



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

Guiding Questions And Big Ideas

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

Mid-Unit 2 Assessment

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

This assessment centers on standard NYSP ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information and close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.

End of Unit 2 Assessment

Informational Paragraph about the Poison Dart Frog

The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c.: “In order to survive in their environment, plants and animals must be adapted to that environment.”
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Central Texts

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

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



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading Closely to Expand Understanding of Adaptations	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use text features to locate information efficiently. (RI.3.5) I can answer questions using specific details from the text. (RI.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of “Staying Alive: Animal Adaptations” by reading the text closely. I can list key details in the text that support the main idea. I can describe the different kinds of animal adaptations. 	<ul style="list-style-type: none"> Close Reading as Researchers recording form
Lesson 2	Using Informational Text Features and Learning Freaky Frog Vocabulary	<ul style="list-style-type: none"> I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) <ul style="list-style-type: none"> a. I can use what the sentence says to help me determine what a word or phrase means. d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. 	<ul style="list-style-type: none"> I can use text features to efficiently find information in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can determine the meaning of key words about freaky frogs. 	<ul style="list-style-type: none"> Text Feature Scavenger Hunt recording form Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Asking and Answering Questions: Studying the Life Cycle of a Frog	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about the life cycle of a frog. I can describe the life cycle of the frog. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Sticky Note Gist recording Asking and Answering Questions: “Life Cycle of a Frog” recording form “Life Cycle of a Frog” Sequence recording form
Lesson 4	Asking and Answering Questions: Studying the Skin of a Frog	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about frogs’ skin in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe how frogs shed their skin. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: “Super Skin” recording form “Super Skin” Sequence recording form Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Asking and Answering Questions: Reading about a Frog's Habitat	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about frogs' habitat in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe an adaptation that helps a frog survive in a particular habitat. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: "Home, Sweet Home" recording form "Home, Sweet Home" recording form Vocabulary notebooks
Lesson 6	Mid-Unit Assessment: Close Reading of "The Spadefoot Toad"	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can answer questions using specific details from the text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (L.3.4) 	<ul style="list-style-type: none"> I can identify the main idea of an excerpt from "The Spadefoot Toad" by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand the main idea. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) Mid-Unit 2 Tracking My Progress recording form Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Reading about Freaky Frogs: “The Glass Frog,” Pages 32 and 33 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> • I can ask questions about glass frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about glass frogs. • I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can use text features to find information efficiently about glass frogs. • I can use information from illustrations (maps, photographs) to understand about glass frogs. • I can use information from the words to understand about glass frogs. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog • Freaky Frog Scavenger Hunt recording form: The Glass Frog • Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Reading about Freaky Frogs: “The Water-Holding Frog,” Pages 36 and 37 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) 	<ul style="list-style-type: none"> • I can ask questions about water-holding frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about water-holding frogs. • I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can use text features to find information efficiently about water-holding frogs. • I can use information from illustrations (maps, photographs) to understand about water-holding frogs. • I can use information from the words to understand about water-holding frogs. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog • Freaky Frog Scavenger Hunt recording form: The Water Holding Frog • Vocabulary notebooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Reading about Freaky Frogs: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> • I can ask questions about the Amazon horned frog from the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • I can answer questions about the Amazon horned frog section. • I can determine the meaning of words about the Amazon horned frog. • I can use text features to find information efficiently about the Amazon horned frog section. • I can use information from illustrations (maps, photographs) to understand the Amazon horned frog. • I can use information from the words to understand the Amazon horned frog. 	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog • Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog • Vocabulary notebooks



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



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



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can express ideas using carefully chosen words. (L.3.3) I can write routinely for a variety of reasons. (W.3.10) I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) <ul style="list-style-type: none"> a. I can read third-grade level texts with fluency. 	<ul style="list-style-type: none"> I can create a plan for my poison dart frog informational paragraph. I can write an informative paragraph to explain the adaptations that help poison dart frogs survive. I can support my topic with details from <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. I can write a sentence to close my paragraph. I can use words and phrases for effect to help my reader learn about the poison dart frog. I can read a freaky frog poem fluently. 	<ul style="list-style-type: none"> Students' Accordion graphic organizers End of Unit 2 Assessment: On-demand paragraph Completed Fluent Reader Criteria checklists



Optional: Experts, Fieldwork, And Service

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

Optional: Extensions

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



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2:

Recommended Texts



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

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

Common Core Band Level Text Difficulty Ranges:

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

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

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

*Lexile based on a conversion from Accelerated Reading level.



