author)	Informational	830
<i>Lizards, Frogs, and Polliwogs</i>	Douglas Florian (author/illustrator)	Poetry	N/A
<i>A Place for Frogs</i>	Melissa Stewart (author) Higgins Bond (illustrator)	Informational	920
<i>Face to Face with Frogs</i>	Mark Moffett (author)	Informational	940
<i>Tricky Tree Frogs</i>	Natalie Lunis (author)	Informational	960
<i>Poison Dart Frog!</i>	Willow Clark (author)	Informational	N/A
<i>Frogs!: Strange and Wonderful</i>	Laurence Pringle (author), Meryl Henderson (illustrator)	Informational	980



EXPEDITIONARY
LEARNING

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

Reading Closely to Expand Understanding of Adaptations



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

- 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 text features to locate information efficiently. (RI.3.5)
- I can answer questions using specific details from the text. (RI.3.1)

Supporting Learning Targets

- I can identify the main idea of “Staying Alive: Animal Adaptations” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can describe the different kinds of animal adaptations.

Ongoing Assessment

- Close Reading as Researchers recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Sharing Bullfrog Paragraphs with a Partner (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Read-Aloud: “Staying Alive: Animal Adaptations” (5 minutes) B. Rereading on Your Own: Capturing the Gist (10 minutes) C. Reading Again for Important Details: What Are the Different Kinds of Animal Adaptations? (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Physical Adaptation and Behavioral Adaptation Examples (5 minutes) B. Previewing the Unit (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Review: Helping Students Read Closely (Appendix 1) • As in Unit 1, students discuss the text in groups. Consider whether to keep students in their same Unit 1 groups or to change grouping to best support student discussion. • For this unit, students will read about different kinds of frogs and use a different recording form for each lesson. Students also will have a vocabulary notebook that they use routinely throughout the unit. Consider giving each student a two-pocket research folder to keep all of their materials in for ease and efficient tracking of student work. • The vocabulary from “Staying Alive: Animal Adaptations” will be used as the first entries in their vocabulary notebooks during Lesson 2.

Lesson Vocabulary	Materials
<p>particular, physical adaptation, behavioral adaptation, unique, school</p> <p><i>(Note: These words will be explicitly addressed in Lesson 3, when students begin work in their vocabulary notebooks.)</i></p>	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (for each student to share his or her own writing with a partner) • “Staying Alive: Animal Adaptations” text (one per student) • Close Reading as Researchers: Main Idea and Details recording form (one per student) • Conversation Criteria checklist (started in Unit 1 Lesson 3 for teacher reference) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sharing Bullfrog Paragraphs with a Partner (5 minutes)</p> <p><i>Note: This is an opportunity for students to celebrate their work and re-engage with their learning from Unit 1.</i></p> <ul style="list-style-type: none"> • Gather students in a circle. Congratulate students on their hard work and learning about the bullfrog. Explain to them that today they are going to share their paragraph with a partner so that they can celebrate their work. • Pair students together and have them read their End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives aloud to each other. Ask them to read their paragraph slowly, carefully, and with expression. Give them time to read their paragraph at least one time to their partner. • Ask students to give their partner one piece of specific praise. • Congratulate students on all they have learned about frogs: They are building expertise! 	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Note: Remember not to unpack the word adaptation for the targets. Students likely already know this word based on Unit 1; if not, they will figure it out based on their reading in this lesson. • Read each target individually. Tell students that the work they will do in this lesson is very similar to work they have done when they were becoming experts about bullfrogs. • Give students time to think, then cold call a student to explain what a main idea is. Cold call another to explain what a key detail is. 	<ul style="list-style-type: none"> • Do not unpack the word <i>adaptation</i> in the opening. Students need to hear the text read aloud first in the Work Time of this lesson. Read the target aloud, but only unpack main idea and key detail with students.



Work Time	Meeting Students' Needs
<p>A. Read-aloud: “Staying Alive: Animal Adaptations” (5 minutes)</p> <ul style="list-style-type: none"> Tell students that today they are going to read a text that is going to help them understand how animals survive. Explain that this will help them when they become experts about a “freaky frog” in the next few weeks. <p><i>Note: It is important that this text is read without interruption simply to acquaint students with the text. As with other read-alouds in this unit, ask students to follow along in their text.</i></p> <ul style="list-style-type: none"> Distribute “Staying Alive: Animal Adaptations.” Read it fluently, without interruption, as students follow along. If students get excited and want to talk about the text, remind them: “Just like the books we have read before, you will have a chance to reread this and talk about it today.” 	<ul style="list-style-type: none"> As you circulate around the room, remind them to capture unfamiliar words on their sticky notes or by underlining them in the text.
<p>B. Rereading on Your Own: Capturing the Gist (10 minutes)</p> <ul style="list-style-type: none"> Distribute the Close Reading as Researchers (Main Idea and Details) recording form. Remind students of the close reading routines they built during Unit 1 with bullfrogs: <ul style="list-style-type: none"> * Read, think, and jot notes on my own. * Talk with my group about the text. * Write notes or answer questions about the text. Give students 10 minutes to reread the text on their own. Circulate and support students as they read. Tell students that they should stop after each paragraph to jot down vocabulary and the gist of the section they just read. After students have read for 10 minutes, stop them in their work. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups. If needed, remind students of the criteria for a quality conversation. Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: “Do you have similar words circled? Did you capture a similar gist?” After the discussion, ask students to take 3 to 5 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers (Main Idea and Details) recording form. 	<ul style="list-style-type: none"> To support ELL learners and struggling readers, consider creating a chart that represents the reading routine pictorially along with key phrases.



Work Time	Meeting Students' Needs
<p>C. Reading Again for Important Details: What Are the Different Kinds of Animal Adaptations? (25 minutes)</p> <ul style="list-style-type: none"> • Gather the class back in a circle. • Point out to students that their job is to learn everything they can about animal adaptations. This will help them read information about their freaky frog when they start their research. Explain to them that they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> as they can as they read. Clarify these terms as needed. • If needed, do a brief guided practice. Invite students to Think-Pair-Share about a detail he or she noticed in the first paragraph that seemed important, and why. Listen for students to share details such as “special colors” or “special shape.” • Give students 15 minutes to reread the text on their own, writing down key details on their recording form. (Tell them to wait to answer the questions at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups. <ul style="list-style-type: none"> * What key details seemed to support the main idea? * Has your thinking about the main idea changed? • Remind them: <ul style="list-style-type: none"> – Everyone share details – Notice and discuss why each person chose certain details • Continue gathering data about students’ discussion skills on the Conversation Criteria checklist. Remind students that this kind of reading is what helped them build their expertise about bullfrogs. • Orient students to the question at the bottom of the recording form. Ask them to write their answer to this question: • “What are the different kinds of animal adaptations?” <p><i>Note: Students will work with the “Staying Alive” text again during Lesson 3. Either hold onto these texts or have students file them.</i></p>	<ul style="list-style-type: none"> • Consider providing smaller chunks of the text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text. • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Physical Adaptation and Behavioral Adaptation Examples (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together. Congratulate them on their efforts today. Explain that you are going to ask them to think about either a behavioral or physical adaptation example. Explain that they should think about what they just read, and also think about what they know about bullfrogs. • Ask: <ul style="list-style-type: none"> * “What is an example of a physical adaptation of a frog?” • Have students Think-Pair-Share. Give them time to talk and then cold call one or two to share out. • Ask: <ul style="list-style-type: none"> * “What is an example of a behavioral adaptation of a frog?” • Repeat the Think-Pair-Share and cold call. • Explain that knowing about these two kinds of adaptations is going to be really useful as they begin learning about new and different kinds of frogs. Explain how excited you are about the new learning they are about to embark on. • Collect students’ recording forms. Review these as an informal assessment. If research folders were created, put these recording forms in their folders after a quick review. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required. (e.g. “I learned that Meg Lowman...”)
<p>B. Previewing the Unit (5 minutes)</p> <ul style="list-style-type: none"> • Display the cover of the book, Everything You Need to Know about Frogs and Other Slippery Creatures. • Note: The purpose of this ending is to generate interest and curiosity about their upcoming learning. • Explain to students that for the next few weeks, this book will be a book that will help them learn about new kinds of freaky frogs—frogs that are different from a bullfrog because they have interesting features. • Turn to pages 30–31 of the text. Cover the text on the top and show students the photos only. Have students Think-Pair-Share: <ul style="list-style-type: none"> * “What do you see that’s interesting in these photos?” * “What does it make you wonder about?” 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the article “Staying Alive: Animal Adaptations” to someone in your family or in front of a mirror.• Tell someone about the different ways animals adapt to survive. <p><i>Note: Assemble vocabulary notebooks (see the recording form in Lesson 2).</i></p> <p><i>These notebooks will be used throughout the unit.</i></p> <p><i>Each notebook should have six copies of the recording form.</i></p> <p><i>Staple the pages together along the vertical side of the recording form, like a book.</i></p> <p><i>Students can keep these notebooks in their research folders.</i></p> <p><i>Lesson 2 also involves a Text Feature Scavenger Hunt. Review and assemble the necessary texts.</i></p>	



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

Supporting Materials



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Staying Alive:
Animal Adaptations

“Adaptation helps organisms do the things they must do to survive in their environments. Hard shells, warm fur, and sharp thorns are examples of how an organism’s form or body can adapt if for survival. These are called physical adaptations. Behavior also helps animals survive. Monarch butterflies migrate. American shad swim in schools for protection.”¹

Every animal in the world needs to survive. Animals might have special colors or special parts on their body to help them survive. They also might behave a certain way to help them stay alive. These physical characteristics and behaviors are called adaptations. Adaptations help an animal survive in its habitat.

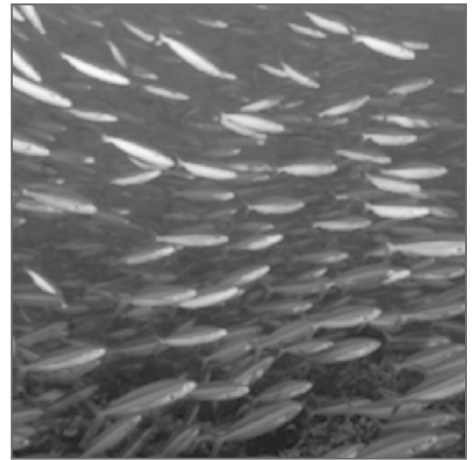
Big eyes, webbed feet, or special colors are some examples of a physical adaptation. This means that the animal has a unique body part. These body parts help them survive where they live. For example, an animal that lives in the water might have webbed feet to help it move in the water. Some animals have big eyes to help them see both their predators and prey.



Ducks use their webbed feet to swim.



The great horned owl has large eyes to help it see its prey.



This school of fish scares away predators.

Animals also have behavioral adaptations. This means they behave or act in a certain way. For example an animal might move in a particular way that helps it stay safe. Small fish group tightly together and form a school. This large group of fish looks like one big fish to its predator. The predator will stay away from the large group.

Animals have lots of ways to adapt to their habitat. Their adaptations are often what make any animal amazing.



Glossary

adaptation: something that helps a living thing to live in a particular place or in a certain way

physical adaptation: how a certain part of a living thing (such as fur color or webbed feet) or an ability (such as super speed or being able to see at night) gives it a better chance of survival

behavioral adaptation: a special way that an animal acts that helps it to survive, such as migration or traveling in flocks or schools

Written by Expeditionary Learning for Instructional Purposes

¹From "Adaptations: Designs for Survival," New York State Department of Environmental Conservation:
www.dec.ny.gov/docs/remediation_hudson_pdf/hrlpadapt.pdf (last accessed 10/28/12)



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

What is one kind of animal adaptation? Name the adaptation and give an example.



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

Using Informational Text Features and Learning Freaky Frog Vocabulary



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

I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)

I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)

I can use what the sentence says to help me determine what a word or phrase means. (L.3.4a)

I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d)

Supporting Learning Targets

- I can use text features to efficiently find information in the text *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can determine the meaning of key words about freaky frogs.

Ongoing Assessment

- Text Feature Scavenger Hunt recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Exploring the Text Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Using Informational Text Features (10 minutes)</p> <p>B. Text Feature Scavenger Hunt (20 minutes)</p> <p>C. Introducing Vocabulary Notebooks (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. 3-2-1 Exit Ticket (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• Prepare vocabulary notebooks: Each notebook should have six copies of the vocabulary notebook page (see supporting materials, below). Staple the pages together along the vertical side of the recording form, like a book. (One per student)• Prepare two anchor charts that are exactly the same as the two student handouts: Text Feature Scavenger Hunt recording form and vocabulary notebooks• This lesson introduces students' vocabulary notebooks. Allow more time in other parts of the school day to reinforce this important new routine.• When students work in their vocabulary notebooks, they might not be able to define all the words only in context. Tell them to give it their best guess. When reviewing their vocabulary notebooks, note the words students didn't know. Out of these, prioritize the one or two most important words for students to know, and define them for the class the next day. Consider using websites such as dictionary.com or unabridged.merriam-webster.com/collegiate.htm and projecting the words on the screen for students the next time they work in their vocabulary notebooks, or give them a written definition on chart paper.• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.• The purpose of these notebooks is to support students to carefully attend to words. It provides them with repeated opportunities to practice finding the meaning of words in context. The important thing is not that they memorize these words, but that they have a deeper awareness of words they don't know and strategies to help them find the meaning of any unknown words. There is no need to quiz students.• Also create a word wall so that students can refer to these words throughout the unit.



Lesson Vocabulary	Materials
text features, efficiently, close-up, caption, glossary, index, table of contents, adaptation, physical adaptation, behavioral adaptation, habitat	<ul style="list-style-type: none">• Everything You Need to Know about Frogs and Other Slippery Creatures (book; one per student)• Text Feature Scavenger Hunt anchor chart (new; teacher-created; see supporting materials)• Text Feature Scavenger Hunt recording form (one per student)• Vocabulary notebooks (one per student)• “Staying Alive: Animal Adaptations” text (from Lesson 1; one per student)• Vocabulary Notebook anchor chart (new; teacher-created; see supporting materials for sample)• 3-2-1 Exit ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Exploring the Text Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and display the cover of Everything You Need to Know about Frogs and Other Slippery Creatures. Remind them that they looked at one page from this text yesterday. Ask students to Think-Pair-Share what was on that page. If necessary, remind students that they studied the page with all of the amazing amphibian eyes. • Tell students that they will each receive a very special copy of this book to use throughout the unit to learn about freaky frogs and their adaptations. • Explain to students that they are going to spend the next few minutes looking through this book to get an idea of some of the information they might find in it. They might choose to look at the pictures or read some of the words. • Distribute <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> to each student. Invite them to take 3 minutes to flip through the pages to see what they notice. • Then invite students to Think-Pair-Share one interesting photograph or idea they read in the text. Cold call a few students to share their responses with the class. 	<ul style="list-style-type: none"> • Consider adding nonlinguistic symbols to the learning targets to help students understand the targets.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to daily learning targets. Ask: “Based on the targets, what will we be working on today?” and, “What skills and knowledge will we have at the end of the lesson?” Invite students to discuss with a peer. • Help students connect the idea that they will use resources and text features to find information in their new text. Clarify the phrase text features (parts of a book that stand out from the rest of the text) and the word <i>efficiently</i>, if necessary. 	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Using Informational Text Features (10 minutes)</p> <ul style="list-style-type: none"> • Gather students in large group. Remind them that good researchers are also good readers. Say: “One way we are going to become stronger readers is by learning to read the text features in informational books.” Remind students that they looked at some text features in Unit 1, but today they will think about how to use text features to find information <i>efficiently</i>, or quickly. Tell them that they probably already know something about this, from previous years in school and from their work during Module 1. • Project pages 6 and 7 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Ask students: “What are some text features you see on this page?” Invite students to Think-Pair-Share. • Post the Text Feature Scavenger Hunt anchor chart (this should look just like students’ recording forms: see Teaching Note). Cold call a few students to share out with the group. Listen for responses such as: “captions, photographs, etc.” Capture their comments on this chart. • Point to the close-up of the tadpoles. Ask students about the information they could learn from this text feature. Provide a sentence frame such as: “When I see the _____, I learn_____.” Guide students with an example as needed, such as: “When I look more carefully at this close-up, I realize the tadpoles have yellow and dark spots on them.” • Say to students: “Sometimes authors provide a close-up, or zoomed-in picture of something, that shows important details. Look carefully at this close-up. Turn and tell a partner what detailed information about tadpoles you learned from this close-up.” • Invite a few students to share their information aloud. Track their ideas on the Text Feature Scavenger Hunt anchor chart in the box to the right of the heading Close-Up. • Then, point to Caption, the heading below Close-Up. Again ask students if they know what this feature is and how it helps readers. If they do not know, tell them that a <i>caption</i> gives the reader new information about the image or photograph it goes with. • Read the caption aloud and ask students to listen for important information. Cold call a few students to share their learning and record their facts in the Caption row of the anchor chart. 	<ul style="list-style-type: none"> • Consider adding a small image of the page where each text feature is located (with an arrow pointing to the feature) to the Scavenger Hunt anchor chart and/or recording form to remind students what each text feature looks like. • For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Show students the <i>glossary</i> and <i>index</i> at the back of the book and briefly explain the function of each. Say to students: “We learned in Unit 1 that the <i>glossary</i> is like a mini dictionary that helps the reader learn the definition, or meaning, of important words in the text. The <i>index</i> is an alphabetical list of important information in a text with page numbers.” Zoom in on the index and ask students to Think-Pair-Share a topic and page number they see. Provide guidance as necessary, with examples such as: “If I wanted to learn about the American bullfrog, I would turn to page 31. Using the index helps me find the information efficiently because I don’t have to turn to every page in the book.” Invite student questions about the glossary and index, and clarify misunderstandings as necessary. • Tell students that the <i>table of contents</i> is an important text feature found at the front of some texts. Project the table of contents on page 3. Say to the class: “The table of contents helps the reader identify key topics in the book in the order they are presented.” Ask students to name one topic they might be able to find in this text based on the table of contents. Support as needed with a statement such as: “If I wanted to find out the frog’s life cycle, I could go to page 14, because that one is titled ‘Life Cycle of a Frog.’” Tell students that because this book is about frogs and other amphibians, it is especially important to find the frog information in the book so they can continue to build their expertise about freaky frogs. • As a review, ask students: • “What were the three things you saw in this mini lesson?” Listen for the following: <ol style="list-style-type: none"> 1. Find the text feature. 2. Use the text feature to read closely. 3. Track new information on the recording form. • Remind students that they will be doing this same task on their own. 	
<p>B. Text Feature Scavenger Hunt (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will now use their <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> texts to find information efficiently using text features. • Pair students up. Give students 10 to 15 minutes to work in pairs to complete the Text Feature Scavenger Hunt recording form. Circulate and provide support and clarification as needed. • Stop students after 15 minutes. Tell them that it is fine if they did not finish, because the main purpose was to get them familiar with this text. They will have lots more time to read this text in detail as they continue to read about freaky frogs and their adaptations. 	<ul style="list-style-type: none"> • Consider writing and breaking down the directions for the Text Feature Scavenger Hunt into numbered elements. ELLs can return to these guidelines to make sure they are on track.



Work Time	Meeting Students' Needs
<p>C. Introducing Vocabulary Notebooks (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to focus whole group. Introduce the vocabulary notebook routine for this unit: “As you know, it is important for readers to build their word power. One way we will do this is by carefully recording important words and definitions in our vocabulary notebooks.” • Distribute students’ vocabulary notebooks and students’ “Staying Alive: Animal Adaptations” text (from Lesson 1). • Show students the Vocabulary Notebooks anchor chart (which looks just like their vocabulary notebook page). • Project the text “Staying Alive: Animal Adaptations.” Direct students to the bold phrase <i>physical adaptations</i>. On the anchor chart, model how to complete each column of the vocabulary notebook: <ol style="list-style-type: none"> 1. In Column 1 (Vocabulary Word), write: physical adaptations (and ask students to do the same on their first vocabulary notebook page). 2. Show students how to find the definition in the glossary at the bottom of the text. In Column 2, write the definition. (Give students 1 to 2 minutes to write the glossary definition on their page.) 3. Tell students that they should then think about the meaning in their own words. Invite students to turn and tell a partner what physical adaptation means to them. Ask a few students to share out their definition. In Column 3 of the anchor chart, write a simplified version of the definition in Column 2. Students may give a definition such as: “A physical adaptation is something special about an animal’s body that helps it live.” 4. Ask students to draw a picture of what the word means to them in Column 4. Tell them that their drawing doesn’t have to be beautiful: the purpose is to help them remember the word. Give students a couple of minutes to sketch an example, such as a webbed foot or a large eye. • Ask students to follow the same process with the phrase <i>behavioral adaptation</i> and the word <i>adaptation</i>. Confer with students and provide assistance as needed. • Tell students that they will use their vocabulary notebooks throughout this unit: “As you read in this unit, you will continue to pay attention to important science words about frogs as well as other important words that will help you as readers. Each time you work in your journal, you will do what we did today on a page in your vocabulary notebook. These vocabulary words will help you build your word power and learn lots of new information about freaky frogs and their adaptations.” 	<ul style="list-style-type: none"> • Pre-mark a few text features with sticky notes in the text for students who might struggle with this task. • ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module. • Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. 3-2-1 Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students back together and congratulate them on their hard work with text features and vocabulary. Distribute the 3-2-1 Exit Ticket, and review each prompt. Give students a few minutes to complete the exit ticket.• If time permits, ask students to share out one idea from their exit ticket with a partner.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your vocabulary notebook entries if you did not have time to finish during class.• Continue your independent reading book for this unit.	



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

Supporting Materials



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Text Feature Scavenger Hunt
Recording Form

Use your expert research text to find the following text features. Once you have found each text feature, write down the page number where you found it and the new information that the feature taught you.

Text Title _____

Text Feature That Helps Us Find Information Efficiently	Page Number	Information I Learned
Photograph (Picture that shows the reader what something looks like)		
Close-Up (Image that gives a reader a closer look at something small to see details)		
Caption (Words that describe a picture or photograph so the reader better understands it)		
Bold Words (Words in heavy type that helps the reader spot the most important words)		
Index (Alphabetical list of important topics in the text, with page numbers, at the end of the text)		



Text Feature That Helps Us Find Information Efficiently	Page Number	Information I Learned
Glossary (Mini dictionary that helps the reader define important words in the text)		
Table of Contents (List of key topics in the order they appear to help the reader find information more easily)		
Other		



Words about: _____

Vocabulary Word	Definition	Definition in My Own Words	Picture or Symbol



3-2-1 Exit Ticket

3 interesting facts I learned from text features:

1. _____

2. _____

3. _____

2 text features I learned more about today:

1. _____

2. _____

1 new vocabulary word I learned more about today:

1. _____



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

Asking and Answering Questions: Studying the Life Cycle of a Frog



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

- 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 main idea of an informational text. (RI.3.2)
- I can describe steps in a procedure, in the order they should happen. (RI.3.3)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

- I can ask and answer questions about the life cycle of a frog.
- I can describe the life cycle of the frog.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Sticky Note Gist recording
- Asking and Answering Questions: “Life Cycle of a Frog” recording form
- “Life Cycle of a Frog” Sequence recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Pages 28 and 29 of <i>Bullfrog at Magnolia Circle</i>, and Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Generating Questions about the Life Cycle: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <p>B. Reading Aloud and Rereading for Gist: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)</p> <p>C. Partner Share Gist Notes and Complete “Life Cycle of a Frog” Sequence Recording Form (20 minutes)</p> <p>D. Vocabulary Notebooks (10 minutes)</p> <p>3. Closing and Assessment</p> <p>E. Share Vocabulary with a Partner (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Lessons 3, 4, and 5 follow the same general instructional sequence. Each day, students build their reading skills by asking questions and reading sections of the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Students will build their general knowledge about frogs by reading sections about life cycle, skin, and habitat. • Each day students use two recording forms, and the Asking and Answering Questions recording form will be adjusted to represent each lesson’s focus. • Students complete the first half of this recording form during the lesson, and then finish it for homework. • The second recording form will be different for each lesson, based on the lesson topic. Students complete the second recording form during Part B of Work Time. • This lesson introduces students’ vocabulary notebooks. Allow more time in other parts of the school day to reinforce this important new routine. • When students work in their vocabulary notebooks, they might not be able to define all the words only in context. Tell them to give it their best guess. When reviewing their vocabulary notebooks, note the words students didn’t know. Out of these, prioritize the one or two most important words for students to know, and define them for the class the next day. Consider using dictionary.com or unabridged.merriam-webster.com/collegiate.htm and projecting the words on the screen for students the next time they work in their vocabulary notebooks, or give them a written definition on chart paper. • The purpose of these notebooks is to support students to carefully attend to words. It provides them with repeated opportunities to practice finding the meaning of words in context. The important thing is not that they memorize these words, but that they have a deeper awareness of words they don’t know and strategies to help them find the meaning of any unknown words. There is no need to quiz students. • Also create an Interactive Word Wall so that students can refer to these words throughout the unit.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance: Prepare a Question Words anchor chart. Write question words on the chart as sentence stems:<ul style="list-style-type: none">* Who___?* What___?* When___?* Where___?* Why___?* How___?

Lesson Vocabulary	Materials
clumps, external, version, froglet	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book; one for teacher to display)• Document camera• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Question Words anchor chart (new; teacher-created; see supporting materials)• Asking and Answering Questions: “Life Cycle of a Frog” recording form (one per student)• Clipboards (if available) or other hard surfaces for writing (one per student)• Sticky notes (six per student)• Life Cycle of a Frog Sequence recording form (one per student and one for teacher model)• Vocabulary notebooks (from Lesson 2)• Vocabulary words to post on chart paper or project on document camera (see Lesson Vocabulary in this lesson plan)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Pages 28 and 29 of Bullfrog at Magnolia Circle, and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell students that today they are going to take a close look at the life cycle of a frog. “Let’s first go back to Bullfrog at Magnolia Circle, because that text tells us some things about the life cycle.” • Project pages 28 and 29 on a document camera so that all students can see the text. Read aloud as students watch. Ask: <ul style="list-style-type: none"> * “What did this text tell us about the life cycle of a bullfrog?” • Cold call one or two responses. • Direct students to the learning targets for today’s lesson. Read each target aloud. Focus students on the first target: • “Let’s think about what questions you still have about the life cycle of a frog. Turn to a partner and share a question that you have about a frog’s life cycle.” • Give students a minute to talk to their partner. Cold call a few students to share one of their questions. • Tell students that next they will look at their Everything You Need to Know about Frogs and Other Slippery Creatures text to ask even more questions about the life cycle of frogs. Direct students’ attention to the Question Words anchor chart. Say: “Let’s look at these question words to help us think about the questions we might ask.” Review the chart with students: “When you begin reading your text, use these words to start your questions.” 	<ul style="list-style-type: none"> • Consider adding nonlinguistic symbols to the Question Words anchor chart.



Work Time	Meeting Students' Needs
<p>A. Generating Questions about the Life Cycle: “Life Cycle of a Frog,” Pages 14 and 15 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their <i>Everything You Need To Know about Frogs</i> text. Distribute the Asking and Answering Questions: “Life Cycle of a Frog” recording form (and clipboards, if available) and six sticky notes to each student.• Project pages 14 and 15. Tell students:<ul style="list-style-type: none">* “Before we start reading this text, we are going to look closely at the pictures to see what other questions we have about the frog’s life cycle. With the person next to you, look at the photos and share questions you have based on the images you see. Write down your questions on your recording form.”• Give students a few minutes to look at the text and write their questions on their recording form. Explain to them that they don’t need to worry about the second column or Part B. They only need to write their questions.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled in Asking and Answering Questions: “Life Cycle of a Frog” recording form that includes the question sentence stems: “What is _____,” “Why is _____,” “How is _____” This provides them with a model for starting a sentence.• Partner an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Aloud and Rereading for Gist: “Life Cycle of a Frog,” Pages 14 and 15 of Everything You Need to Know about Frogs and Other Slippery Creatures (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should keep their questions in mind as they reread the text. Read aloud pages 14 and 15. Read in order of the frog life cycle, starting with “Life begins . . .”• Stop after the first two paragraphs. Ask students:<ul style="list-style-type: none">* “What do you notice about the text features on this page?”• Listen for students to notice the arrows. Ask students:<ul style="list-style-type: none">* “How do the arrows help us as a reader?”• Listen for students to note that the arrows tell the reader to read in a different order than they would usually read.• Ask students to place their finger on the next paragraph. Ensure that students are following along. Then continue reading. As in previous lessons, read aloud fluently and without interruption for the rest of the passage.• Explain to students that they are going to reread these pages on their own. Remind them that they have done this multiple times in Unit 1. Say to students:<ul style="list-style-type: none">* “First, read and think on your own.* Then, try to write the gist of the paragraph in your own words.* Use a sticky note for every paragraph.* Reread each paragraph and write the gist of that paragraph on a sticky.”• Release them to read and write for about 10 minutes. Circulate and support students as they read.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Share Gist Notes and Complete “Life Cycle of a Frog” Sequence Recording Form (20 minutes)</p> <ul style="list-style-type: none">• Ask students to share their thinking with a partner. Tell them: “Now that you have had a chance to reread and capture the gist of each part of the frog’s life cycle, you are going to share your thinking with a partner. As you share your gist, you are going to check each other’s thinking to make sure you have what you need for that part of the life cycle.” Remind students of the learning target: “I can describe the life cycle of the frog.” Explain that this is just what they are trying to do.• Give students 5 minutes to share.• Distribute the “Life Cycle of a Frog” Sequence recording form, and project the same form on the document camera.• Say: “Now that you have had a chance to talk to your partner about your sticky notes, think about the best way to describe the gist of that section. Be sure to add any new information that your partner taught you.”• Ask one student to share what he or she and his or her partner discussed about the first box, Life Begins. Write their words on the recording form as a model.• Answer clarifying questions as necessary.• Give students about 10 more minutes to work. Students should continue working with their partner, but complete their own recording form. Circulate and support students as they complete the recording form.• After 15 minutes of work time on their “Life Cycle of a Frog” Sequence recording form, instruct students to stop working.• Say:<ul style="list-style-type: none">* “Before you put this work away, turn and talk to your partner. What is the most interesting thing you learned about the frog’s life cycle?”• Give students time to share with their partner.• Ask students to thank their partner for their good thinking.	



