



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Overview



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In this final unit, students will continue to explore the question: “How do we build expertise about a topic?” as they share their growing expertise about frogs and their adaptations and continue to build expertise as writers of a research-based narrative. The specific literacy focus of this unit is on writing first-person narratives using vivid and precise language, as well as continuing to learn to revise and critique. Each student will create a Freaky Frog Trading Card to amaze their readers about the unique, sometimes freaky, adaptations of frogs. This writing serves as a synthesis of the research students did in Units 1 and 2, and students will incorporate many of the rich words about frogs and adaptations they have learned throughout the module. The front side of the card will include a collection of basic frog facts collected through their research as well as a digital picture of their freaky frog. The other

side of the card will be a research-based narrative paragraph about one category of their freaky frog (e.g., habitat, life cycle). In the first part of this unit, students will deepen their expertise about the freaky frogs they learned about in Unit 2, reading an additional resource. Students also will participate in a Science Talk to help them synthesize their learning about how the adaptations of their freaky frogs help them survive. Students then plan, draft, and revise both sides of their Freaky Frog Trading Cards. They will practice revising and editing their writing based on critique from peers and the teacher, and will publish and share their trading cards with peers (and maybe even at a local nature center!). After finishing their trading cards, students will complete the on-demand end of unit assessment: They will focus on the same freaky frog, but choose a different category from their frog matrix recording form.

Guiding Questions And Big Ideas

- **What do experts do?**
- **How do I become an expert?**
- **How do frogs survive?**
- *Experts use reading, viewing, and listening to gather and organize info from a variety of sources.*
- *Experts share information through writing and speaking.*
- *Content: Animals have unique adaptations that help them to survive in various environments.*

Mid-Unit 3 Assessment

Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph

This assessment centers on NYSP12 ELA CCLS W, 3.2, W.3.3, W.3.5, W.3.7, and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive.” The specific focus of this assessment is on students’ use of first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.

End of Unit 3 Assessment

Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)

This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.7, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.”



Performance Task

Freaky Frog Trading Cards

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt, “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.



Content Connections

This module is designed to address English Language Arts standards. 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 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (©Palm Publishing and the Smithsonian Institution), ISBN: 9781607270690. This text is also available as a downloadable read-along audiobook and eBook.
2. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009), ISBN: 978-1-5984-5420-8.
3. Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012), ISBN: 978-1-4339-5744-4.
4. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011), ISBN: 978-0-7566-8232-3.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading New Texts about Freaky Frogs	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) 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 compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of my freaky frog text. I can determine the meaning of unknown words using context clues and my vocabulary notebook. 	<ul style="list-style-type: none"> Close Reading: Main Ideas and Details recording form
Lesson 2	Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive	<ul style="list-style-type: none"> I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can record details about my freaky frog's adaptations into categories on my Freaky Frog Research matrix. I can effectively participate in a Science Talk about how my freaky frog survives. I can follow our class norms when I participate in a conversation. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. 	<ul style="list-style-type: none"> Freaky Frog Research matrix Science Talk criteria checklist



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)	<ul style="list-style-type: none">• I can write the most important facts about my freaky frog on the facts and image side of my Freaky Frog Trading Card.	<ul style="list-style-type: none">• First draft of Freaky Frog Trading Card: Facts and Image Side• Criteria for Success (for first draft)
Lesson 4	Publishing: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)• I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6)	<ul style="list-style-type: none">• I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card.• I can select an image that shows my freaky frog's adaptations.	<ul style="list-style-type: none">• Freaky Freaky Trading Card Facts and Image Side final draft



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card	<ul style="list-style-type: none">• I can produce writing that is appropriate to task and purpose (with support). (W.3.4)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can sort evidence into provided categories. (W.3.8)	<ul style="list-style-type: none">• I can identify the criteria for a strong research-based narrative paragraph.• I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations.	<ul style="list-style-type: none">• Accordion Paragraph graphic organizer• Criteria anchor chart (whole class)
Lesson 6	First-Person Writing Using Vivid and Precise Words	<ul style="list-style-type: none">• I can express ideas using carefully chosen words. (L.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 use vivid and precise words to write first-person sentences about my freaky frog.	<ul style="list-style-type: none">• Vivid and Precise First-Person Freaky Frog Sentences recording form• Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Mid-Unit Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph	<ul style="list-style-type: none">• I can write an informative/explanatory text. (W.3.2)• I can craft narrative texts about real or imagined experiences or events. (W.3.3)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can conduct a research project to become knowledgeable about a topic. (W.3.7)• I can express ideas using carefully chosen words. (L.3.3)	<ul style="list-style-type: none">• I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog.• I can use vivid and precise words and phrases in my writing.	<ul style="list-style-type: none">• Students' first-draft writing
Lesson 8	Revising: Using Vivid and Precise Verbs and Adjectives	<ul style="list-style-type: none">• I can express ideas using carefully chosen words. (L.3.3)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives.	<ul style="list-style-type: none">• Students' word choice revisions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Final Revision: Using Feedback and Criteria	<ul style="list-style-type: none">• I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2)• I can use conventions to send a clear message to my reader. (L.3.1)• I can use coordinating and subordinating conjunctions. (L.3.1h)• I can write simple, complex, and compound sentences. (L.3.1i)• I can express ideas using carefully chosen words. (L.3.3)• I can produce writing that is appropriate to task and purpose (with support). (W.3.4)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).	<ul style="list-style-type: none">• Drafts of student writing with evidence of revision based on rubric
Lesson 10	Editing: Polishing Our Writing	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader. (L.3.2)• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	<ul style="list-style-type: none">• I can capitalize appropriate words in titles.• I can spell words that have suffixes added to base words correctly.• I can use resources to check and correct my spelling.	<ul style="list-style-type: none">• Conventions Criteria checklist• Students' edited writing



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Publishing: Writing the Final Draft of My Freaky Frog Trading Card	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph. 	<ul style="list-style-type: none"> Final draft paragraph Tracking My Progress, End of Module recording form
Lesson 12	On-Demand End of Unit Assessment and Freaky Frog Trading Card Celebration	<ul style="list-style-type: none"> I can write an informative text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can conduct a research project to become knowledgeable about a topic. (W. 3.7) I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can write a new research-based narrative paragraph about another adaptation of my freaky frog. I can read my Freaky Frog Trading Card fluently to my audience. 	<ul style="list-style-type: none"> End of Unit 3 Assessment (new research-based narrative) Students' Freaky Frog Trading Card final drafts

Optional: Experts, Fieldwork, And Service

- Experts: Interview a local herpetologist.
- Fieldwork: Visit science museums or centers or universities with frog collections. Visit a local frog habitat (pond, marsh, etc.).
- Service: Teach young students about frogs using trading cards. Clean up a local frog habitat.

Optional: Extensions

- Art: Create a trading card illustration and layout.
- Technology: Create a digital archive of trading cards with audio recordings of students reading their paragraphs; create and lay out trading card.
- Geography: Research about countries inhabited by freaky frogs. Locate countries on a map where frogs live.



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Grade 3: Module 2A: Unit 3:

Recommended Texts



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Unit 3 focuses on students synthesizing their learning about “true frogs” and “freaky frogs.” Because students have been learning about adaptations throughout the module, the Unit 3 Recommended Texts lists broadens the topic a bit and includes texts about other animals and their adaptations to their environment. The list below includes texts with a range of Lexile® text measures. This provides appropriate independent reading for each student to help build and extend their content knowledge about this broader topic of adaptations. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

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

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

Common Core Band Level Text Difficulty Ranges:

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

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

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Chameleon, Chameleon</i>	Joy Cowley (author), Nic Bishop (photographer)	Informational	310
<i>The Naked Mole-Rat</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Frogfish</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Magic School Bus Hops Home: A Book about Animal Habitats</i>	Joanna Cole (author), Nancy Stevenson (illustrator)	Informational	400
<i>Animal Camouflage in the Ocean</i>	Martha E. H. Rustad (author)	Informational	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>How to Hide a Crocodile and Other Reptiles</i>	Ruth Heller (author/illustrator)	Informational	490
<i>The Werewolf Chase: A Mystery about Adaptations (Summer Camp Science Mysteries, #4)</i>	Gary Soto (author)	Informational/Literature	510
<i>Animal Adaptations</i>	Julie K. Lungren (author)	Informational	550*
<i>Ocean Animal Adaptations</i>	Julie Murphy (author)	Informational	640
<i>Andrew Lost with the Frogs</i>	J. C. Greenburg (author)	Literature	650*
<i>Rain Forest Animal Adaptations</i>	Lisa J. Amstutz (author)	Informational	680
<i>The War in Your Backyard: Life in an Ecosystem (Raintree Infusion)</i>	Louise A. and Richard Spilsbury	Informational	700*
<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard (author), Kristen Kest (illustrator)	Informational	720*
<i>Animals with No Eyes: Cave Adaptations</i>	Kelly Regan Barnhill (author)	Informational	750
<i>What Do You Know about Animal Adaptations?</i>	Suzanne Slade (author)	Informational	750*
<i>Hard-to-See Animals (Rookie Read-About Science)</i>	Allan Fowler (author)	Informational	790

*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>How Do Animals Adapt?</i>	Bobbie Kalman (author)	Informational	940
<i>Living Color</i>	Steve Jenkins (author/illustrator)	Informational	950
<i>See-Through Animals</i>	Natalie Lunis (author)	Informational	960
<i>Animals Under the Ground</i>	Phyllis Jean Perry (author)	Informational	990
<i>Color-Changing Animals</i>	Valerie Yaw (author)	Informational	1040



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

Reading New Texts about Freaky Frogs



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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 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 compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)

Supporting Learning Targets

- I can read and identify the main idea and key details of my freaky frog text.
- I can determine the meaning of unknown words using context clues and my vocabulary notebook.