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

*Lexile based on a conversion from Accelerated Reading level.



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



EXPEDITIONARY
LEARNING

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

Reading Closely to Expand Understanding of Adaptations



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can use text features to locate information efficiently. (RI.3.5)
- I can answer questions using specific details from the text. (RI.3.1)

Supporting Learning Targets

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

Ongoing Assessment

- Close Reading as Researchers recording form



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

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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Staying Alive:
Animal Adaptations

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

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

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



Ducks use their webbed feet to swim.



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



This school of fish scares away predators.

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

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



Glossary

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

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

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

Written by Expeditionary Learning for Instructional Purposes

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



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text

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

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

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



EXPEDITIONARY
LEARNING

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

Using Informational Text Features and Learning Freaky Frog Vocabulary



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

- Text Feature Scavenger Hunt recording form
- Vocabulary notebooks



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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Text Feature Scavenger Hunt
Recording Form

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

Text Title _____

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



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



Vocabulary Notebook

Words about: _____

Vocabulary Word	Definition	Definition in My Own Words	Picture or Symbol



3-2-1 Exit Ticket

3 interesting facts I learned from text features:

1. _____
2. _____
3. _____

2 text features I learned more about today:

1. _____
2. _____

1 new vocabulary word I learned more about today:

1. _____



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the main idea of an informational text. (RI.3.2)
I can describe steps in a procedure, in the order they should happen. (RI.3.3)
I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