Work Time (continued)	Meeting Students' Needs
<p>D. Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Distribute students' vocabulary notebooks. Remind students of the purpose of the notebooks: "We are going to use these notebooks to help us build our word power."• Ask students to turn to the page they completed yesterday, and then talk with a partner about the steps they took. Cold call a student to name what they did in each column of the notebook.• Explain that today they are going to have new words and work on a clean sheet. Display on the document camera or on chart paper students' vocabulary words for today.• "Today, the words you are going to figure out are actually not in the glossary of the book. These are words that you are going to figure out by reading the sentence and looking at the pictures. We are going to find the meaning of the words by using our context clues. If those context clues still don't help us find out the meaning of the word, then it's OK to write that you don't know and try to give it your best guess."• Answer clarifying questions as needed.• Give students 5 to 10 minutes to do their vocabulary work.• Circulate and support as needed while students work on their vocabulary. Ask probing questions to push students to name not only what the word means, but also to answer the question: "How did you figure that out?"• Note any words that students are having difficulty finding the meaning of in context: Plan to address these words in future lessons. Note also which students are having difficulty completing the vocabulary work in the time allotted. Finishing vocabulary notebooks will be a part of homework, but some students might need additional time and support.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Closing and Assessment	Meeting Students' Needs
<p>A. Share Vocabulary with a Partner (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle with their vocabulary notebooks. Ask students to partner up and share their definitions for each word. Have them place a small check by the word if their definitions are similar.• Celebrate their hard work today. Remind them with enthusiasm that they are building their word power, and that from now on, these words in their notebooks are tools to help them be better readers and great writers. “Each time you learn new words like this, you build your word power. These words are in your toolbox, and you can use those words in your writing and speaking.”• Collect recording forms and vocabulary notebooks. Review the recording forms for a quick assessment of how students described the life cycle. Review their vocabulary notebooks and see what, if any, words students had difficulty figuring out. Note these words in order to review definitions as needed when students next work in their notebooks.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 14 and 15, “Life Cycle of a Frog.”• Finish your Asking and Answering Questions: “Life Cycle of a Frog” recording form.• Finish today’s words for your vocabulary notebook.	



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

Supporting Materials



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Asking and Answering Questions:
“Life Cycle of a Frog” Recording Form

Part 1: Asking Questions about “Life Cycle of a Frog”

What questions do you have about the life cycle after looking at the images on pages 14 and 15?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about “Life Cycle of a Frog”

1. Reread the sentence: “At first it feeds on the remains of the yolk.” In your own words, explain what the word “remains” means. Explain how you figured it out.

2. Describe what a froglet might look like. Use specific details from the text to support your answer.

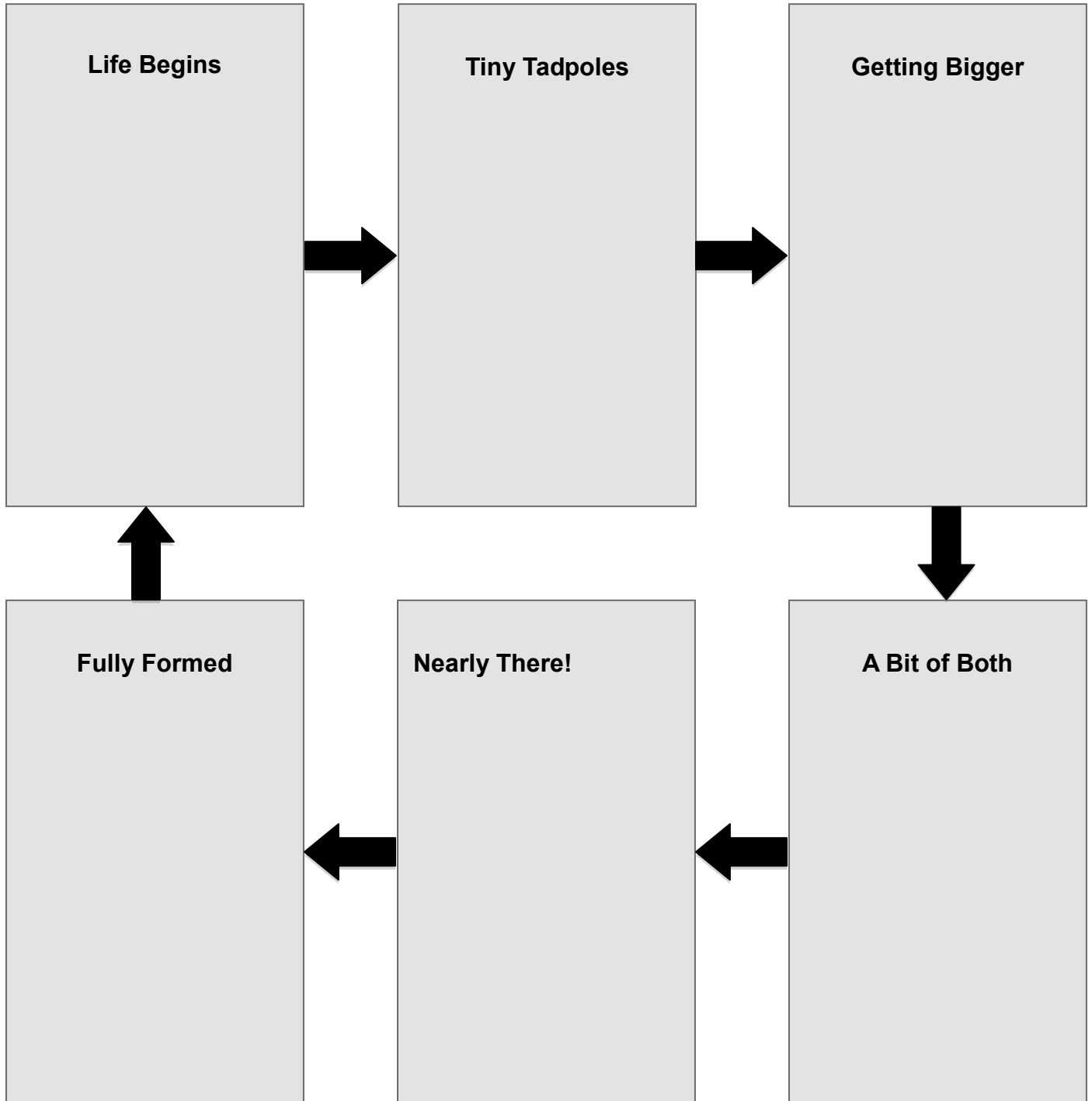


Asking and Answering Questions:
“Life Cycle of a Frog” Recording Form

3. What does a tadpole need to survive? Use specific details from the text to support your answer.



Life Cycle of a Frog”
Sequence Recording Form





EXPEDITIONARY
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Grade 3: Module 2A: Unit 2: Lesson 4

Asking and Answering Questions: Studying the Skin of a Frog



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

- 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 main idea of an informational text. (RI.3.2)
- I can describe steps in a procedure, in the order they should happen. (RI.3.3)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

- I can ask and answer questions about frogs' skin in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can describe how frogs shed their skin.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Asking and Answering Questions: "Super Skin" recording form
- "Super Skin" Sequence recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Sharing Homework and Engaging the Reader: Pages 12 and 13 of <i>Bullfrog at Magnolia Circle</i> (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Generating Questions about Skin (5 minutes) B. Reading for Gist: “Super Skin,” Pages 12 and 13 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes) C. Partner Share Gist Notes and Completing the “Super Skin” Sequence Recording Form (15 minutes) D. Vocabulary Notebooks (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> E. “Super Skin” Skits (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Lesson 4 follows the same general sequence as Lesson 3. • Students will need to bring their Lesson 3 homework with them for the opening of the lesson. • In the previous lesson, students worked in pairs to complete their recording forms. They do so again today. Consider whether to keep the pairs the same or to have students work with a new partner. • Be prepared to address any key vocabulary that students had a hard time defining in the previous lesson. This review takes place at the start of Part D of Work Time. • In advance: Post the Question Words anchor chart.

Lesson Vocabulary	Materials
<p>shed, sequence, cavity, suffocate, secretes, mucus</p>	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle</i> (book; one for teacher to project) • Document camera • Question Words anchor chart (from Lesson 3) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Asking and Answering Questions: “Super Skin” recording form (one per student) • Sticky notes (six per student) • “Super Skin” Sequence recording form (one per student and one for teacher display) • Vocabulary notebooks (from Lesson 2; more copies as needed) • Vocabulary words to post on chart paper or project on document camera (see Lesson Vocabulary in this lesson plan)



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Engaging the Reader: Pages 12 and 13 of <i>Bullfrog at Magnolia Circle</i> (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to bring their homework and gather whole group. Pair up students, and ask them to share the following: <ul style="list-style-type: none"> • What questions did you get answers to? • Choose one question to share your answer with your partner. • Collect students' homework. Tell them that you can't wait to read more of their good thinking. • Remind students of the routine from Lesson 3: "Remember that in our last lesson we went back to <i>Bullfrog at Magnolia Circle</i> to see what that text told us about the life cycle of the frog. Today, we are going to look at what this text tells us about another important feature of a frog, their skin." • Project pages 12 and 13 on a document camera so that all students can see the text. Read aloud as students watch. Ask: <ul style="list-style-type: none"> * "What did this text tell us about the bullfrog's skin?" • Cold call one or two students to respond. 	<ul style="list-style-type: none"> • Consider adding nonlinguistic symbols to the Question Words anchor chart.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to the learning targets. Read each aloud. • Focus students on the word <i>shed</i>. Say to students: "Talk with a partner about what you think that word might mean?" • Give students a minute to talk to their partner. Cold call a few students to share one of their ideas. Guide them to understand that the word <i>shed</i> means "to get rid of." • Say to students: "Our bullfrog text didn't tell us anything about how frogs shed their skin. That's something we will get to figure out by reading a different text." • Point out that in this context, <i>shed</i> is a verb, an action. (Students may also know the word shed as a noun, particularly if they live in a rural area.) 	



Work Time	Meeting Students' Needs
<p>A. Generating Questions about Skin (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Question Words anchor chart. Ask them to think about how these sentence stems helped them as readers yesterday. Say to students: "We are going to use these words again today."• Be sure students have their text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Distribute the Asking and Answering Questions: "Super Skin" recording form (and clipboards, if available) and six sticky notes to each student.• Project pages 12 and 13. Tell students: "Before we start reading this text, we are going to look closely at the pictures to see what other questions we have about the frog's skin. With the person next to you, look at the photos and share questions you have based on the images you see. Just like we did in the last lesson, write down your questions on your recording form."• Give students a few minutes to look at the text and write their questions on their recording form. Remind students that just like in the last lesson, for now they just need to write their questions. They don't need to fill in the right-hand column or Part B yet.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions: "Super Skin" recording form that provides them with the sentence stems: "What ___?", "Why ___?", and "How ___?"• Partner an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading for Gist: “Super Skin,” Pages 12 and 13 of Everything You Need to Know about Frogs and Other Slippery Creatures (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should keep their questions in mind as they reread the text. Before reading aloud, ask students:<ul style="list-style-type: none">* “What do you notice about the text features on this page? How is this page different than the life cycle page? What does the author want us to pay attention to?”• Cold call a few students, and listen for responses, such as: “Some words are in bold,” and “There are little pictures throughout the page.”• Read aloud pages 12 and 13, “Super Skin,” fluently, with enthusiasm and without interruption.• Ask students to remind the class of their reading routine. Listen for the following:<ul style="list-style-type: none">* “First, read and think on your own.* Then, try to write the gist of the paragraph in your own words.* Use a sticky note for every paragraph.* Reread each paragraph and write the gist of that paragraph on a sticky note.”• Direct students’ attention to pages 12 and 13. Point out that it is hard to see a paragraph. Ask:<ul style="list-style-type: none">* “Where would it make sense for you stop?”• Cold call a student to share. Look for students to say that they would stop at the bottom of each page. If a student doesn’t make that observation, offer this suggestion and model if needed.• Release them to read and write for about 10 minutes. Circulate and support students as they read.	<ul style="list-style-type: none">• For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Share Gist Notes and Completing the “Super Skin” Sequence Recording Form (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take 5 minutes to share with a partner what they jotted for their gist.• Distribute the “Super Skin” Sequence recording form, and project a copy on the document camera.• Say to students: “Now that you have had a chance to talk to your partner, let’s look at this recording form. How is this one like the one you completed on the frog’s life cycle?” Cold call for a response. Listen for students to note that this is another sequence. Note the arrows and key words on the projected recording form.• Say to students: “Notice that there are four boxes in this recording form. Go back to your sticky notes and talk to your partner. See if you can uncover the four steps of how the frog sheds its skin. Reread the text together and use new sticky notes if that helps.”• Answer clarifying questions as necessary.• Give students about 10 minutes to complete their forms. Students should continue working with their partner, but complete their own recording form. Circulate and support students as they complete the recording form.• Stop students and ask them to talk with their partner:<ul style="list-style-type: none">* “What amazed you today about a frog’s skin?”• Congratulate them on their hard work today and have them thank their partner. Tell them that they will come back to this recording form as they learn more about different freaky frogs.	



Work Time (continued)	Meeting Students' Needs
<p>D. Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Distribute students' vocabulary notebooks. Remind students that these notebooks help build word power.• Review the words from the previous lesson. Ask if students had difficulty with any of those words. Review the word or two that you selected (one with which many students struggled).• Ask students to turn to a new page in their vocabulary notebook. Display the vocabulary words for this lesson on the chart paper or document camera.• Tell students: "Again, today, the words you are going to figure out are actually not in the glossary of the book. These are words that you are going to figure out by reading the sentence and looking at the pictures. We are going to find the meaning of the words by using our context clues. If those context clues still don't help us find out the meaning of the word, then it's okay. Just like the last time, write that you don't know and try and give it your best guess."• Answer clarifying questions as needed.• Give students 5 to 10 minutes to do their vocabulary work.• Circulate and support as needed while students work on their vocabulary. Ask probing questions to push students to name not only what the word means, but also to answer the question: "How did you figure that out?"• Note any words students are having difficulty finding the meaning of in context, in order to be able to review these words during the following lesson	



Closing and Assessment	Meeting Students' Needs
<p>A. “Super Skin” Skits (5 minutes)</p> <ul style="list-style-type: none"> • Gather students back in the circle. Ask students to have their “Super Skin” Sequence recording form in front of them. • Ask students to work with their partner. They are going to become a frog shedding its skin. Tell them that they can use their recording form to help them with what to do. Ask: “What might the first step of this look like?” Invite a student to stand up and demonstrate. Then, invite all the students to stand up to join in. • Have students then work in pairs, taking turns with Steps 2 to 4 to show how the frog sheds its skin. • Celebrate their reenactments and invite them to sit. • Preview the work ahead. Say to students: “You did a lot of thinking in the last couple of lessons about frogs. Remember that this is how we become experts. We keep reading to learn more. You are all building expertise every time we read something new about frogs. In our next lesson, we are going to learn about where different frogs live, because they live nearly everywhere in the world, and that’s what makes many of them freaky!” • Ask students to hold onto their Asking and Answering Questions: “Super Skin” recording form and their vocabulary notebooks, which they will need for homework. • Collect students’ “Super Skin” Sequence recording form (and students’ research folders) to informally assess. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 12 and 13, “Super Skin.” • Finish your Asking and Answering Questions: “Super Skin” recording form. • Finish today’s words for your vocabulary notebook. <p><i>Note: As in the previous lesson, make a note of the words students had a difficult time figuring out. Prepare to review these words during the next lesson.</i></p>	<ul style="list-style-type: none"> • Asking and Answering Questions: “Super Skin” recording form (from the lesson opening)



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Grade 3: Module 2A: Unit 2: Lesson 4

Supporting Materials



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Asking and Answering Questions:
“Super Skin” Recording Form

Part 1: Asking Questions about the Frog’s Skin

What questions do you have about a frog’s skin after looking at the images on pages 12 and 13?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Frog’s Skin

1. Reread the sentence: “Their skin is used to get extra oxygen from the water (in addition to the oxygen that’s come into their lungs via their mouth *cavity*).” In your own words, explain what the word “cavity” means. What did you do to figure out the word?



Asking and Answering Questions:
“Super Skin” Recording Form

2. How do frogs keep their skin moist?

3. Why is a frog keeping its skin moist so important? Use details from the text to support your answer.



“Super Skin”
Sequence Recording Form

First

Next

Then

Finally



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 5

Asking and Answering Questions: Reading about a Frog's Habitat



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

- 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 main idea of an informational text. (RI.3.2)
- I can describe steps in a procedure, in the order they should happen. (RI.3.3)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

- I can ask and answer questions about frogs’ habitat in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can describe an adaptation that helps a frog survive in a particular habitat.
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Asking and Answering Questions: “Home, Sweet Home” recording form
- “Home, Sweet Home” Sequence recording form
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework and Engaging the Reader: Pages 6 and 7 of <i>Bullfrog at Magnolia Circle</i> (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Generating Questions about a Frog's Habitat (5 minutes)B. Reading for Gist: "Home, Sweet Home," Pages 18 and 19 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)C. Partner Share Gist Notes and Completing the "Home, Sweet Home" Recording Form (15 minutes)D. Vocabulary Notebooks (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Four Corners: What's Your Favorite Frog? (5 minutes)4. Homework	<ul style="list-style-type: none">• Lesson 5 follows the same general instructional sequence as Lessons 3 and 4.• This lesson gives students an authentic opportunity to practice the skill of skimming for information efficiently. Students are guided through the process of skimming. They are purposely given a chance to "have a go" at this new skill with less direct teacher modeling. Attend carefully to how students are using this skill during the lesson. Note students who weren't able to find the identified frogs, and confer with them first as you circulate around the room.• Review Four Corners (Appendix)



Lesson Vocabulary	Materials
habitat, dweller, amplify, gaps, canopies	<ul style="list-style-type: none"> • Document camera • <i>Bullfrog at Magnolia Circle</i> (book; one for teacher to project) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Asking and Answering Questions: “Home, Sweet Home” recording form (one per student) • Sticky notes (four per student) • Question Words anchor chart (begun in Lesson 3) • “Home, Sweet Home” recording form (one per student and one to display) • Vocabulary notebooks (from Lesson 2; more copies as needed) • Vocabulary words to post on chart paper or project on document camera (see Lesson Vocabulary in this lesson plan) • Four Corners Frog Signs: GOLD FROG, RED-EYED TREE FROG, TREE HOLE FROG, and WOOD FROG (new; teacher-created in advance, used during Closing A)

Opening	Meeting Students’ Needs
<p>A. Sharing Homework and Engaging the Reader: Pages 6 and 7 of Bullfrog at Magnolia Circle (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to bring their homework and gather together as a whole group. Pair up students, and ask them to share the following: <ul style="list-style-type: none"> * “What questions did you get answers to?” * “Choose one question to share your answer with your partner.” • Collect students’ homework. Tell them that you are excited to read their homework again, because it shows you how they are building expertise about frogs. • Say to the class: “Remember that in our lessons so far, we have been doing what good readers do; they go back and reread to understand more deeply what they are learning about. We are going to go back to <i>Bullfrog at Magnolia Circle</i> again today. Let’s look at what this text tells us about a frog’s habitat.” • Project pages 6 and 7 on a document camera so that all students can see the text. Read aloud as students watch. Ask: “What did this text tell us about the bullfrog’s habitat?” Cold call one or two students to respond. 	<ul style="list-style-type: none"> • As in the previous two lessons, pair students intentionally. Partner an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1. • Consider posting on an anchor chart the reading routine. ELL students would benefit from this chart having nonlinguistic representation of the steps. This might have been done in the previous unit. If so, refer to that chart.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets and read each aloud.• Ask students to review their background knowledge: “Think, then talk with a partner: What do you remember about the word <i>habitat</i>?”• Give students a minute to talk to their partner. Cold call one or two students to share out their thinking.• Say to students: “Again, <i>Bullfrog at Magnolia Circle</i> gives us some information and lots of vivid and precise words, but it doesn’t tell us a lot about a habitat of a frog.”• As is the previous two lessons, students will follow the same routine:<ul style="list-style-type: none">– Ask and record their questions.– Read the text for gist.– Talk about their findings with a partner.– Record their thinking on their recording form.	



Work Time	Meeting Students' Needs
<p>A. Generating Questions about a Frog's Habitat (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text: Everything You Need to Know about Frogs and Other Slippery Creatures. Distribute the Asking and Answering Questions: "Home, Sweet Home" recording form (and clipboards, if available) and four sticky notes to each student.• Project pages 18 and 19. Tell students: "Let's look at the subtitles on this page: Desert Living, Plant Life, Up in the Trees, All at Sea, In the Wet, Cool Creatures."• Then ask:<ul style="list-style-type: none">* "What does that make you wonder about a frog's habitat?"• Remind students to use the question stem words on the Question Words anchor chart: <i>Who, What, When, Where, Why, and How</i>. Give students a few minutes to look at the text and write their questions on their recording form. Remind students that they are filling out only the question portion of the form now.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions: "Home, Sweet Home" recording form that provides them with the question sentence stems: "What ____?", "Why ____?", "How ____?" This provides them with a model for starting a sentence and assists them with their thinking.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading for Gist: “Home, Sweet Home,” Pages 18 and 19 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they should keep their questions in mind as they reread the text. • Before reading aloud, ask students to look at the text features of pages 18 and 19. Ask: “What do you notice?” • Have students talk with a partner. Then cold call a few students and listen for them to share out comments such as: “There are columns,” and “There are captions at the bottom of each picture.” • Say to students: “One thing that good readers do to help them find information efficiently is to skim. Skimming means that you look quickly over the page to see if you can find key information. Let’s look at our recording form, because that will help us know what key information we are looking for.” • Project the first column of the “Home, Sweet Home” recording form with the list of frogs displayed. • Do a very brief think-aloud: “I see we are looking for information about the habitat of the gold frog, red-eyed tree frog, tree hole frog, and the wood frog.” • Give students a few minutes to work in pairs. Tell them: “See if you can quickly skim and find each of those frogs in the book that are on your recording form.” • Use a simple thumbs-up to check understanding. Say to students: “Put your thumb up if you found all those frogs.” Look to see how many thumbs you see. If you have several students who haven’t found the frogs, cold call a student who found all of the frogs to direct everyone. • Read aloud the top of the page and then just the text about each of the frogs listed on the recording form as students follow along. Model that you are skimming to find the frogs listed on the form. • Invite different students to share what they remember about their reading routine. Listen for the following: <ul style="list-style-type: none"> * “First, read and think on your own. * Then, try to write the gist in your own words. * Use a sticky note for every paragraph. * Reread each paragraph and write the gist of that paragraph on a sticky.” • Release them to read and write for about 10 minutes. Circulate and support students as they read. 	<ul style="list-style-type: none"> • For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Share Gist Notes and Completing the “Home, Sweet Home” Recording Form (15 minutes)</p> <ul style="list-style-type: none"> • Give students 5 minutes to share their thinking with a partner. • Distribute the “Home Sweet Home” recording form, and project a copy on the document camera. • Read aloud the table headings. Give students a minute to look at the recording form with a partner. Cold call one or two students to explain what they will do on this form. Answer clarifying questions as necessary. • Give students about 10 more minutes to complete their forms. Students should continue working with their partner, but complete their own recording form. Circulate and support as needed. Then stop students and ask: <ul style="list-style-type: none"> * “What frog do you think is the most amazing?” Give students time to share with their partner. • Congratulate students on their hard work today. Say: “Now we have more expertise about frog habitats and the adaptations that help them survive in those habitats. Thank your partner for their good thinking.” 	
<p>D. Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none"> • Distribute students’ vocabulary notebooks. Remind students that they are building their word power and are practicing how to figure out words using context clues. • Tell them that today’s vocabulary words are not out of the glossary, so they will again use context clues. Say: “You are going to again use the words around the word and the pictures to help you figure out the meaning. If those context clues still don’t help us find out the meaning of the word, then it’s okay. Just like the last time, write that you don’t know, and try and give it your best guess.” • Answer clarifying questions as needed. • Give students 5 to 10 minutes to do their vocabulary work. • Circulate and support as needed while students work on their vocabulary. Ask probing questions to push students to name not only what the word means, but also to answer the question: “How did you figure that out?” • Note which words students are struggling with, in order to be ready to review these words in the following lesson. Emphasize to students that what is most important is that they pay careful attention to words and careful attention to how they figure out their meaning. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Four Corners: What's Your Favorite Frog? (5 minutes)</p> <ul style="list-style-type: none"> • Gather the class back in a circle. Explain that today they are going to do a Four Corners debrief. This means that they are going to stand in the corner of the room with other people who have the same answer to a question. When they are there, they are going to take turns explaining why they chose that frog, giving details from the text. • Post Four Corners Debrief Frog Signs: gold frog, red-eyed tree frog, tree hole frog, and wood frog. Say to students: "If _____ frog is your favorite, go to this corner." • Once students are in their corners, direct them to share why they chose that particular frog. Remind them to refer to details they read about as they answer this question. • Gather students whole group. Congratulate them for using their reading skills of asking questions, rereading, and figuring out the gist of a text to help them build expertise about frogs and their habitats. • Explain that in the next lesson, they will have the opportunity to show what they know by reading a new text closely in their mid-unit assessment. Remind them that everything they have been doing is going to help them show what they know. • Ask students to hold onto their Asking and Answering Questions: "Home, Sweet Home" recording form and their vocabulary notebooks, which they will need for homework. 	<ul style="list-style-type: none"> • Consider providing sentence stems for ELL students: "I chose _____ because _____." Post this on an anchor chart.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 18 and 19, "Home, Sweet Home." • Finish your Asking and Answering Questions: "Home, Sweet Home." • Finish today's words for your vocabulary notebook. □ <p><i>Note: As in the previous lesson, make a note of the words students had a difficult time figuring out. Prepare to review these words during the next lesson.</i></p> <p><i>Lesson 6 is the mid-unit assessment. Review and prepare necessary materials.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 5

Supporting Materials



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Asking and Answering Questions:
“Home, Sweet Home” Recording Form

Part 1: Asking Questions about a Frog’s Habitat

What questions do you have about a frog’s habitat after looking at the images on pages 18 and 19?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about a Frog’s Habitat

1. Reread the sentence: “The little frog uses tree *hollows* to amplify its mating calls so that it can be heard over long distances.” In your own words, tell what the word “hollows” means. How did you figure out the word?



Asking and Answering Questions:
“Home, Sweet Home” Recording Form

2. What happens to the gold frog’s eggs when they hatch?

3. What is an amazing adaptation of the frog you chose in the Four Corners debrief? Use details from the text to support your answer.



“Home, Sweet Home”
Sequence Recording Form

WHO? (Who is the frog?)	WHERE? (Where does the frog live?)	WHY? (Why can this frog survive there? Describe the amazing adaptation.)
Gold Frog		
Red-eyed Tree Frog		
Tree Hole Frog		
Wood Frog		



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 6

Mid-Unit Assessment: Close Reading of “The Spadefoot Toad”



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

- 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 text features to locate information efficiently. (RI 3.5)
- 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 answer questions using specific details from the text. (RI.3.1)
- I can determine the meaning of unknown words in an informational text. (L.3.4)

Supporting Learning Targets

- I can identify the main idea of an excerpt from “The Spadefoot Toad” 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 the main idea.
- I can determine the meaning of new vocabulary using clues in the text around a word.

Ongoing Assessment

- Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)
- Mid-Unit 2 Tracking My Progress recording form
- Exit ticket



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <p>B. Tracking My Progress (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: What Strategies Did You Use to Answer Multiple-Choice Questions? (5 minutes)</p> <p>B. Exit Ticket: What Adaptations Help Frogs Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In this lesson, students independently apply the close-reading skills they have been building in Module 1 and in the previous unit.• Because this is a reading assessment, do not read the text aloud (as was done in previous lessons).• Please note that the Spadefoot Toad is actually a frog, despite the misleading name. You may wish to clarify this with your students.• Students may finish the assessment at quite different paces. A natural extension would be for them to read the other page of “The Spadefoot Toad.”• Use 2-Point Rubric: Writing From Sources/Short Response (see Supporting Materials) to score students mid-unit assessments• Review: Helping Students Read Closely (Appendix 1)• Review answer key for mid-unit assessment (see Supporting Materials)• Locate the Things Close Readers Do anchor chart (from Module 1) or prepare a new chart.



Lesson Vocabulary	Materials
<p>burrowing</p> <p>(Additional vocabulary, and students’ ability to figure out words in context, is addressed in the mid-unit assessment. Do not pre-teach).</p>	<ul style="list-style-type: none"> • Things Close Readers Do anchor chart (from Module 1; or prepare a new one; see supporting materials) • Assessment Text: Page 1 of “The Spadefoot Toad) (do not include the second page of this article) (one per student) • Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (one per student) • Mid-Unit 2 Tracking My Progress recording form (one per student) • Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (Answers and Rubric for Teacher Reference) • Exit ticket (one per student) • 2 Point Rubric: Writing From Sources/Short Response (for teacher reference; use to score students’ assessments)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that today they are going to “show what they know” about reading closely. Remind them that they have done this kind of assessment before. • Pull out the chart Things Close Readers Do. Ask the students to read the chart aloud with you. Then, have them Think-Pair-Share: “How has that helped you understand what you are reading?” Give students time to talk and then cold call a few students to share out their thinking. 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider presenting the words written on index cards. Show the card to students when talking about the word. Then post the card on a word wall. This helps visual learners.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read each of the targets aloud. Ask them to again Think-Pair-Share: “How are these targets connected to the chart we just talked about?” Give students time to talk and then cold call a few students to share. • Then, tell students that these are exactly the skills they will get to demonstrate on their mid-unit assessment. They will read “The Spadefoot Toad” and take the same kind of notes they have done in previous lessons. Explain to students that they should keep thinking about what helps frogs survive as they are doing their assessment. 	



