



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"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. 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"> I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. I can use regular and irregular plural nouns. I can use abstract nouns. (e.g., childhood) I can use regular and irregular verbs. I can use simple verb tenses (e.g., I walked; I walk; I will walk). I can make subjects and verbs agree in my writing. I can make pronouns and antecedents agree in my writing. I can use adjectives to describe nouns. I can use adverbs to describe actions. I can use coordinating and subordinating conjunctions. 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"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 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"> I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can use possessives in my writing. I can spell words that have suffixes added to base words correctly. I can use spelling patterns to spell words correctly. 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 (<i>e.g., 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	<p>Freaky Frog Trading Cards</p> <p>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.</p>
Mid-Unit 1 Assessment	<p>Close Reading: <i>Bullfrog at Magnolia Circle</i></p> <p>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.</p>
End of Unit 1 Assessment	<p>Informational Paragraph about How a Bullfrog Survives</p> <p>This on-demand assessment centers on CCSS W.3.2, W.3.4, and L.3.3a, and L.3.6. 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.”</p>



Mid-Unit 2 Assessment	<p>Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)</p> <p>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.</p>
End of Unit 2 Assessment	<p>Informational Paragraph about the Poison Dart Frog</p> <p>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>
Mid-Unit 3 Assessment	<p>Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph</p> <p>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.</p>
End of Unit 3 Assessment	<p>Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)</p> <p>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.”</p>



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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>



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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
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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
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">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)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)Closing and Assessment<ol style="list-style-type: none">Anchor Chart (5 minutes)Homework	<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 <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 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.noveln newYork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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

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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
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Vivid Words and Phrases (10 minutes) Work Time <ol style="list-style-type: none"> Answering Text-Dependent Questions (25 minutes) Vocabulary in Action (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Review and Independent Writing (8 minutes) Debrief (2 minutes) Homework 	<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.



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

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.



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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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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)





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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 <u>not</u> 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 from 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.



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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?*



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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
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Vivid Words and Phrases (5 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (25 minutes)Vocabulary in Action (20 minutes)Closing and Assessment<ol style="list-style-type: none">Review and Independent Writing (8 minutes)Debrief and Preparing for Mid-Unit Assessment (2 minutes)Homework	<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
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Things Close Readers Do (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit Assessment: Close Reading on My Own (35 minutes)Tracking My Progress (5 minutes)Favorite Phrases (10 minutes)Closing and Assessment<ol style="list-style-type: none">Anchor Chart: What Adaptations Help Frogs Survive? (5 minutes)Homework	<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
adaptation, facts, definitions, details, survive	<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</i>, <i>predators</i>, <i>prey</i>, and <i>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.



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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
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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"> Opening <ol style="list-style-type: none"> Engaging the Reader and Building Fluency: Read-aloud of page 32 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes) Unpacking the Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Rereading on Your Own: Capturing the Gist (20 minutes) Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Anchor Chart (5 minutes) 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 <i>Bullfrog at Magnolia Circle</i> 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">Opening<ol style="list-style-type: none">Engaging the Reader: Main Ideas about the Bullfrog (5 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (25 minutes)Using a Glossary: Key Vocabulary about the Bullfrog (20 minutes)Closing and Assessment<ol style="list-style-type: none">Review and Independent Writing (8 minutes)Debrief (2 minutes)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. — 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
Science Talk, participate, effectively, discussion, evidence	<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



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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

Supporting Materials



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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:



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 11

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



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

I can write an informative/explanatory text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
I can express ideas using carefully chosen words. (L.3.3)
I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

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

Ongoing Assessment

- End of Unit 1 Assessment



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

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



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

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



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment: On-Demand Writing of an Informational Paragraph about How A Bullfrog Survives (30 minutes)</p> <ul style="list-style-type: none">• Be sure students have their Bullfrog Research Matrix recording form and their Accordion graphic organizer (from Lesson 10).• Display the End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives. Read the prompt out loud to students.<ul style="list-style-type: none">* “Using your Bullfrog Research Matrix recording form and your Accordion graphic organizer, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog.”• Review the criteria for a quality paragraph that was developed during Module 1. At this point, students should be familiar with the first three criteria:<ol style="list-style-type: none">1. Topic sentence2. Supporting details and facts3. 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