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

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

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

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

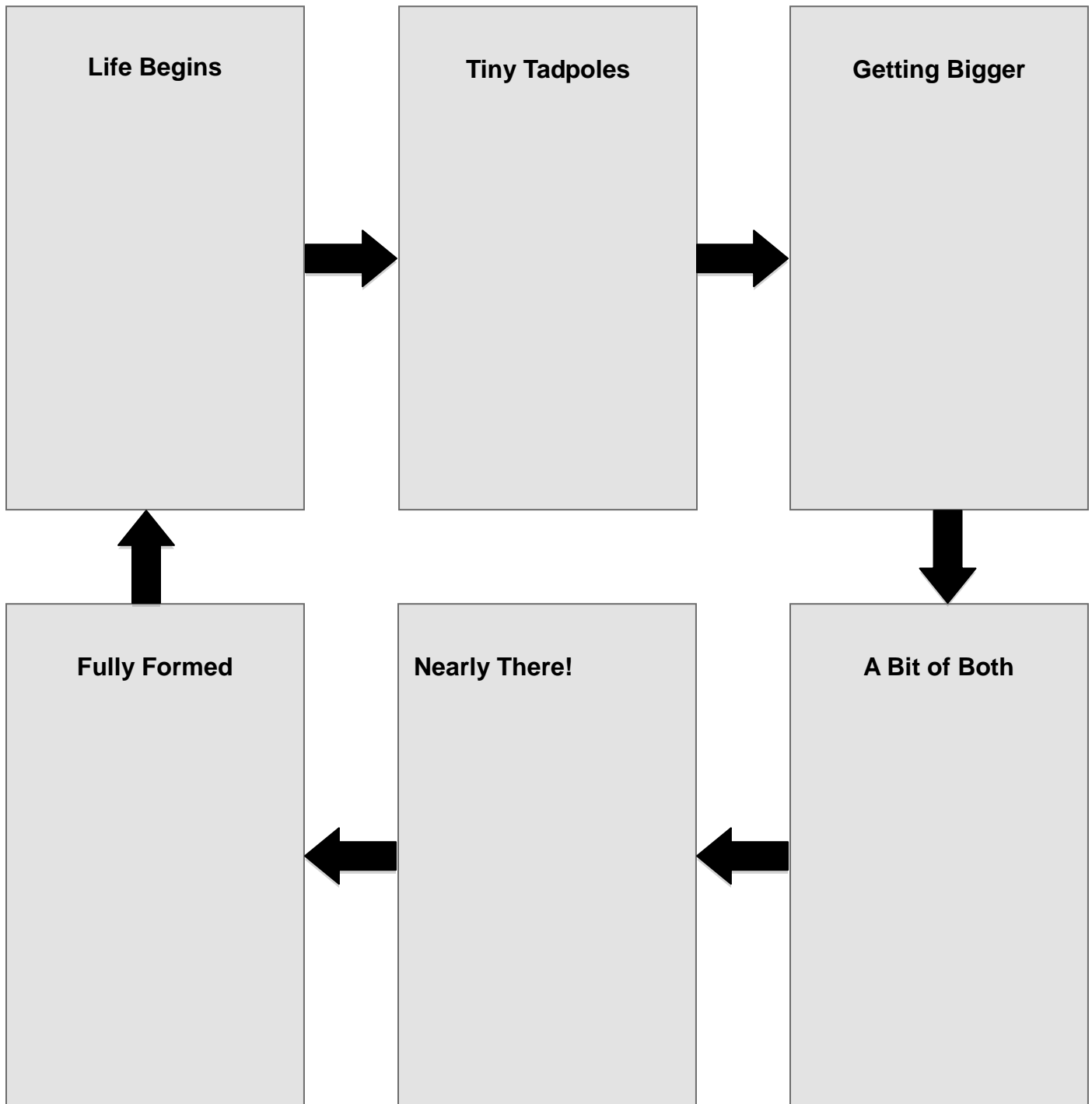


Asking and Answering Questions:
“Life Cycle of a Frog” Recording Form

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



Life Cycle of a Frog”
Sequence Recording Form





EXPEDITIONARY
LEARNING

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

Asking and Answering Questions: Studying the Skin of a Frog



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can ask questions to deepen my understanding of an informational text. (RI.3.1)
- I can answer questions using specific details from an informational text. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- I can describe steps in a procedure, in the order they should happen. (RI.3.3)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Asking and Answering Questions:
“Super Skin” Recording Form

Part 1: Asking Questions about the Frog’s Skin

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

Part 2: Answering Questions about the Frog’s Skin

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



Asking and Answering Questions:
“Super Skin” Recording Form

2. How do frogs keep their skin moist?

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



“Super Skin”
Sequence Recording Form

First



Next



Then



Finally



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the main idea of an informational text. (RI.3.2)
I can describe steps in a procedure, in the order they should happen. (RI.3.3)
I can determine the meaning of unknown words in an informational text. (RI.3.4)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

Part 1: Asking Questions about a Frog’s Habitat

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

Part 2: Answering Questions about a Frog’s Habitat

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



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

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

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



“Home, Sweet Home”
Sequence Recording Form

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



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can use text features to locate information efficiently. (RI 3.5)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can use information from the words to understand informational texts. (RI.3.7)
- I can answer questions using specific details from the text. (RI.3.1)
- I can determine the meaning of unknown words in an informational text. (L.3.4)

Supporting Learning Targets

- I can identify the main idea of an excerpt from “The Spadefoot Toad” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the illustrations and the words help me understand the main idea.
- I can determine the meaning of new vocabulary using clues in the text around a word.

Ongoing Assessment

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



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



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

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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Things Close Readers Do Chart

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

We reread the text multiple times.

We reread first for gist.

Then we identify unfamiliar words.