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <p><i>Note: See teaching note, above. Students read only one page of this longer article for the mid-unit assessment.</i></p> <ul style="list-style-type: none"> • Distribute page 1 of the Assessment Text: “The Spadefoot Toad” as well as Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad). • Remind students that they should read the text multiple times: <ul style="list-style-type: none"> – First for gist; – Then to identify unfamiliar words; – Then to think about key information and details; and – One last time to answer the questions. • Answer any clarifying questions. • Give students 30 minutes to complete the assessment. • For students who finish early, possible extensions include the following: <ul style="list-style-type: none"> – Read the second page of “The Spadefoot Toad” article. – Continue in their independent reading book for this unit. – Collect students’ mid-unit assessments to formally assess. 	<ul style="list-style-type: none"> • Consider focusing struggling readers just on the first two paragraphs, which provide information about what the spadefoot toad¹ does.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Tracking My Progress recording form to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on. • Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: What Strategies Did You Use to Answer Multiple-Choice Questions? (5 Minutes)</p> <ul style="list-style-type: none"> • Gather students together. Explain that the mid-unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work. • Point out that they had to answer several multiple-choice questions on this assessment. Explain that they will continue to practice this all year. Ask: “What strategies did you use as a reader to help you answer the questions?” • Give students time to think about this and then have them share their thinking with a partner. Cold call a few students to share their strategies. Use this information as an informal assessment of the strategies students are using to help them tackle multiple-choice questions. 	<ul style="list-style-type: none"> • Consider providing sentence stems for ELL students: “I chose _____ because _____.” Post this on an anchor chart.
<p>B. Exit Ticket: What Adaptations Help Frogs Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Distribute exit tickets to students. Remind them that one thing they are thinking about throughout this unit is what adaptations help frogs survive. Explain that now that they have read something about a new kind of frog, they should think about how this helps them answer that question. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread “The Spadefoot Toad” aloud to someone at home or to yourself in front of the mirror. • Teach someone at home at least three interesting or important details about the spadefoot toad. 	<ul style="list-style-type: none"> • Assign struggling readers just the first two paragraphs to reread, and have them read it twice.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 6

Supporting Materials



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Things Close Readers Do Chart

(In case the Module 1 chart no longer exists, create a new chart with the following, along with any other strategies your students consistently use.)

We reread the text multiple times.

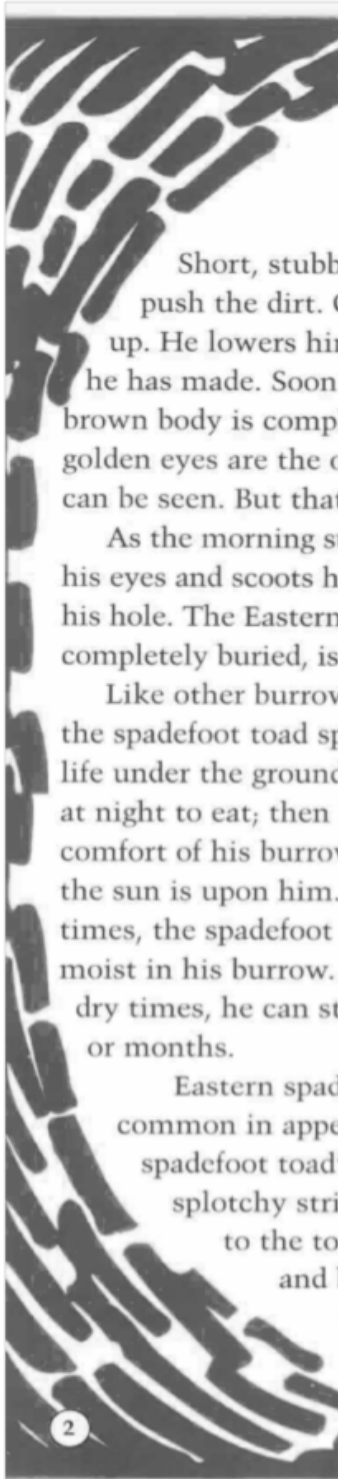
We reread first for gist.

Then we identify unfamiliar words.

Then we think about the main idea and details.

We read again to answer the questions.

We ask ourselves questions.





The Spadefoot Toad

Short, stubby legs kick and push the dirt. Clumps of dirt flip up. He lowers himself into the hole he has made. Soon his green and brown body is completely covered. His golden eyes are the only part of him that can be seen. But that soon changes.

As the morning sun rises, he closes his eyes and scoots himself deeper into his hole. The Eastern spadefoot toad, now completely buried, is a burrowing toad.

Like other burrowing toads and frogs, the spadefoot toad spends most of his life under the ground. He will come out at night to eat; then he returns to the comfort of his burrow before the heat of the sun is upon him. During hot or dry times, the spadefoot toad stays cool and moist in his burrow. During extremely dry times, he can stay buried for weeks or months.

Eastern spadefoot toads are not common in appearance. Unlike the plain brown American toad, the spadefoot toad's two-inch body is mostly brown with two yellow-green, splotchy stripes. These stripes start behind each eye and curve down to the toad's rear. The rest of the body is marbled yellow-green and brown. The belly is white and pink. Covering the top of the body (not the belly) is a sprinkling of raised, tiny, orange spots. This kaleidoscope of colors makes him quite unique.



2

"The Spadefoot Toad" by Melanie Freeman, Boys' Quest Magazine, Feb 2002, Volume 7, Issue 5.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)

.....
Name:
.....

.....
Date:
.....

Close Reading as Researchers recording form

Directions: Use this recording form to take notes, just as we have been doing together in class.

Topic: _____

Main idea of this section of the text

Key details from the text that help me understand the main idea

Key details from the illustrations that help me understand the main idea



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)

Questions From the Text

1. Part A: How do the spadefoot toad’s feet help it?
 - a. Its feet help it jump high.
 - b. Its feet help it dig holes in the ground.
 - c. Its feet help it swim.
 - d. Its feet help it to hear.

Part B: What part of the text helped you select your answer?

- a. “morning sun rises”
 - b. “kick and push the dirt”
 - c. “his green and brown body”
 - d. “come out at night”
2. What does the word “burrowing” mean as it is used in the passage?
 - a. dirty
 - b. hiding
 - c. digging
 - d. sprinkling
 3. Which of these phrases from the passage best helps you understand the meaning of “burrowing”?
 - a. “comfort of his burrow”
 - b. “now completely buried, is a burrowing toad”
 - c. “stays cool and moist in his burrow”
 - d. “scoots himself deeper into the hole”

4. How does the spadefoot toad survive? Give two details to support your answer.



Mid-Unit 2 Tracking My Progress
Recording Form

.....
Name:
.....

.....
Date:
.....

Learning Target: I can determine the main idea of an informational text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Mid-Unit 2 Tracking My Progress
recording form

Learning target: 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)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Exit Ticket

What adaptations help frogs survive? Use specific details from your reading to support your answer.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)
(Answers, for Teacher Reference)

Note: There is no single “right answer” to the main idea of this passage. Focus on whether the main idea students identify is reasonable, and whether the key details they list support the main idea they identified. Below is merely a single example of one such “reasonable response.”

Main idea of this section of the text
The spadefoot toad digs a hole in the ground to cover up and stay cool. The spadefoot toad can stay underground for months.
Key details from the text that help me understand the main idea
The spadefoot toad has short, stubby legs to help dig in the dirt. Only the spadefoot toad’s eyes are out from underground. Most of its life is spent underground. The spadefoot toad comes out to eat at night.
Key details from the illustrations that help me understand the main idea
The shovel next to the title hints that the spadefoot toad digs. The spadefoot toad has short, thick legs.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)
(Answers, for Teacher Reference)

Questions From the Text

1. Part A: How do the spadefoot toad’s feet help it?
 - a. Its feet help it jump high.
 - b. Its feet help it dig holes in the ground.**
 - c. Its feet help it swim.
 - d. Its feet help it to hear.

Part B: What part of the text helped you select your answer?

- a. “morning sun rises”
 - b. “kick and push the dirt”**
 - c. “his green and brown body”
 - d. “come out at night”
2. What does the word “burrowing” mean as it is used in the passage?
 - a. dirty
 - b. hiding
 - c. digging**
 - d. sprinkling
 3. Which of these phrases from the passage best helps you understand the meaning of “burrowing”?
 - a. “comfort of his burrow”
 - b. “now completely buried, is a burrowing toad”**
 - c. “stays cool and moist in his burrow”
 - d. “scoots himself deeper into the hole”
 4. How does the spadefoot toad survive? Give two details to support your answer.

It survives by digging a hole in the ground and covering itself up in the heat of the day. It stays moist and cool in its burrow. It stays hidden from predators.



2-point Rubric—Writing from Sources/Short Response¹

2-Point Response	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-Point Response	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-Point Response	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹ From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 7

Reading about Freaky Frogs: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs



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

- 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 read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can use text features to locate information efficiently. (RI.3.5)
- I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

- I can ask questions about glass frogs in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can answer questions about glass frogs.
- I can determine the meaning of words in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can use text features to find information efficiently about glass frogs.
- I can use information from illustrations (maps, photographs) to understand about glass frogs.
- I can use information from the words to understand about glass frogs.

Ongoing Assessment

- Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog
- Freaky Frog Scavenger Hunt recording form: The Glass Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening:</p> <p>A. Engage the Reader: Choral Reading and Brief Discussion of “The Glass Frog” poem (8 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Asking Questions about the Text: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <p>B. Reading about the Glass Frog: Scavenger Hunt (30 minutes)</p> <p>C. C. Freaky Frog Vocabulary (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Completing the Anchor Chart: What Adaptations Help the Glass Frog Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Lessons 7, 8, and 9 follow the same general instructional sequence. Each day, students build their reading skills and expertise about a specific freaky frog by reading one section of the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • There are two recording forms used in each of these lessons: • Asking and Answering Questions about Freaky Frogs recording form. • Freaky Frog Scavenger Hunt recording form. • Students complete all of the scavenger hunt recording form during the lesson. Students complete just Part 1 of the Asking and Answering Questions form in the lesson; they complete Part 2 for homework. • In this lesson, students engage in an Ink-Pair-Share protocol. It’s very much like the Think-Pair-Share kids have been doing all year, but rather than just thinking first, students write down their ideas before sharing with a partner. • Prepare the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (this large chart should look like students’ recording form).



Lesson Vocabulary	Materials
section, text features; hatch, transparent, rainforest canopy, blends	<ul style="list-style-type: none">• “The Glass Frog,” by Douglas Florian (one per student and one to display)• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Asking and Answers Questions about Freaky Frogs recording form: The Glass Frog (one per student)• Freaky Frog Scavenger Hunt recording form: The Glass Frog (one per student)• Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (new; teacher-created; enlarged version of students’ recording form)• Vocabulary notebooks (from previous lessons)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Choral Reading and Brief Discussion of “The Glass Frog” Poem (8 minutes)</p> <ul style="list-style-type: none"> • Tell students that during each of the next three lessons they will read a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Ask students to turn and tell a partner something they know about poetry (very briefly): <ul style="list-style-type: none"> * “How might poetry be different from informational texts?” * “How might it be the same?” • Guide students toward understanding that poetry is a generally short piece of text that often has rhythm, rhyme, comparisons, and vivid and precise words. Tell students that even though poems are different in many ways from informational texts, poems can also teach readers. Tell students that as they listen to and think about the poems, they will learn some interesting facts about some freaky frogs. They also should consider which poem is their favorite because they will select one to read aloud at the end of the unit. • Display “The Glass Frog,” by Douglas Florian and read it aloud as students follow along. Reread it a few times as students join in for a choral reading. • Ask students a couple of questions about the poem: <ul style="list-style-type: none"> * What is the glass frog’s habitat? What evidence from the text helps you know this? * What is Douglas Florian trying to teach us about glass frogs when he writes: “It’s hard to see/Which part is leaf/And which part is me?” 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a <i>question mark</i> above the word question) to help students understand important words in the targets.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to unpack daily learning targets. Ask: “Based on the targets, what will we be working on today?” and, “What skills or knowledge will we have at the end of the lesson?” Invite students to discuss with a peer. • Help students connect the idea that they will read one section, or part, of the text Everything You Need to Know about Frogs and Other Slippery Creatures, to begin to learn about one freaky frog. Today they will build expertise about an amazing frog called the glass frog. 	

Work Time	Meeting Students’ Needs
<p>A. Asking Questions about the Text: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none"> • Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell students that they will continue to practice a strategy that good readers do: asking questions about a text before reading it. Remind them that they have done this many times in this unit, but today they are going to look at a new section of the text all about the glass frog. • Be sure students have their text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Review the term <i>text features</i> (parts of a book that stand out from the rest of the text) if necessary. • Ask students to look at the table of contents in their own book and try to find the pages about the glass frog. Once they have found the page number in the table of contents they should turn to that page. Tell students once they have found the page to put their thumb up. Once all students have found page 32, project it on the visualizer. • Ask students to look closely at the pictures on these pages and think about something they wonder based on what they see. Encourage students to generate one or two questions. Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Ask a few students to share out their partner’s question to the whole group. Tell students they will complete this form for homework, after they have spent more time reading the text. 	<ul style="list-style-type: none"> • For ELL students, consider providing them with a partially filled-in Asking and Answering Questions recording form: The Glass Frog that provides them with the question sentence stems: “What is __,” “Why is __,” “How is __” This provides them with a model for starting a sentence and assists them with their thinking. • Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading about the Glass Frog: Scavenger Hunt (30 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will work hard as readers today to use text features to help them efficiently learn a lot of information about the incredible adaptations of the glass frog. • Read aloud the first paragraph on page 32 as students follow along. • Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (enlarged version of the recording form). Remind students that they will use the text features on these pages to efficiently find information about the glass frog. Lead students through a brief guided practice. A conversation might sound like: “Let’s look closely at the top picture and caption on page 33. What do you see in this picture?” Cold call a few students to share what they see. Solicit a few responses from one or two students. If necessary, guide students toward understanding that is a picture of the frog from below and you can see its insides. • Read the caption next and ask students to Think-Pair-Share what new information they learned from looking at the picture and hearing the caption. Reread the sentence and ask students to tell a partner what the word <i>transparent</i> might mean. If students need support, tell them that <i>transparent</i> is another word for “see-through” or “clear.” (Note that the prefix <i>trans</i> means “through” or “across.”) • Track students’ thinking on the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. • Ask students to give a thumbs-up if they understand the task and thumbs-down if they have lingering questions. Address students’ questions quickly. • Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Glass Frog. Tell students that they will work with a partner to read this section, but should complete the recording form on their own. Tell students to leave the final question about adaptations blank for now: They will discuss this in the closing of the lesson. • Confer with students as they work and provide support as needed. • If students finish the scavenger hunt, encourage them to reread the text on these two pages to continue to think about how glass frogs’ adaptations help them survive. • After about 20 minutes, gather students together to complete the right hand column of the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. 	<ul style="list-style-type: none"> • Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the Freaky Frog Scavenger Hunt recording form: The Glass Frog. (e.g., in the first row, write: “The glass frog’s skin is _____. I can see _____.”) • Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lessons 3–5, students will spend time working in their vocabulary notebooks. Distribute students' notebooks and write or project the words:<ul style="list-style-type: none">– hatch– transparent– rainforest canopy– blends• Ask students to write these words on a blank page in their vocabulary notebooks. Tell students that they may find some of these words in the glossary; if not, they should use context clues to figure it out as best they can.• Circulate as students work and encourage them to use the glossary and clues in the text if they are stuck. (For example, if the word <i>transparent</i> is hard for students, direct them to the picture in the circle at the top of page 33. Ask students what they see and guide them toward understanding that the belly of the frog is see-through or clear, and another way of saying that is <i>transparent</i>.)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Glass Frog Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all they have learned about the glass frog today. Ask the question at the bottom of their Scavenger Hunt recording form: “Based on your reading today, what adaptations help the glass frog survive?” • Provide the sentence frame: “A glass frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. • (Students are likely to share ideas such as: Glass frogs have clear bodies so they can blend into the leaves in the rainforest. Glass frogs have tiny toes that help them hang onto leaves. Male glass frogs protect the eggs from flies. Glass frog tadpoles have strong tails that help them survive in fast-moving streams.) 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.

Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none"> – Reread “The Glass Frog” poem by Douglas Florian to someone at home. – Complete Part 2 of the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell someone at home about the glass frog’s amazing adaptations! 	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 7

Supporting Materials



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“The Glass Frog,”
by Douglas Florian

The Glass Frog

Upon a tree
It’s hard to see
Which part is leaf
And which is me
Which part is me
And which is leaf
I’ve lost myself again—
Good grief!

“The Glass Frog” from *LIZARDS, FROGS AND POLLIWOGS: Poems and Paintings* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Glass Frog

Part 1: Asking Questions about “The Glass Frog”

What questions do you have about the glass frog after looking at pages 32 and 33?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Glass Frog (complete this part for homework)

1. Where do glass frogs live? Use evidence from the text to support your thinking.

2. What adaptation does a glass frog tadpole have to help it survive? Use evidence from the text to support your thinking.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Glass Frog

3. In the sentence: “The male frog stands guard and protects the eggs from parasitic flies,” what do you think the phrase “stands guard” mean? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
The Glass Frog

Text Feature	Information I Learned about the Glass Frog
The top photograph and caption on page 33	
The hand and frog illustration on page 32	
The large photograph on page 32	
The middle photograph and caption on page 33	
The last photograph and caption on page 33	
Text feature of your choice	

What adaptations help the glass frog survive?



EXPEDITIONARY
LEARNING

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

Reading about Freaky Frogs: “The Water-Holding Frog,” Pages 36 and 37 of Everything You Need to Know about Frogs



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

- 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 use text features to locate information efficiently. (RI.3.5)
- I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

- I can ask questions about water-holding frogs in Everything You Need to Know about Frogs and Other Slippery Creatures.
- I can answer questions about water-holding frogs.
- I can determine the meaning of words in Everything You Need to Know about Frogs and Other Slippery Creatures.
- I can use text features to find information efficiently about water-holding frogs.
- I can use information from illustrations (maps, photographs) to understand about water-holding frogs.
- I can use information from the words to understand about water-holding frogs.

Ongoing Assessment

- Asking and Answering Questions about Freaky Frogs recording form: The Water-Holding Frog
- Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Red-Eyed Tree Frog” (12 minutes)</p> <p>B. Unpacking the Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Asking Questions about the Text: “The Water-Holding Frog,” Pages 36 and 37 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <p>B. Reading about the Water-Holding Frog: Scavenger Hunt (25 minutes)</p> <p>C. Freaky Frog Vocabulary (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Completing the Anchor Chart: What Adaptations Help the Water-Holding Frog Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• This lesson follows the same general instructional sequence as Lesson 7. Help students notice this familiar rhythm.• As in Lesson 7, the lesson opens with a reading of a poem about a freaky frog. In this lesson, however, the poem is about a freaky frog different from the one students read about during the rest of class. This continues to expose students to a wide range of freaky frogs.• Note that the Closing and Assessment of this lesson is shorter than in Lesson 7, since students are more familiar with the routines and the anchor chart.• Prepare the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog (this large chart should look like students’ recording form).



Lesson Vocabulary	Materials
widespread, burrow, bloated, estivation	<ul style="list-style-type: none"> • “The Red-Eyed Tree Frog,” by Douglas Florian (one per student) • Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog • Everything You Need to Know about Frogs and Other Slippery Creatures (book; one per student) • Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog (new; teacher-created; a large version of students’ recording forms) • Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog (one per student) • Vocabulary notebooks (from previous lessons)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Red-Eyed Tree Frog” (12 minutes)</p> <ul style="list-style-type: none"> • Gather students together and invite them to share out their homework: the questions they answered on their Asking and Answering Questions about Freaky Frogs: “The Glass Frog” recording form. After a couple of minutes, engage the whole class in a conversation about the text-dependent questions they answered about the glass frog. Clarify any misunderstandings as necessary. • Tell students that just like yesterday, they will read and have a discussion about a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Display the poem “The Red-Eyed Tree Frog” and read it aloud as students follow along. Reread it a few times as students join in for a choral reading. • Ask students one key question about the poem: • What are some vivid and precise words Douglas Florian uses to describe the physical characteristics of the red-eyed tree frog? • Students’ responses to the question might sound like “tomato eyes,” “orange toes,” and “matchstick legs.” Clarify what a <i>matchstick</i> is and explain to students that when writers compare one thing to another (in this case an eye to a tomato or legs to matchsticks), that is called a <i>metaphor</i>. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a <i>question mark</i> above the word “question”) to help students understand important words in the targets.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students to the daily learning targets. Tell them that these targets are just like the ones they worked towards yesterday. Answer any clarifying questions students may have about the targets. • Explain to students that they are hearing poems in order to keep learning about a LOT of different freaky frogs. Today they are going to spend more time learning about one specific and incredible (or freaky) frog called the water-holding frog. 	

Work Time	Meeting Students’ Needs
<p>A. Asking Questions about the Text: Water-Holding Frog Section of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none"> • Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog. Tell students that they will continue to practice the strategy of asking questions about a text before reading it. Remind them that they have done this in the previous lesson when they were learning about the glass frog. • Be sure that students have their text: Everything You Need to Know about Frogs and Other Slippery Creatures. Ask students to find the table of contents in their own book and try to quickly find the pages about the water-holding frog and then turn to that page. Tell students once they have found the page to give a thumbs-up. When all students have found page 36, project it on the document camera. • Ask students to look closely at the pictures on these pages. “What is something you wonder based on what you see?” Encourage students to generate one or two questions. Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Ask a few students to share out their partner’s question to the whole group. Tell students they will complete this form for homework, after they have spent more time reading the text, so for now, they may put it aside. 	<ul style="list-style-type: none"> • For ELL students, consider providing them with a partially filled-in Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog that provides them with the question sentence stems: <ul style="list-style-type: none"> * “What ____?” * “Why ____?” * “How ____?” • This provides them with a model for starting a sentence and assists them with their thinking. • Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading about the Water-Holding Frog: Scavenger Hunt (25 minutes)</p> <ul style="list-style-type: none"> Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Remind students that they will use the text features on these pages to efficiently find information about the incredible adaptations of the water-holding frog. Read aloud the first paragraph on page 36 as students follow along. Lead students through a brief guided practice with the Scavenger Hunt recording form. Instructions might sound like: “Find the map. Based on what you know about maps from our work in Module 1, what information do you think this map might tell us? Look at the map and discuss this with a partner.” Cold call a few students to share what they think. Solicit a few responses from one or two students. Track their thinking on the complete the right-hand column of the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Next read the caption. Ask students to Think-Pair-Share what new information they learned from looking at the picture and hearing the caption. Reread the sentence and ask students to tell a partner what the word <i>widespread</i> might mean. If students need support, tell them that <i>widespread</i> is another word for “common.” The water-holding frog is commonly found in Australia. Again, track a few of the students’ comments. Ask students to give a thumbs-up if they completely understand the task, a thumbs-sideways if they mostly understand, and a thumbs-down if they have lingering questions. Address students’ questions quickly. Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog. Tell students that just like yesterday, they will work with a partner to read this section, but should complete the recording form on their own. Tell students to leave the final question about adaptations blank for now: They will discuss this in the closing of the lesson. Give students 15–20 minutes to work. Circulate to confer and provide support as needed. If students finish the scavenger hunt early, encourage them to reread the text on these two pages to continue to think about how water-holding frogs’ adaptations help them survive. After about 20 minutes, gather students together to complete the right-hand column of the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. 	<ul style="list-style-type: none"> Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the first row of the Freaky Frog Scavenger Hunt recording form: The Water-Holding Frog such as “The water-holding frog lives in _____.” Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students' Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lesson 7, students will work in their vocabulary notebooks. Distribute students' notebooks and write or project the words:<ul style="list-style-type: none">– widespread– burrow– bloated– estivation• Ask students to write these words on a blank page in their vocabulary notebooks. Tell students that they may find some of these words in the glossary; if not, they should use context clues to figure it out as best they can.• Circulate as students work. Do not give answers; rather, encourage students to use the glossary and clues in the text if they are stuck. (For example, if the word <i>bloated</i> proves tricky for students, direct them to the picture in the box on page 36. Ask students: “What do you see?” Guide them toward understanding that the frog is swollen or blown up like a balloon—another way of saying that is <i>bloated</i>.)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Water-Holding Frog Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all they have learned about the water-holding frog today. Ask the question at the bottom of their Freaky Frog Scavenger Hunt recording form: “Based on your reading today, what adaptations help the water-holding frog survive?” • Provide the sentence frame: “A water-holding frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Water-Holding Frog. Students are likely to share ideas such as: Water-holding frogs fill their bodies with water so they can survive underground for a long time when it’s dry outside. Water-holding frogs surface during the rainy season and find food like insects and tadpoles living in the water. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.
Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none"> – Reread the poem “The Red-Eyed Tree Frog” by Douglas Florian to someone at home. – Complete Part 2 of the Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form. Tell someone at home about the water-holding frog’s amazing adaptations! 	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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“The Red-Eyed Tree Frog,”
by Douglas Florian

The Red-Eyed Tree Frog

Tomato eyes.
Catches flies.

Orange toes.
Loves to pose.

Matchstick legs.
Hatches from eggs.

Swallows bugs.
Lives on T-shirts and coffee mugs.

“The Red-Eyed Tree Frog” from *LIZARDS, FROGS AND POLLIWOGS: Poems and Paintings* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Asking and Answering Questions about



Freaky Frogs Recording Form:
The Water-Holding Frog

Part 1: Asking Questions about “The Water-Holding Frog”

What questions do you have about the water-holding frog after looking at pages 36 and 37?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Water-Holding Frog (complete this part for homework)

1. Where do water-holding frogs live? Use evidence from the text to support your thinking.

2. Where does the water-holding frog store water? Use evidence from the text to support your thinking.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Water-Holding Frog

3. In the sentence, “When it senses the water from heavy rains, it wakes up and starts to *resurface*,” what do you think the word “resurface” means? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
The Water-Holding Frog

Text Feature	Information I Learned about the Water-Holding Frog
The map on page 36	
The “Before” and “After” pictures on page 37	
The photograph in the box on page 36	
The illustration of the hand on page 36	
The caption and large photograph on page 37	
Text feature of your choice	

What adaptations help the water-holding frog survive?



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 9

Reading about Freaky Frogs: “The Amazon Horned Frog,” Pages 20 and 21 of Everything You Need to Know about Frogs



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

- 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 read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can use text features to locate information efficiently. (RI.3.5)
- I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

- I can ask questions about the Amazon horned frog from the text *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can answer questions about the Amazon horned frog section.
- I can determine the meaning of words about the Amazon horned frog.
- I can use text features to find information efficiently about the Amazon horned frog section.
- I can use information from illustrations (maps, photographs) to understand the Amazon horned frog.
- I can use information from the words to understand the Amazon horned frog.

Ongoing Assessment

- Asking and Answering Questions recording form: The Amazon Horned Frog
- Freaky Frog Scavenger Hunt Recording Form: The Amazon Horned Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Poison Dart Frogs” (12 minutes) B. Unpacking the Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Asking Questions about the Text: “The Amazon Horned Frog,” Pages 20 and 21 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes) B. Reading about the Amazon Horned Frog: Scavenger Hunt (25 minutes) C. Freaky Frog Vocabulary (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Completing the Anchor Chart: What Adaptations Help the Amazon Horned Frog Survive? (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson follows the same general instructional sequence as Lessons 7 and 8. • Prepare an anchor chart entitled Prepare the Freaky Frog Scavenger Hunt anchor chart: Amazon Horned Frog (this large chart should look like students’ recording form).

Lesson Vocabulary	Materials
<p>carnivore, ambush, gape, predatory</p>	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form (completed for homework) • “The Poison Dart Frogs,” by Douglas Florian (one per student and one to display) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog (one per student) • Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog (new; teacher-created; a large version of students’ recording form) • Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog (one per student) • Vocabulary notebooks (from previous lessons)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Poison Dart Frogs” (12 minutes)</p> <ul style="list-style-type: none"> • Gather students together and invite them to share out the questions they answered on their Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form for homework. After a couple of minutes, engage the whole class in a conversation about the text-dependent questions they answered about the water-holding frog. Clarify any misunderstandings as necessary. • Tell students that just like yesterday, they will read and have a discussion about a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Display the poem “The Poison Dart Frogs” and read it aloud as students follow along. Reread it a couple of times as students join in for a choral reading. • Ask students a couple of questions about the poem: <ul style="list-style-type: none"> * What color are poison dart frogs? What evidence from the text helps you know this? * What do you think Douglas Florian means when he writes “their poison can tip a dart”? • For Question 1, listen for answers such as “lots of colors: brown, green, orange, yellow, almost any color.” For Question 2, students’ responses might include: “Maybe their poison is put on the end of a dart.” Tell students that they will learn more about the poison dart frog in the next lesson. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a <i>question mark</i> above the word “question”) to help students understand important words in the targets.
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students to the daily learning targets. Tell them that these targets are just like the ones they worked on in the last two lessons. Answer any clarifying questions students may have about the targets. • Remind students that they are hearing poems about a lot of different frogs. Today they will build expertise on another freaky frog called the Amazon horned frog. Ask students to quickly Pair-Share one adaptation they think this frog might have based on its name alone. 	