Ongoing Assessment

- Close Reading: Main Ideas and Details recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reading Excerpts about our Freaky Frogs (10 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Four Corners: Selecting Freaky Frogs (10 minutes)B. Reading New Informational Texts about a Freaky Frog (25 minutes)C. Looking for New Evidence (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Share New Learning about Freaky Frog (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students choose the freaky frog they want to write about for their Freaky Frog Trading Card. The four choices are: the Poison dart frog, the Amazon horned frog, the Glass frog, or the Water-holding frog• Group sizes need not be completely even. It is more important for students to feel excited about the frog they are going to write about and to have some choice.• In order to deepen their expertise, students read another informational text about the frog they select. This continues to reinforce learning about comparing two texts on the same topic.• Students do this reading in pairs, using the same process and recording form as used in Unit 1 and Unit 2 lessons. This is an opportunity for students to continue practicing their reading skills, but with greater independence.• This lesson is the last lesson during which students will do more reading about their frog. In the next lesson, they will transition to organizing their information in order to begin writing.• During Part B of Work Time, when students are in their groups, it is important to spend at least 5 minutes with each group to support them with their reading.• Note: You will need to prepare the texts and recording forms to distribute to groups; not all students receive all texts or forms.• Review Four Corners (Appendix)



Lesson Vocabulary	Materials
identify, determine, details Poison dart frog text: secrete, odorless, contractions, lethal Glass frog text: transparent, completely, underside Amazon horned frog text: shades, ambushing, spring Water-holding frog text: spreads, bladder, cocoon, puddle	<ul style="list-style-type: none">• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Document camera• <i>Poison Dart Frogs Up Close</i> (book; one per student)• Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog (new; teacher-created; see Work Time A)• Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” “Transparent Wonder” or “Poison Dart Frog” (one per student for his or her specific frog group; see supporting materials)• Close Reading: Main Idea and Details recording form (one per student for his or her specific frog group; see supporting materials)• Close Reading: Questions from the Text and Vivid Words and Phrases (one per student for his or her specific frog group; see supporting materials)• Unit 3 Recommended Texts List (in unit 3 Overview; for Teacher Reference; see Teaching Note at the end of this lesson)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reading Excerpts about Our Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none">• Say to students: “Let’s look at some of the amazing, freaky frogs we have been reading about. Today each of you will choose one of these frogs to build even more expertise about. Let’s read a little about each one.”• Read the first short paragraph from Everything You Need to Know about Frogs and Other Slippery Creatures of each of the following, allowing students to look again at the amazing frogs they have studied thus far and to build excitement for these frogs:<ol style="list-style-type: none">1. Amazon Horned Frog, page 20 Paragraph that starts with: “Famed for its big appetite ...”2. Glass Frog, page 32 Paragraph that starts with: “With its amazing see-through body ...”3. Water-Holding Frog, page 36 Paragraph that starts with: “The water-holding frog lives in Australia ...”4. Poison Dart Frog, page 76 Paragraph that starts with: “Most Poisonous ...”• Ask students: “Which frog seems most interesting to you? Turn and talk to a partner about which frog you’d like to know more about. Tell your partner why you think that frog is the most interesting.” Provide a sentence starter for students: “I think the _____ is most interesting because _____.” Display this sentence on the document camera or on chart paper.	<ul style="list-style-type: none">• Consider thoughtful partnerships when students go into their research groups to support ELL learners. Partner an ELL student with a student who speaks the same L1.• Consider providing a smaller chunk of the text for struggling ELA or ELL learners to focus on when they read their research texts.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the two targets. Tell students that these targets are very similar to targets that they have been working on throughout their study of frogs.• Ask students to Think-Pair-Share together what they know about finding the main idea and key details. Give students a minute to talk together. Cold call one or two responses. Explain that today they are going to practice these targets with a little more independence as they learn more about one freaky frog of their choice.	
Work Time	Meeting Students' Needs
<p>A. Four Corners: Selecting Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and Poison Dart Frogs Up Close. Ask students to also take out their recording forms for each of those frogs. Explain to students that they are going to look over their notes and then they will select their freaky frog based on which one interests them the most.• Give students 5 minutes to review their notes and texts.• As students work, post the Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog in the corners of the classroom.• Tell students that they are going to choose their frog by participating in an activity called Four Corners. Remind them that they have done this before (Unit 2, Lesson 5). Review the process:<ul style="list-style-type: none">* Each corner of the room is assigned for one of the frogs.* Students will go to the corner of the room that has the frog they want to study.* Once there, they share with their group briefly why they chose that frog.• Direct students' attention to the four pieces of paper in the corners of the room. Ask students to choose which frog they want to study and to move to that corner.• Provide support for their decisions as they move to corners (see Teacher Note).• Once students are in their corners, give them a minute or two to share with their group why they chose that frog.	<ul style="list-style-type: none">• Choice motivates all students, so let students choose which frog they want to study. However, consider nudging struggling readers and writers toward the poison dart frog, since they have had more scaffolded reading experiences to draw from. Use professional judgment as these groups form. Prioritize students having choice, but help them make decisions that will set them up for success.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading New Informational Texts about a Freaky Frog (25 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their freaky frog group buddies, who are their new “expert group.” Share the enthusiasm for their choices. Tell them that they are going to take their first step as an expert group next.• Tell students that good readers and researchers read more than one text about a topic. Remind them that this is something they have practiced before when they compared texts about bullfrogs and poison dart frogs.• Ask students to pair up with someone else in their expert group.• Explain that today they are going to read their text with their partner and take notes on their recording form. Remind students of the process they have practiced many times:<ul style="list-style-type: none">* Read the text aloud.* Reread for gist.* Identify important or unfamiliar words.* Think about key information and details.* Read again to answer specific questions.• Remind them that today they will do this more independently than in previous lessons, but they will still get some help. Review briefly with students what it means to find the main idea and details in a text.• Distribute freaky frog texts (see supporting materials) and the first form Close Reading: Main Ideas and Details (for their assigned frog). Release students to read and complete their recording forms. Circulate to each group to confer briefly as they work. If necessary, read aloud portions of the text.	
<p>C. Looking for New Evidence (5 minutes)</p> <ul style="list-style-type: none">• Pause students in their work. Say: “With your partner, review your recording form. Look at the key details you found about your frog. Put a check mark by the information that is new information. Talk together as you do this.”• Emphasize that we learn more about a topic the more we read.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Share New Learning about Freaky Frog (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Tell them to bring their research materials and their Close Reading: Main Ideas and Details recording form. Ask. Ask students to find a “debrief partner” different from their previous work partner. Ideally, partners will study different frogs, but this depends on how many students study each frog.<ul style="list-style-type: none">* “Share with your partner an interesting fact about your frog. Refer to the text you read.”• Give students a few minutes to share with each other.• Tell students that in the next lesson, they will share all the things they are learning about frogs by participating in a Science Talk about how their frog survives. They will think about this question as part of their homework. Distribute the second recording form: Close Reading: Questions from the Text and Vivid Words and Phrases (for students’ assigned frog).	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread your text aloud to someone in your family or in front of the mirror.• Reread the text you read in class today and then complete the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for your assigned frog). <p><i>Note: Lesson 2 is a Science Talk. Students participated in a Science Talk in Lesson 9 of Unit 1. Review this lesson. Gather the anchor chart from Lesson 9 or create a new one.</i></p> <p><i>Beginning in Lesson 4, students have homework time to read texts from the Unit 3 Recommended Texts list. Preview this list (which is part of the Unit 3 overview) in advance and begin gathering books.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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All About the Water-Holding Frog

Written by Expeditionary Learning for Instructional Purposes

A Water-Holding Frog's Body

Water-holding frogs have wide heads and thick bodies. They also have webbed feet. Water-holding frogs are usually gray, dark brown, or green and have a white belly. Their skin is smooth to the touch except for the warts spread over the body.

Where Does the Water-Holding Frog Live?

The water-holding frog lives in the dry deserts of Australia. In many ways, these frogs are just like any other, until the water from the last rains dry up.

An Amazing Adaptation!

A water-holding frog can store water in its body and live underground for a long time. When it rains, the water-holding frog absorbs half of its weight in water! This water is then stored in its bladder and in pockets in its skin.

When the ground starts to dry up, the water-holding frog uses its webbed feet to dig. It digs deep into the ground to escape the sun and heat. The frog will then surround itself in a dead-skin cocoon. The cocoon helps the frog keep the water inside its body.

When the rain begins again, the water-holding frog will break out of its cocoon and dig out of the ground. It will then look for small frogs, small fish, and insects to eat.

The Water-Holding Frog's Life Cycle

The water-holding frog will look for a mate when it is above ground. Male water-holding frogs use a mating call to find a female. Once a male and female mate, the female water-holding frog will lay her eggs in a puddle. She may lay up to 500 at a time!