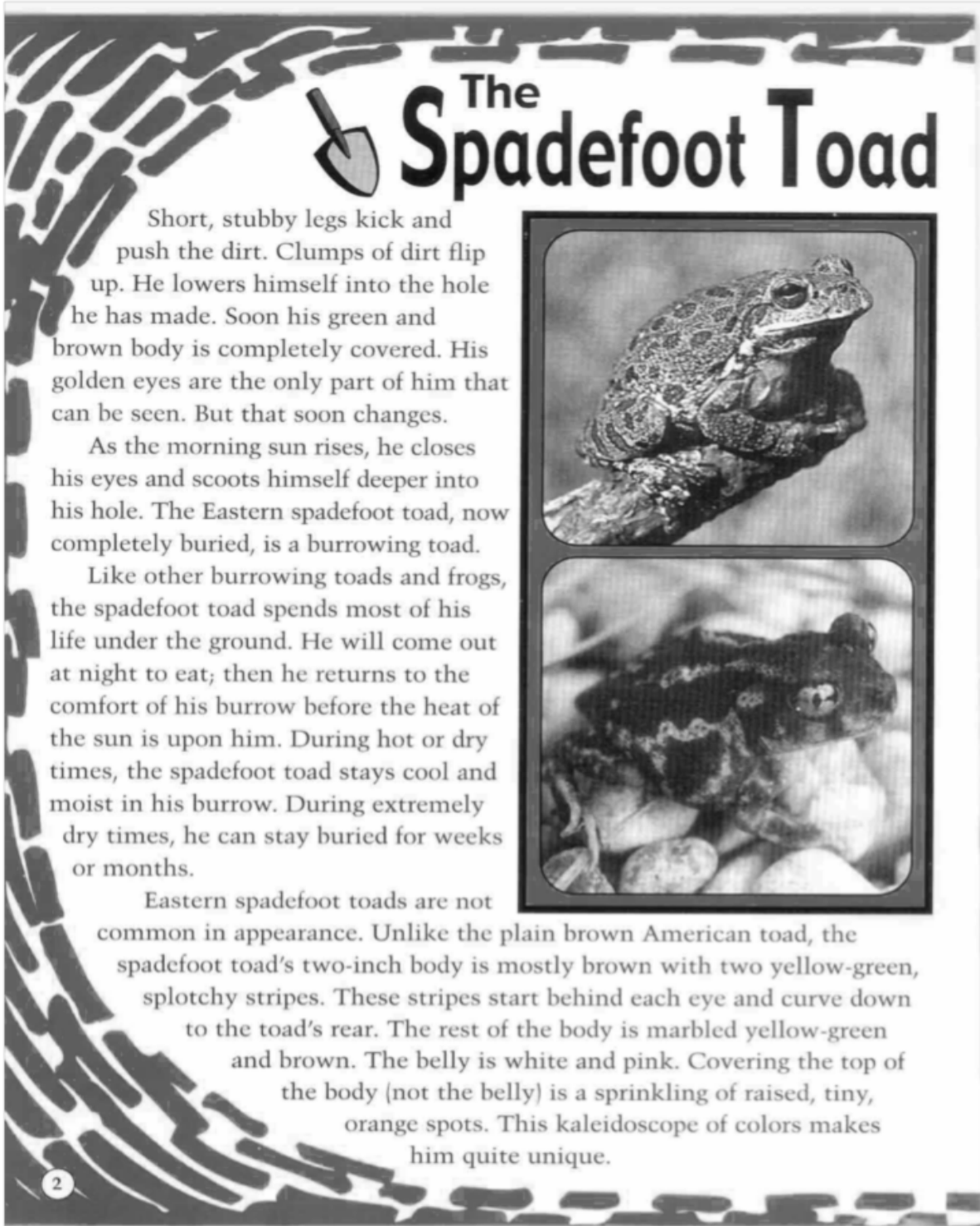
Then we think about the main idea and details.

We read again to answer the questions.

We ask ourselves questions.



Assessment Text:
"The Spadefoot Toad"




The Spadefoot Toad

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

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

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

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



2

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



Mid-Unit 2 Assessment:

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

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

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

Close Reading as Researchers recording form

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

Topic:

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



Mid-Unit 2 Assessment:

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

Questions From the Text

1. Part A: How do the spadefoot toad's feet help it?

- a. Its feet help it jump high.
- b. Its feet help it dig holes in the ground.
- c. Its feet help it swim.
- d. Its feet help it to hear.

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

- a. "morning sun rises"
- b. "kick and push the dirt"
- c. "his green and brown body"
- d. "come out at night"

2. What does the word "burrowing" mean as it is used in the passage?

- a. dirty
- b. hiding
- c. digging
- d. sprinkling

3. Which of these phrases from the passage best helps you understand the meaning of "burrowing"?

- a. "comfort of his burrow"
- b. "now completely buried, is a burrowing toad"
- c. "stays cool and moist in his burrow"
- d. "scoots himself deeper into the hole"

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



Mid-Unit 2 Tracking My Progress
Recording Form

Name: _____

Date: _____

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

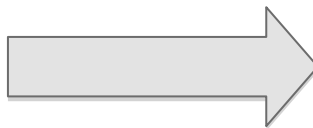
1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