Work Time	Meeting Students' Needs
<p>A. Asking Questions about the Text: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <ul style="list-style-type: none"> • Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog. Tell students that they will continue to practice the strategy of asking questions about a text before reading it. Remind them that they have done this in the previous lesson when they were learning about the water-holding frog, but today they are going to look at a new section of the text all about the Amazon horned frog. • Be sure that students have their text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Ask students to use the table of contents to quickly find the pages about the Amazon horned frog and turn to that page. Tell students once they have found the page they should begin looking at it. When all students have found page 20, project it on the document camera. • Ask students to look closely at the pictures and text on these pages: <ul style="list-style-type: none"> * “What is something you wonder based on what you see?” • Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Cold call a few students to share. Tell students they will complete this form for homework, after they have spent more time reading the text, so for now, they may put it aside. 	<ul style="list-style-type: none"> • For ELL students, consider providing them with a partially filled-in Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog that provides them with the question sentence stems: <ul style="list-style-type: none"> * “What ____?” * “Why ____?” * “How ____?” • This provides them with a model for starting a sentence and assists them with their thinking. • Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading about the Amazon Horned Frog: Scavenger Hunt (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will continue to use text features to help them quickly find information about the amazing adaptations of the Amazon horned frog. • Read aloud the text in the top left corner of page 20 (the section titled “Enormous Gape”) and the part that begins: “Famed for its big appetite . . .,” as students follow along. • Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog. Students should be familiar with the routine; simply review the directions: <ol style="list-style-type: none"> 1. Turn to pages 20 and 21. 2. Use your Freaky Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog paper to find new information about the frog. 3. Talk with your partner, but complete your own recording form. 4. Write down the new information you learned from each text feature in the second column of the recording form. 5. Leave the final question about adaptations blank for now. 6. If you finish early, reread pages 20 and 21. • Quickly address any clarifying questions. • Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog. • Give students 15–20 minutes to work. Circulate to support as needed. • After about 15 minutes, gather students together to complete the right-hand column of the anchor chart of the Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog. 	<ul style="list-style-type: none"> • Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the first row of the the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog,” such as “The Amazon horned frog is _____ long.”



Work Time (continued)	Meeting Students' Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lessons 7 and 8, students work in their vocabulary notebooks. Distribute students' notebooks and write or project the words:<ul style="list-style-type: none">– carnivore– ambush– predatory• gape• Ask students to write these words on a blank page in their vocabulary notebooks.• Tell students that they may find some of these words in the glossary; if not, they should use context clues.• Circulate as students work and encourage them to use the glossary and clues in the text if they are stuck. (For example, if the word <i>gape</i> proves tricky for students, direct them to think about the frog's mouth. Ask students what they know about the mouth and guide them toward understanding that a gape is an open mouth. The Amazon horned frog has a giant open mouth.)	<ul style="list-style-type: none">• Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Amazon Horned Frog Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all they have learned about the Amazon horned frog today. Ask the question at the bottom of their Freaky Frog Scavenger Hunt recording form: “Based on your reading today, what adaptations help the Amazon horned frog survive?” • Provide the sentence frame “An Amazon horned frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog. • (Students are likely to share ideas such as: The Amazon horned frog has a huge mouth that helps it eat just about anything. Amazon horned frogs have giant horns that helps them camouflage against leaves. The Amazon horned frog is as big as a dinner plate!) 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.
Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none"> – Reread the poem “The Poison Dart Frogs,” by Douglas Florian, to someone at home. – Complete Part 2 of the Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog. Tell someone at home about the Amazon horned frog’s incredible adaptations! 	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 9

Supporting Materials



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“The Poison Dart Frogs,”
by Douglas Florian

The Poison Dart Frogs

Brown with oval orange spots.
Crimson mottled black with blots.
Neon green with blue-black bands.
Tangerine with lemon strands.
Banana yellow.
Ultramarine.
Almost any color seen.
And though their poison can tip a dart,
These frogs are Masters of Fine Art.

“The Poison Dart Frogs” from *LIZARDS, FROGS AND POLLIWOGS: Poems and Paintings* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Amazon Horned Frog

Part 1: Asking Questions about “The Amazon Horned Frog”

What questions do you have about the Amazon Horned frog after looking at pages 36 and 37?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Amazon Horned Frog (complete this part for homework)

1. What do Amazon horned frogs eat? Use evidence from the text to support your thinking.

2. What does the Amazon horned frog do with its horns? Use evidence from the text to support your thinking.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Amazon Horned Frog

3. What makes Amazon horned frog tadpoles special? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
Amazon Horned Frog

Text Feature	Information I Learned about Amazon-Horned Frogs
The caption beside the large picture of the frog on page 21	
The “Frog Facts” box on page 21	
The green zigzag circle on page 20	
The text box on page 21 titled “Impressive Horns”	
The box to the left of the frog’s foot on page 20	
Text feature of your choice	

What adaptations help the Amazon horned frog survive?



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 10

Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)

Supporting Learning Targets

- I can read and identify the main idea and key details of pages 14–15 in *Deadly Poison Dart Frogs*.
- I can listen and identify the main idea and key details of pages 8–9 in *Poison Dart Frogs Up Close*.
- I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.

Ongoing Assessment

- Close Reading as Researchers (Main Idea and Details) recording form
- Group Venn diagram



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 14–15 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Abbreviated Close Reading: Pages 14–15 in <i>Deadly Poison Dart Frogs</i> (25 minutes)</p> <p>B. Read-aloud: Main Idea and Supporting Details of Pages 8–9 in <i>Poison Dart Frogs Up Close</i> (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Group Venn Diagram: Comparing and Contrasting Texts about Poison Dart Frogs (15 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson is the first of three in a series in which students compare and contrast sections of two texts about the poison dart frog. • In these three lessons, Part A of Work Time reinforces close reading skills students built during Unit 1. Part B of Work Time introduces a specific “listening closely” process in which students listen to excerpts from <i>Poison Dart Frogs Up Close</i> read aloud, twice, and then take notes. This gives students a chance to practice the type of listening skills that are addressed on the NY State assessments. Then in Part C, students get to see the text that was read aloud during Part B. • Since students only read select sections of each text, these lessons also provide another opportunity for students to practice using a table of contents to navigate an informational text quickly. • Preview pages 14–15 in <i>Deadly Poison Dart Frogs</i> and pages 8–9 in <i>Poison Dart Frogs Up Close</i>. • Review: Helping Students Read Closely (Appendix 1). • Prepare an anchor chart: Close Reading as Researchers recording form for Poison Dart Frogs: Poison! • Because this is students’ first experience comparing and contrasting two texts on the same topic, this lesson places more emphasis on this new skill, and less emphasis on academic vocabulary. Students reread pages 14–15 in <i>Deadly Poison Dart Frogs</i> for homework, focusing on vocabulary. • Students will work in groups during Lessons 10 to 12. Use thoughtful grouping, with groups of three to four students. • Students should have been reading in their independent reading book on the topic of this unit; use this as another opportunity to reinforce CCLS RI.3.8, comparing and contrasting two texts on the same topic. This lesson is their first formal opportunity to do this comparing and contrasting as a whole group. • This lesson again uses the Ink-Pair-Share protocol, in which students write and then talk with a partner before sharing out whole group.



Lesson Vocabulary	Materials
poison, toxins; compare, contrast	<ul style="list-style-type: none">• <i>Deadly Poison Dart Frogs</i> by Lincoln James (book; one per student)• <i>Poison Dart Frogs Up Close</i> by Carmen Bredeson (book; one per student)• Close Reading as Researchers: Main Idea and Details recording form (two per student) (<i>Note: Do NOT copy double-sided; students will need to see the recoding forms for both texts side by side to compare and contrast</i>)• Chart paper for Venn diagram



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 14–15 in <i>Deadly Poison Dart Frogs</i> by <i>Lincoln James</i> (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that in recent lessons they have been learning about specific “freaky frogs” and how those frogs’ adaptations help them survive. Today they are going to keep learning about frogs, specifically the poison dart frog. • They are going to get to read parts of two different texts about the poison dart frog. Show them the cover of both texts: <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. • Remind them that when people read informational texts, they often don’t read the whole book cover-to-cover the way they read a story. Readers often just choose sections of the book that include information on the specific topics they want to learn more about. • Ask students to turn and talk about what questions they might want to find answers to about the poison dart frog. Listen as students share out. • Say: “Today, we are going to learn about the poison dart frog!” Distribute students’ texts: <i>Deadly Poison Dart Frogs</i> by Lincoln James. • Orient students to the table of contents. Ask: “How can we use the table of contents to find the information about poison?” • Have students turn and talk. Listen for students to point out page 15. Probe: “But it doesn’t use the word ‘poison.’ How did you know that would be about poison?” Listen for students to make connections between “deadly” and “poison.” Ask if they can figure out what a <i>toxin</i> is. Tell them that this word will be defined for them in the text. • Project the section “Deadly Toxins” (which begins on page 15). Ask students to turn to pages 14–15 to follow along. Read page 15 slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just like the books we have read before, you will have a chance to reread this section and talk about it later today.” <p><i>Note: It is important to read aloud without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Read each target individually. Give students time to think and then talk with a partner about the third target: “I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.”• Invite students to share out, in order to clarify key vocabulary. Ask:<ul style="list-style-type: none">* “What does <i>compare</i> mean?” Give an everyday example (e.g., comparing pizza and spaghetti: They are both Italian).* “What does <i>contrast</i> mean?” Extend the earlier example (e.g., You eat pizza with your hands, but eat spaghetti with a fork).• Ask students to turn and talk to compare and contrast something familiar to them (e.g., apples and oranges).• Tell students that for the next three lessons, they will be reading two different texts about poison dart frogs, and comparing and contrasting what information each text gives. Remind them that this is something people who want to become experts on a topic do: They read A LOT about the topic, and then look for patterns.• (This is also a good opportunity to reinforce the independent reading students have been doing during this unit. They already have been reading other texts on this same topic, and should be noticing patterns in the type of information that appears, and how details vary from text to text.)	<ul style="list-style-type: none">• Increase interactions with vocabulary in context, in this case, the words <i>compare</i> and <i>contrast</i>. This increases rate of vocabulary acquisition for students.



Work Time	Meeting Students' Needs
<p>A. Abbreviated Close Reading: Pages 14–15 in Deadly Poison Dart Frogs (25 minutes)</p> <ul style="list-style-type: none"> • Note: Because students have engaged in many close reading lessons during Unit 1, there is less scaffolding and time provided to complete this abbreviated close read of pages 14–15 in <i>Deadly Poison Dart Frogs</i>. • Point out to students that you read page 15 first since it was the official start of the new section about “deadly toxins.” But the text box on page 14 includes related information; they should look at that, too. • Briefly remind students of the close reading routines they have built and practiced: <ul style="list-style-type: none"> * Read and think on your own. * Talk with your group about the text. * Write notes or answer questions about the text. <p>Part 1: Reading for Gist</p> <ul style="list-style-type: none"> • Tell students that, as usual, their first goal is to capture the gist, think about the main idea. They then collect details that help support that main idea. • Give students 5 minutes to reread pages 14–15 on their own. As they have done in previous lessons, they should read for gist as well as notice any key vocabulary. Circulate and support students as they read. • After 5 minutes, stop students in their work and place them in groups. Give groups 5 minutes to discuss what they wrote. Pose questions such as the following: <ul style="list-style-type: none"> * “Did you have a similar ‘gist’ for this section of the text?” * “Do you have similar words circled?” • After the discussion, ask students to take 3 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers: Main Idea and Details recording form. <p>Part 2: Reading for Important Details: How Do Poison Dart Frogs Survive?</p> <ul style="list-style-type: none"> • Remind students that they should gather as many facts, definitions, and details as they can as they read. If needed, do a brief guided practice. Invite a student to share one detail he or she noticed on pages 14–15 that seemed important, and why. Listen for students to share details such as that the frog’s home is “water with plants” or that frogs like to stay warm by “sitting on a lily pad.” 	<ul style="list-style-type: none"> • The language of these texts may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension. • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 5 minutes to reread pages 14–15 on their own, writing down key details on their recording form. (Tell them to wait to answer the question at the bottom.)• Then ask students to again take 5 minutes to discuss their reading work with their groups.<ul style="list-style-type: none">* “What key details supported the main idea?”* “What are the most interesting things you learned about poison dart frogs?”• Remind them to give every student in their group a chance to share his or her ideas. Remind them that, when there is a difference between two students’ ideas, it is important to notice that and discuss why each chose a specific detail, and how that detail helped them understand the main idea.• In the last couple of minutes, direct students to fill in the last section of their Close Reading as Researchers recording form. “What adaptations help a poison dart frog survive?”• Gather students back in a circle. Ask students to turn and talk: “What adaptations help a poison dart frog survive?” Do not discuss this whole group, since students revisit this question later in the lesson.	



Work Time (continued)	Meeting Students' Needs
<p>B. Read-aloud: Main Idea and Supporting Details of Pages 8–9 in Poison Dart Frogs Up Close (10 minutes)</p> <p><i>Note: This segment of the lesson involves “close listening.” Do not give students their texts until after the listening activity is complete.</i></p> <ul style="list-style-type: none"> • Remind students that for the next three lessons, they will be comparing and contrasting the information in two texts on the same topic. Distribute students’ second Close Reading as Researchers: Main Idea and Details recording form. • Tell students that unlike previous lessons, they will not reread <i>Poison Dart Frogs Up Close</i> multiple times on their own today. Rather, they will practice their <u>listening</u> skills. So they aren’t going to look at the text right now. Instead, they will <u>just</u> listen and try to determine the main idea and details. • Model how to go to the table of contents and find the section about poison: page 8. • Tell students you will read the text aloud and they should listen for the main idea. Read page 8 aloud. • Invite students to Ink-Pair-Share the main idea using the Close Reading as Researchers recording form. • Ask a few students to share what they heard their partner say. Write their ideas down on the anchor chart. • Tell students you will now read the text a second time, and they should listen for key details during the second read-aloud. Read page 8 aloud again. • Again, ask them to Ink-Pair-Share the details they heard. As before, call a few students to share what they heard their partner say. Add these to the anchor chart. • Now that the listening activity is finished, distribute students’ texts: <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. • Consider allowing students to draw their observations, ideas, or notes on their Close Reading as Researchers: recording form. This allows ELLs to participate in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. Group Venn Diagram: Comparing and Contrasting Texts about Poison Dart Frogs (15 minutes)</p> <p><i>Note: Go slowly with this guided practice to ensure all students understand how to complete a Venn diagram. They will be doing this more independently in future lessons.</i></p> <ul style="list-style-type: none"> Briefly review the third learning target for the day and review the words <i>compare</i> and <i>contrast</i> if necessary. Tell students that a Venn diagram is one tool that experts can use to organize information that is the same and different. Ask students to consider the main ideas of the sections from the two texts they just read. “Are the main ideas of these two texts similar or different?” Post the sentence frame: “I think the main ideas are similar/different because _____.” Students should quickly recognize that both sections are about the poison dart frog’s poison. Write this word in the center part of the chart paper for Venn diagram. Next, ask students to Think-Pair-Share one detail from each of the texts that is the same. Post the sentence frame: “One detail that is the same is _____.” Encourage them to review the notes they took on their recording forms. Students may suggest details such as “the poison is on their skin.” Students also may name details they noticed in the pictures. Write these in the center portion of the Venn diagram. Finally, ask students to think about details from these texts that are different. Use the sentence frame: “One detail that is different is _____.” Again, remind students to refer to the good notes they took early in the lesson on their recording forms. Students may identify details, such as “<i>the Poison Dart Frogs Up Close</i> text talks about the golden poison dart frog and the ruby poison dart frog; <i>Deadly Poison Dart Frogs</i> shows a picture of the blue poison dart frog.” Write these details in the corresponding (left or right) part of the Venn diagram. Tell them that in the next few lessons, they will keep practicing comparing and contrasting the information from two texts about poison frogs. Collect students’ recording forms. Briefly skim their forms to informally assess which students understood the topic and which students may need more support. <p><i>Note: Students also may identify text features that are different in these two books: <i>Poison Dart Frogs Up Close</i> has a caption; <i>Deadly Poison Dart Frogs</i> has a text box. Reinforce any ways students are using text features to help them access information as they read both texts.</i></p>	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread page 15 in <i>Deadly Poison Dart Frogs</i> at home, focusing on words you think are especially important. Add at least three new words to your vocabulary notebook. Come to class ready to talk about how you chose the words you chose, and why you think they are important.	



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Grade 3: Module 2A: Unit 2: Lesson 9

Supporting Materials



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Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a poison dart frog survive?



EXPEDITIONARY
LEARNING

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

Comparing and Contrasting Two Texts about Poison Dart Frogs: Legs and Toes



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)

Supporting Learning Targets

- I can read and identify the main idea and key details of pages 8–9 in *Deadly Poison Dart Frogs*.
- I can listen and identify the main idea and key details of pages 12–15 in *Poison Dart Frogs Up Close*.
- I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.

Ongoing Assessment

- Vocabulary notebooks
- Close Reading as Researchers (Main Idea and Details) recording form
- Partner Venn diagram



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–9 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Abbreviated Close Reading: Pages 8–9 in <i>Deadly Poison Dart Frogs</i> (25 minutes) B. Read-aloud: Main Idea and Supporting Details of Pages 12–15 in <i>Poison Dart Frogs Up Close</i> (10 minutes) C. Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: How Do Poison Dart Frogs’ Toes and Legs Help Them Survive? (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson repeats the pattern from Lesson 10: Students again compare and contrast two sections of texts about the poison dart frog. • Students work in the same group as they did during Lesson 10. Adjust groups if necessary, based on observations during Lesson 10. • Preview pages 8–9 in <i>Deadly Poison Dart Frogs</i> and pages 12–15 in <i>Poison Dart Frogs Up Close</i>. • Review: Helping Students Read Closely (Appendix 1). • Prepare an anchor chart: Close Reading as Researchers recording form for Poison Dart Frogs: Legs and Toes.

Lesson Vocabulary	Materials
<p>compare, contrast, expertise; unlike, gripping (James, 8)</p>	<ul style="list-style-type: none"> • Vocabulary notebooks (from previous lessons) • <i>Deadly Poison Dart Frogs</i> by Lincoln James (book; one per student) • <i>Poison Dart Frogs Up Close</i> by Carmen Bredeson (book; one per student) • Close Reading as Researchers: Main Idea and Details recording form (two per student) (<i>Note: Do NOT copy double-sided; students will need to see the recoding forms for both texts side by side to compare and contrast</i>) • Chart paper for Venn diagram (one piece per pair of students) • Markers (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–9 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Remind them that they are learning about one specific freaky frog: the poison dart frog. In the last lesson, they learned about poison! • Ask students to get out their vocabulary notebooks. Invite them to share their homework with a partner: what three words they chose and why. Listen for students to mention the words in bold: <i>stun</i> and <i>predator</i>. Review as needed. • Tell students that today they get to read about a new topic: poison dart frogs' legs and toes. Remind them that when reading an informational text, readers often just choose certain sections to focus on. • Be sure students have access to their text: <i>Deadly Poison Dart Frogs</i>. Direct students to look at the table of contents. Ask: "How can we use the table of contents to find the information about the frog's legs and toes?" • Have students turn and talk. Listen for students to point out pages 8–9. Point out that this time, the table of contents included the exact words for the topic they were interested in (unlike in Lesson 10). • Note: It is important to read aloud without interruption. • Project the section "Legs and Toes" (pages 8–9). Ask students to turn to pages 8–9 to follow along. Read aloud. Remind students they will get to reread and talk later. 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners. • Increase interactions with vocabulary in context, in this case, the words <i>compare</i> and <i>contrast</i>. This increases rate of vocabulary acquisition for students.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to the learning targets for this lesson. Read each target individually. Review the third target: "What does it mean to compare and contrast?" Ask students to turn and talk about this question. • Then ask: "What topic did we compare and contrast in our last lesson?" Listen for students to mention "poison!" <p>Remind students that in order to build expertise on a topic, people read a lot about a topic and look for patterns. These patterns are often the main ideas about that topic.</p> <p><i>(Again reinforce the independent reading students have been doing during this unit. They already have been reading other texts on this same topic, and should be noticing patterns in the type of information that appear, and how details vary from text to text.)</i></p>	



Work Time	Meeting Students' Needs
<p>A. Abbreviated Close Reading: Pages 8–9 in <i>Deadly Poison Dart Frogs</i> (25 minutes)</p> <ul style="list-style-type: none"> Briefly remind students of the close reading routines they have built and practiced: <ul style="list-style-type: none"> * Read and think on your own. * Talk with your group about the text. * Write notes or answer questions about the text. <p><u>Part 1: Reading for Gist</u></p> <ul style="list-style-type: none"> Tell students that, as usual, their first goal is to capture the gist. Give students 5 minutes to reread pages 8–9 on their own. As they have done in previous lessons, they should read for gist as well as noticing any key vocabulary. Circulate and support as needed. Give groups 5 minutes to discuss what they wrote: <ul style="list-style-type: none"> * “Did you have a similar ‘gist’ for this section of the text?” * “Do you have similar words circled?” Ask students to take 3 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers: Main Idea and Details recording form. <p><u>Part 2: Reading for Important Details: How Do Poison Dart Frogs Survive?</u></p> <ul style="list-style-type: none"> Remind students that they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> as they can as they read. Encourage them to pay attention to both the text and the vivid photograph. Give students 5 minutes to reread on their own and write key details. (Tell them to wait to answer the final question.) Then ask students to again take 5 minutes to discuss in groups: <ul style="list-style-type: none"> * “What key details supported the main idea?” * “What are the most interesting things you learned about poison dart frogs?” Remind them to follow their class agreements (norms) for effective group work: Give everyone a chance to share, and discuss why each student chose the details he or she chose to write down. In the last couple of minutes, direct students to fill in the last section of their Close Reading as Researchers recording form: “What adaptations help a poison dart frog survive?” 	<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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Gather students back in a circle. Ask students to turn and talk: <ul style="list-style-type: none"> * “What adaptations help a poison dart frog survive?” Do not discuss this with the whole group, since students revisit this question later in the lesson. 	
<p>B. Read-aloud: Main Idea and Supporting Details of Pages 12–15 in Poison Dart Frogs Up Close (10 minutes) <i>Note: Remember that students just listen to the second text; do not let students see their text until the listening activity is done.</i></p> <ul style="list-style-type: none"> Remind students that they are comparing and contrasting the information in two texts. Distribute students’ second Close Reading as Researchers: Main Idea and Details recording form. Tell students that just like in the last lesson, they won’t read the second text right away. Instead, they will practice listening for the main idea and details. Model how to go to the table of contents and find the information about legs and toes. Point out to students that this information is actually in two different sections: page 12 and page 14. Tell students to listen for the main idea as you read aloud. Read pages 12 and 14, including the captions for the close-up photographs. Invite students to Ink-Pair-Share the main idea using the Close Reading as Researchers recording form. Ask a few students to share what they heard their partner say. Write their ideas down on the anchor chart. Tell students they should listen for key details during the second read-aloud. Read pages 12 and 14. Again, ask them to Ink-Pair-Share the details they heard. Then cold call a few students to share what they heard their partner say. Add these to the anchor chart. Now that the listening activity is finished, distribute students’ texts: Poison Dart Frogs Up Close. 	<ul style="list-style-type: none"> Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes)</p> <ul style="list-style-type: none">• Briefly review the third learning target for the day and review the words <i>compare</i> and <i>contrast</i> if necessary. Cold call students to explain how a Venn diagram is used to compare and contrast. Answer students' lingering questions and clarify understanding as needed.• Pair students up and ask them to think about and discuss the following questions in their partnerships. Ask questions, one at a time, and give students with a minute or two to discuss each one. Consider cold calling student pairs after each question to check for understanding.<ul style="list-style-type: none">* "What is the topic of both texts?"* "What details from each of the texts are the same?"* "What details from each of the texts are different?"• Encourage students to review the notes they took on their recording forms as they discuss these questions.• Ask students to keep in mind the big question: "What adaptations help a frog survive?"• After leading students through the discussion, distribute chart paper and markers for Venn diagram. Ask students to work with a partner to complete a Venn diagram in which they compare pages 8–9 of <i>Deadly Poison Dart Frogs</i> with Pages 12–15 of <i>Poison Dart Frogs Up Close</i>. Remind them to take turns speaking, listening, and writing in the diagram.• As students work in their pairs, circulate to support.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes on their Close Reading as Researchers: recording form. This allows ELLs to participate in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: How Do Poison Dart Frogs' Toes and Legs Help Them Survive? (5 minutes)</p> <ul style="list-style-type: none">• Ask students to share what they think they should title their Venn diagram for today's reading. Listen for students to say some version of "frog legs and toes."• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "How do poison dart frog's legs and toes help them survive?"• Cold call a few students to share out with the group. (Listen for students to mention that poison dart frogs do not have webbed feet, but rather have toes with sticky pads that help them grip tree trunks. They can climb to find food and get away from predators.)• Give students time to write their answer on the recording form. Ask students to put their names on their Venn diagrams. Collect the Venn diagrams and students' recording forms to informally assess.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If you didn't have time to complete your recording form, do that for homework.• Then reread the section about frog legs and toes in both texts. Add at least three new words to your vocabulary notebook. Come to class ready to talk about how you chose the words you chose, and why you think they are important.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a poison dart frog survive?



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 12

Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF.3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)

Supporting Learning Targets

- I can read and identify the main idea and key details of pages 10–11 in *Deadly Poison Dart Frogs*.
- I can listen and identify the main idea and key details of pages 16–19 in *Poison Dart Frogs Up Close*.
- I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.

Ongoing Assessment

- Vocabulary notebooks
- Close Reading as Researchers (Main Idea and Details) recording form
- Partner Venn diagram



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 10–11 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (8 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Abbreviated Close Reading: Pages 10–11 in <i>Deadly Poison Dart Frogs</i> (25 minutes)</p> <p>B. Read-aloud: Main Idea and Supporting Details of Pages 16–19 in <i>Poison Dart Frogs Up Close</i> (10 minutes)</p> <p>C. Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: How Do Poison Dart Frogs Help Their Babies Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson repeats the pattern from Lesson 10. • Preview pages 10–11 in <i>Deadly Poison Dart Frogs</i> and pages 16–19 in <i>Poison Dart Frogs Up Close</i>. • Note that the table of contents in <i>Deadly Poison Dart Frogs</i> does not include a heading that explicitly names “babies” or “eggs” or “tadpoles.” This provides a teachable moment about inferring during Part A of the lesson opening (see below). Part A is slightly longer than in other lessons to allow for this. • Review: Helping Students Read Closely (Appendix 1). • Prepare an anchor chart: Close Reading as Researchers recording form for Poison Dart Frogs: Eggs and Tadpoles.

Lesson Vocabulary	Materials
<p>compare, contrast; webbed, pads, gripping (James, 8); piggyback, hatch, bromeliad (James, 10)</p>	<ul style="list-style-type: none"> • Vocabulary notebooks (from previous lessons) • <i>Deadly Poison Dart Frogs</i> by Lincoln James (book; one per student) • <i>Poison Dart Frogs Up Close</i> by Carmen Bredeson (book; one per student) • Close Reading as Researchers: Main Idea and Details recording form (<u>two</u> per student) (<i>Note: Do NOT copy double-sided; students will need to see the recoding forms for both texts side by side to compare and contrast</i>) • Chart paper for Venn diagram (one piece per pair of students) • Markers (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 10–11 in Deadly Poison Dart Frogs by Lincoln James (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Remind them that they are learning about the poison dart frog. In the last lesson, they learned about the poison dart frog’s legs and toes. Ask students to get out their vocabulary notebooks. Invite them to share their homework with a partner: what three words they chose and why. • Listen for students to mention key words: <i>webbed</i>, <i>pads</i>, <i>gripping</i>. Review as needed. Point out to students how hard they are working to figure out words in context, and also using text features like bold font to help them figure out what words are most important. • Tell students that today they get to read about a new topic: poison dart frogs’ babies. Remind them that when reading an informational text, readers often just choose certain sections to focus on. • Be sure students have access to their text: Deadly Poison Dart Frogs by Lincoln James. Direct students to look at the table of contents. Ask: “How can we use the table of contents to find the information about frog babies?” • Students may struggle a bit, since there is no heading in the table of contents that directly names “babies” or “eggs” or “tadpoles.” This is fine. See if students can infer: Some may notice that “Piggyback Rides” has to do with children riding on their parents’ backs. If no students are able to offer up this insight to the group, then ask them to define <i>piggyback</i>, and then see if they can infer. If not, clarify. Remind students that sometimes the table of contents has the exact words for the topic, and sometimes not. • As usual, project the section (pages 10–11) and ask students to follow along. Read aloud without interruption. Remind students they will get to reread and talk later. 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners. • Increase interactions with vocabulary in context, in this case, the words <i>compare</i> and <i>contrast</i>. This increases rate of vocabulary acquisition for students.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Students should be familiar with the learning targets, since this is their third day working with them. Ask students to briefly turn and talk: “What does it mean to <i>compare</i> and <i>contrast</i>?” 	



Work Time	Meeting Students' Needs
<p>A. Abbreviated Close Reading: Pages 10–11 in Deadly Poison Dart Frogs (25 minutes)</p> <ul style="list-style-type: none"> • Briefly remind students of the close reading routines they have built and practiced: <ul style="list-style-type: none"> * Read and think on your own. * Talk with your group about the text. * Write notes or answer questions about the text. <p>Part 1: Reading for Gist</p> <ul style="list-style-type: none"> • Tell students that, as usual, their first goal is to capture the gist. • Give students 5 minutes to reread pages 10–11 on their own. As they have done in previous lessons, they should read for gist as well as notice any key vocabulary. Circulate and support as needed. • Give groups 5 minutes to discuss what they wrote: <ul style="list-style-type: none"> * “Did you have a similar ‘gist’ for this section of the text?” * “Do you have similar words circled?” • Ask students to take 3 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers recording form. <p>Part 2: Reading for Important Details: How Do Poison Dart Frogs Survive?</p> <ul style="list-style-type: none"> • Remind students that they should gather as many facts, definitions, and details as they can as they read. Encourage them to pay attention to both the text and the vivid photograph. • Give students 5 minutes to reread on their own and write key details. (Tell them to wait to answer the final question.) • Then ask students to again take 5 minutes to discuss in groups: <ul style="list-style-type: none"> * “What key details supported the main idea?” * “What are the most interesting things you learned about poison dart frogs?” • Direct students to fill in the last section of their Close Reading as Researchers recording form. “What adaptations help a poison dart frog survive?” • Gather the class back in a circle. Ask students to turn and talk: “What adaptations help a poison dart frog survive?” • Do not discuss this whole group, since students revisit this question later in the lesson. 	<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.