When the eggs hatch, the tiny tadpoles must change into frogs before the ground dries up again.

Sources:

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).

National Geographic video "Frogs and Toads: Freak of Nature: Water-Holding Frog," (2:00), © 1996–2012 National Geographic Society;
http://video.nationalgeographic.com/video/animals/amphibians-animals/frogs-and-toads/frog_waterholding/



The Amazon Horned Frog

Written by Expeditionary Learning for Instructional Purposes

Amazon horned frogs have amazing adaptations that help them survive.

Habitat

Amazon horned frogs live in ponds of the Amazon rainforest. The Amazon rainforest is in South America. The rainforest is huge. It stretches out through many countries in South America. This means you can find an Amazon horned frog in many places.

Physical Characteristics

Amazon horned frogs are huge. They can weigh up to a pound and grow up to 8 inches long! They have round bodies and small horns above their eyes. They also have a very large mouth. Female Amazon horned frogs are mostly tan. This makes it easier for the females to hide. The male frogs are many different shades of green. They look like the leaves in the rainforest.

The Amazon horned frogs have an enormous mouth and have very sharp teeth. Amazingly, they swallow what they eat whole. That means they take only one big gulp to eat their prey. Some scientists call the Amazon horned frog the “Pac Man” of frogs. This is because of their giant gulping mouths.

The horns above Amazon horned frogs’ eyes help them to hide under the leaves on the forest floor. Their horns look just like leaf stems, making it hard for their prey to see them.

Predators and Prey

One other amazing feature of the Amazon horned frog is that they don’t care at all about what they eat. They eat almost anything! Amazon horned frogs will eat anything they can catch in their large mouths and sharp teeth. They catch their prey by ambushing it. This means that they hide under the leaves on the floor of the forest and wait. When its prey comes by, the Amazon horned frog springs out and catches it.

Amazon horned frogs are truly amazing frogs!
(L720)

Sources:

National Geographic, “Amazon Horned Frog,” © 1996–2012 National Geographic Society;

<http://animals.nationalgeographic.com/animals/amphibians/amazon-horned-frog/>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



Transparent Wonder

Written by Expeditionary Learning for Instructional Purposes

Deep in the rainforest of South America is the most amazing frog. The glass frog is resting on a leaf. It is almost invisible to any person looking at the leaf. That's because the glass frog is almost completely transparent. When the sun shines on a leaf, the leaf glows in the sun. And so does the glass frog! It almost disappears into the leaf!

The Glass Frog's Body

Glass frogs have clear see-through skin. If you turn them over, you can see their insides! You can see their hearts and their stomachs. You can even see their blood and bones! No one really knows why the glass frog is transparent. It makes the frog very hard to see when it is sitting on a green leaf. Glass frogs are always some shade of green on the top of their body. They often have gold colored eyes. They have excellent vision and can see things from very far away. Many of them are very small, even as small as an almond!

The Glass Frog's Habitat

Glass frogs live in the rainforest in countries like Costa Rica. Most all glass frogs live in the trees. Glass frogs need to live in warm, moist places, such as the rainforest canopy, and have a steady stream of water near them. They can jump from a plant to the rock and then by the water.

Glass Frog's Predators and Prey

Glass frogs like to eat what many frogs eat. They like to eat insects, flies, and tiny spiders. Their predators have a very hard time seeing them because of their color. That helps them survive. Their predators are the same as many other frogs: birds and snakes.

Staying Safe

The glass frog's transparent color is an amazing adaptation that helps them to stay safe. It helps them stay almost invisible to anything that would want to eat them. It also helps them catch the small insects they eat. Glass frogs also stay safe because they sleep during the day when their predators are most active. They come out at night when they are even harder to see. The glass frog also does something amazing to help keep its eggs safe. They lay their eggs on the underside of a leaf, so the eggs can't be seen. The leaf is above a stream, so when the eggs hatch, the tadpoles drop right into the water!

(L730)

Written by Expeditionary Learning for Instructional Purposes

Sources:

David Brian Butvill, "Shining a Light on Glass Frogs," *National Wildlife* magazine, April 2008; <http://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2008/Shining-a-Light-on-Glass-Frogs.aspx>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



“The Poison Dart Frog”



Before guns arrived in the rain forest, the Choco people hunted with blowguns made from palm wood. Darts used in the blowguns were dipped into a very strong poison. This poison comes from the poison dart frog. Small pores all over the frog's skin secrete this colorless, odorless poison.

Many frogs secrete poisons to protect them from predators, but the poison of the poison dart frog is 20 times more deadly than any other frog. One poison dart can kill 20,000 mice. One drop (200 micrograms) is enough to kill a grown man. The poison itself is a chemical which causes muscle contractions that lead to heart failure. The poison this frog secretes is one of the most toxic poisons known.

If the frog is lethal to the touch, how do the Choco hunters dip their darts? The hunter simply holds down a poison dart frog with a stick and rubs the dart across the frog's back. That's all it takes. When dry, the dart will be poison for a year. When the dart finds its target, often a bird, the hunter carefully removes the dart to use again. He then cuts away any part of the carcass the dart touched. Even that could be poisonous if eaten.

The poison dart frog has only two natural enemies, the Choco blowgunners and a frog-eating snake. Of all the rain forest creatures, only this snake is able to eat the frog and live to eat again.

When approached by would-be predators, the poison dart frog does not try to escape or hide. This bold behavior is unusual in the animal world. Many predators sense danger and retreat when they can't scare this little frog. But if they go ahead and take a bite, it will be their last. The poison dart frog has been known to hop to within an inch of scientists studying the species. The scientists know to back away.

Rifles are replacing blowguns in the Colombian rain forest. As years pass, the blowgunners' skills will be forgotten. The tiny, golden poison dart frog will have one less enemy.



“The Poison Dart Frog” by Jeanette Jenkins, Boys' Quest Magazine, Feb 2002, Volume 7, Issue 5.
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Close Reading: Main Idea and Details
Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases

Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

1. Reread this sentence: "Small pores all over the frog's skin secrete this colorless, odorless poison."
In your own words, tell what the word "secretes" means. How did you figure it out?

2. Describe two specific details about the poison dart frog's poison.

3. Why is the poison dart frog more "bold" or brave than other animals? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Glass Frog

Text title and page numbers: _____

Topic: Glass frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Glass Frog

Text title and page numbers: _____

Topic: Glass frog

1. Reread this sentence: “That’s because the glass frog is almost completely transparent.” In your own words, tell what the word “transparent” means. How did you figure it out?

2. Describe the physical characteristics of the glass frog. Give specific details from the text to support your answer.

3. How do glass frogs keep their eggs safe? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

1. Reread the sentence in the caption box: “The Amazon horned frog might be lurking underneath the leaves.” In your own words, tell what the word “lurking” means. How did you figure it out?

2. What are three special physical characteristics about the Amazon horned frog? Use specific details from the text to support your answer.

3. Why are Amazon horned frogs called the “Pac Man” of frogs? Use specific details from the text to support your answer.



Close Reading: Main Idea and Details
Water-holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Water-Holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

1. Reread the sentence: “Once underground, the frog will surround itself in a dead-skin cocoon.” In your own words, tell what the word “cocoon” means. How did you figure it out?

2. Describe three things about the water-holding frog’s physical characteristics. Use specific details from the text to support your answer.

3. How does the water-holding frog survive in the desert?



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

Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive



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

I can document what I learn about a topic by taking notes. (W.3.8)

I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can record details about my freaky frog's adaptations into categories on my Freaky Frog Research matrix.
- I can effectively participate in a Science Talk about how my freaky frog survives.
- I can follow our class norms when I participate in a conversation.
- I can ask questions so I am clear about what is being discussed.
- I can ask questions on the topic being discussed.

Ongoing Assessment

- Freaky Frog Research matrix
- Science Talk criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Science Talks and Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Organizing Information in a Freaky Frog Matrix (25 minutes)B. Conducting the Science Talk (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief of Science Talk (5 minutes)4. Homework	<ul style="list-style-type: none">• This lesson will be students' second Science Talk in this module. Review Lesson 9 in Unit 1 in advance.• Science Talks provide students the opportunity to collectively theorize and build on each other's ideas. These talks provide a window into students' thinking that can help teachers figure out what students really know and what their misconceptions may be.• Review Science Talk protocol (See supporting materials).• During this Science Talk, students will build understandings of how freaky frogs adapt to their environment and make use of their different attributes in order to survive.• Locate and display the anchor chart entitled "Participating in a Science Talk" from Unit 1, Lesson 9 (or create a new anchor chart if necessary).• Review Science Talk criteria checklist (from Unit 1, Lesson 9). As students participate in the Science Talk, use this checklist to track students' progress toward the learning targets.• Organize student materials in advance for easy access.• In advance: Create a large chart of the Freaky Frog Research matrix and identify one or two categories to fill in as a model for students.• During Unit 3, students plan and write about their selected "freaky frog." The spadefoot toad is used as the frog for all teacher modeling.• In Lesson 4, students will find, select, and print images of freaky frogs to use on the Facts and Images side of their trading card. Please see Lesson 3 supporting materials: Websites for Freaky Frog Images Resource Page for sites to bookmark in advance.



