



EXPEDITIONARY
LEARNING

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

Continued Close Reading of Pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*: Text- Dependent Questions and Vivid Words and Phrases



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

- I can answer questions using specific details from informational text. (RI.3.1)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)
- I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can explain what I understand about the topic being discussed. (SL.3.1)

Supporting Learning Targets

- I can identify words or phrases the author chose for effect.
- I can answer questions using specific details from pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of new vocabulary using clues in the text around a word.
- I can define the scientific concepts of *predator* and *prey*.
- I can explain what adaptations help bullfrogs survive.

Ongoing Assessment

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



Agenda	Teaching Notes
<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.



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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)