Work Time (continued)	Meeting Students' Needs
<p>B. Read-aloud: Main Idea and Supporting Details of Pages 16–19 in Poison Dart Frogs Up Close (10 minutes)</p> <p><i>Note: Remember that students just listen to the second text; do not let students see their text until the listening activity is done.</i></p> <ul style="list-style-type: none"> • Remind students that they are comparing and contrasting the information in two texts. Distribute students' second Close Reading as Researchers recording form. • Tell students that just like in the last lesson, they will practice listening. • Model how to find the information about frog babies: two sections (pages 16 and 18). • Tell students to listen for the main idea as you read aloud. Read pages 16 and 18, including the captions for the close-up photographs. • Invite students to Ink-Pair-Share the main idea using the Close Reading as Researchers recording form. • Ask a few students to share what they heard their partner say. Write their ideas down on the anchor chart. • Tell students they should listen for key details during the second read-aloud. Read pages 16 and 18. • Again, ask them to Ink-Pair-Share the details they heard. Then cold call a few students to share what they heard their partner say. Add these to the anchor chart. • Now that the listening activity is finished, distribute students' texts: Poison Dart Frogs Up Close. 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Venn Diagram: Comparing and Contrasting Texts about Frogs (10 minutes)</p> <ul style="list-style-type: none">• Cold call students to explain how a Venn diagram is used to compare and contrast.• Pair students up and ask them to think about and discuss the following questions in their partnerships. Ask questions, one at a time, and give students a minute or two to discuss each one. Consider cold calling student pairs after each question to check for understanding.<ul style="list-style-type: none">* “What is the topic of both texts?”* “What details from each of the texts are the same?”* “What details from each of the texts are different?”• Encourage students to review the notes they took on their recording forms as they discuss these questions.• Ask students to keep in mind the big question: “What adaptations help a frog survive?”• After leading students through the discussion, distribute chart paper and markers for Venn diagram to each pair. Ask students to work with a partner to complete a Venn diagram in which they compare pages 10–11 of <i>Deadly Poison Dart Frogs</i> with pages 16–19 of <i>Poison Dart Frogs Up Close</i>. Remind them to take turns speaking, listening, and writing in the diagram.• As students work in their pairs, circulate to support.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes on their Close Reading as Researchers: recording form. This allows ELLs to participate in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. How Do Poison Dart Frogs Help Their Babies Survive? (5 minutes)</p> <ul style="list-style-type: none">• Ask students to share what they think they should title their Venn diagram for today's reading. Listen for students to say some version of "babies."• Ask students to Think-Pair-Share: "How do poison dart frogs help their babies survive?"• Cold call a few students to share out with the group. (Listen for students to talk about how the frogs carry their tadpoles piggyback into the water.)• Give students time to write their answer on the recording form. Ask students to put their names on their Venn diagrams. Collect the Venn diagrams and students' recording forms to informally assess.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If you didn't have time to complete your recording form, finish it for homework.• Then reread the section about frog eggs and tadpoles in both texts. Add at least three new words to your vocabulary notebook. Come to class ready to talk about how you chose the words you chose, and why you think they are important.	



EXPEDITIONARY
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Grade 3: Module 2A: Unit 2: Lesson 12

Supporting Materials



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Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a poison dart frog survive?



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 13

End of Unit Assessment: On-Demand
Informational Paragraph about How the Poison Dart
Frog 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)
- I can read third-grade-level texts accurately and fluently to make meaning. (RF.3.4)
 - A. I can read third-grade-level texts with fluency.

Supporting Learning Targets

- I can create a plan for my poison dart frog informational paragraph.
- I can write an informative paragraph to explain the adaptations that help poison dart frogs survive.
- I can support my topic with details from *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.
- I can write a sentence to close my paragraph.
- I can use words and phrases for effect to help my reader learn about the poison dart frog.
- I can read a freaky frog poem fluently.

Ongoing Assessment

- Students' Accordion graphic organizers
- End of Unit 2 Assessment: On-demand paragraph
- Completed Fluent Reader Criteria checklists



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> B. Engaging the Writer: Vocabulary Share and Poison Dart Frog Fact Frenzy (8 minutes) C. Unpacking the Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Planning Poison Dart Frog Informational Paragraphs (15 minutes) B. End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives (25 minutes) C. Freaky Frog Poem Presentations (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Student Shares and Learning Target Check (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Students plan their paragraphs using the graphic organizer, as they have done before. Emphasize the new box regarding vivid and precise language. • Use this writing assessment to get a sense of students’ writing paragraphs skills. This will inform instruction throughout Unit 3. • Review the model on-demand response for this assessment (see Supporting Materials) • Prepare a chart with the directions for the Poison Dart Frog Fact Frenzy (Opening, Part A). • In this lesson, students practice their fluency skills by performing their freaky frog poem aloud to a peer. Students use the Fluent Reader Criteria checklist (which they are familiar with from Module 1) to give each other feedback. Should you want to make this a formal fluency assessment, consider pulling students during another part of the day to assess individually. • To support assessment of students’ informational paragraphs, the End of Unit 2 Assessment: Criteria for End of Unit 2 Assessment: Criteria for Quality Informational Paragraph about the Poison Dart Frog (for teacher reference) is included in the supporting materials

Lesson Vocabulary	Materials
<p>topic, detail, explain, conclusion, effect; bromeliad (James, 10), hatch, watch over (James, 11); lays eggs (Bredeson, 16), backs up (Bredeson, 18)</p>	<ul style="list-style-type: none"> • Chart paper (1 blank sheet per group of four) • Markers • Close Reading as Researchers: Main Ideas and Details recording forms (from Lessons 10, 11 and 12; students’ own.) • Paragraph Writing Accordion graphic organizer (one per student) • End of Unit 2 Assessment: Writing Prompt (one per student) • Blank paper and pencils for On-Demand Assessment: Writing an Informational Paragraph about the Poison Dart Frog • Fluent Reader Criteria checklist (one per student) • End of Unit 2 Assessment: Criteria for Quality Informational Paragraph about the Poison Dart Frog (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Vocabulary Share and Poison Dart Frog Fact Frenzy (8 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Remind them that have been learning about the poison dart frog. In the last lesson, they learned about the poison dart frog’s eggs and tadpoles. Ask students to get out their and share their homework with a partner: what three words they chose and why.• Listen for students to mention key words: <i>bromeliad</i>, <i>hatch</i>, <i>watch over</i>, <i>lays eggs</i>, <i>backs up</i>. Review as needed. Point out to students how hard they are working to figure out words in context, and also using text features such as bold text to help them figure out what words are most important.• Congratulate them on all of the careful reading they have done in the last few lessons to learn about how poison dart frogs 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. All the authors whose texts they have read did this: Deborah Dennard, Lincoln James, and Carmen Bredeson. Tell students that today they get to teach others by writing an informational paragraph to show what they know about poison dart frogs.• Tell students that first they will do a fun activity called Fact Frenzy, to remind them of all the facts they know. Explain the process and refer to the written directions on the Place the in the middle of the group so everyone can reach it.<ol style="list-style-type: none">1. Choose one person to be the first writer/drawer.2. When the timer starts, the first person will write/draw one fact about how the poison dart frog survives. You do not have to use complete sentences (for example, you could write “poison skin”).3. The first writer passes the to the next person, who then writes/draws a new fact.4. Keep passing the marker around and adding facts until the timer runs out!• Answer any clarifying questions.• Place students into groups of four. Be sure each group has piece of chart paper and a marker.• Set the timer for 3 or 4 minutes and tell students to begin.• Once the timer is up, invite each group to share a fact from their chart. Tell students that these fact charts will help them plan and write their informational paragraphs in this lesson.	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Based on the opening, above, students should already be fairly clear on today's targets. Read them aloud briefly, and unpack with one general 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. Make sure that students understand that first they will make a plan for their informational paragraphs and then they will have a chance to write them. Underline and discuss these words/phrases in the learning targets: <i>detail, explain, conclusion, and effect</i>. 	
Work Time	Meeting Students' Needs
<p>A. Planning Poison Dart Frog Informational Paragraphs (15 minutes)</p> <ul style="list-style-type: none"> Remind students that as they have done before, they will use the information from their Poison Dart Frog recording forms to make a plan for their paragraph before they actually start writing. Emphasize that writers work hard to build knowledge about their topic, and often revisit or even add to that knowledge as they begin to write. Display the chart: Paragraph Writing Accordion graphic organizer. Quickly review how to use it. Ask: <ul style="list-style-type: none"> * "How have we used this accordion graphic organizer before?" Invite students to turn and talk. Point out the new box for vivid and precise words. Model an example to complete that box, such as: "The poison dart frog has colored skin to warn predators. I could add the words 'bright, blazing colors' so my reader knows what its skin looks like." Tell students that they now get to plan and write a paragraph to teach others about the poison dart frog: "What are the special adaptations of the poison dart frog?" As they plan, they may talk with a partner to help each other to think about what details to include and how to explain those details. In a little while, each of them will write their own paragraph. Ask students to locate their Close Reading as Researchers: Main Ideas and Details recording forms from lessons 10, 11 and 12. These notes will be their main source of information as they plan their paragraphs. (They of course may also reread the texts to find new information or clarify any notes that are incomplete or unclear.) Distribute a Paragraph Writing Accordion graphic organizer to each student. Remind students that they can keep talking to help each other, but that each student needs to complete his or her own graphic organizer. 	<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.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit 2 Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives (25 minutes)</p> <ul style="list-style-type: none"> • Display and/or distribute the End of Unit 2 Assessment: Writing Prompt. • Answer any clarifying questions students have. Review the criteria for a quality paragraph. Students should be familiar with all four criteria: <ol style="list-style-type: none"> 1. Topic sentence 2. Supporting details and facts 3. Conclusion sentence 4. Uses words and phrases for effect • Remind students that they have had lots of practice writing paragraphs this year. Today, their writing is “on-demand”: the best writing you can do in a limited time. • Give students about 20 minutes to write their individual paragraph. • If students finish early, invite them to choose another freaky frog text from the recommended reading list to read and enjoy while other students finish their writing. Students may also practice the poem they will present to a peer at the end of the lesson. • Circulate and support students just by reminding them of the criteria. Students should complete the writing independently. 	<ul style="list-style-type: none"> • Allow ELLs and students with Individual Education Programs (IEPs) additional time to complete their paragraphs. They will receive extra time on the New York State assessment.
<p>C. Freaky Frog Poem Presentations (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their hard work planning and writing their paragraphs today. Tell them that for the remainder of class they will work in groups of two to read their specific freaky frog poem aloud. • Each person will take a turn reading aloud their poem while the other partner fills out the Fluent Reader Criteria checklist. Project and briefly review the checklist, and answer any questions students may have about the process of sharing and giving feedback. • Divide students into pairs. Invite students to begin sharing and completing the Fluent Reader Criteria checklist. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Student Shares and Learning Targets Check (5 minutes)</p> <ul style="list-style-type: none"> For the learning target check, post the learning targets again. Go through them one by one, asking students to engage in a quick “target check.” Tell them that after they read the target, they should give a thumbs-up if they feel they really got it, a thumbs-down if they think they need to practice it a few more times, and a thumbs-down if they feel really confused by this. Assess student confidence based on their responses. Celebrate with the class the good work done learning about freaky frogs. Tell students that in Unit 3, they will get to create Freaky Frog Trading Cards to teach others how freaky frogs adapt to their environment. They will begin working on their trading cards in the next lesson. 	<ul style="list-style-type: none"> Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Continue with your independent reading book for this unit at home. □ <p><i>Note: Review students’ on-demand writing to assess their ability to meet the criteria for a quality paragraph. See criteria list and model paragraph in supporting materials.</i></p>	



EXPEDITIONARY
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Grade 3: Module 2A: Unit 2: Lesson 13

Supporting Materials



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Paragraph Writing Accordion Graphic Organizer

.....
Name:
.....

.....
Date:
.....

Topic:

Detail/vivid and precise word to describe the detail:

Explain:

Detail/vivid and precise word to describe the detail:

Explain:

Conclusion:



End of Unit 2 Assessment:
Writing Prompt

After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research.

Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.



Fluent Reader Criteria Checklist

Speaker: _____

Date: _____

Critique Partner: _____

Target	Not Yet	Almost There	Excellent!	Comments
Phrasing (I can group many words together as I read.)				
Rate (I can read like I talk, and I only stop when it makes sense in the text.)				
Punctuation (I can pay attention to the punctuation, and I use it to help me know how to read the text.)				
Expression (I can use expression to read, and it helps me understand the story.)				



Fluent Reader Criteria Checklist

Comments:



End of Unit 2 Assessment:
Criteria for Quality Informational Paragraph about the Poison Dart Frog
(for teacher reference)

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



Model Informational Paragraph about the Poison Dart Frog
(Sample Answer, for Teacher Reference)

The poison dart frog has amazing and strange adaptations that help it survive!

This frog has bright and blazing skin colors that warn predators, “Stay away from me! I’m very poisonous.” The poison oozes out of the frog’s skin. If a predator takes a bite of the poison dart frog, it will die from this poison. Poison dart frogs are known as some of the most amazing parents in the frog world, too. They carefully carry their babies on their back and place them in their very own cup of water in the bromeliad plant. This helps the young poison dart frogs survive. These are some of the incredible adaptations of the poison dart frog.



EXPEDITIONARY
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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.



EXPEDITIONARY
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Grade 3: Module 2A: Unit 3:

Recommended Texts



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Unit 3 focuses on students synthesizing their learning about “true frogs” and “freaky frogs.” Because students have been learning about adaptations throughout the module, the Unit 3 Recommended Texts lists broadens the topic a bit and includes texts about other animals and their adaptations to their environment. The list below includes texts with a range of Lexile® text measures. This provides appropriate independent reading for each student to help build and extend their content knowledge about this broader topic of adaptations. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

- Common Core Band Level Text Difficulty Ranges:**
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
- Grade 2–3: 420–820L
 - Grade 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Chameleon, Chameleon</i>	Joy Cowley (author), Nic Bishop (photographer)	Informational	310
<i>The Naked Mole-Rat</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Frogfish</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Magic School Bus Hops Home: A Book about Animal Habitats</i>	Joanna Cole (author), Nancy Stevenson (illustrator)	Informational	400
<i>Animal Camouflage in the Ocean</i>	Martha E. H. Rustad (author)	Informational	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>How to Hide a Crocodile and Other Reptiles</i>	Ruth Heller (author/illustrator)	Informational	490
<i>The Werewolf Chase: A Mystery about Adaptations (Summer Camp Science Mysteries, #4)</i>	Gary Soto (author)	Informational/Literature	510
<i>Animal Adaptations</i>	Julie K. Lungren (author)	Informational	550*
<i>Ocean Animal Adaptations</i>	Julie Murphy (author)	Informational	640
<i>Andrew Lost with the Frogs</i>	J. C. Greenburg (author)	Literature	650*
<i>Rain Forest Animal Adaptations</i>	Lisa J. Amstutz (author)	Informational	680
<i>The War in Your Backyard: Life in an Ecosystem (Raintree Infusion)</i>	Louise A. and Richard Spilsbury	Informational	700*
<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard (author), Kristen Kest (illustrator)	Informational	720*
<i>Animals with No Eyes: Cave Adaptations</i>	Kelly Regan Barnhill (author)	Informational	750
<i>What Do You Know about Animal Adaptations?</i>	Suzanne Slade (author)	Informational	750*
<i>Hard-to-See Animals (Rookie Read-About Science)</i>	Allan Fowler (author)	Informational	790

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>How Do Animals Adapt?</i>	Bobbie Kalman (author)	Informational	940
<i>Living Color</i>	Steve Jenkins (author/illustrator)	Informational	950
<i>See-Through Animals</i>	Natalie Lunis (author)	Informational	960
<i>Animals Under the Ground</i>	Phyllis Jean Perry (author)	Informational	990
<i>Color-Changing Animals</i>	Valerie Yaw (author)	Informational	1040



EXPEDITIONARY
LEARNING

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

Reading New Texts about Freaky Frogs



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

- 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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Close Reading: Main Ideas and Details recording form



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader: Reading Excerpts about our Freaky Frogs (10 minutes)B. Unpacking the Learning Targets (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Four Corners: Selecting Freaky Frogs (10 minutes)B. Reading New Informational Texts about a Freaky Frog (25 minutes)C. Looking for New Evidence (5 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debrief: Share New Learning about Freaky Frog (5 minutes) <p>4. Homework</p>	<ul style="list-style-type: none">• In this lesson, students choose the freaky frog they want to write about for their Freaky Frog Trading Card. The four choices are: the Poison dart frog, the Amazon horned frog, the Glass frog, or the Water-holding frog• Group sizes need not be completely even. It is more important for students to feel excited about the frog they are going to write about and to have some choice.• In order to deepen their expertise, students read another informational text about the frog they select. This continues to reinforce learning about comparing two texts on the same topic.• Students do this reading in pairs, using the same process and recording form as used in Unit 1 and Unit 2 lessons. This is an opportunity for students to continue practicing their reading skills, but with greater independence.• This lesson is the last lesson during which students will do more reading about their frog. In the next lesson, they will transition to organizing their information in order to begin writing.• During Part B of Work Time, when students are in their groups, it is important to spend at least 5 minutes with each group to support them with their reading.• Note: You will need to prepare the texts and recording forms to distribute to groups; not all students receive all texts or forms.• Review Four Corners (Appendix)



Lesson Vocabulary	Materials
<p>identify, determine, details</p> <p>Poison dart frog text: secrete, odorless, contractions, lethal</p> <p>Glass frog text: transparent, completely, underside</p> <p>Amazon horned frog text: shades, ambushing, spring</p> <p>Water-holding frog text: spreads, bladder, cocoon, puddle</p>	<ul style="list-style-type: none"> • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Document camera • <i>Poison Dart Frogs Up Close</i> (book; one per student) • Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog (new; teacher-created; see Work Time A) • Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” “Transparent Wonder” or “Poison Dart Frog” (one per student for his or her specific frog group; see supporting materials) • Close Reading: Main Idea and Details recording form (one per student for his or her specific frog group; see supporting materials) • Close Reading: Questions from the Text and Vivid Words and Phrases (one per student for his or her specific frog group; see supporting materials) • Unit 3 Recommended Texts List (in unit 3 Overview; for Teacher Reference; see Teaching Note at the end of this lesson)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reading Excerpts about Our Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none"> • Say to students: “Let’s look at some of the amazing, freaky frogs we have been reading about. Today each of you will choose one of these frogs to build even more expertise about. Let’s read a little about each one.” • Read the first short paragraph from Everything You Need to Know about Frogs and Other Slippery Creatures of each of the following, allowing students to look again at the amazing frogs they have studied thus far and to build excitement for these frogs: <ol style="list-style-type: none"> 1. Amazon Horned Frog, page 20 Paragraph that starts with: “Famed for its big appetite ...” 2. Glass Frog, page 32 Paragraph that starts with: “With its amazing see-through body ...” 3. Water-Holding Frog, page 36 Paragraph that starts with: “The water-holding frog lives in Australia ...” 4. Poison Dart Frog, page 76 Paragraph that starts with: “Most Poisonous ...” • Ask students: “Which frog seems most interesting to you? Turn and talk to a partner about which frog you’d like to know more about. Tell your partner why you think that frog is the most interesting.” Provide a sentence starter for students: “I think the _____ is most interesting because _____.” Display this sentence on the document camera or on chart paper. 	<ul style="list-style-type: none"> • Consider thoughtful partnerships when students go into their research groups to support ELL learners. Partner an ELL student with a student who speaks the same L1. • Consider providing a smaller chunk of the text for struggling ELA or ELL learners to focus on when they read their research texts.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the two targets. Tell students that these targets are very similar to targets that they have been working on throughout their study of frogs. • Ask students to Think-Pair-Share together what they know about finding the main idea and key details. Give students a minute to talk together. Cold call one or two responses. Explain that today they are going to practice these targets with a little more independence as they learn more about one freaky frog of their choice. 	

Work Time	Meeting Students' Needs
<p>A. Four Corners: Selecting Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and Poison Dart Frogs Up Close. Ask students to also take out their recording forms for each of those frogs. Explain to students that they are going to look over their notes and then they will select their freaky frog based on which one interests them the most. • Give students 5 minutes to review their notes and texts. • As students work, post the Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog in the corners of the classroom. • Tell students that they are going to choose their frog by participating in an activity called Four Corners. Remind them that they have done this before (Unit 2, Lesson 5). Review the process: <ul style="list-style-type: none"> * Each corner of the room is assigned for one of the frogs. * Students will go to the corner of the room that has the frog they want to study. * Once there, they share with their group briefly why they chose that frog. • Direct students' attention to the four pieces of paper in the corners of the room. Ask students to choose which frog they want to study and to move to that corner. • Provide support for their decisions as they move to corners (see Teacher Note). • Once students are in their corners, give them a minute or two to share with their group why they chose that frog. 	<ul style="list-style-type: none"> • Choice motivates all students, so let students choose which frog they want to study. However, consider nudging struggling readers and writers toward the poison dart frog, since they have had more scaffolded reading experiences to draw from. Use professional judgment as these groups form. Prioritize students having choice, but help them make decisions that will set them up for success.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading New Informational Texts about a Freaky Frog (25 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit with their freaky frog group buddies, who are their new “expert group.” Share the enthusiasm for their choices. Tell them that they are going to take their first step as an expert group next. • Tell students that good readers and researchers read more than one text about a topic. Remind them that this is something they have practiced before when they compared texts about bullfrogs and poison dart frogs. • Ask students to pair up with someone else in their expert group. • Explain that today they are going to read their text with their partner and take notes on their recording form. Remind students of the process they have practiced many times: <ul style="list-style-type: none"> * Read the text aloud. * Reread for gist. * Identify important or unfamiliar words. * Think about key information and details. * Read again to answer specific questions. • Remind them that today they will do this more independently than in previous lessons, but they will still get some help. Review briefly with students what it means to find the main idea and details in a text. • Distribute freaky frog texts (see supporting materials) and the first form Close Reading: Main Ideas and Details (for their assigned frog). Release students to read and complete their recording forms. Circulate to each group to confer briefly as they work. If necessary, read aloud portions of the text. 	
<p>C. Looking for New Evidence (5 minutes)</p> <ul style="list-style-type: none"> • Pause students in their work. Say: “With your partner, review your recording form. Look at the key details you found about your frog. Put a check mark by the information that is new information. Talk together as you do this.” • Emphasize that we learn more about a topic the more we read. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Share New Learning about Freaky Frog (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Tell them to bring their research materials and their Close Reading: Main Ideas and Details recording form. Ask students to find a “debrief partner” different from their previous work partner. Ideally, partners will study different frogs, but this depends on how many students study each frog. <ul style="list-style-type: none"> * “Share with your partner an interesting fact about your frog. Refer to the text you read.” • Give students a few minutes to share with each other. • Tell students that in the next lesson, they will share all the things they are learning about frogs by participating in a Science Talk about how their frog survives. They will think about this question as part of their homework. Distribute the second recording form: Close Reading: Questions from the Text and Vivid Words and Phrases (for students’ assigned frog). 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread your text aloud to someone in your family or in front of the mirror. • Reread the text you read in class today and then complete the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for your assigned frog). <p><i>Note: Lesson 2 is a Science Talk. Students participated in a Science Talk in Lesson 9 of Unit 1. Review this lesson. Gather the anchor chart from Lesson 9 or create a new one.</i></p> <p><i>Beginning in Lesson 4, students have homework time to read texts from the Unit 3 Recommended Texts list. Preview this list (which is part of the Unit 3 overview) in advance and begin gathering books.</i></p>	



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

Supporting Materials



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All About the Water-Holding Frog

Written by Expeditionary Learning for Instructional Purposes

A Water-Holding Frog's Body

Water-holding frogs have wide heads and thick bodies. They also have webbed feet. Water-holding frogs are usually gray, dark brown, or green and have a white belly. Their skin is smooth to the touch except for the warts spread over the body.

Where Does the Water-Holding Frog Live?

The water-holding frog lives in the dry deserts of Australia. In many ways, these frogs are just like any other, until the water from the last rains dry up.

An Amazing Adaptation!

A water-holding frog can store water in its body and live underground for a long time. When it rains, the water-holding frog absorbs half of its weight in water! This water is then stored in its bladder and in pockets in its skin.

When the ground starts to dry up, the water-holding frog uses its webbed feet to dig. It digs deep into the ground to escape the sun and heat. The frog will then surround itself in a dead-skin cocoon. The cocoon helps the frog keep the water inside its body.

When the rain begins again, the water-holding frog will break out of its cocoon and dig out of the ground. It will then look for small frogs, small fish, and insects to eat.

The Water-Holding Frog's Life Cycle

The water-holding frog will look for a mate when it is above ground. Male water-holding frogs use a mating call to find a female. Once a male and female mate, the female water-holding frog will lay her eggs in a puddle. She may lay up to 500 at a time!

When the eggs hatch, the tiny tadpoles must change into frogs before the ground dries up again.

Sources:

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).

National Geographic video "Frogs and Toads: Freak of Nature: Water-Holding Frog," (2:00), © 1996–2012 National Geographic Society;
http://video.nationalgeographic.com/video/animals/amphibians-animals/frogs-and-toads/frog_waterholding/



The Amazon Horned Frog

Written by Expeditionary Learning for Instructional Purposes

Amazon horned frogs have amazing adaptations that help them survive.

Habitat

Amazon horned frogs live in ponds of the Amazon rainforest. The Amazon rainforest is in South America. The rainforest is huge. It stretches out through many countries in South America. This means you can find an Amazon horned frog in many places.

Physical Characteristics

Amazon horned frogs are huge. They can weigh up to a pound and grow up to 8 inches long! They have round bodies and small horns above their eyes. They also have a very large mouth. Female Amazon horned frogs are mostly tan. This makes it easier for the females to hide. The male frogs are many different shades of green. They look like the leaves in the rainforest.

The Amazon horned frogs have an enormous mouth and have very sharp teeth. Amazingly, they swallow what they eat whole. That means they take only one big gulp to eat their prey. Some scientists call the Amazon horned frog the “Pac Man” of frogs. This is because of their giant gulping mouths.

The horns above Amazon horned frogs’ eyes help them to hide under the leaves on the forest floor. Their horns look just like leaf stems, making it hard for their prey to see them.

Predators and Prey

One other amazing feature of the Amazon horned frog is that they don’t care at all about what they eat. They eat almost anything! Amazon horned frogs will eat anything they can catch in their large mouths and sharp teeth. They catch their prey by ambushing it. This means that they hide under the leaves on the floor of the forest and wait. When its prey comes by, the Amazon horned frog springs out and catches it.

Amazon horned frogs are truly amazing frogs!

(L720)

Sources:

National Geographic, “Amazon Horned Frog,” © 1996–2012 National Geographic Society;

<http://animals.nationalgeographic.com/animals/amphibians/amazon-horned-frog/>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



Transparent Wonder

Written by Expeditionary Learning for Instructional Purposes

Deep in the rainforest of South America is the most amazing frog. The glass frog is resting on a leaf. It is almost invisible to any person looking at the leaf. That's because the glass frog is almost completely transparent. When the sun shines on a leaf, the leaf glows in the sun. And so does the glass frog! It almost disappears into the leaf!

The Glass Frog's Body

Glass frogs have clear see-through skin. If you turn them over, you can see their insides! You can see their hearts and their stomachs. You can even see their blood and bones! No one really knows why the glass frog is transparent. It makes the frog very hard to see when it is sitting on a green leaf. Glass frogs are always some shade of green on the top of their body. They often have gold colored eyes. They have excellent vision and can see things from very far away. Many of them are very small, even as small as an almond!

The Glass Frog's Habitat

Glass frogs live in the rainforest in countries like Costa Rica. Most all glass frogs live in the trees. Glass frogs need to live in warm, moist places, such as the rainforest canopy, and have a steady stream of water near them. They can jump from a plant to the rock and then by the water.

Glass Frog's Predators and Prey

Glass frogs like to eat what many frogs eat. They like to eat insects, flies, and tiny spiders. Their predators have a very hard time seeing them because of their color. That helps them survive. Their predators are the same as many other frogs: birds and snakes.

Staying Safe

The glass frog's transparent color is an amazing adaptation that helps them to stay safe. It helps them stay almost invisible to anything that would want to eat them. It also helps them catch the small insects they eat. Glass frogs also stay safe because they sleep during the day when their predators are most active. They come out at night when they are even harder to see. The glass frog also does something amazing to help keep its eggs safe. They lay their eggs on the underside of a leaf, so the eggs can't be seen. The leaf is above a stream, so when the eggs hatch, the tadpoles drop right into the water!

(L730)

Written by Expeditionary Learning for Instructional Purposes

Sources:

David Brian Butvill, "Shining a Light on Glass Frogs," *National Wildlife* magazine, April 2008; <http://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2008/Shining-a-Light-on-Glass-Frogs.aspx>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



“The Poison Dart Frog”



Before guns arrived in the rain forest, the Choco people hunted with blowguns made from palm wood. Darts used in the blowguns were dipped into a very strong poison. This poison comes from the poison dart frog. Small pores all over the frog’s skin secrete this colorless, odorless poison.

Many frogs secrete poisons to protect them from predators, but the poison of the poison dart frog is 20 times more deadly than any other frog. One poison dart can kill 20,000 mice. One drop (200 micrograms) is enough to kill a grown man. The poison itself is a chemical which causes muscle contractions that lead to heart failure. The poison this frog secretes is one of the most toxic poisons known.

If the frog is lethal to the touch, how do the Choco hunters dip their darts? The hunter simply holds down a poison dart frog with a stick and rubs the dart across the frog’s back. That’s all it takes. When dry, the dart will be poison for a year. When the dart finds its target, often a bird, the hunter carefully removes the dart to use again. He then cuts away any part of the carcass the dart touched. Even that could be poisonous if eaten.