Research Synthesis and Science Talk: Freaky Frog Research Matrix
and Science Talk about How Freaky Frogs Survive

Lesson Vocabulary	Materials
matrix, Science Talk, participate, norms, discussion, survive, prepare, evidence	<ul style="list-style-type: none">• Freaky Frog Research Matrix recording form (one per student)• Freaky Frog Research Matrix anchor chart (new; teacher-created; see Work Time A)• Freaky Frog Reading Recording Forms (completed in Unit 2, Lessons 7–12)• Document camera• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” “Transparent Wonder” or “Poison Dart Frog” (from Lesson 1)• Participating in a Science Talk anchor chart (from Unit 1 Lesson 9; see Teaching Notes)• Sticky notes (two to three per student)• Science Talk Criteria Checklist (from Unit 1, Lesson 9)• Science Talk Protocol (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Science Talks and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students of all they have worked on so far as they have been learning about freaky frogs. Tell them that today they will have the opportunity to use what they've learned in a Science Talk.• Remind students about the Science Talk they engaged in during Unit 1. Tell students that today they will share information they have learned about a freaky frog with others and ask questions of other students. Just like experts in the real world, they will participate in a conversation to expand their thinking about how freaky frogs <i>survive</i>, or live.• To prepare for the Science Talk, they will first complete a Freaky Frog Research matrix recording form about the expert freaky frog they selected in the previous lesson. Refer to the first learning target and review that the word matrix is "a tool to organize information." Students used this <i>matrix</i> for their work with bullfrogs in Unit 1.• Share today's second learning target: "I can effectively participate in a Science Talk about how my freaky frog survives." Invite students to identify the key words in the supporting targets. Guide them toward the words <i>norms</i> (rules or expectations), <i>prepare</i> (get ready for), <i>evidence</i> (proof from reading), and <i>topic</i> (the subject of the conversation). Ensure that students understand the meaning of <i>effectively</i> and <i>participate</i>.	<ul style="list-style-type: none">• Making connections between past and present learning helps students solidify understandings.• Provide nonlinguistic symbols to support students' understanding of words in the targets (i.e., a <i>question mark</i> for question).



Work Time	Meeting Students' Needs
<p>A. Organizing Information in a Freaky Frog Matrix (25 minutes)</p> <ul style="list-style-type: none"> • Display the large Freaky Frog Research matrix anchor chart. Remind students that they have worked with the matrix during Unit 1. But in this lesson, they will complete the matrix based on the expert freaky frog they selected in the previous lesson (glass frog, water-holding frog, Amazon horned frog, or poison dart frog). • Ask them to turn and tell a partner what they remember about the chart. Solicit a few ideas from students. If students have not already noticed, identify the familiar language of the category labels: They have been working with this key vocabulary throughout the module (for example, <i>habitat</i> is “where something lives”). Also review the phrase <i>vivid words and phrases</i>. • Remind students that a matrix is a way to organize information and today they are going to organize the most important information they have learned about their expert freaky frog, just like they did with bullfrogs in Unit 1. • Briefly model based on the spadefoot toad. A conversation might sound like: “I know the spadefoot toad digs underground, so I’m going to write that in the category called <i>Behaviors</i>. In the next box over, I’m going to try to brainstorm vivid and precise words to describe this behavior. I know that a vivid word for dig is <i>burrow</i>, so I will write ‘burrows beneath the earth’s surface.’ • Briefly review the other categories on the matrix so students are clear about what information they should write about their freaky frog. Ask students to Think-Pair-Share one column of the matrix that they already would be able to fill in about their freaky frog. Cold call a few students to share their thinking. • Check for understanding: Ask students to show how well they understand the task with a thumbs-up, thumbs-sideways, or thumbs-down. Clarify the task as necessary. • Remind students that they have three resources to refer to if they need more information: <ul style="list-style-type: none"> – Their Freaky Frog reading recording forms (completed in Unit 2, Lessons 7–12) – The text Everything You Need to Know about Frogs and Other Slippery Things – Their Freaky Frog texts (from Lesson 1). • Distribute the Freaky Frog Research matrix to each student. Give students 20 minutes to work on their matrix. Students may work with a partner who has selected the same expert frog. Confer with students and provide guidance as needed. 	<ul style="list-style-type: none"> • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms. • Add nonlinguistic symbols to the Freaky Frog Research matrix to help clarify the categories. • Consider allowing students to work with a partner who selected the same expert freaky frog while planning and choosing details. Each student should complete their own organizer and write their own list of facts in the next session, but the thinking work could be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Conducting the Science Talk (25 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their Freaky Frog Research Matrix and gather in a circle on the floor or in chairs. Students should be in two concentric circles: an inner circle of students facing an outer circle, so each student has a partner. Be sure students can easily see and hear other students.• Display the Science Talk protocol for students to see. Briefly review the “Participating in a Science Talk” anchor chart with students and answer any clarifying questions. Tell students that after each conversation with a new partner, they will write one new fact they learned on a sticky note. Distribute 2 or 3 sticky notes to each student.• Display and review the suggested sentence frames to support students in their conversations. Instruct students to use their notes on their matrix to support their comments and questions. Remind students that they should direct their questions and comments to one another, not the teacher.• Direct students to begin the science talk by posing the question: “How does your freaky frog survive?”• Use the science talk criteria checklist during this time to monitor student progression towards the learning targets. Redirect and support students briefly if needed, but avoid leading the conversation. Encourage students to use the sentence frames to help clarify their thinking and enhance their communication skills.• After 4-5 minutes with their first partner, direct students to write down a new fact they learned on a sticky note.• Then ask them to rotate and begin a conversation with a new partner as directed by the teacher. Repeat this a couple of times as time permits.	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Science Talk: “When I saw/heard _____, I learned _____.” and “I wonder _____.”



Closing and Assessment	Meeting Students' Needs
<p>A. Science Talk Debrief (5 minutes)</p> <ul style="list-style-type: none">Refer back to the learning targets for the Science Talk. Ask students:<ul style="list-style-type: none">* "What new information did you learn from other experts today?"* "Based on our targets, what would you work on to improve your participation in our next Science Talk?"Allow students to share out with a peer sitting next to them, then cold call a few students to share with the whole class.	<ul style="list-style-type: none">Allowing students to share in small groups provides the opportunity for all students to share their voices.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this unit. Students should be reading a text from the recommended text list for the module. <p><i>Note: Prepare technology for Lesson 4:</i></p> <ul style="list-style-type: none">A few days from now, students will need access to computers and printers for this lesson. To prepare for this lesson, begin to arrange for computer access for students to search for freaky frog images.Figure out a system for students to print their freaky frog images.Consider bookmarking key research websites, with strong images, ahead of time for students. Please see supporting materials in Lesson 3 for a list of websites to consider.Water-Holding Frog: www.animalsandearth.com/docs/thumb/59/19261-water-holding-frog-cyclorana-platycephala-underground-in-skin-before-rain-central-australia.jpg; http://en.wikipedia.org/wiki/File:Cyclorana_platycephala.jpgAmazon Horned Frog: http://www.flickr.com/photos/11014423@N07/8358293886/in/photolist-dJArzh-dJuZmMPoison Dart Frog: http://bit.ly/1gO3Owk; http://bit.ly/1fbdReXGlass Frog: http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_(4).jpg; http://bit.ly/1eJIHYP	



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

Supporting Materials



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Freaky Frog Research Matrix Recording Form

Category	My freaky frog is the: _____	Vivid Words and Phrases
Habitat		
Life Cycle		
Predators and Prey		
Behaviors		
Physical Attributes		

Science Talk Protocol
For Teacher Reference

Tell students they are now going to participate in a Science Talk, just as real scientists do.

Have students gather in two concentric circles on the floor, with their journals. Be sure each student in the inner circle is facing a partner in the outer circle.

Pose the question: “How does your freaky frog survive?”

Invite students to begin the Science Talk.

Approximately every 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing a new partner.

Ask these new pairs to discuss the same question.

Students will move three times, so they have the opportunity to discuss the question, and make notations, with three of their peers.

As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Record on sticky notes any particularly intriguing comments made by students and additional questions that may arise during student discussions. Refer back to these in future lessons.



EXPEDITIONARY
LEARNING

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

Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card



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

I can write an informative/explanatory text. (W.3.2)

I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)

Supporting Learning Targets

- I can write the most important facts about my freaky frog on the Facts and Image side of my Freaky Frog Trading Card.

Ongoing Assessment

- First draft of Freaky Frog Trading Card: Facts and Image Side
- Criteria for Success (for first draft)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking the Learning Target (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)C. Peer Critique: Praise, Question, Suggest (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Star and Step Exit Ticket (10 minutes)4. Homework	<ul style="list-style-type: none">• In advance: Review the Module 2A Performance Task (in module level documents or on EngageNY.org) to have a clear vision of where students are heading throughout Unit 3. Plan to read this document aloud during the opening of this lesson.• The Freaky Frog Trading Cards students will create have two sides: the front Facts and Image side and the back research-based narrative paragraph side. In Lessons 3 and 4, students will work exclusively on the Facts and Image side of the card.• In this lesson students focus on the facts and in the next lesson they focus on the image. If students are keen to work on their image, explain that this happens in the next lesson.• Preview Model of Freaky Frog Trading Card: Facts and Image Side (see supporting materials).• Use the criteria in the 'Target' row on the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (see Supporting Materials) to create a bulleted list on chart paper to be the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart.• Decide whether students will use the suggested template, Freaky Frog Trading Card Facts and Image Side, or a more individualized template.• Review Criteria for Success for Freaky Frog Trading Card: Facts and Image Side.• Form student partnerships for the critique in Work Time Part C. Students should partner with somebody who has selected the same freaky frog.• Review Praise, Question, Suggest protocol (see Appendix 1).