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



Mid-Unit 2 Tracking My Progress
recording form

Learning target: I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can use information from the words to understand informational texts. (RI.3.7)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



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



Exit Ticket

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



Mid-Unit 2 Assessment:

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

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

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



Mid-Unit 2 Assessment:

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

Questions From the Text

1. Part A: How do the spadefoot toad's feet help it?

- a. Its feet help it jump high.
- b. Its feet help it dig holes in the ground.**
- c. Its feet help it swim.
- d. Its feet help it to hear.

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

- a. "morning sun rises"
- b. "kick and push the dirt"**
- c. "his green and brown body"
- d. "come out at night"

2. What does the word "burrowing" mean as it is used in the passage?

- a. dirty
- b. hiding
- c. digging**
- d. sprinkling

3. Which of these phrases from the passage best helps you understand the meaning of "burrowing"?

- a. "comfort of his burrow"
- b. "now completely buried, is a burrowing toad"**
- c. "stays cool and moist in his burrow"
- d. "scoots himself deeper into the hole"

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

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



2-point Rubric—Writing from Sources/Short Response¹

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

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



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the meaning of unknown words in an informational text. (RI.3.4)
I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
I can use text features to locate information efficiently. (RI.3.5)
I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students to unpack daily learning targets. Ask: “Based on the targets, what will we be working on today?” and, “What skills or knowledge will we have at the end of the lesson?” Invite students to discuss with a peer.• Help students connect the idea that they will read one section, or part, of the text Everything You Need to Know about Frogs and Other Slippery Creatures, to begin to learn about one freaky frog. Today they will build expertise about an amazing frog called the glass frog.	
Work Time	Meeting Students’ Needs
<p>A. Asking Questions about the Text: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none">• Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell students that they will continue to practice a strategy that good readers do: asking questions about a text before reading it. Remind them that they have done this many times in this unit, but today they are going to look at a new section of the text all about the glass frog.• Be sure students have their text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Review the term <i>text features</i> (parts of a book that stand out from the rest of the text) if necessary.• Ask students to look at the table of contents in their own book and try to find the pages about the glass frog. Once they have found the page number in the table of contents they should turn to that page. Tell students once they have found the page to put their thumb up. Once all students have found page 32, project it on the visualizer.• Ask students to look closely at the pictures on these pages and think about something they wonder based on what they see. Encourage students to generate one or two questions. Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Ask a few students to share out their partner’s question to the whole group. Tell students they will complete this form for homework, after they have spent more time reading the text.	<ul style="list-style-type: none">• For ELL students, consider providing them with a partially filled-in Asking and Answering Questions recording form: The Glass Frog that provides them with the question sentence stems: “What is __,” “Why is __,” “How is __” This provides them with a model for starting a sentence and assists them with their thinking.• Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



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



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



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Glass Frog Survive? (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on all they have learned about the glass frog today. Ask the question at the bottom of their Scavenger Hunt recording form: “Based on your reading today, what adaptations help the glass frog survive?”• Provide the sentence frame: “A glass frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog.• (Students are likely to share ideas such as: Glass frogs have clear bodies so they can blend into the leaves in the rainforest. Glass frogs have tiny toes that help them hang onto leaves. Male glass frogs protect the eggs from flies. Glass frog tadpoles have strong tails that help them survive in fast-moving streams.)	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.
Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none">– Reread “The Glass Frog” poem by Douglas Florian to someone at home.– Complete Part 2 of the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell someone at home about the glass frog’s amazing adaptations!	



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



“The Glass Frog,”
by Douglas Florian

The Glass Frog

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

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



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

Part 1: Asking Questions about “The Glass Frog”

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

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

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

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



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

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



Freaky Frog Scavenger Hunt Recording Form:
The Glass Frog

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

What adaptations help the glass frog survive?



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the meaning of unknown words in an informational text. (RI.3.4)
I can use text features to locate information efficiently. (RI.3.5)
I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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

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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

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

The Red-Eyed Tree Frog

Tomato eyes.
Catches flies.

Orange toes.
Loves to pose.

Matchstick legs.
Hatches from eggs.