The poison dart frog has only two natural enemies, the Choco blowgunners and a frog-eating snake. Of all the rain forest creatures, only this snake is able to eat the frog and live to eat again.

When approached by would-be predators, the poison dart frog does not try to escape or hide. This bold behavior is unusual in the animal world. Many predators sense danger and retreat when they can’t scare this little frog. But if they go ahead and take a bite, it will be their last. The poison dart frog has been known to hop to within an inch of scientists studying the species. The scientists know to back away.

Rifles are replacing blowguns in the Colombian rain forest. As years pass, the blowgunners’ skills will be forgotten. The tiny, golden poison dart frog will have one less enemy.



“The Poison Dart Frog” by Jeanette Jenkins, Boys’ Quest Magazine, Feb 2002, Volume 7, Issue 5. Reprinted by permission.



Close Reading: Main Idea and Details
Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a frog survive?



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

Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

1. Reread this sentence: “Small pores all over the frog’s skin secrete this colorless, odorless poison.”
In your own words, tell what the word “secretes” means. How did you figure it out?

2. Describe two specific details about the poison dart frog’s poison.

3. Why is the poison dart frog more “bold” or brave than other animals? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Glass Frog

Text title and page numbers: _____

Topic: Glass frog

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a frog survive?



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

Text title and page numbers: _____

Topic: Glass frog

1. Reread this sentence: “That’s because the glass frog is almost completely transparent.” In your own words, tell what the word “transparent” means. How did you figure it out?

2. Describe the physical characteristics of the glass frog. Give specific details from the text to support your answer.

3. How do glass frogs keep their eggs safe? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

Main idea of this section of the text

Key details from the text that help me understand the main idea

Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

1. Reread the sentence in the caption box: “The Amazon horned frog might be lurking underneath the leaves.” In your own words, tell what the word “lurking” means. How did you figure it out?

2. What are three special physical characteristics about the Amazon horned frog? Use specific details from the text to support your answer.

3. Why are Amazon horned frogs called the “Pac Man” of frogs? Use specific details from the text to support your answer.



Close Reading: Main Idea and Details
Water-holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisiting the main idea: What adaptations help a frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Water-Holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

1. Reread the sentence: “Once underground, the frog will surround itself in a dead-skin cocoon.” In your own words, tell what the word “cocoon” means. How did you figure it out?

2. Describe three things about the water-holding frog’s physical characteristics. Use specific details from the text to support your answer.

3. How does the water-holding frog survive in the desert?



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

Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Freaky Frog Research matrix
- Science Talk criteria checklist



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Science Talks and Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Organizing Information in a Freaky Frog Matrix (25 minutes)</p> <p>B. Conducting the Science Talk (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief of Science Talk (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• This lesson will be students' second Science Talk in this module. Review Lesson 9 in Unit 1 in advance.• Science Talks provide students the opportunity to collectively theorize and build on each other's ideas. These talks provide a window into students' thinking that can help teachers figure out what students really know and what their misconceptions may be.• Review Science Talk protocol (See supporting materials).• During this Science Talk, students will build understandings of how freaky frogs adapt to their environment and make use of their different attributes in order to survive.• Locate and display the anchor chart entitled "Participating in a Science Talk" from Unit 1, Lesson 9 (or create a new anchor chart if necessary).• Review Science Talk criteria checklist (from Unit 1, Lesson 9). As students participate in the Science Talk, use this checklist to track students' progress toward the learning targets.• Organize student materials in advance for easy access.• In advance: Create a large chart of the Freaky Frog Research matrix and identify one or two categories to fill in as a model for students.• During Unit 3, students plan and write about their selected "freaky frog." The spadefoot toad is used as the frog for all teacher modeling.• In Lesson 4, students will find, select, and print images of freaky frogs to use on the Facts and Images side of their trading card. Please see Lesson 3 supporting materials: Websites for Freaky Frog Images Resource Page for sites to bookmark in advance.



Lesson Vocabulary	Materials
matrix, Science Talk, participate, norms, discussion, survive, prepare, evidence	<ul style="list-style-type: none">• Freaky Frog Research Matrix recording form (one per student)• Freaky Frog Research Matrix anchor chart (new; teacher-created; see Work Time A)• Freaky Frog Reading Recording Forms (completed in Unit 2, Lessons 7–12)• Document camera• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” “Transparent Wonder” or “Poison Dart Frog” (from Lesson 1)• Participating in a Science Talk anchor chart (from Unit 1 Lesson 9; see Teaching Notes)• Sticky notes (two to three per student)• Science Talk Criteria Checklist (from Unit 1, Lesson 9)• Science Talk Protocol (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Science Talks and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students of all they have worked on so far as they have been learning about freaky frogs. Tell them that today they will have the opportunity to use what they've learned in a Science Talk.• Remind students about the Science Talk they engaged in during Unit 1. Tell students that today they will share information they have learned about a freaky frog with others and ask questions of other students. Just like experts in the real world, they will participate in a conversation to expand their thinking about how freaky frogs <i>survive</i>, or live.• To prepare for the Science Talk, they will first complete a Freaky Frog Research matrix recording form about the expert freaky frog they selected in the previous lesson. Refer to the first learning target and review that the word matrix is “a tool to organize information.” Students used this <i>matrix</i> for their work with bullfrogs in Unit 1.• Share today's second learning target: “I can effectively participate in a Science Talk about how my freaky frog survives.” Invite students to identify the key words in the supporting targets. Guide them toward the words <i>norms</i> (rules or expectations), <i>prepare</i> (get ready for), <i>evidence</i> (proof from reading), and <i>topic</i> (the subject of the conversation). Ensure that students understand the meaning of <i>effectively</i> and <i>participate</i>.	<ul style="list-style-type: none">• Making connections between past and present learning helps students solidify understandings.• Provide nonlinguistic symbols to support students' understanding of words in the targets (i.e., a <i>question mark</i> for question).



Work Time	Meeting Students' Needs
<p>A. Organizing Information in a Freaky Frog Matrix (25 minutes)</p> <ul style="list-style-type: none"> • Display the large Freaky Frog Research matrix anchor chart. Remind students that they have worked with the matrix during Unit 1. But in this lesson, they will complete the matrix based on the expert freaky frog they selected in the previous lesson (glass frog, water-holding frog, Amazon horned frog, or poison dart frog). • Ask them to turn and tell a partner what they remember about the chart. Solicit a few ideas from students. If students have not already noticed, identify the familiar language of the category labels: They have been working with this key vocabulary throughout the module (for example, <i>habitat</i> is “where something lives”). Also review the phrase <i>vivid words and phrases</i>. • Remind students that a matrix is a way to organize information and today they are going to organize the most important information they have learned about their expert freaky frog, just like they did with bullfrogs in Unit 1. • Briefly model based on the spadefoot toad. A conversation might sound like: “I know the spadefoot toad digs underground, so I’m going to write that in the category called <i>Behaviors</i>. In the next box over, I’m going to try to brainstorm vivid and precise words to describe this behavior. I know that a vivid word for dig is <i>burrow</i>, so I will write ‘burrows beneath the earth’s surface.’ • Briefly review the other categories on the matrix so students are clear about what information they should write about their freaky frog. Ask students to Think-Pair-Share one column of the matrix that they already would be able to fill in about their freaky frog. Cold call a few students to share their thinking. • Check for understanding: Ask students to show how well they understand the task with a thumbs-up, thumbs-sideways, or thumbs-down. Clarify the task as necessary. • Remind students that they have three resources to refer to if they need more information: <ul style="list-style-type: none"> – Their Freaky Frog reading recording forms (completed in Unit 2, Lessons 7–12) – The text Everything You Need to Know about Frogs and Other Slippery Things – Their Freaky Frog texts (from Lesson 1). • Distribute the Freaky Frog Research matrix to each student. Give students 20 minutes to work on their matrix. Students may work with a partner who has selected the same expert frog. Confer with students and provide guidance as needed. 	<ul style="list-style-type: none"> • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms. • Add nonlinguistic symbols to the Freaky Frog Research matrix to help clarify the categories. • Consider allowing students to work with a partner who selected the same expert freaky frog while planning and choosing details. Each student should complete their own organizer and write their own list of facts in the next session, but the thinking work could be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Conducting the Science Talk (25 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their Freaky Frog Research Matrix and gather in a circle on the floor or in chairs. Students should be in two concentric circles: an inner circle of students facing an outer circle, so each student has a partner. Be sure students can easily see and hear other students.• Display the Science Talk protocol for students to see. Briefly review the “Participating in a Science Talk” anchor chart with students and answer any clarifying questions. Tell students that after each conversation with a new partner, they will write one new fact they learned on a sticky note. Distribute 2 or 3 sticky notes to each student.• Display and review the suggested sentence frames to support students in their conversations. Instruct students to use their notes on their matrix to support their comments and questions. Remind students that they should direct their questions and comments to one another, not the teacher.• Direct students to begin the science talk by posing the question: “How does your freaky frog survive?”• Use the science talk criteria checklist during this time to monitor student progression towards the learning targets. Redirect and support students briefly if needed, but avoid leading the conversation. Encourage students to use the sentence frames to help clarify their thinking and enhance their communication skills.• After 4-5 minutes with their first partner, direct students to write down a new fact they learned on a sticky note.• Then ask them to rotate and begin a conversation with a new partner as directed by the teacher. Repeat this a couple of times as time permits.	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Science Talk: “When I saw/heard _____, I learned _____.” and “I wonder _____.”



Closing and Assessment	Meeting Students' Needs
<p>A. Science Talk Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Refer back to the learning targets for the Science Talk. Ask students: <ul style="list-style-type: none"> * “What new information did you learn from other experts today?” * “Based on our targets, what would you work on to improve your participation in our next Science Talk?” • Allow students to share out with a peer sitting next to them, then cold call a few students to share with the whole class. 	<ul style="list-style-type: none"> • Allowing students to share in small groups provides the opportunity for all students to share their voices.

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading in your independent reading book for this unit. Students should be reading a text from the recommended text list for the module. <p><i>Note: Prepare technology for Lesson 4:</i></p> <ul style="list-style-type: none"> • <i>A few days from now, students will need access to computers and printers for this lesson. To prepare for this lesson, begin to arrange for computer access for students to search for freaky frog images.</i> • <i>Figure out a system for students to print their freaky frog images.</i> • <i>Consider bookmarking key research websites, with strong images, ahead of time for students. Please see supporting materials in Lesson 3 for a list of websites to consider.</i> • <i>Water-Holding Frog: www.animalsandearth.com/docs/thumb/59/19261-water-holding-frog-cyclorana-platycephala-underground-in-skin-before-rain-central-australia.jpg; http://en.wikipedia.org/wiki/File:Cyclorana_platycephala.jpg</i> • <i>Amazon Horned Frog: http://www.flickr.com/photos/11014423@N07/8358293886/in/photolist-dJARzh-dJuZmM</i> • <i>Poison Dart Frog: http://bit.ly/1gO3Owk; http://bit.ly/1fbdReX</i> • <i>Glass Frog: http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_(4).jpg; http://bit.ly/1eJLHYP</i> 	



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

Supporting Materials



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Freaky Frog Research Matrix Recording Form

Category	My freaky frog is the: _____	Vivid Words and Phrases
Habitat		
Life Cycle		
Predators and Prey		
Behaviors		
Physical Attributes		

Science Talk Protocol
For Teacher Reference

Tell students they are now going to participate in a Science Talk, just as real scientists do.

Have students gather in two concentric circles on the floor, with their journals. Be sure each student in the inner circle is facing a partner in the outer circle.

Pose the question: “How does your freaky frog survive?”

Invite students to begin the Science Talk.

Approximately every 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing a new partner.

Ask these new pairs to discuss the same question.

Students will move three times, so they have the opportunity to discuss the question, and make notations, with three of their peers.

As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Record on sticky notes any particularly intriguing comments made by students and additional questions that may arise during student discussions. Refer back to these in future lessons.



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

Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card



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

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)

Supporting Learning Targets

- I can write the most important facts about my freaky frog on the Facts and Image side of my Freaky Frog Trading Card.

Ongoing Assessment

- First draft of Freaky Frog Trading Card: Facts and Image Side
- Criteria for Success (for first draft)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer and Unpacking the Learning Target (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)</p> <p>B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)</p> <p>C. Peer Critique: Praise, Question, Suggest (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Star and Step Exit Ticket (10 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In advance: Review the Module 2A Performance Task (in module level documents or on EngageNY.org) to have a clear vision of where students are heading throughout Unit 3. Plan to read this document aloud during the opening of this lesson.• The Freaky Frog Trading Cards students will create have two sides: the front Facts and Image side and the back research-based narrative paragraph side. In Lessons 3 and 4, students will work exclusively on the Facts and Image side of the card.• In this lesson students focus on the facts and in the next lesson they focus on the image. If students are keen to work on their image, explain that this happens in the next lesson.• Preview Model of Freaky Frog Trading Card: Facts and Image Side (see supporting materials).• Use the criteria in the “Target” row on the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (see Supporting Materials) to create a bulleted list on chart paper to be the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart.• Decide whether students will use the suggested template, Freaky Frog Trading Card Facts and Image Side, or a more individualized template.• Review Criteria for Success for Freaky Frog Trading Card: Facts and Image Side.• Form student partnerships for the critique in Work Time Part C. Students should partner with somebody who has selected the same freaky frog.• Review Praise, Question, Suggest protocol (see Appendix 1).



Lesson Vocabulary	Materials
<p>model, image, first draft, accurate, synthesis</p>	<ul style="list-style-type: none"> • Module 2A Performance Task: Freaky Frog Trading Card (see module level documents or stand-alone document on EngageNY.org) • Model Freaky Frog Trading Card: Facts and Image Side (one per student and one to display) • Document camera • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (new; teacher-created; see Teaching Notes for guidance) • Freaky Frog Research Matrix recording form (begun in Lesson 2) • Template of Freaky Frog Trading Card: Facts and Image Side (one per student for a first draft) • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (one per student) • Praise, Question, Suggest protocol (see Appendix 1) • Star and Step exit ticket (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all of their hard work as readers building expertise about freaky frogs. Tell them that today they are going to begin the creation of their Freaky Frog Trading Cards. Display and read the Module 2A Performance Task: Freaky Frog Trading Card and answer any clarifying questions. Tell students that later in the lesson they will talk about what makes a quality, or excellent, Facts and Image side of their trading card. In a few days they will begin working on the paragraph side of their trading card. • Display and distribute the Model Freaky Frog Trading Card and explain to students that a <i>model</i> is an example of something that we can use for guidance. We don't want to copy a model, but it can inspire our own work. Tell students that they will get to make their very own trading card about their freaky frog, too! • Have students read the learning targets aloud with a peer. Ask: "What will you be doing today?" and "How will this be different from the work you've done on other days?" Clarify with students that this day is about writing, and using all of the research they've collected to produce the Freaky Frog Trading Card: Facts and Image Side. 	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)</p> <ul style="list-style-type: none"> • Tell students: “We’ve become experts on freaky frogs and it is time for us to share our expertise. In order for others to understand what we’ve learned, we are going to display our research on the Facts and Image side of a Freaky Frog Trading Card that you will share with others. Today, we’ll choose our key facts to include, and tomorrow we will work on putting this together with an <i>image</i>, or picture, of our frog.” • Using a document camera, project the Model Freaky Frog Trading Card: Facts and Image side for students to view again. Read through the information on the Facts and Image side of the card to explain which important information about the spadefoot toad was included in each box. Inform students that during the next two sessions they will work to create the Facts and Image side of their trading card, too. Today they will work on the writing the <i>first draft</i>, and tomorrow they will finish the writing and select a frog image. Remind students that <i>first draft</i> is a best first try and that they have written many drafts of texts so far this year. • Remind students that in order to meet the targets for today’s lesson, it will help to keep the criteria for success in mind. Keep the model projected so all students can see it. • Post the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart and read the criteria aloud. Ask students to consider how the model meets the criteria. Model how to evaluate the models alongside the criteria, saying: “I see here how the author made sure to have an important detail for each category from the matrix. That’s one way that he or she is meeting the criteria.” Continue thinking aloud by saying: “I also notice, when I look more closely, that these details are <i>accurate</i>.” Tell students that <i>accurate</i> means correct or true. Highlight the criteria: “I can write accurate and important facts about my freaky frog.” • Then, ask students: <ul style="list-style-type: none"> * “How do you see the author of this model incorporating the other criteria for success?” * Invite students to Think-Pair-Share and then call on students to share their partner’s responses with the whole class. • Point out to students that the writing is just a short list of facts, not complete sentences. Students should think about capitalizing proper nouns in their writing, but not the first letter since they are not writing full sentences. Answer any clarifying questions about the Criteria for Success before sending students off to work. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols on the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side • Consider providing copies of the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side for students as they work. • Consider allowing students to work with a partner who selected the same expert freaky frog while planning and choosing details. Each student should write their own list of facts, but the thinking work could be done in pairs. • Students needing additional support may benefit from verbally sharing their feedback, instead of filling out the criteria list.



Work Time	Meeting Students' Needs
<p>B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)</p> <ul style="list-style-type: none"> • Distribute students' Freaky Frog Research Matrix recording forms (from Lesson 2). Ask students: "How can you use this information to help you with your task today?" Help students see that this <i>synthesis</i> of their research is a natural starting point for today's task. A <i>synthesis</i> is all of the pieces of their frog research put together in one place. • Be sure students have needed materials: first draft paper, pencils, and the Template of the Freaky Frog Trading Card: Facts and Image Side. Make sure that students have access to their freaky frog texts. Suggest that students work near others who have selected the same frog, but remind them that this is an individual project they will be completing. Ask for any clarifying questions and then direct students to begin crafting their first draft. • Give students about 20 minutes to work. Circulate to confer with them to ensure that they are on target. Offer suggestions, answer questions, and push students as necessary. For example, ask the question: "What is the most important information you want to tell your reader about your freaky frog?" if students are selecting too much information for the card. 	
<p>C. Peer Critique: Praise, Question, Suggest (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to bring their drafts of writing and sit facing their critique partner. Partner students with another student who has selected the same freaky frog. • Distribute the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side for students to fill out to give their partner feedback. Point out that there is a column for students to record when they see evidence on their partners work of them achieving the standard, and there is also a column for students to record where they see places their partner could improve their work to achieve the target. Tell them to leave the final column blank, as that is for you, the teacher, to fill out. • Review the Praise, Question, Suggest protocol with students. • Ask students to decide who will present first, and who will critique. First they will just give each other oral feedback. After both partners have shared, they will have time to complete the rubric. • Presenter has 5 minutes to describe his or her draft and receive feedback from his or her partner. • Then students switch roles and repeat the process. • After both students have received feedback, direct students to fill out the Criteria for Success Freaky Frog Trading Card: Facts and Image Side for each other (they do not need to fill out the digital picture criteria). 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Star and Step Exit Ticket (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to gather in a large circle, with each person sitting next to his or her debrief partner. Ask a few volunteers to share with the class the feedback they received from their partner in the Praise, Question, Suggest protocol that they plan on using in tomorrow's work time. • Distribute the Star and Step exit ticket. Ask students to identify one <i>star</i> (area of strength) and one <i>step</i> (area of improvement) on their ticket and attach it to their first draft. If time permits, students may also share their exit ticket with the large group using the sentence frames: "One of the criteria that I see in my Facts and Image side is _____," and "One of the criteria that I need to work on as I revise is _____." • Collect the exit tickets along with students' writing drafts and Criteria for Success. 	<ul style="list-style-type: none"> • Provide sentence frames for students to use as they participate in the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading in your independent reading book for this unit at home. <p><i>Note: For Lesson 4 on creating final drafts of their Facts and Image side, prepare final draft templates and any other materials students will need to use. Consider using card stock for the template if that is available.</i></p> <p><i>Review students' first-draft writing and provide additional feedback as necessary so students are prepared to write their final drafts of the Facts and Image side in the next session.</i></p> <p><i>Arrange for computer access for students for tomorrow's lesson.</i></p> <p><i>Designate a system for students to print their images.</i></p> <p><i>Consider bookmarking key research websites, with strong images, ahead of time for students. A list of recommended websites is included in the Websites for Freaky Frog Images Resource Page (Supplemental Materials, Lesson 4).</i></p>	



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

Supporting Materials




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Model Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
<i>Spadefoot Toad</i>	
Illustration/Image	
	
"Picture of Spadefoot Toad". File Owner: Clinton & Charles Robinson. Made available for use via Creative Commons License.	
Physical Characteristics	Life Cycle
<i>skin is marbled yellow, green and brown back feet are shovel-like</i>	<i>same as other frogs (egg-tadpole-frog)</i>
Habitat	Predators and Defense
<i>forests of North America</i>	<i>digs backwards into its hole so it can keep an eye out for predators</i>
Food	Behaviors
<i>insects</i>	<i>buries itself to avoid the heat of the day and stay moist</i>



Template of Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
Illustration/Image	
Physical Characteristics	Life Cycle
Habitat	Predators and Defense
Food	Behaviors



Criteria for Success for Freaky Frog Trading Card:
Facts and Image Side

Target	Evidence of Achieving Target	Suggestions for Improvement	Teacher Comments
I can use correct capitalization in my writing.			
I can spell grade-appropriate words correctly.			
I can write accurate and important facts about my freaky frog.			
I can include a high-quality digital image that accurately portrays my freaky frog.			



Star and Step Exit Ticket

1. Star: One of the criteria that I see in my work is . . .

2. Step: One of the criteria that I need to work on as I revise is . . .



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Grade 3: Module 2A: Unit 3: Lesson 4

Publishing: Facts and Image Side of the Freaky Frog Trading Card



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

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.3.2b)

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Freaky Freaky Trading Card Facts and Image Side final draft



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)</p> <p>B. Selecting Images of Freaky Frogs (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • In this lesson, students use the Internet to select images for the Facts and Image side of their Freaky Frog Trading Card. Bookmark sites where students can find digital images of their freaky frogs. (See Resources for Freaky Frog Images in supporting materials.) • All of the images on these websites can be copied into a word document and formatted to a size (2–3 inches) that fits the Template for Freaky Frog Trading Card: Facts and Image Side. • If access to computers is limited, consider implementing Parts A and B of Work Time simultaneously. Some students will engage in publishing while others rotate through the computer center to search for images. This will afford students ample time to complete their work. In this case, give all directions and models at the start of the lesson. • If students do not have access to computers and printers at all, consider the following art extension: Students may collaborate with a studio art teacher to create a scientific illustration of their freaky frog. Students would complete their illustrations outside of this one-hour literacy block. • Depending on access to technology, consider pulling small groups of students during another point during the day to select a digital image of their freaky frog. • In advance: Set up computer and printing access. • In advance: created a stapled packet for each student with his/her completed work from Lesson 3: • Draft Writing: Freaky Frog Trading Card • Facts and Images Side with Criteria List • Star and Step exit ticket • There are many fabulous images of freaky frogs available on the internet. Consider searching for some in advance to share with your students.



Lesson Vocabulary	Materials
final draft, select, image, audience	<ul style="list-style-type: none"> • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Template of Freaky Frog Trading Card: Facts and Image Side (one per student; new blank of the same template students received in Lesson 3; ideally printed on card stock) • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (begun in Lesson 3) • Model Freaky Frog Trading Card (from Lesson 3) • Websites for Freaky Frog Images Resource Page (for Teacher Reference) • Glue sticks

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)</p> <ul style="list-style-type: none"> • Gather students and tell them that they will get to use a computer to select a special image for the front side of their Freaky Frog Trading Card. • Before they choose, though, they will spend some time thinking about what makes a great image. Ask students to turn to pages 32 and 33 in the text Everything You Need to Know about Frogs and Other Slippery Creatures. Tell students: “As you look at the images, think about why the writer chose these specific images of the glass frog.” Provide the sentence frame: “I see _____ in the picture, so I think the author wanted us to know _____.” • Invite students to Think-Pair-Share and then call on a few students to share their thoughts with the whole group. Listen for students to say something such as: “The picture at the top of page 33 shows that the frog is transparent. This is an important adaptation of the glass frog.” • Repeat with the images on pages 36 and 37. • After students have analyzed the images on these pages, tell them that they should begin thinking about what adaptations of their freaky frog they might want to show their <i>audience</i>: People who read their trading card. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask them to read today's learning targets and discuss with a peer: <ul style="list-style-type: none"> * "How do these targets relate to the work that you are doing to produce a Facts and Image side for your Freaky Frog Trading Card?" • Cold call a few students to share with the whole group. Clarify the meaning of the words <i>final draft</i>, <i>select</i>, and <i>image</i> as necessary. 	

Work Time	Meeting Students' Needs
<p>A. Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)</p> <ul style="list-style-type: none"> • Reiterate that today is the last day to work on the Facts and Image side of the Freaky Frog Trading Card. Remind them that it's important to incorporate the feedback from their peer critique into their final draft. Tell students: "I included feedback from our critique when I wrote my Stars and Steps exit ticket. Yesterday, I heard from my partner that I need to work on making sure I have the most important information for each attribute. I have a lot of details written, but I don't know if they are all important. I am going to choose the most important details for my final draft. After that, I am going to check my spelling." • Distribute students' Draft Writing from Lesson 3: Freaky Frog Trading Card: Facts and Image Side with the Star and Step exit ticket stapled to it. Direct students to share briefly with a peer the feedback they are going to incorporate into their final draft using their Star and Step exit ticket from yesterday. Call on a few students to share out what their partner said. • Tell students the process for creating the final drafts of their Facts and Image side: <ol style="list-style-type: none"> 1. Incorporate feedback and make changes on your first draft. 2. Craft final draft on the provided template, and review for completion. • Clarify as needed. Make sure that the Template of Freaky Frog Trading Card: Facts and Image Side and writing utensils are accessible. • Then ask students to begin their independent writing. During this time, pull small groups or confer and direct students, as needed. • As students finish, invite them to read a book from the Unit 3 Recommended Texts List. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments. • Bookmark websites for each freaky frog group to make the selection process run more smoothly and efficiently.



Work Time	Meeting Students' Needs
<p>B. Selecting Images of Freaky Frogs (20 minutes)</p> <ul style="list-style-type: none">• Gather students back together and congratulate them on their stamina and strong work as writers. Tell them that next they will focus on the images.• Orient students to the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart from Lesson 3. Prompt them to think of specific ways in which they plan on meeting the criteria of: “I can select a high-quality digital image that accurately portrays my freaky frog.”• Explain to students their task: They need to gather images from electronic resources.• Model briefly. Show students a website with multiple pictures of a spadefoot toad. Ask students (see the Websites for Freaky Frog Images Resource Page in supporting materials):<ul style="list-style-type: none">* “Which of these images most clearly shows the freakiness of the spadefoot toad? Why?”• Encourage students to choose select an image that shows the foot of the toad.• Lastly, show students the printed version of this image, and talk through how it will be incorporated into the Facts and Image side they finished earlier in the lesson: Students will size their image (2–3 inches), cut it out, and glue it in the top portion of the Facts and Image side of their Freaky Frog Trading Card.• Tell students that once they find their frog image, they should ask for help to print it. Address any clarifying questions about the process.• Let students from the same research group work together. Provide computers and printers for students to find and print their freaky frog images. Distribute glue sticks as needed.• Give students 10–15 minutes to find their images. Pull small groups as needed to help them if they encounter technology problems.• Once students have determined which image they will use, help students print this image and glue it onto the final draft of their Freaky Frog Trading Card: Facts and Image Side.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)</p> <ul style="list-style-type: none">• Give students time to celebrate and share their completed Facts and Image side. Ask them to find a new partner and answer any questions the peer has about their freaky frog.• Provide a sentence frame for feedback: “I like how you _____,” and “I learned _____.”	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: If all students were not able to find, select, and print an image of their freaky frog, pull small groups of students during another point in the day to complete this task.</i></p>	



EXPEDITIONARY
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Grade 3: Module 2A: Unit 3: Lesson 4

Supporting Materials



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Template of Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
Illustration/Image	
Physical Characteristics	Life Cycle
Habitat	Predators and Defense
Food	Behaviors



Websites for Freaky Frog Images Resource Page
For Teacher Reference

Water-Holding Frog

www.animalsandearth.com/docs/thumb/59/19261-water-holding-frog-cyclorana-platycephala-underground-in-skin-before-rain-central-australia.jpg

http://en.wikipedia.org/wiki/File:Cyclorana_platycephala.jpg

Amazon Horned Frog

<http://www.flickr.com/photos/11014423@N07/8358293886/in/photolist-dJArzh-dJuZmM>

Poison Dart Frog

<http://bit.ly/1gO3Owk>

<http://bit.ly/1fbdReX>

Glass Frog

[http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_\(4\).jpg](http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_(4).jpg)

<http://bit.ly/1eJlHYP>



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Grade 3: Module 2A: Unit 3: Lesson 5

Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Accordion Paragraph graphic organizer
- Criteria anchor chart (whole class)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes) B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes) C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • The research-based narrative paragraph that students write for the back of their Freaky Frog Trading Card deliberately blends narrative and informational writing. Students will imagine they are a freaky frog and write in the first person about one category from their Freaky Frog Research matrix. The text <i>Bullfrog at Magnolia Circle</i> is one example of this type of writing. Students will revisit this material as a “mentor text” throughout upcoming lessons as they plan, draft, and revise their own paragraphs. • Note: In this lesson, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them both to understand and “own” the criteria for quality. A partially completed rubric has been provided in the supporting materials. This is just for your reference to guide students in how the ‘Meet’s’ column could be filled out. In this lesson students will help you determine the criteria and complete the first column. Ensure you complete the rest of the rows of the rubric before Lesson 7. • Review the Freaky Frog Research matrix for the spadefoot toad. • Review Model Freaky Frog Trading Card: Paragraph Side (back). • Review Freaky Frog Research-Based Narrative rubric and the Grade 3 ELA Expanded Rubric for Analytic and Narrative (PARCC draft) (see supporting materials). • Create a model Spadefoot Toad Accordion Paragraph graphic organizer to use during Part B of Work Time. • Create an anchor chart: Rubric for a Research-Based Narrative Paragraph (see supporting materials). • Review: Back-to-Back, Face-to Face protocol (see Appendix 1). • Use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., strong examples of using facts and details).