Lesson Vocabulary	Materials
model, image, first draft, accurate, synthesis	<ul style="list-style-type: none"> • Module 2A Performance Task: Freaky Frog Trading Card (see module level documents or stand-alone document on EngageNY.org) • Model Freaky Frog Trading Card: Facts and Image Side (one per student and one to display) • Document camera • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (new; teacher-created; see Teaching Notes for guidance) • Freaky Frog Research Matrix recording form (begun in Lesson 2) • Template of Freaky Frog Trading Card: Facts and Image Side (one per student for a first draft) • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side (one per student) • Praise, Question, Suggest protocol (see Appendix 1) • Star and Step exit ticket (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all of their hard work as readers building expertise about freaky frogs. Tell them that today they are going to begin the creation of their Freaky Frog Trading Cards. Display and read the Module 2A Performance Task: Freaky Frog Trading Card and answer any clarifying questions. Tell students that later in the lesson they will talk about what makes a quality, or excellent, Facts and Image side of their trading card. In a few days they will begin working on the paragraph side of their trading card. • Display and distribute the Model Freaky Frog Trading Card and explain to students that a <i>model</i> is an example of something that we can use for guidance. We don't want to copy a model, but it can inspire our own work. Tell students that they will get to make their very own trading card about their freaky frog, too! • Have students read the learning targets aloud with a peer. Ask: "What will you be doing today?" and "How will this be different from the work you've done on other days?" Clarify with students that this day is about writing, and using all of the research they've collected to produce the Freaky Frog Trading Card: Facts and Image Side. 	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Developing Our Criteria for the Facts and Image Side of the Freaky Frog Trading Card (10 minutes)</p> <ul style="list-style-type: none"> • Tell students: “We’ve become experts on freaky frogs and it is time for us to share our expertise. In order for others to understand what we’ve learned, we are going to display our research on the Facts and Image side of a Freaky Frog Trading Card that you will share with others. Today, we’ll choose our key facts to include, and tomorrow we will work on putting this together with an <i>image</i>, or picture, of our frog.” • Using a document camera, project the Model Freaky Frog Trading Card: Facts and Image side for students to view again. Read through the information on the Facts and Image side of the card to explain which important information about the spadefoot toad was included in each box. Inform students that during the next two sessions they will work to create the Facts and Image side of their trading card, too. Today they will work on the writing the <i>first draft</i>, and tomorrow they will finish the writing and select a frog image. Remind students that <i>first draft</i> is a best first try and that they have written many drafts of texts so far this year. • Remind students that in order to meet the targets for today’s lesson, it will help to keep the criteria for success in mind. Keep the model projected so all students can see it. • Post the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart and read the criteria aloud. Ask students to consider how the model meets the criteria. Model how to evaluate the models alongside the criteria, saying: “I see here how the author made sure to have an important detail for each category from the matrix. That’s one way that he or she is meeting the criteria.” Continue thinking aloud by saying: “I also notice, when I look more closely, that these details are <i>accurate</i>.” Tell students that <i>accurate</i> means correct or true. Highlight the criteria: “I can write accurate and important facts about my freaky frog.” • Then, ask students: <ul style="list-style-type: none"> * “How do you see the author of this model incorporating the other criteria for success?” * Invite students to Think-Pair-Share and then call on students to share their partner’s responses with the whole class. • Point out to students that the writing is just a short list of facts, not complete sentences. Students should think about capitalizing proper nouns in their writing, but not the first letter since they are not writing full sentences. Answer any clarifying questions about the Criteria for Success before sending students off to work. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols on the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side • Consider providing copies of the Criteria for Success: Freaky Frog Trading Card: Facts and Image Side for students as they work. • Consider allowing students to work with a partner who selected the same expert freaky frog while planning and choosing details. Each student should write their own list of facts, but the thinking work could be done in pairs. • Students needing additional support may benefit from verbally sharing their feedback, instead of filling out the criteria list.



Work Time	Meeting Students' Needs
<p>B. Independent Work: Creating the Facts and Image Side of the Freaky Frog Trading Card (20 minutes)</p> <ul style="list-style-type: none">• Distribute students' Freaky Frog Research Matrix recording forms (from Lesson 2). Ask students: "How can you use this information to help you with your task today?" Help students see that this <i>synthesis</i> of their research is a natural starting point for today's task. A <i>synthesis</i> is all of the pieces of their frog research put together in one place.• Be sure students have needed materials: first draft paper, pencils, and the Template of the Freaky Frog Trading Card: Facts and Image Side. Make sure that students have access to their freaky frog texts. Suggest that students work near others who have selected the same frog, but remind them that this is an individual project they will be completing. Ask for any clarifying questions and then direct students to begin crafting their first draft.• Give students about 20 minutes to work. Circulate to confer with them to ensure that they are on target. Offer suggestions, answer questions, and push students as necessary. For example, ask the question: "What is the most important information you want to tell your reader about your freaky frog?" if students are selecting too much information for the card.	
<p>C. Peer Critique: Praise, Question, Suggest (15 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their drafts of writing and sit facing their critique partner. Partner students with another student who has selected the same freaky frog.• Distribute the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side for students to fill out to give their partner feedback. Point out that there is a column for students to record when they see evidence on their partners work of them achieving the standard, and there is also a column for students to record where they see places their partner could improve their work to achieve the target. Tell them to leave the final column blank, as that is for you, the teacher, to fill out.• Review the Praise, Question, Suggest protocol with students.• Ask students to decide who will present first, and who will critique. First they will just give each other oral feedback. After both partners have shared, they will have time to complete the rubric.• Presenter has 5 minutes to describe his or her draft and receive feedback from his or her partner.• Then students switch roles and repeat the process.• After both students have received feedback, direct students to fill out the Criteria for Success Freaky Frog Trading Card: Facts and Image Side for each other (they do not need to fill out the digital picture criteria).	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Star and Step Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to gather in a large circle, with each person sitting next to his or her debrief partner. Ask a few volunteers to share with the class the feedback they received from their partner in the Praise, Question, Suggest protocol that they plan on using in tomorrow's work time.• Distribute the Star and Step exit ticket. Ask students to identify one <i>star</i> (area of strength) and one <i>step</i> (area of improvement) on their ticket and attach it to their first draft. If time permits, students may also share their exit ticket with the large group using the sentence frames: "One of the criteria that I see in my Facts and Image side is _____," and "One of the criteria that I need to work on as I revise is _____."• Collect the exit tickets along with students' writing drafts and Criteria for Success.	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: For Lesson 4 on creating final drafts of their Facts and Image side, prepare final draft templates and any other materials students will need to use. Consider using card stock for the template if that is available.</i></p> <p><i>Review students' first-draft writing and provide additional feedback as necessary so students are prepared to write their final drafts of the Facts and Image side in the next session.</i></p> <p><i>Arrange for computer access for students for tomorrow's lesson.</i></p> <p><i>Designate a system for students to print their images.</i></p> <p><i>Consider bookmarking key research websites, with strong images, ahead of time for students. A list of recommended websites is included in the Websites for Freaky Frog Images Resource Page (Supplemental Materials, Lesson 4).</i></p>	



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

Supporting Materials




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Model Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
<i>Spadefoot Toad</i>	
Illustration/Image	
	
<p>"Picture of Spadefoot Toad". File Owner: Clinton & Charles Robinson. Made available for use via Creative Commons License.</p>	
Physical Characteristics	Life Cycle
<i>skin is marbled yellow, green and brown back feet are shovel-like</i>	<i>same as other frogs (egg-tadpole-frog)</i>
Habitat	Predators and Defense
<i>forests of North America</i>	<i>digs backwards into its hole so it can keep an eye out for predators</i>
Food	Behaviors
<i>insects</i>	<i>buries itself to avoid the heat of the day and stay moist</i>



Template of Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
Illustration/Image	
Physical Characteristics	Life Cycle
Habitat	Predators and Defense
Food	Behaviors



Criteria for Success for Freaky Frog Trading Card:
Facts and Image Side

Target	Evidence of Achieving Target	Suggestions for Improvement	Teacher Comments
I can use correct capitalization in my writing.			
I can spell grade-appropriate words correctly.			
I can write accurate and important facts about my freaky frog.			
I can include a high-quality digital image that accurately portrays my freaky frog.			



Star and Step Exit Ticket

1. Star: One of the criteria that I see in my work is . . .

2. Step: One of the criteria that I need to work on as I revise is . . .



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

Publishing: Facts and Image Side of the Freaky Frog Trading Card



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

I can write an informative/explanatory text. (W.3.2)

I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2b)

I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6)

Supporting Learning Targets

- I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card.
- I can select an image that shows my freaky frog's adaptations.