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

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



Freaky Frogs Recording Form:
The Water-Holding Frog

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

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

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

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

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



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

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



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

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

What adaptations help the water-holding frog survive?



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can determine the meaning of unknown words in an informational text. (RI.3.4)
I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
I can use text features to locate information efficiently. (RI.3.5)
I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



Work Time (continued)	Meeting Students' Needs
<p>B. Reading about the Amazon Horned Frog: Scavenger Hunt (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they will continue to use text features to help them quickly find information about the amazing adaptations of the Amazon horned frog.• Read aloud the text in the top left corner of page 20 (the section titled “Enormous Gape”) and the part that begins: “Famed for its big appetite . . . ,” as students follow along.• Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog. Students should be familiar with the routine; simply review the directions:<ol style="list-style-type: none">1. Turn to pages 20 and 21.2. Use your Freaky Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog paper to find new information about the frog.3. Talk with your partner, but complete your own recording form.4. Write down the new information you learned from each text feature in the second column of the recording form.5. Leave the final question about adaptations blank for now.6. If you finish early, reread pages 20 and 21.• Quickly address any clarifying questions.• Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog.• Give students 15–20 minutes to work. Circulate to support as needed.• After about 15 minutes, gather students together to complete the right-hand column of the anchor chart of the Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog.	<ul style="list-style-type: none">• Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the first row of the the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog,” such as “The Amazon horned frog is _____ long.”



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

“The Poison Dart Frogs,”
by Douglas Florian

The Poison Dart Frogs

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

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



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

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

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

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

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

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



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

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



Freaky Frog Scavenger Hunt Recording Form:
Amazon Horned Frog

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

What adaptations help the Amazon horned frog survive?



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text

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

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

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



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text

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

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

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



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

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

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



EXPEDITIONARY
LEARNING

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

End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can write an informative/explanatory text that has a clear topic. (W.3.2)
- I can develop the topic with facts, definitions, and details. (W.3.2)
- I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
- I can express ideas using carefully chosen words. (L.3.3)
- I can write routinely for a variety of reasons. (W.3.10)
- I can read third-grade-level texts accurately and fluently to make meaning. (RF.3.4)
 - A. I can read third-grade-level texts with fluency.

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit 2 Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives (25 minutes)</p> <ul style="list-style-type: none">• Display and/or distribute the End of Unit 2 Assessment: Writing Prompt.• Answer any clarifying questions students have. Review the criteria for a quality paragraph. Students should be familiar with all four criteria:<ol style="list-style-type: none">1. Topic sentence2. Supporting details and facts3. Conclusion sentence4. Uses words and phrases for effect• Remind students that they have had lots of practice writing paragraphs this year. Today, their writing is “on-demand”: the best writing you can do in a limited time.• Give students about 20 minutes to write their individual paragraph.• If students finish early, invite them to choose another freaky frog text from the recommended reading list to read and enjoy while other students finish their writing. Students may also practice the poem they will present to a peer at the end of the lesson.• Circulate and support students just by reminding them of the criteria. Students should complete the writing independently.	<ul style="list-style-type: none">• Allow ELLs and students with Individual Education Programs (IEPs) additional time to complete their paragraphs. They will receive extra time on the New York State assessment.
<p>C. Freaky Frog Poem Presentations (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work planning and writing their paragraphs today. Tell them that for the remainder of class they will work in groups of two to read their specific freaky frog poem aloud.• Each person will take a turn reading aloud their poem while the other partner fills out the Fluent Reader Criteria checklist. Project and briefly review the checklist, and answer any questions students may have about the process of sharing and giving feedback.• Divide students into pairs. Invite students to begin sharing and completing the Fluent Reader Criteria checklist.	



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Paragraph Writing Accordion Graphic Organizer

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

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

Topic:

Detail/vivid and precise word to describe the detail:

Explain:

Detail/vivid and precise word to describe the detail:

Explain:

Conclusion:



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.

[illegible]



Fluent Reader Criteria Checklist

Speaker:

Date:

Critique Partner:

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



Fluent Reader Criteria Checklist

Comments:



End of Unit 2 Assessment:

Criteria for Quality Informational Paragraph about the Poison Dart Frog
(for teacher reference)

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



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

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

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