Lesson Vocabulary	Materials
criteria, research-based, narrative, first person	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (one per student and one to display)• Rubric for a Research-Based Narrative Paragraph anchor chart (new; teacher-created; see Supporting Materials and Teaching Note)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (one per student)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (for Teacher Reference only)• Model Freaky Frog Matrix: Spadefoot Toad (one per student)• Accordion Paragraph graphic organizer (one per student and one to display)• Freaky Frog Research Matrix recording form (from Lesson 2; students' completed copies)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Project and read aloud the Model Freaky Frog Trading Card: Paragraph Side with fluency and expression. • Invite students to Pair-Share something they noticed about the writing. Cold call a few to share their thoughts with the class. • Tell students that they are going to get to write amazing paragraphs like that about their own freaky frogs! These will become the paragraph side of their Freaky Frog Trading Card. • Tell the class that the process of writing these special paragraphs will begin today. Refer to the first learning target: “I can identify the criteria for a strong research-based narrative paragraph.” Explain that the first part of the lesson will help them identify <i>criteria</i> for the paragraph. Criteria are the reasons why something is good. Ask students to turn and tell a partner in their own words what the <i>criteria</i> means. Cold call a student to share his or her definition and write it above the word <i>criteria</i> in the target. • Explain that <i>research-based</i> means that they will use all the information from their reading and research to help them write. They will go back to all the notes they’ve collected while reading about freaky frogs in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and the poison dart frog texts. They will use these facts from their research in their writing. It’s important that their facts and details are true. Again, ask students to partner share what the phrase <i>research-based</i> means in their own words. Call on a student to share what they heard their partner say and write the simple definition about the words <i>research-based</i> in the target. • Help students understand that the word <i>narrative</i> is another word for story. Ask students to repeat the word <i>narrative</i> and tell a partner about a <i>narrative</i>, or story, they love. Explain to students that this means the paragraph will sound a lot like a story, because they will pretend they are their freaky frogs when they write. If students are confused, tell them that they will look more closely at the paragraphs in just a few minutes. • Focus students on the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.” Tell them that this will be the first step they take to create the paragraph that will go on the back side of their trading cards. • Briefly review the writing process (i.e., planning, drafting, revising, editing, publishing). The work today will help them plan their writing. 	<ul style="list-style-type: none"> • All students developing language will benefit from direct instruction of academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> Remind students that they are writing a new type of paragraph for the back of the trading card. It is called a research-based narrative. Remind students that they have done lots of informational writing before, so they are now ready for a new challenge as writers! Display the Model Freaking Frog Trading Card: Paragraph Side again. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a criteria list. Read the paragraph aloud and ask: <ul style="list-style-type: none"> * “What makes this paragraph a strong example of a research-based narrative?” Use a sentence starter to model briefly for students: “I notice the author said in the text, so I think informational writing has .” (For example: “I notice the author said, ‘I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive,’ so I think a research-based narrative has a topic sentence that tells the reader what adaptation is the focus of the writing.”) Tell students they will read the model paragraph with a partner and identify criteria for quality they notice. They should give a thumbs-up when they have identified at least three criteria. Give students 3 minutes to read the model paragraph and discuss with a partner what they notice. Then focus students whole group. Remind them of the sentence starter to use when they share out: “I notice the author said in the text, so I think a strong research-based narrative has .” Cold call on students to share out what they noticed. Post the Rubric for a Research-Based Narrative Paragraph. Invite students to share their criteria and refer to the targets on the Writing a Freaky Frog Research-Based Narrative as a guide in recording a set of criteria in the ‘Targets’ column. Linger for a moment. Students may need support understanding <i>first-person</i> writing. Clarify with an explanation that might sound like: “When writers use the first person, they write with the words ‘I, me, or my.’ You will write your paragraphs in the first person because you are going to imagine being your frog! Won’t that be fun?” Answer any clarifying questions about writing in the first person. Continue reading through the criteria and answer questions as needed. Invite students to assist you in filling out the first column ‘Meets’ with a description of what students need to do to meet that target. Use the Research-Based Narrative Paragraph (for Teacher Reference) in the supporting materials as a guide. 	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required. Use Thoughtful Grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider writing and breaking down multistep directions into numbered elements. ELLs and other students who might struggle can return to these guidelines to make sure they are on track. Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs and others who find this task challenging to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.”• Tell students they will use information from their Freaky Frog Research Matrix recording form to focus in on a single category that shows a unique adaptation of their freaky frog. For example, they might choose to write about how their frog adapts to its habitat or how it protects itself from predators. Students should consider which category would be most interesting for their reader to learn about.• Project the Model Freaky Frog Matrix: Spadefoot Toad and the blank Accordion Paragraph graphic organizer. Remind students that in Unit 3, Lesson 2, they completed their own Freaky Frog matrix. Tell them that today’s focus is to find one category that describes an important adaptation of their frog.• Use the spadefoot toad matrix to point out one category that tells about a unique adaptation of the spadefoot toad. For example: “I think the most unique adaptation of the spadefoot toad is the little shovel on its back foot. I think it would be interesting to tell readers about how that helps the spadefoot toad survive.” Identify this as the <i>physical characteristics category</i> from the matrix.• Show students how to begin to complete the Accordion Paragraph graphic organizer. At the top of the <i>Topic</i> box, write down “spadefoot on back legs.” Think aloud about the next two boxes, inviting students to join in if they are ready. The think-aloud may be: “The <i>detail</i> is the spadefoot toad has a miniature, shovel-like tool on its back leg. I used the vivid and precise words ‘miniature’ and ‘shovel-like’ to describe it. Now I need to explain that it uses the shovel to burrow into the earth. I will write that in the <i>Explain</i> box on the graphic organizer.”• Continue to model how to complete the remainder of the Accordion Paragraph for the spadefoot toad.• Emphasize for students that they should just focus on a single adaptation as they work. This will help them write with many details about one of their frog’s adaptations instead of having to write a little detail about a lot of adaptations. Remind student that as growing experts, their job is to capture as many details and specific evidence. This will help them when they draft their paragraph in later lessons.	



Work Time (continued)	Meeting Students' Needs
<p>C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">• Recap the steps in the planning process for students:<ol style="list-style-type: none">1. Select just one category from your Freaky Frog Research matrix.2. Use your Accordion graphic organizer to plan out what you want to tell your reader about how this category relates to the frog's adaptations.3. Remember to think about vivid and precise words you can use to paint a picture in your reader's mind.• Distribute students' Freaky Frog Research matrix from Lesson 2, as well as blank Accordion Paragraph graphic organizers. Ask students to begin the planning steps (above).• Circulate to check students' details and vivid and precise words in their Accordion paragraph organizer. Consider pulling small groups of students who may need additional support. If students struggle with the first person, remind them that they should imagine being that frog. Take one of the students' sentences and briefly model how to change it to the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to bring their Accordion Paragraph graphic organizers back to a circle and find a partner to share. • Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face one another. On the count of three, students turn around, face their partner, and share the following: <ul style="list-style-type: none"> * The category that they are focusing on * One important detail they plan to teach their reader about their frog's adaptations • Give students a moment to think. Use the sentence frames: "I chose the category _____. One important detail I will teach my reader is _____." 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame and starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Finish your Accordion Paragraph graphic organizer if you did not do so during class. <p><i>Note: Prepare sentence strips from Bullfrog at Magnolia Circle (see Lesson 6 supporting materials) and complete the final two columns of the rubric so that it is ready to give to students in Lesson 7.</i></p>	



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Grade 3: Module 2A: Unit 3: Lesson 5

Supporting Materials



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Model Freaky Frog Trading Card:
Paragraph Side

I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive. I have miniature shovels attached to my feet on my short and stubby back legs. These spades, which are kind of like fingernails, help me burrow beneath the earth's surface when I need to escape the scorching heat. I kick and dig, flipping clumps of dirt into the air. I excavate a perfect hole to keep me cool and safe from lurking predators. I absorb water through my skin, so the moisture from the damp earth also quenches my thirst. Because I am a nocturnal hunter, I climb out at night to stalk my prey. Before the sun rises, I use my special shovels to bury myself once again. My spade feet are my special physical adaptations that help me to survive!



Model Freaky Frog Matrix:
Spadefoot Toad

Category	My freaky frog is the: <i>Spadefoot Toad</i>	Vivid Words and Phrases
Habitat	<i>Lives underground</i> <i>Lives in the forests of North America</i>	<i>earth dweller</i> <i>leaves of the forest floor</i> <i>towering trees</i>
Life Cycle	<i>Same as other frogs (egg-tadpole-frog)</i>	
Predators and Prey	<i>Digs backwards into the hole so it can keep an eye out for predators</i> <i>Hunts at night</i>	<i>nocturnal hunter</i>
Behaviors	<i>Buries itself to avoid the heat of the day and to stay moist</i> <i>Drinks moisture through its skin</i> <i>Nocturnal—comes out at night to eat</i> <i>Sleeps during the day</i>	<i>excavates the soil</i> <i>burrows beneath the moist earth</i> <i>nocturnal hunter</i>
Food	<i>Eats insects</i>	<i>gulps down miniature six-legged critters</i>
Physical Attributes	<i>Marbled yellow, green, and brown</i> <i>Mostly brown</i> <i>Belly is pink and white</i> <i>Has raised orange spots on his body</i> <i>Black and gold eyes</i> <i>Vertical pupil</i> <i>Shovel-like foot on its back feet—uses it to dig backwards and bury itself inside a hole</i>	<i>Blend in with the earthy colors of the forest</i> <i>Tiny fingernail-like shovel on back feet</i> <i>Uses to bury itself</i>



Accordion Paragraph Graphic Organizer

Name:

Date:

Topic:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Conclusion:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)	My narrative paragraph is written in the first person, is clearly research-based and includes at least three facts describing how I, acting as the freaky frog, survive.		
I can use accurate and important facts from my research to support my topic. (W.3.2 b)	All of the facts I have chosen to support my topic are accurate and important.		
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)	All of the words I have chosen are vivid and precise.		
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)	I have an opening sentence that clearly introduces the topic.		
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)	My conclusion clearly follows on from the rest of the narrative and wraps up the paragraph for the reader.		



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)	I have used the correct grammar, capitalization, punctuation and spelling throughout my writing.		



EXPEDITIONARY
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Grade 3: Module 2A: Unit 3: Lesson 6

First-Person Writing Using Vivid and Precise Words



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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)	
Supporting Learning Targets	Ongoing Assessment
<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 formExit ticket



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Revisiting Sentences from <i>Bullfrog at Magnolia Circle</i> (10 minutes)</p> <p>B. Unpacking the Learning Target (5 minutes)</p> <p>2. Work Time</p> <p>A. Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)</p> <p>B. Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)</p> <p>C. Role-Playing: Performing Our Sentences (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Exit Ticket (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> continues to serve as a model, or mentor text, for students. Using mentor texts plays an essential part in any literacy lesson. Mentor texts give students a vision for quality writing. Revisiting a text multiple times for different purposes deepens students' understanding of a text and of an author's craft or purpose.• Review Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (see supporting materials).• Make sure that students' completed Freaky Frog matrix (from Lesson 2) and their completed Accordion Paragraph graphic organizer (from Lesson 5) are easily accessible.• Prepare <i>Bullfrog at Magnolia Circle</i> sentence strips.• For Work Time Part C, students will need to be in groups of two or three with peers who have studied the same freaky frog.



Lesson Vocabulary	Materials
vivid, precise, first person	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book, one to display)• <i>Bullfrog at Magnolia Circle</i> sentence strips (one per student; see Teaching Note)• Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (one for display)• Spadefoot Toad Model Freaky Frog Research Matrix (from Lesson 3)• Accordion Paragraph graphic organizer for the spadefoot toad (from Lesson 5)• Vocabulary notebooks (from previous lessons)• Vivid and Precise First-Person Freaky Frog Sentences recording form (one per student)• Freaky Frog Research matrix (completed by students in Lesson 2)• Accordion Paragraph Graphic Organizer (completed by students in Lesson 5)• Index cards for exit tickets (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Sentences from Bullfrog at Magnolia Circle (10 minutes)</p> <ul style="list-style-type: none">• Gather students. Remind them of all the great work they have done as writers thinking about and planning the research-based narrative paragraphs for the back of their Freaky Frog Trading Cards.• Tell them that today as writers, they will work on using vivid and precise words. Before they begin writing, they will spend some time revisiting powerful sentences from <i>Bullfrog at Magnolia Circle</i> to remind them how Deborah Dennard uses vivid and precise words to paint a picture in her readers' minds.• Project and read aloud each <i>Bullfrog at Magnolia Circle</i> sentence strip as students follow along. Do not discuss the sentences at this point. The purpose of this reading is to refamiliarize students with the text before they read a sentence independently.• Distribute one sentence strip to each student. Ask students to silently reread their sentence strip and underline the most vivid and precise words in their sentence. Confer with students as needed to provide reading support.• Give directions. Tell students that in a minute, they will stand up, find a classmate with a <i>different</i> sentence, and take turns reading their sentence aloud to their partner. They will then tell their partner the words they identified as the most vivid and precise words and why they selected those particular words. Provide the sentence frame: "I read the word _____, and it helped me understand _____ about the bullfrog." Model this briefly with one of the sentences: "I read the word <i>emerged</i>, and it helped me understand how the bullfrog comes out of its winter home."• Ask them to begin. Every few minutes, ask students to find a new partner. Repeat as time permits.• Gather the class. Choose one or two sentences to discuss as a whole group. Cold call students to identify the vivid words and share how it helps readers understand the text and paint a clear picture in their mind. Tell students they will have a chance to write their own sentences with vivid and precise words later in the lesson.• Ask students if they came across any words that they didn't understand. If so, clarify the meaning of any unfamiliar words.	<ul style="list-style-type: none">• Provide nonlinguistic symbols above key words in learning targets to assist ELLs and other struggling readers in making connections with vocabulary.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Read the target aloud and identify vivid, precise, and first person. Briefly remind students that vivid means “bright or lively.” These are words that often stand out to a reader. Precise means “exact or specific.” These are words that help the reader know exactly what the writer is trying to say. Sometimes vivid and precise words are adjectives, describing words such as “muddy.” Sometimes they are verbs—action words such as “burrow.” And sometimes they are nouns—very specific words such as “bayou.”• Ask students to briefly Pair-Share what they remember about first-person writing. Invite a few students to share their ideas and clarify as needed so that students understand that when they write in the first person, they will pretend they are a freaky frog talking! They will use words such as “I,” “my,” and “me.” This will be a fun, new challenge for them as writers.	



Work Time	Meeting Students' Needs
<p>A. Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)</p> <ul style="list-style-type: none"> • Use a document camera or large chart to show the Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences recording form. Think aloud about vivid and precise first-person sentences about the spadefoot toad. Refer to the two documents from Lesson 5: <ol style="list-style-type: none"> 1. Spadefoot Toad Model Freaky Frog Research Matrix 2. Accordion Paragraph graphic organizer for the Spadefoot Toad • A think-aloud might be similar to: “I know that I am going to write about the little shovel attached to the spadefoot toad’s back foot. This adaptation makes the spadefoot toad unique. When I look at some of the vivid and precise words I have already brainstormed, I see that I used the words ‘miniature’ and ‘short’ and ‘stubby’ to describe its legs. My first-person sentence could be: ‘I have miniature shovels on my short and stubby back legs.’” Refer to this sentence on the teacher model. • Ask students to turn to a partner and identify the following: <ol style="list-style-type: none"> 1. The vivid and precise words you used. 2. How your sentence shows the first person. • Invite a few students to share their ideas with the class. • If necessary, repeat with the second sentence on the teacher model: “My fingernail-like spades help me burrow beneath the moist earth.” Again, ask students to identify how this sentence meets today’s learning target. • Remind students that all good writers use capital letters and end punctuation, so they should be sure to use these conventions when they write, too. Check for student understanding before the work time and address any clarifying questions. 	<ul style="list-style-type: none"> • Consider allowing students to work in partnerships to brainstorm or confirm what to write on the Vivid and Precise First-Person Freaky Frog Sentences recording form. This will allow support for ELLs and other students who might struggle with this task. • Consider providing sentence starters with the word “I” and “My” to help students who may find it challenging to write in the first person.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will do this writing on their own because it is an opportunity for them to show that they understand vivid and precise words and first-person writing. However, consider allowing students to work in partnerships to brainstorm their ideas before they write. This writing will also help them as they begin writing the first drafts of their research-based narratives in the next lesson.• Remind students how they might use their vocabulary notebooks, Freaky Frog Research matrix, and Accordion Paragraph graphic organizer if they need support generating vivid and precise words for their first-person sentences. Give students a minute to gather their materials.• Distribute the Vivid and Precise First-Person Freaky Frog Sentences recording forms. Tell students that they can begin their sentence writing. Tell them to have fun writing as if they were their frog!• Circulate as students generate their sentences. Confer with students as they are writing.• If students finish their writing early, they may read a book from the recommended texts list for this unit.	
<p>C. Role-Playing: Performing Our Sentences (10 minutes)</p> <ul style="list-style-type: none">• Gather students and explain that they will now have a chance to act out some of the sentences they wrote. Remind them that they did something similar with sentences from <i>Bullfrog at Magnolia Circle</i> during Unit 1.• Tell students that they will work in groups of two or three with other students who have chosen the same freaky frog. (This will help them get some new ideas for the writing they will do tomorrow.)• Explain the process:<ol style="list-style-type: none">1. Gather in your groups.2. Choose your favorite sentence and read it aloud to your group.3. Your partner(s) will decide how to act it out.4. Repeat Steps 2 and 3 until everyone has had a chance to read and act out.5. Practice reading and acting out the sentences for the Pair-Share.• After a few minutes of reading and practicing their role-playing, pair students with another group. Invite them to share their role-plays with one another.• Collect students' writing to check their understanding of vivid and precise words and writing in the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute index cards to students and refer students to the debrief question:<ul style="list-style-type: none">* “Why do writers use vivid and precise words?”• Ask students to write one to two sentences explaining why it is important for writers to use vivid and precise words to express their ideas. Provide the sentence frame: “Writers use vivid and precise words because _____.”	<ul style="list-style-type: none">• When asking ELLs to produce language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read in your independent reading book for this unit. <p><i>Note: Review students' sentences. In Lesson 7, students will continue practicing writing in first person using vivid and precise words, when they write their first-draft paragraph as their mid-unit assessment.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 6

Supporting Materials



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Bullfrog at Magnolia Circle Sentence Strips

1. In midwinter, Bullfrog emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Using his long webbed back feet, he swims through the duckweed to the edge of the bayou.

2. As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. His long sticky tongue shoots out and grabs the crayfish.

3. The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.

4. A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes.

5. Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab.



Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences

Directions:

Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1. I have miniature shovels on my short and stubby back legs.
2. My fingernail-like spades help me burrow beneath the moist earth.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

Directions: Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1.

2.

3.

4.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

5.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 7

Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph



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

- 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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Students' first-draft writing



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mini Lesson: Moving from Plan to First Draft (15 minutes) B. Mid-Unit 3 Assessment: Writing a First Draft (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Success and Challenge Exit Ticket (10 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson involves modeling for students, based on teacher writing of a Freaky Frog Trading Card narrative paragraph about the spadefoot toad. Be sure to use the same model paragraph throughout Lessons 8 and 9. • In Work Time Part A, the teacher provides a think-aloud and creates a first-draft paragraph. The steps are outlined in the lesson description. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process that writers take as they begin writing their first draft. What is most essential is to SHOW students the steps a writer takes to craft a coherent draft. Students need to see the teacher writing and see the decisions the teacher makes along the way. Students also need to be able to name the steps a teacher made at the end of the think-aloud so that they can apply those steps to their own writing. • When using the Model Freaky Frog Paragraph first-draft document, be sure to leave space for revisions above the writing. Skip every other line to support this. In Lesson 8, you will use this model and add vivid and precise language to your writing. It is important to leave room when writing the draft so that the revisions are clearly visible for students. • The mid-unit assessment involves students writing a first full draft. However, they are only formally assessed on two aspects of their writing which have been the focus of instruction: the use of first person, and the use of vivid and precise words and phrases. See the Sample Student First Draft in supporting materials for an idea of what to expect from students. • Review the Teacher Model Draft Paragraph (see supporting materials) for guidance on how to model writing the draft paragraph with students. • Note, after this Mid-Unit 3 Assessment, students do not use the Tracking My Progress form as they have done in past units. Rather, since this is draft writing, students name successes and challenges, to inform their revisions.



Lesson Vocabulary	Materials
criteria, success, narrative, point of view	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5)• Teacher Model Draft Paragraph (To be handwritten by teacher with the class)• Freaky Frog Research-Based Narrative rubric (from Lesson 5; one for display)• Teacher Model Freaky Frog Paragraph First Draft (one for display)• Sample student first draft (for Teacher Reference)• Document camera• Accordion Paragraph graphic organizer (completed by students in Lesson 5)• Vivid and Precise Word Sentences (completed by students in Lesson 6)• Mid-Unit 3 Assessment: Writing Prompt (one per student)• Exit Ticket: Success and Challenge (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Explain that they have been thinking about vivid and precise words and phrases in order for them to share their information in a way that engages the reader. Tell them that today, they are going to listen to the model paragraph again, but they are going to listen to how it sounds like a <i>narrative</i>. Remind students that a narrative means a story. • Display the Model Freaky Frog Trading Card: Paragraph Side on the document camera. Read aloud the model paragraph to students. Tell students: <ul style="list-style-type: none"> * “Turn to a partner and tell them how this paragraph sounds like a story.” • Give students time to share and then cold call a few responses. • Tell them that today they are going to write the first draft of their narrative paragraph. Remind them of the planning work they did in Lesson 5 and the sentences that they crafted during Lesson 6. Explain to students that they are now going to use their planning work and the sentences that they wrote to help them write their first draft of their narrative paragraph. 	<ul style="list-style-type: none"> • Clarify vocabulary with ELLs. They can record new terms in their vocabulary notebooks. • Because this is an assessment, all learners should complete this first draft independently. Display the model writing for all students to refer to in this lesson. • Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>B: Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud. Reread: “So that it sounds like a story from the point of view of my frog.” Ask students: <ul style="list-style-type: none"> * “Talk to your partner. What does it mean for your writing to sound like a story from the point of view of my frog? What will you need to do as a writer today?” • Give students a minute to share their thinking. Then cold call a few students for responses. 	



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on the good planning they have already done for their paragraph. Tell them that their sentence writing from the previous lesson is going to help them. • Display the Freaky Frog Research-Based Narrative rubric and focus on the Organization section of the criteria. Explain that today as they begin their first draft, they should think about how they are going to use their plan and their sentences to help create the whole paragraph. Tell them that what they want to think about today is making their paragraph sound like a story. • Read aloud the three criteria in the Organization section as students follow along. Focus on the words: “introduces my reader,” “use important facts,” and “wraps up the paragraph for my reader.” Say: “That’s what is going to help us make our narrative paragraph sound like a story. It means that our paragraph needs to have a beginning, middle, and end.” • Explain to students that before they get started on their own first draft, you are going to write your first draft and model your thinking as a writer as you do that. Explain to them that their job is to listen closely and watch the decisions you make as a writer. Display the Model Freaky Frog Paragraph first draft document. Read the vivid and precise word sentences aloud to students: <ul style="list-style-type: none"> * “I have miniature shovels on my short and stubby back legs.” * “My fingernail-like spades help me burrow beneath the moist earth.” • Say: “Those sentences are great on their own. They have vivid and precise words and phrases that will help my reader know about the spadefoot toad. But, when I look at the criteria, I know I have to make my writing sound like a story. That means I need to introduce my topic to my reader, use my facts to give my reader information, and then wrap it up for my reader. To put my sentences together, I have to think about how they make a narrative, or story.” • Think aloud: “I know that my first sentence shouldn’t be one of these sentences. None of those sentences sounds like a beginning. I need to introduce my reader to my spadefoot toad. I need to tell my reader who I am.” • For the rest of this think-aloud, model writing the first draft on the next part of the document entitled: My First-Draft Paragraph. Write as you think aloud. Write this as a paragraph. • Write: I am the spadefoot toad, and I have a special tool that helps me survive. • Say: “That sounds more like a beginning of a story.” “I think now I have to tell my reader about what my special tool is. Now I think I will use one of my sentences.” 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. • When ELLs are asked to produce language, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required. • For students needing additional support, consider providing a word bank developed to work with the specific student’s writing plan. • For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs. • For struggling learners, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Check off the first sentence at the top of the document. • Write: I have miniature shovels on my short and stubby back legs. • Think aloud: “I like that sentence as my next sentence because it describes the one attribute of my frog that I chose from my matrix. It also gives a picture to my reader because of my vivid and precise words and phrases.” • Read aloud sentence 2 on the top of the Model Freaky Frog Paragraph first draft. • Think aloud: “That’s a good sentence, but I don’t think my writing will sound like a story if I just put it next. I think I have to tell my reader what I do with my shovels.” • Write: I use my feet to dig in the ground during the day and stay out of the heat. I sleep in the day. I go out at night. • Think aloud: “That helps my reader know what I do and it sounds like a story.” • Continue to think aloud: “I think the next thing I need to do is make an ending sentence. I have a sentence that I wrote the other day that I think would be a great last sentence.” • Write: My spade feet are my special physical adaptations that help me to survive! • Pause and ask students: “Now that you have watched me write my first-draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer.” • Give students a minute or two to talk to their partner. Then cold call a few. Listen for: “You thought about how your paragraph would sound like a story,” “You didn’t just put your sentences together,” and “You thought about beginning, middle, and end.” • Explain to students that their job today will be to use their sentences and their plan for their writing, but they will need to think about how to organize their writing into a story. Explain that they won’t be able to just put their sentences together in a row. They are going to have to think about the beginning, middle, and end of their writing. 	



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment: Writing a First Draft (25 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their materials: pencils, Accordion graphic organizer (from Lesson 5), and their Vivid and Precise Word Sentences (from Lesson 6).• Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things:<ul style="list-style-type: none">– Make your paragraph sound like a first-person narrative.– Use vivid and precise words and phrases.• Distribute the Mid-Unit 3 Assessment: Writing Prompt and the rubric to students. Address any clarifying questions.• Give students approximately 20 minutes to draft. Circulate to answer clarifying questions. Because this is an assessment, students need to write independently. Remind students to use their planning tools to help them with their first draft.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice. • Distribute the exit ticket: Success and Challenge. Tell students that as writers, they will often find that when they write, they will experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. They will also find that some things are a challenge for them. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers. • Display the exit ticket: Success and Challenge. Briefly model something that was successful for your first draft and something that was a challenge. This could look like: “A success for me was using my sentences. I liked the sentences I had written the other day and it was easy to use them. A challenge for me was adding more sentences so it sounds like a story.” • Ask students to think for a minute and reread their paragraph if they need to. Then, have them complete their exit ticket. • If time permits, invite students who are willing to share with the whole group what they named as their success and challenge. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame and starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue with your independent reading book. <p><i>Note: In Lesson 8, students will need their first drafts in order to begin revising. If possible, review students' Mid-Unit Assessment: First-Draft Writing before Lesson 8. Use the rubric in the supporting documents to assess students' drafts. Focus on students' use of first person and vivid and precise language.</i></p> <p><i>If this is not possible, then photocopy students' first drafts; keep the copy to assess, and return students' original for them to use during Lesson 8. Be sure, however, to assess students' first drafts (using the rubric) before Lesson 9. In that lesson, students will use this rubric to make a plan for their next steps in revision. They will need your comments.</i></p> <p><i>The model that you created as a first draft will be used again for Lesson 8, in order to model how to revise first-draft writing to add even more vivid and precise language.</i></p>	



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Grade 3: Module 2A: Unit 3: Lesson 7

Supporting Materials



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Mid-Unit 3 Assessment:
Writing 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.



Teacher Model Freaky Frog Paragraph First Draft
For Display and Use on Document Camera

My Sentences with Vivid and Precise Words and Phrases

*I have miniature shovels on my short and stubby back legs.
My fingernail-like spades help me burrow beneath the moist earth.
My spade feet are my special physical adaptations that help me to survive!*

My First-Draft Paragraph



Exit Ticket:
Success and Challenge

I can write a first draft of my Freaky Frog Trading Card so that 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.

1. Success—One success that I had writing my paragraph was:

2. Challenge—One challenge that I had writing my paragraph was:



Sample Student First Draft
For Teacher Reference

I am a amazon horned Frog. I have horns on the top of my hed. They help me hid under leaves I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and cach my food with my big mouth. My big mouth helps me survive becuase I can cach my prey and eat it hole

Corrected Draft:

I am an Amazon horned frog. I have horns on the top of my head. They help me hide under leaves. I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and catch my food with my big mouth. My big mouth helps me survive because I can catch my prey and eat it whole.



Teacher Model Draft Paragraph
To Be Handwritten By Teacher

The Spadefoot Toad

I am the strange but amazing Spade Foot Toad who has a special tool that helps me survive I have miniature shovels attached to my feet on my short and stubby back legs. These spads, which are kind of like fingernails, help me burrow beneath the earth's surface when I need to escape the scorching heat. I kick and dig, flipping clumps of dirt into the air. I excavate a perfect hole to keep me cool and safe from lurking predators. I absorb water through my skin, so the moisture from the damp earth also quenches my thirst. Because I am a nocturnal hunter, I climb out at night to stalk my prey. Before the sun rises, I use my special shovels to bury myself once again. My spade feet are my special physical adaptations that help me to survive!