Ongoing Assessment

- Freaky Freaky Trading Card Facts and Image Side final draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)B. Unpacking the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)B. Selecting Images of Freaky Frogs (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students use the Internet to select images for the Facts and Image side of their Freaky Frog Trading Card. Bookmark sites where students can find digital images of their freaky frogs. (See Resources for Freaky Frog Images in supporting materials.)• All of the images on these websites can be copied into a word document and formatted to a size (2–3 inches) that fits the Template for Freaky Frog Trading Card: Facts and Image Side.• If access to computers is limited, consider implementing Parts A and B of Work Time simultaneously. Some students will engage in publishing while others rotate through the computer center to search for images. This will afford students ample time to complete their work. In this case, give all directions and models at the start of the lesson.• If students do not have access to computers and printers at all, consider the following art extension: Students may collaborate with a studio art teacher to create a scientific illustration of their freaky frog. Students would complete their illustrations outside of this one-hour literacy block.• Depending on access to technology, consider pulling small groups of students during another point during the day to select a digital image of their freaky frog.• In advance: Set up computer and printing access.• In advance: created a stapled packet for each student with his/her completed work from Lesson 3:• Draft Writing: Freaky Frog Trading Card• Facts and Images Side with Criteria List• Star and Step exit ticket• There are many fabulous images of freaky frogs available on the internet. Consider searching for some in advance to share with your students.



Lesson Vocabulary	Materials
final draft, select, image, audience	<ul style="list-style-type: none"> • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Template of Freaky Frog Trading Card: Facts and Image Side (one per student; new blank of the same template students received in Lesson 3; ideally printed on card stock) • Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart (begun in Lesson 3) • Model Freaky Frog Trading Card (from Lesson 3) • Websites for Freaky Frog Images Resource Page (for Teacher Reference) • Glue sticks

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Looking Closely at Images of Freaky Frogs (8 minutes)</p> <ul style="list-style-type: none"> • Gather students and tell them that they will get to use a computer to select a special image for the front side of their Freaky Frog Trading Card. • Before they choose, though, they will spend some time thinking about what makes a great image. Ask students to turn to pages 32 and 33 in the text Everything You Need to Know about Frogs and Other Slippery Creatures. Tell students: "As you look at the images, think about why the writer chose these specific images of the glass frog." Provide the sentence frame: "I see _____ in the picture, so I think the author wanted us to know _____." • Invite students to Think-Pair-Share and then call on a few students to share their thoughts with the whole group. Listen for students to say something such as: "The picture at the top of page 33 shows that the frog is transparent. This is an important adaptation of the glass frog." • Repeat with the images on pages 36 and 37. • After students have analyzed the images on these pages, tell them that they should begin thinking about what adaptations of their freaky frog they might want to show their <i>audience</i>: People who read their trading card. 	<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.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask them to read today's learning targets and discuss with a peer:<ul style="list-style-type: none">* "How do these targets relate to the work that you are doing to produce a Facts and Image side for your Freaky Frog Trading Card?"• Cold call a few students to share with the whole group. Clarify the meaning of the words <i>final draft</i>, <i>select</i>, and <i>image</i> as necessary.	
Work Time	Meeting Students' Needs
<p>A. Publishing Writing: Facts and Image Side of the Freaky Frog Trading Card (25 minutes)</p> <ul style="list-style-type: none">• Reiterate that today is the last day to work on the Facts and Image side of the Freaky Frog Trading Card. Remind them that it's important to incorporate the feedback from their peer critique into their final draft. Tell students: "I included feedback from our critique when I wrote my Stars and Steps exit ticket. Yesterday, I heard from my partner that I need to work on making sure I have the most important information for each attribute. I have a lot of details written, but I don't know if they are all important. I am going to choose the most important details for my final draft. After that, I am going to check my spelling."• Distribute students' Draft Writing from Lesson 3: Freaky Frog Trading Card: Facts and Image Side with the Star and Step exit ticket stapled to it. Direct students to share briefly with a peer the feedback they are going to incorporate into their final draft using their Star and Step exit ticket from yesterday. Call on a few students to share out what their partner said.• Tell students the process for creating the final drafts of their Facts and Image side:<ol style="list-style-type: none">1. Incorporate feedback and make changes on your first draft.2. Craft final draft on the provided template, and review for completion.• Clarify as needed. Make sure that the Template of Freaky Frog Trading Card: Facts and Image Side and writing utensils are accessible.• Then ask students to begin their independent writing. During this time, pull small groups or confer and direct students, as needed.• As students finish, invite them to read a book from the Unit 3 Recommended Texts List.	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.• Bookmark websites for each freaky frog group to make the selection process run more smoothly and efficiently.



Work Time	Meeting Students' Needs
<p>B. Selecting Images of Freaky Frogs (20 minutes)</p> <ul style="list-style-type: none">• Gather students back together and congratulate them on their stamina and strong work as writers. Tell them that next they will focus on the images.• Orient students to the Criteria for Success for Freaky Frog Trading Card: Facts and Image Side anchor chart from Lesson 3. Prompt them to think of specific ways in which they plan on meeting the criteria of: “I can select a high-quality digital image that accurately portrays my freaky frog.”• Explain to students their task: They need to gather images from electronic resources.• Model briefly. Show students a website with multiple pictures of a spadefoot toad. Ask students (see the Websites for Freaky Frog Images Resource Page in supporting materials):<ul style="list-style-type: none">* “Which of these images most clearly shows the freakiness of the spadefoot toad? Why?”• Encourage students to choose select an image that shows the foot of the toad.• Lastly, show students the printed version of this image, and talk through how it will be incorporated into the Facts and Image side they finished earlier in the lesson: Students will size their image (2–3 inches), cut it out, and glue it in the top portion of the Facts and Image side of their Freaky Frog Trading Card.• Tell students that once they find their frog image, they should ask for help to print it. Address any clarifying questions about the process.• Let students from the same research group work together. Provide computers and printers for students to find and print their freaky frog images. Distribute glue sticks as needed.• Give students 10–15 minutes to find their images. Pull small groups as needed to help them if they encounter technology problems.• Once students have determined which image they will use, help students print this image and glue it onto the final draft of their Freaky Frog Trading Card: Facts and Image Side.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing the Facts and Image Side of Our Freaky Frog Trading Cards (5 minutes)</p> <ul style="list-style-type: none">• Give students time to celebrate and share their completed Facts and Image side. Ask them to find a new partner and answer any questions the peer has about their freaky frog.• Provide a sentence frame for feedback: "I like how you _____," and "I learned _____."	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: If all students were not able to find, select, and print an image of their freaky frog, pull small groups of students during another point in the day to complete this task.</i></p>	



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

Supporting Materials



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Template of Freaky Frog Trading Card:
Facts and Image Side

Frog Name	
Illustration/Image	
Physical Characteristics	Life Cycle
Habitat	Predators and Defense
Food	Behaviors



Websites for Freaky Frog Images Resource Page
For Teacher Reference

Water-Holding Frog

www.animalsandearth.com/docs/thumb/59/19261-water-holding-frog-cyclorana-platycephala-underground-in-skin-before-rain-central-australia.jpg

http://en.wikipedia.org/wiki/File:Cyclorana_platycephala.jpg

Amazon Horned Frog

<http://www.flickr.com/photos/11014423@N07/8358293886/in/photolist-dJArzh-dJuZmM>

Poison Dart Frog

<http://bit.ly/1gO3Owk>

<http://bit.ly/1fbdReX>

Glass Frog

[http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_\(4\).jpg](http://commons.wikimedia.org/wiki/File:Flickr_-_ggallice_-_Glass_frog_(4).jpg)

<http://bit.ly/1eJIHYP>



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

Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card



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Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can produce writing that is appropriate to task and purpose (with support). (W.3.4)</p> <p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p> <p>I can sort evidence into provided categories. (W.3.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the criteria for a strong research-based narrative paragraph.• I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations.	<ul style="list-style-type: none">• Accordion Paragraph graphic organizer• Criteria anchor chart (whole class)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes) B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes) C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • The research-based narrative paragraph that students write for the back of their Freaky Frog Trading Card deliberately blends narrative and informational writing. Students will imagine they are a freaky frog and write in the first person about one category from their Freaky Frog Research matrix. The text <i>Bullfrog at Magnolia Circle</i> is one example of this type of writing. Students will revisit this material as a “mentor text” throughout upcoming lessons as they plan, draft, and revise their own paragraphs. • Note: In this lesson, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them both to understand and “own” the criteria for quality. A partially completed rubric has been provided in the supporting materials. This is just for your reference to guide students in how the ‘Meet’s’ column could be filled out. In this lesson students will help you determine the criteria and complete the first column. Ensure you complete the rest of the rows of the rubric before Lesson 7. • Review the Freaky Frog Research matrix for the spadefoot toad. • Review Model Freaky Frog Trading Card: Paragraph Side (back). • Review Freaky Frog Research-Based Narrative rubric and the Grade 3 ELA Expanded Rubric for Analytic and Narrative (PARCC draft) (see supporting materials). • Create a model Spadefoot Toad Accordion Paragraph graphic organizer to use during Part B of Work Time. • Create an anchor chart: Rubric for a Research-Based Narrative Paragraph (see supporting materials). • Review: Back-to-Back, Face-to Face protocol (see Appendix 1). • Use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., strong examples of using facts and details).



Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card

Lesson Vocabulary	Materials
criteria, research-based, narrative, first person	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (one per student and one to display)• Rubric for a Research-Based Narrative Paragraph anchor chart (new; teacher-created; see Supporting Materials and Teaching Note)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (one per student)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (for Teacher Reference only)• Model Freaky Frog Matrix: Spadefoot Toad (one per student)• Accordion Paragraph graphic organizer (one per student and one to display)• Freaky Frog Research Matrix recording form (from Lesson 2; students' completed copies)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Project and read aloud the Model Freaky Frog Trading Card: Paragraph Side with fluency and expression.• Invite students to Pair-Share something they noticed about the writing. Cold call a few to share their thoughts with the class.• Tell students that they are going to get to write amazing paragraphs like that about their own freaky frogs! These will become the paragraph side of their Freaky Frog Trading Card.• Tell the class that the process of writing these special paragraphs will begin today. Refer to the first learning target: “I can identify the criteria for a strong research-based narrative paragraph.” Explain that the first part of the lesson will help them identify <i>criteria</i> for the paragraph. Criteria are the reasons why something is good. Ask students to turn and tell a partner in their own words what the word <i>criteria</i> means. Cold call a student to share his or her definition and write it above the word <i>criteria</i> in the target.• Explain that <i>research-based</i> means that they will use all the information from their reading and research to help them write. They will go back to all the notes they’ve collected while reading about freaky frogs in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and the poison dart frog texts. They will use these facts from their research in their writing. It’s important that their facts and details are true. Again, ask students to partner share what the phrase <i>research-based</i> means in their own words. Call on a student to share what they heard their partner say and write the simple definition about the words <i>research-based</i> in the target.• Help students understand that the word <i>narrative</i> is another word for story. Ask students to repeat the word <i>narrative</i> and tell a partner about a <i>narrative</i>, or story, they love. Explain to students that this means the paragraph will sound a lot like a story, because they will pretend they are their freaky frogs when they write. If students are confused, tell them that they will look more closely at the paragraphs in just a few minutes.• Focus students on the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.” Tell them that this will be the first step they take to create the paragraph that will go on the back side of their trading cards.• Briefly review the writing process (i.e., planning, drafting, revising, editing, publishing). The work today will help them plan their writing.	<ul style="list-style-type: none">• All students developing language will benefit from direct instruction of academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> Remind students that they are writing a new type of paragraph for the back of the trading card. It is called a research-based narrative. Remind students that they have done lots of informational writing before, so they are now ready for a new challenge as writers! Display the Model Freaking Frog Trading Card: Paragraph Side again. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a criteria list. Read the paragraph aloud and ask: <ul style="list-style-type: none"> * “What makes this paragraph a strong example of a research-based narrative?” Use a sentence starter to model briefly for students: “I notice the author said in the text, so I think informational writing has .” (For example: “I notice the author said, ‘I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive,’ so I think a research-based narrative has a topic sentence that tells the reader what adaptation is the focus of the writing.”) Tell students they will read the model paragraph with a partner and identify criteria for quality they notice. They should give a thumbs-up when they have identified at least three criteria. Give students 3 minutes to read the model paragraph and discuss with a partner what they notice. Then focus students whole group. Remind them of the sentence starter to use when they share out: “I notice the author said in the text, so I think a strong research-based narrative has .” Cold call on students to share out what they noticed. Post the Rubric for a Research-Based Narrative Paragraph. Invite students to share their criteria and refer to the targets on the Writing a Freaky Frog Research-Based Narrative as a guide in recording a set of criteria in the ‘Targets’ column. Linger for a moment. Students may need support understanding <i>first-person</i> writing. Clarify with an explanation that might sound like: “When writers use the first person, they write with the words ‘I, me, or my.’ You will write your paragraphs in the first person because you are going to imagine being your frog! Won’t that be fun?” Answer any clarifying questions about writing in the first person. Continue reading through the criteria and answer questions as needed. Invite students to assist you in filling out the first column ‘Meets’ with a description of what students need to do to meet that target. Use the Research-Based Narrative Paragraph (for Teacher Reference) in the supporting materials as a guide. 	<ul style="list-style-type: none"> 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. Use Thoughtful Grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider writing and breaking down multistep directions into numbered elements. ELLs and other students who might struggle can return to these guidelines to make sure they are on track. Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs and others who find this task challenging to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.”• Tell students they will use information from their Freaky Frog Research Matrix recording form to focus in on a single category that shows a unique adaptation of their freaky frog. For example, they might choose to write about how their frog adapts to its habitat or how it protects itself from predators. Students should consider which category would be most interesting for their reader to learn about.• Project the Model Freaky Frog Matrix: Spadefoot Toad and the blank Accordion Paragraph graphic organizer. Remind students that in Unit 3, Lesson 2, they completed their own Freaky Frog matrix. Tell them that today’s focus is to find one category that describes an important adaptation of their frog.• Use the spadefoot toad matrix to point out one category that tells about a unique adaptation of the spadefoot toad. For example: “I think the most unique adaptation of the spadefoot toad is the little shovel on its back foot. I think it would be interesting to tell readers about how that helps the spadefoot toad survive.” Identify this as the <i>physical characteristics category</i> from the matrix.• Show students how to begin to complete the Accordion Paragraph graphic organizer. At the top of the <i>Topic</i> box, write down “spadefoot on back legs.” Think aloud about the next two boxes, inviting students to join in if they are ready. The think-aloud may be: “The <i>detail</i> is the spadefoot toad has a miniature, shovel-like tool on its back leg. I used the vivid and precise words ‘miniature’ and ‘shovel-like’ to describe it. Now I need to explain that it uses the shovel to burrow into the earth. I will write that in the <i>Explain</i> box on the graphic organizer.”• Continue to model how to complete the remainder of the Accordion Paragraph for the spadefoot toad.• Emphasize for students that they should just focus on a single adaptation as they work. This will help them write with many details about one of their frog’s adaptations instead of having to write a little detail about a lot of adaptations. Remind student that as growing experts, their job is to capture as many details and specific evidence. This will help them when they draft their paragraph in later lessons.	



Work Time (continued)	Meeting Students' Needs
<p>C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">Recap the steps in the planning process for students:<ol style="list-style-type: none">Select just one category from your Freaky Frog Research matrix.Use your Accordion graphic organizer to plan out what you want to tell your reader about how this category relates to the frog's adaptations.Remember to think about vivid and precise words you can use to paint a picture in your reader's mind.Distribute students' Freaky Frog Research matrix from Lesson 2, as well as blank Accordion Paragraph graphic organizers. Ask students to begin the planning steps (above).Circulate to check students' details and vivid and precise words in their Accordion paragraph organizer. Consider pulling small groups of students who may need additional support. If students struggle with the first person, remind them that they should imagine being that frog. Take one of the students' sentences and briefly model how to change it to the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their Accordion Paragraph graphic organizers back to a circle and find a partner to share.• Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face one another. On the count of three, students turn around, face their partner, and share the following:<ul style="list-style-type: none">* The category that they are focusing on* One important detail they plan to teach their reader about their frog's adaptations• Give students a moment to think. Use the sentence frames: "I chose the category _____. One important detail I will teach my reader is _____."	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame and 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">• Finish your Accordion Paragraph graphic organizer if you did not do so during class. <p><i>Note: Prepare sentence strips from Bullfrog at Magnolia Circle (see Lesson 6 supporting materials) and complete the final two columns of the rubric so that it is ready to give to students in Lesson 7.</i></p>	



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

Supporting Materials



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Model Freaky Frog Trading Card:
Paragraph Side

I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive. I have miniature shovels attached to my feet on my short and stubby back legs. These spades, which are kind of like fingernails, help me burrow beneath the earth's surface when I need to escape the scorching heat. I kick and dig, flipping clumps of dirt into the air. I excavate a perfect hole to keep me cool and safe from lurking predators. I absorb water through my skin, so the moisture from the damp earth also quenches my thirst. Because I am a nocturnal hunter, I climb out at night to stalk my prey. Before the sun rises, I use my special shovels to bury myself once again. My spade feet are my special physical adaptations that help me to survive!



Model Freaky Frog Matrix:
Spadefoot Toad

Category	My freaky frog is the: <i>Spadefoot Toad</i>	Vivid Words and Phrases
Habitat	<i>Lives underground</i> <i>Lives in the forests of North America</i>	<i>earth dweller</i> <i>leaves of the forest floor</i> <i>towering trees</i>
Life Cycle	<i>Same as other frogs (egg-tadpole-frog)</i>	
Predators and Prey	<i>Digs backwards into the hole so it can keep an eye out for predators</i> <i>Hunts at night</i>	<i>nocturnal hunter</i>
Behaviors	<i>Buries itself to avoid the heat of the day and to stay moist</i> <i>Drinks moisture through its skin</i> <i>Nocturnal—comes out at night to eat</i> <i>Sleeps during the day</i>	<i>excavates the soil</i> <i>burrows beneath the moist earth</i> <i>nocturnal hunter</i>
Food	<i>Eats insects</i>	<i>gulps down miniature six-legged critters</i>
Physical Attributes	<i>Marbled yellow, green, and brown</i> <i>Mostly brown</i> <i>Belly is pink and white</i> <i>Has raised orange spots on his body</i> <i>Black and gold eyes</i> <i>Vertical pupil</i> <i>Shovel-like foot on its back feet—uses it to dig backwards and bury itself inside a hole</i>	<i>Blend in with the earthy colors of the forest</i> <i>Tiny fingernail-like shovel on back feet</i> <i>Uses to bury itself</i>



Accordion Paragraph 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:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)	My narrative paragraph is written in the first person, is clearly research-based and includes at least three facts describing how I, acting as the freaky frog, survive.		
I can use accurate and important facts from my research to support my topic. (W.3.2 b)	All of the facts I have chosen to support my topic are accurate and important.		
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)	All of the words I have chosen are vivid and precise.		
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)	I have an opening sentence that clearly introduces the topic.		
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)	My conclusion clearly follows on from the rest of the narrative and wraps up the paragraph for the reader.		



