



EXPEDITIONARY
LEARNING

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

Close Reading of Page 32 of *Bullfrog at Magnolia*

Circle: Main Ideas about the Bullfrog



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main ideas of page 32 of *Bullfrog at Magnolia Circle* by reading the text closely.
- I can list key details in the text that support the main idea.
- I can discuss how the main ideas in *Bullfrog at Magnolia Circle* are conveyed through the key details on page 32.
- I can identify the glossary in *Bullfrog at Magnolia Circle* and define what a glossary is.

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none"> 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>"I can identify the glossary in <i>Bullfrog at Magnolia Circle</i> and define what a glossary is."</i>• 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.



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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?*