EXPEDITIONARY
LEARNING

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

Revising: Using Vivid and Precise Verbs and Adjectives



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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)	
Supporting Learning Targets	Ongoing Assessment
<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



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer (5 minutes) B. Unpacking the Learning Target (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Words That Work Warm-Up (10 minutes) B. Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes) C. Revision Work Time (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Share: Concentric Circles (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In advance: Review students' first-draft writing (from their mid-unit assessment, Lesson 7) to identify words for the Words That Work activity. • Generate words for the Words That Work activity. A model has been provided, but adapt to meet your students' needs. Students will practice using vivid and precise words to help them make revisions to their first draft. Review Part A of the work time to have a vision of what words might go on this chart. Use students' first-draft words if they are applicable. • Create an anchor chart: Words That Work. • Access the Model Paragraph first draft (created in Lesson 7). Review the steps in Work Time Part B of this lesson. • This lesson includes a think-aloud similar to that in Lesson 7. The purpose is again to show students the thinking behind writing. Show students the decisions a writer makes to create effective and engaging writing. Review Part A of Work Time to envision this think-aloud. Do not feel obligated to do this think-aloud verbatim; the important thing is to model the decision-making a writer makes while revising. • Review Concentric Circles protocol (see supporting documents).

Lesson Vocabulary	Materials
<p>revise, vivid, precise, first person, point of view, express, ideas, describing</p>	<ul style="list-style-type: none"> • Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5) • Document camera • Small whiteboards, markers and erasers (if whiteboards are unavailable, use index cards) • Words That Work anchor chart (new; teacher-created; see supporting materials) • Model Freaky Frog Paragraph first draft (created in Lesson 7) • Highlighters (one per student) • First drafts of students' Freaky Frog Narrative paragraphs (written by students for their Mid-Unit 3 Assessment, from Lesson 7)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their first-draft writing from Lesson 7. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (Refer back to the writing process if necessary to clarify where students are in their journey as writers.) Today they will use their word power to keep adding even more vivid and precise words based on their first drafts. • Tell students: “Let’s listen again to our model Freaky Frog Trading Card narrative paragraph. Listen carefully for any vivid and precise words you hear.” Display the Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5) on the document camera. Explain that they have heard this paragraph in the last lesson. In that lesson, they were listening to how the paragraph sounded like a story. Explain that today their job is to listen specifically for vivid and precise words. Read aloud the paragraph. Invite students to Think-Pair-Share a vivid and precise word they heard. Remind them that vivid and precise words will help them clearly express, or share, the important information about their freaky frog with the reader. Reaching today’s target will help them write a more informative and interesting paragraph on their Freaky Frog Trading Card. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
<p>B. Unpacking the Learning Target (2 minutes)</p> <ul style="list-style-type: none"> • Read aloud the target. Remind students that they have already been working on using vivid and precise words. In Lesson 7, they focused on two aspects of their writing: using vivid and precise language and making their writing sound more like a first-person narrative, a story told from the point of view of their freaky frog. • Now, they get to revise their paragraphs to be sure that all their sentences have vivid and precise language for their reader by looking at their action words (verbs) and by looking at how they describe their frog. • Point out that the word <i>revise</i> means literally “to look again.” They are looking at their writing again to see how to make it even better. 	



Work Time	Meeting Students' Needs
<p>A. Words That Work Warm-Up (10 minutes)</p> <ul style="list-style-type: none">• Say: “We are going to work on building our frog characteristic word power to improve the vivid and precise words in our writing.” Distribute small whiteboards, markers, and erasers (or index cards and markers) to students.• Display the Words That Work anchor chart. Explain that there are words that work to describe a thing, and words that work to describe an action, or a verb. Read the first word on the list (“jump”), and tell students to write a Word That Works—a more interesting descriptive word (synonym)—on their whiteboards (e.g., “leap,” “hop,” “bound”).• Ask students to hold up their whiteboards with a more descriptive word. Write three to five of the strongest student words on the chart and give a brief explanation why those are strong words.• Continue this process with the remaining words on the list. Consider adding words from students’ first draft writing onto the left side of the page and any strong words from students’ writing.• Post these words for student reference as they continue their word revisions during the lesson.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Considering strategic pairs of students for the Words That Work activity (i.e., pair students with a larger bank of vocabulary with students who need more support).• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes)</p> <ul style="list-style-type: none">• Display your Model Paragraph first draft created in Lesson 7. Say to students: “Let’s look together again at my first draft. Remember that I used my vivid and precise word sentences, but I also added some sentences to that because I was working on giving my reader information about my frog’s characteristic. I also want to look at my VERBS to see if I am describing the action vividly. I’m going to read my paragraph aloud and I want you give a thumbs-up if you hear a vivid and precise word or phrase.”• Read the paragraph aloud as students follow along. Invite students who raised a thumb to share a vivid and precise word they heard. Circle the words students identify.• Tell students that you are going to show them how thoughtful writers might revise for words that best express their learning about a topic. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.• Read aloud your first sentence: “I am the spadefoot toad who has a special tool that helps me survive.”• Think aloud: “I don’t think I can add a vivid and precise action word here, because I am just introducing my frog. I just say that I am a spadefoot toad. That isn’t very interesting, and it doesn’t tell the reader something about my frog. I think I am going to add a few words that capture what I think about my frog.”• Write above your original sentence, inserting a caret mark or a V to show that you are adding something to your writing: <i>strange, but amazing</i>.• Reread the sentence: “I am the strange, but amazing spadefoot toad who has a special tool that helps me survive.”• Think aloud: “This has more vivid and precise words. It helps my reader know more about my frog. Let me keep reading to see what I might add to my first draft.”• Model contemplation as you read quietly for half a minute. Then pause at: “I use my feet to dig in the ground during the day and stay out of the heat.”• Think aloud: “When I read this, I can see that it shows some action, but I don’t think it has any vivid or precise words. I think I need to change this.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Write above the sentence, using the caret or arrow symbol: <i>I kick and dig, flipping clumps of dirt into the air.</i>• Think aloud: “<i>Kick, flipping, and clumps</i> sound much better. It still sounds like a story, but now my reader has a picture of what my frog does with its shovels.”• Continue to model reading your paragraph.• Think aloud: “Hmm, I see that here I just say ‘I sleep in the day.’ That isn’t very vivid or precise. I think I need to find a different way to make my reader know why I sleep in the day and what I do. I remember one of my books about the spadefoot toad talked about how the spadefoot toad needed to stay safe from predators. I remember that a vivid word we found was ‘lurking.’ I think I want to use this word.”• Insert above the original sentence: I excavate a perfect hole to keep me cool and safe from lurking predators.• Think aloud: “That sounds better. It gives the reader a clear idea of why I sleep at night.”• Then say: “I am going to pause now from my writing and ask you to think about what you noticed me doing as a writer.”• Ask students to think about the things they saw you do as a writer. Say:<ul style="list-style-type: none">* “What did you see me thinking about as I revised my work? Talk to your partner about the steps I took as a writer.”• Give students a minute to share their thinking. Then cold call a few students to share with the whole group. Listen for things such as: “You read your sentences and added vivid and precise words,” “You thought about what your reader needed to know about your frog,” and “You reread your sentence after you revised it to see how it sounds.”• Explain to students that they are going to do the same things that you just did. They are going to revise their writing, looking for how they can make their writing more vivid and precise. Refer them to the target for the day again.	



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Work Time (25 minutes)</p> <ul style="list-style-type: none">• Distribute students' materials: highlighters and First drafts of students' Freaky Frog Narrative paragraphs.• Give the class 20 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.• If students are stuck, provide further instruction by helping them identify words that could be made stronger or by supporting students to select a synonym for a word they have already identified. Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none">1. Gather the group with their first draft and the Words That Work anchor chart.2. Have students reread their own first drafts, looking for their own Words That Work.3. Review the chart and ask students to think about what words on this chart might help their own writing.4. Have students think about the words they might want to use and write them on a sticky note.5. Give students an opportunity to share with each other what they chose. Depending on the group size, pair them together for this, or ask each student to share with the whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)• Prompt them to select three words that they revised during today's writing. As students share with a peer; they may use the sentence frame, "I changed the word _____ to _____. I think this will help my reader _____." Be sure each person has a chance to speak.• Ask students to rotate to the left. Repeat the share two more times.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' drafts. If you did not complete this after Lesson 7, be sure to complete the teacher comments section on each students' Freaky Frog Research-Based Narrative rubric before Lesson 9.</i></p> <p><i>Heads-Up: A week from now you need to have organized a real audience for the trading card share—whether it's others within the class, students in a different class, families, etc. This sharing may happen within the lesson or during some other time, depending on the audience.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Words That Work!

VERBS that describe an ACTION the frog does:

jump
dig
swim

ADJECTIVES that describe a frog:

green
small
big

NOUNS that describe a frog's habitat:

water
tree
land



Concentric Circle Protocol

Procedure

- Students should be arranged in two concentric circles facing each other.
- The first pair of students facing each other will have a specified amount of time to take turns and share their first word, using the sentence frame.
- When the signal is given, the inside circle rotates one spot to the left. This new pair then shares with each other (again taking turns) their second word using the same sentence frame.
- A signal is given for the third and final time. Students move one more time to form a new and final partnership. Students share their third and final word using the sentence frame.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 9

Final Revision: Using Feedback and Criteria



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

- 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)

Supporting Learning Targets

- I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).

Ongoing Assessment

- Drafts of student writing with evidence of revision based on rubric.

Agenda

1. Opening
 - A. Engaging the Writer: Read-Aloud of Freaky Frog Trading Card (5 Minutes)
 - B. Unpacking the Learning Target (5 minutes)
2. Work Time
 - A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)
 - B. Student Work Time: Choice Revision (35 minutes)
3. Closing and Assessment
 - A. Debrief: Reflection on Revision Goal (5 minutes)
4. Homework

Teaching Notes

- In Lesson 7, students completed an exit ticket about their successes and challenges in writing their first draft.
- Exit tickets serve as a formative assessment of what students self-identify as difficult. Combined with completed rubric, exit tickets provide information about students' needs. Consider using this information to pull a smaller group of students for targeted instruction based on what they identified as challenging with their writing.
- This lesson focuses on revising the paragraph side of the trading card, since the CCSS focus is on paragraph writing. Consider adding more time for students to revise the front side as well.



Lesson Vocabulary	Materials
feedback, criteria, strengthen	<ul style="list-style-type: none"> • Model Freaky Frog Trading Card paragraph (from lesson 5; one to display) • Freaky Frog Research-Based Narrative rubric (with teacher feedback about Freaky Frog Narrative Paragraph; one for each individual student) • Revision Goal recording form (one per student) • Freaky Frog Narrative Paragraphs (written by students in Lessons 7 and 8)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Paragraph (5 minutes)</p> <ul style="list-style-type: none"> • Explain to students that they are close to completing both sides of their trading card. Say: “We have looked at your narrative paragraph many times, but today let’s take a look at it one more time. This time, think about what does this card show what we have learned about writing?” • Project on document camera and read aloud the narrative paragraph of the Model Freaky Frog Trading Card. Give students a minute to talk with a partner. Cold call a few responses. Look for students to identify the aspects of writing they have worked on: vivid and precise words, knowing their frog well, and being able to tell a story. This is intended to help students see how much their cards are going to show about their learning and skills as writers. Celebrate what they identify and what they have learned. • Congratulate students on their hard work on their own trading cards. Tell them that in this session they will use <i>feedback</i>, or helpful comments, to strengthen their writing. Just like they need stamina to be strong readers, they will need to show stamina as writers today to make their informational paragraphs the best they can be. They will each use the rubric completed by the teacher to revise their writing. Remind them that they looked at this rubric in Lesson 7 before they began their first draft. 	<ul style="list-style-type: none"> • For struggling writers, select ONE target on the rubric for students to focus their revision work on and make it more manageable for them.
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Read the target aloud: “I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph.” Ask students to think about how feedback has helped their writing in the past. Give students a minute to think and talk with a partner. Then cold call one or two students to share their thinking. Congratulate students again for their hard work revising their writing in the past. 	



Work Time	Meeting Students' Needs
<p>A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)</p> <ul style="list-style-type: none"> • Display and briefly review the completed Freaky Frog Research-Based Narrative rubric. • Return each student's rubric with teacher feedback (see Teaching Note in Lesson 7). Give students a few minutes to look at their feedback and ask any clarifying questions. • Remind students that today they are focusing their revision on their Freaky Frog narrative paragraph (the back side of their card.) Distribute the Revision Goal recording forms. Give students a few minutes to set one or two revisions goals for this session, based on the rubric categories themselves as well as on the specific teacher feedback they received. Remind students that today they are focusing their revision on their research-based narrative paragraph (the back side of their card). • Then ask students to share their goal with a partner. • Tell students that they will have a chunk of work time today to reach their revision goals. They should work hard to build their writing stamina and to make their paragraphs strong. 	<ul style="list-style-type: none"> • Considering adding nonlinguistic symbols to the Freaky Frog Trading Card Research-Based Narrative rubric to help students have a clear understanding of the criteria. • Work with small groups of students with similar revision needs as appropriate.
<p>B. Student Work Time: Choice Revision (35 minutes)</p> <ul style="list-style-type: none"> • As students work, consider the following strategies to manage time and support student learning: <ul style="list-style-type: none"> – Give students time checks and reminders throughout the work time. (For example, set a timer for 15 minutes. After the time expires, ask students to put a thumb up if they are making progress toward their goal.) Check in with students who need support to make progress toward their goal. Repeat by adding more time to the clock and checking student progress throughout the work time. – Pull small groups of students for more targeted instruction. (For example, if there is a group of students who need support with topic sentences—which were formally taught and assessed in Module 1—this would be an ideal time to meet with them.) • Confer with students as they revise and refer them to their criteria checklist and other writing tools as necessary. 	<ul style="list-style-type: none"> • Make sure students have easy access to all the tools/resources they need to write and revise. This includes: their frog research journals, attributes matrix, vocabulary notebooks, and criteria list. It is helpful for all of these resources to be organized in an accordion folder or binder so students can manage their materials easier.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Reflection on Revision Goal (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather as a group. Ask them to complete sections 2 and 3 of the revision goal form. If time permits, students may share their revision goal and successes with a partner.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' revised writing and Revision Goal recording forms. Provide another session for revision if necessary to meet students' needs.</i></p> <p><i>Lesson 10 will focus on editing at the sentence level. Just like in the revision lessons, you will model for students HOW you edit and what you do as a writer. Students will need to see you making corrections. Use your model paragraph from Lesson 7 or 8. Ensure that you have some spelling and capitalization errors to fix. Review the Conventions Checklist in Lesson 10 and create your model based on things to fix. A model has been provided in the Lesson 10 supporting materials, but will need to be handwritten by you so that students see you writing and correcting your work.</i></p>	



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Grade 3: Module 2A: Unit 3: Lesson 9

Supporting Materials



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Revision Goal Recording Form

1. Based on your Freaky Frog Trading Card Informative Paragraph Content Checklist, what are two goals you have to make your writing stronger?

2. What did you do to strengthen your writing in today's lesson?

3. Do you have any questions or needs as a writer?



EXPEDITIONARY
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Grade 3: Module 2A: Unit 3: Lesson 10

Editing: Polishing Our Writing



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Conventions Criteria checklist
- Students' edited writing

Agenda

1. Opening
 - A. Engaging the Writer: Recapping Our Journey as Writers and Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Reviewing Editing Conventions and Preparing to Edit (15 minutes)
 - B. Polishing Writing: Editing Conventions (30 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework

Teaching Notes

- In advance: Prepare Draft Model paragraph (see Lesson 9 teaching note). A model has been provided in supporting materials. However, you will need to handwrite this draft so students can see the revision process in action.
 - In this lesson, students will edit their work. Be sure to delineate the difference between revising (the work of Lessons 8 and 9) and editing. Revision is to look again at one's work to see how to make it a stronger piece of writing. Editing is polishing the existing writing for small details and corrections.
- Note: The draft model paragraph included in the supporting materials intentionally includes misspellings and grammatical errors.*



Lesson Vocabulary	Materials
<p>editing, revising, grade-appropriate, craftsmanship, suffixes</p>	<ul style="list-style-type: none"> • Freaky Frog Narrative Paragraph Conventions checklist (one per student) • Model Freaky Frog Paragraph first draft (created in Lesson 7) • Freaky Frog Narrative Paragraphs (written by students in Lessons 7 and 8)

Opening	Meeting Students' Needs
<p>A. Opening: Engaging the Writer: Recapping Our Journey as Writers and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Recap the writing journey students have been on with their research and writing. They have planned, drafted, and revised their paragraphs. Highlight for them specific moments or aspects of the work they have done as writers. Congratulate them on their hard work. Remind them that they are almost ready to be able to share their writing and celebrate their hard work. Ask students: <ul style="list-style-type: none"> * “What are you most proud of as a writer?” • Have students think, then talk with a partner about the things they are particularly proud of as a writer during this process. Cold call a few responses. Ask students: <ul style="list-style-type: none"> * “How do you think <i>editing</i> writing is different than <i>revising</i> writing?” • Give them a minute to talk about this and then cold call a few students for responses. If needed, guide them to understand that <i>editing</i> means that they are making changes to fix spelling, capitalization, and punctuation. Read the learning targets with students. Clarify the words <i>capitalization</i>, <i>spell</i>, <i>resources</i>, and <i>punctuation</i> as needed. • Remind students that when they edit their writing for these conventions, their work reflects <i>craftsmanship</i>, which is another word for care and quality in presentation. 	<ul style="list-style-type: none"> • For struggling learners, prioritize words for students to edit. Pre-identify the words students should focus on.



Work Time	Meeting Students' Needs
<p>A. Reviewing Editing Conventions and Preparing to Edit (15 minutes)</p> <ul style="list-style-type: none"> • Model for students how to use the Freaky Frog Narrative Paragraph Conventions checklist and their draft writing to edit their spelling and capitalization. • Display the Conventions checklist. Read the targets aloud. Display your Model Freaky Frog Paragraph first draft (created in Lesson 7). • Explain to students that you are going to model how you use the checklist to help edit the most recent draft of your paragraph. Explain that you are going to ask them to help you if they see something that needs fixing. • Think aloud: “Let me read my paragraph aloud to see how I can use this checklist to help me edit my work. I know I am looking for spelling and punctuation as I read.” • Read aloud the title and pause: “Well, I already see that I have to capitalize the <i>T</i> in “the,” and the <i>s</i> in “spadefoot,” and the <i>t</i> in “toad.” Cross out the lowercase <i>t</i> and put a capital <i>T</i> above it. Continue with this kind of editing throughout. • Ask students if they see anything else. If they don’t note that toad is misspelled, catch it for them and fix it. • Continue on reading the next few sentences. Note that there is no punctuation in those sentences, so as you read aloud, emphasize that you are not pausing or stopping. • Stop after “short and stubby legs.” • Think aloud: “Something doesn’t sound right. Does anyone have an idea that can help me? I am not sure.” • Invite students to offer suggestions. Guide them to noticing that there is a missing period and missing commas. If necessary, read the sentence aloud again without the pauses and try then to read it aloud with a pause and correct the punctuation. • Continue reading the next sentence. Say the word “spads” correctly, but pause, and say: “This doesn’t look right. Am I missing something?” • Invite students to identify the need for an <i>e</i>. If they don’t do that, model for them and add an <i>e</i> to form the word <i>spades</i>. • Display the Conventions checklist again. Say: “Now, once I went through my whole paragraph, I will fill this out for myself. I will mark where I think I am with my conventions.” • Explain to students that they are now going to go through their own work and make their edits. Address any clarifying questions. 	<ul style="list-style-type: none"> • Considering adding nonlinguistic symbols to the Freaky Frog Trading Card Research-Based Narrative rubric to help students have a clear understanding of the criteria. • Work with small groups of students with similar editing needs as appropriate.



Work Time (continued)	Meeting Students' Needs
<p>B. Polishing Writing: Editing Conventions (30 minutes)</p> <ul style="list-style-type: none"> • Distribute students' revised Freaky Frog narrative paragraphs (written by students in Lessons 7 and 8). • Remind students to use their Conventions checklists to identify what they need to work on. • Give students approximately 25 minutes to edit their writing for correct capitalization, spelling, and punctuation. Invite students to work in partnerships or small groups, reading their work aloud to each other to support their editing process. • Confer and support as needed. • For students who might have a difficult time finding their own errors, consider the following options: <ul style="list-style-type: none"> – Support them by identifying a few words to correct. – Gather a small group for students who might need this same support together so that they can help each other with your guidance. – For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (i.e., not pausing). Ask students to listen for a place for you to pause that makes sense. • After 25 minutes, pause students in their work and ask them to look over their Conventions checklist and check their work against it. Ask students to complete the checklist, marking where they think their writing is at this point. • If some students finish earlier than the allotted time, invite them to continue in their independent reading book or one of their frog texts. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to Pair-Share their successes and challenges regarding editing: <ul style="list-style-type: none"> * *Which convention target do you think is a strength for you? What is your evidence?* * “Which convention target is the biggest challenge for you?” * “Which resources are most helpful to you in making editing changes? How did they help you?” 	



Homework	Meeting Students' Needs
<p>Continue reading your independent reading book for this unit at home.</p> <p><i>Note: Before Lesson 11, complete the Conventions checklist for each student's draft.</i></p>	



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Grade 3: Module 2A: Unit 3: Lesson 10

Supporting Materials



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Freaky Frog Narrative Paragraph Conventions Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
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.				
I can use correct end punctuation in my writing. (<i>Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.</i>)				



Freaky Frog Narrative Paragraph Conventions Checklist

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can spell grade-appropriate words correctly. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				



EXPEDITIONARY
LEARNING

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

Writing the Final Draft of My Freaky Frog Trading Card



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Targets

- I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph.

Ongoing Assessment

- Final draft paragraph
- Tracking My Progress, End of Module recording form

Agenda

1. Opening
 - A. Engaging the Writer and Unpacking Learning Target (5 minutes)
2. Work Time
 - A. Mini Lesson: Craftsmanship in Final Draft (10 minutes)
 - B. Publishing Paragraphs (35 minutes)
3. Closing and Assessment
 - A. Reflection: Tracking My Progress (10 minutes)
4. Homework

Teaching Notes

- Review Module 1, Unit 3, Lesson 10 for language about Craftsmanship.
- Review the Criteria for craftsmanship anchor chart (made during Module 1).
- As in other units, students reflect at the end of this unit. In this lesson, however, they reflect on their learning related to the module guiding questions, rather than on their mastery of specific learning targets.

Lesson Vocabulary

craftsmanship, penmanship

Materials

- Criteria for Craftsmanship anchor chart (begun during Module 1)
- Model Freaky Frog Trading Card (from Lesson 5, one for display)
- Card paper for published Freaky Frog Trading informative paragraph (one per student)
- Tracking My Progress, End of Module recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the work they have put into this trading card research project. Tell them that it is time to put all of it together into a final product that shows craftsmanship before they present the cards to each other.• Refer to the supporting learning target. Remind students of the term <i>craftsmanship</i>. Remind students that during Module 1 (Unit 3, Lesson 10) they identified qualities of craftsmanship for a final published piece. Ask:<ul style="list-style-type: none">* “What do you remember about this word <i>craftsmanship</i>? What does craftsmanship look like in a final draft piece of writing?”• Give students a minute to talk to their partner and then cold call a few responses.• Explain that today they are going to turn their revised and edited final draft into their final published Freaky Frog Trading Card.	<ul style="list-style-type: none">• For struggling writers, consider asking them to focus on a smaller section or chunk of their paragraph to work on.• Consider writing their paragraphs as separate sentence strips and number them in order. Students can then take one sentence strip at a time to focus their writing.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Craftsmanship in Final Draft (10 minutes)</p> <ul style="list-style-type: none">• Explain to students the importance of craftsmanship in work because it helps the reader understand our writing. Show students the Criteria for Craftsmanship anchor chart (from Module 1, Unit 3, Lesson 10).• Project the back side of the Model Freaky Frog Trading Card. Ask:<ul style="list-style-type: none">* “What evidence of craftsmanship do you see on our Model Freaky Frog Trading Card?”• Ask students to Think-Pair-Share about the model.• Then, invite a few students to share. Provide a sentence starter for them to use. “This model shows craftsmanship because _____.”• Add ideas students share to the Craftsmanship anchor chart. Be sure to highlight, if students do not, the aspect of penmanship in quality work because students will be writing their final draft out by hand. Explain that penmanship, or the way we craft letters and words, is one element of craftsmanship. Tell students that they should refer to this chart during their work time to help them create their published draft.	<ul style="list-style-type: none">• At the start of Work Time Part B, pull a small group of writers to work with more guided support by monitoring their progress closely and catching any difficulties with writing they might encounter quickly.• When students are publishing their paragraphs, there likely will be some students who finish in advance of others. Provide options for students who might finish early:<ol style="list-style-type: none">1. Students who finish early may pair up to give their Final Draft Freaky Frog Trading Cards to each other.2. Students can pair up to practice reading their Freaky Frog poems (from Unit 2), or choose a new one of these poems to read.3. Students may reread (alone or with a partner) their research texts from Unit 2: <i>Bullfrog at Magnolia Circle</i> and <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>.4. Students may read additional books from the recommended texts for this unit or other units in this module.



Work Time (continued)	Meeting Students' Needs
<p>B. Publishing Paragraphs (35 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to create their published Freaky Frog Trading Card informative paragraphs.• Distribute students' drafts and card paper. Ask them to produce their final publishable piece, attending to craftsmanship generated during the lesson. <p>Confer with students and provide guided small group support with students who have similar needs.</p>	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflection: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they will now have a chance to self-assess their learning as researchers. Tell them that this time, they will reflect on the guiding questions for the module, rather than on their progress toward specific learning targets.• Distribute the Tracking Progress recording form for students to complete on their own.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your Final Draft Freaky Frog Trading Card if you didn't have a chance to finish today. <p><i>Note: Review Lesson 12 carefully in advance. Lesson 12 includes the End of Unit 3 On-Demand Writing Assessment, for which students will need many materials. Lesson 12 also includes a celebration of writing. Make preparations based on the audience with whom students will share their trading cards.</i></p>	



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

Supporting Materials



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Tracking My Progress, End of Module

1. What do experts do?

I need more help to learn this



I understand some of this



I am on my way!



2. How do I become an expert?

I need more help to learn this



I understand some of this



I am on my way!



3. How do frogs survive?

I need more help to learn this



I understand some of this



I am on my way!





EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 12

On-Demand End of Unit 3 Assessment and Freaky Frog Trading Card Celebration



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

- 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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- End of Unit 3 Assessment (new research-based narrative)
- Students' Freaky Frog Trading Card final drafts

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit 3 Assessment (35 minutes)
 - B. Trading Card Share and Celebration (15 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- Review Part A of Work Time carefully; be clear with students that for this on-demand assessment, they are writing about a DIFFERENT category from the matrix than the one they focused on for the back side of their trading card.
- Be sure to invite a real audience (other students in the class, students from another class, families, etc.) for the trading card share. Depending on the audience, the share may happen within this lesson or within another block of time.
- Note, although students read their trading cards aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.
- Review the Model Paragraph for On-Demand Assessment for an idea of what to expect from student work.
- A Research-Based Narrative Rubric is provided in the supporting materials of this lesson.



Lesson Vocabulary	Materials
audience, fluently	<ul style="list-style-type: none">• Document camera• End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (one per student and one to display)• Students' completed Freaky Frog matrix• Accordion Paragraph graphic organizer (one per student)• Informational texts from the module• Students' final published trading cards• Model Paragraph for End of Unit 3 Assessment (for Teacher Reference)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (from Lesson 5; included again here for teacher use to assess students' paragraphs)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in today's lesson they are going to celebrate their hard work as writers by sharing their Freaky Frog Trading Cards. Explain that first students will have the opportunity to demonstrate their learning as writers.• Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions.	



Work Time	Meeting Students' Needs
<p>A. On-Demand End of Unit 3 Assessment (35 minutes)</p> <ul style="list-style-type: none"> • Introduce the assessment with language such as: “You all have been working hard as writers to learn what makes a quality research-based narrative paragraph. Today you are going to show everything you know what you know how to do on your own.” • Distribute the End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form). Using a document camera, display the prompt and read it aloud as students read along. • Continue to clarify the task for students: <ul style="list-style-type: none"> * “You may NOT write about the same frog category portrayed on your trading card.” * “Choose another category from your matrix.” * “For example, if you wrote about your frog’s physical characteristics on your trading card, you must choose to write about your frog’s habitat or predators now.” • Check for understanding: “Give a thumbs-up if you understand and have an idea about which category you might write about.” Note students who are unsure about what they will write. Direct them to stay in the circle and provide a quick example and answer clarifying questions. • Distribute students’ materials: Freaky Frog matrix, Accordion Paragraph graphic organizer, and informational texts from the module. Tell them that they may use these resources if they are helpful. • Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task. • Collect students’ writing to formally assess. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments. • Provide time for students to practice reading their trading card paragraph aloud fluently in preparation for the celebration/share.
<p>B. Trading Card Share and Celebration (15 minutes)</p> <ul style="list-style-type: none"> • Celebrate the end of Module 2 by having students share their Freaky Frog Trading Cards with others. Students read both sides of the trading card aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the frog. Depending on the audience, consider setting up a structure for audience feedback: “I like how you _____,” and “I learned _____.” 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share with a small group their most interesting new learning about frogs and their adaptations.• “I used to _____, but now I _____.” (For example, “I used to think that all frogs lived near ponds, but now I know that some frogs, like the spadefoot toad, live underground to survive the desert heat.”)	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



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Grade 3: Module 2A: Unit 3: Lesson 12

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**End of Unit 3 Assessment: Research-Based Narrative Paragraph
About Your Freaky Frog (a second category from the recording form)**

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.



Accordion Paragraph Graphic Organizer

Name:

Date:

Topic:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Detail/Vivid and Precise Word to Describe the Detail:

Explain:

Conclusion:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Model Paragraph for End of Unit 3 Assessment
For Teacher Reference

I, the spadefoot toad, have many special behaviors that help me survive. I bury myself in the moist, cool soil to avoid the heat of the day and to keep my skin damp. I also drink water through my skin to survive. I am a nocturnal hunter. I creep out of my hiding place at night to catch my prey. I slumber during the day. Those are a few of my amazing behavioral adaptations that help me to survive.