



EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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

Lesson Vocabulary	Materials
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.	



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Supporting Materials



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Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

Topic: _____

Main idea of this section of the text

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

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

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