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)	I have used the correct grammar, capitalization, punctuation and spelling throughout my writing.		



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

First-Person Writing Using Vivid and Precise Words



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can express ideas using carefully chosen words. (L.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use vivid and precise words to write first-person sentences about my freaky frog.	<ul style="list-style-type: none">Vivid and Precise First-Person Freaky Frog Sentences recording formExit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Revisiting Sentences from <i>Bullfrog at Magnolia Circle</i> (10 minutes)Unpacking the Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)Role-Playing: Performing Our Sentences (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none"><i>Bullfrog at Magnolia Circle</i> continues to serve as a model, or mentor text, for students. Using mentor texts plays an essential part in any literacy lesson. Mentor texts give students a vision for quality writing. Revisiting a text multiple times for different purposes deepens students' understanding of a text and of an author's craft or purpose.Review Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (see supporting materials).Make sure that students' completed Freaky Frog matrix (from Lesson 2) and their completed Accordion Paragraph graphic organizer (from Lesson 5) are easily accessible.Prepare <i>Bullfrog at Magnolia Circle</i> sentence strips.For Work Time Part C, students will need to be in groups of two or three with peers who have studied the same freaky frog.



Lesson Vocabulary	Materials
vivid, precise, first person	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book, one to display)• <i>Bullfrog at Magnolia Circle</i> sentence strips (one per student; see Teaching Note)• Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (one for display)• Spadefoot Toad Model Freaky Frog Research Matrix (from Lesson 3)• Accordion Paragraph graphic organizer for the spadefoot toad (from Lesson 5)• Vocabulary notebooks (from previous lessons)• Vivid and Precise First-Person Freaky Frog Sentences recording form (one per student)• Freaky Frog Research matrix (completed by students in Lesson 2)• Accordion Paragraph Graphic Organizer (completed by students in Lesson 5)• Index cards for exit tickets (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Sentences from Bullfrog at Magnolia Circle (10 minutes)</p> <ul style="list-style-type: none">• Gather students. Remind them of all the great work they have done as writers thinking about and planning the research-based narrative paragraphs for the back of their Freaky Frog Trading Cards.• Tell them that today as writers, they will work on using vivid and precise words. Before they begin writing, they will spend some time revisiting powerful sentences from <i>Bullfrog at Magnolia Circle</i> to remind them how Deborah Dennard uses vivid and precise words to paint a picture in her readers' minds.• Project and read aloud each <i>Bullfrog at Magnolia Circle sentence strip</i> as students follow along. Do not discuss the sentences at this point. The purpose of this reading is to refamiliarize students with the text before they read a sentence independently.• Distribute one sentence strip to each student. Ask students to silently reread their sentence strip and underline the most vivid and precise words in their sentence. Confer with students as needed to provide reading support.• Give directions. Tell students that in a minute, they will stand up, find a classmate with a <i>different</i> sentence, and take turns reading their sentence aloud to their partner. They will then tell their partner the words they identified as the most vivid and precise words and why they selected those particular words. Provide the sentence frame: "I read the word _____, and it helped me understand _____ about the bullfrog." Model this briefly with one of the sentences: "I read the word <i>emerged</i>, and it helped me understand how the bullfrog comes out of its winter home."• Ask them to begin. Every few minutes, ask students to find a new partner. Repeat as time permits.• Gather the class. Choose one or two sentences to discuss as a whole group. Cold call students to identify the vivid words and share how it helps readers understand the text and paint a clear picture in their mind. Tell students they will have a chance to write their own sentences with vivid and precise words later in the lesson.• Ask students if they came across any words that they didn't understand. If so, clarify the meaning of any unfamiliar words.	<ul style="list-style-type: none">• Provide nonlinguistic symbols above key words in learning targets to assist ELLs and other struggling readers in making connections with vocabulary.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Read the target aloud and identify vivid, precise, and first person. Briefly remind students that vivid means “bright or lively.” These are words that often stand out to a reader. Precise means “exact or specific.” These are words that help the reader know exactly what the writer is trying to say. Sometimes vivid and precise words are adjectives, describing words such as “muddy.” Sometimes they are verbs—action words such as “burrow.” And sometimes they are nouns—very specific words such as “bayou.”• Ask students to briefly Pair-Share what they remember about first-person writing. Invite a few students to share their ideas and clarify as needed so that students understand that when they write in the first person, they will pretend they are a freaky frog talking! They will use words such as “I,” “my,” and “me.” This will be a fun, new challenge for them as writers.	



Work Time	Meeting Students' Needs
<p>A. Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)</p> <ul style="list-style-type: none">• Use a document camera or large chart to show the Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences recording form. Think aloud about vivid and precise first-person sentences about the spadefoot toad. Refer to the two documents from Lesson 5:<ol style="list-style-type: none">1. Spadefoot Toad Model Freaky Frog Research Matrix2. Accordion Paragraph graphic organizer for the Spadefoot Toad• A think-aloud might be similar to: “I know that I am going to write about the little shovel attached to the spadefoot toad’s back foot. This adaptation makes the spadefoot toad unique. When I look at some of the vivid and precise words I have already brainstormed, I see that I used the words ‘miniature’ and ‘short’ and ‘stubby’ to describe its legs. My first-person sentence could be: ‘I have miniature shovels on my short and stubby back legs.’” Refer to this sentence on the teacher model.• Ask students to turn to a partner and identify the following:<ol style="list-style-type: none">1. The vivid and precise words you used.2. How your sentence shows the first person.• Invite a few students to share their ideas with the class.• If necessary, repeat with the second sentence on the teacher model: “My fingernail-like spades help me burrow beneath the moist earth.” Again, ask students to identify how this sentence meets today’s learning target.• Remind students that all good writers use capital letters and end punctuation, so they should be sure to use these conventions when they write, too. Check for student understanding before the work time and address any clarifying questions.	<ul style="list-style-type: none">• Consider allowing students to work in partnerships to brainstorm or confirm what to write on the Vivid and Precise First-Person Freaky Frog Sentences recording form. This will allow support for ELLs and other students who might struggle with this task.• Consider providing sentence starters with the word “I” and “My” to help students who may find it challenging to write in the first person.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will do this writing on their own because it is an opportunity for them to show that they understand vivid and precise words and first-person writing. However, consider allowing students to work in partnerships to brainstorm their ideas before they write. This writing will also help them as they begin writing the first drafts of their research-based narratives in the next lesson.• Remind students how they might use their vocabulary notebooks, Freaky Frog Research matrix, and Accordion Paragraph graphic organizer if they need support generating vivid and precise words for their first-person sentences. Give students a minute to gather their materials.• Distribute the Vivid and Precise First-Person Freaky Frog Sentences recording forms. Tell students that they can begin their sentence writing. Tell them to have fun writing as if they were their frog!• Circulate as students generate their sentences. Confer with students as they are writing.• If students finish their writing early, they may read a book from the recommended texts list for this unit.	
<p>C. Role-Playing: Performing Our Sentences (10 minutes)</p> <ul style="list-style-type: none">• Gather students and explain that they will now have a chance to act out some of the sentences they wrote. Remind them that they did something similar with sentences from <i>Bullfrog at Magnolia Circle</i> during Unit 1.• Tell students that they will work in groups of two or three with other students who have chosen the same freaky frog. (This will help them get some new ideas for the writing they will do tomorrow.)• Explain the process:<ol style="list-style-type: none">1. Gather in your groups.2. Choose your favorite sentence and read it aloud to your group.3. Your partner(s) will decide how to act it out.4. Repeat Steps 2 and 3 until everyone has had a chance to read and act out.5. Practice reading and acting out the sentences for the Pair-Share.• After a few minutes of reading and practicing their role-playing, pair students with another group. Invite them to share their role-plays with one another.• Collect students' writing to check their understanding of vivid and precise words and writing in the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Distribute index cards to students and refer students to the debrief question:<ul style="list-style-type: none">* “Why do writers use vivid and precise words?”Ask students to write one to two sentences explaining why it is important for writers to use vivid and precise words to express their ideas. Provide the sentence frame: “Writers use vivid and precise words because _____.”	<ul style="list-style-type: none">When asking ELLs to produce 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">Continue to read in your independent reading book for this unit. <p><i>Note: Review students' sentences. In Lesson 7, students will continue practicing writing in first person using vivid and precise words, when they write their first-draft paragraph as their mid-unit assessment.</i></p>	



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

Supporting Materials



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Bullfrog at Magnolia Circle Sentence Strips

1. In midwinter, Bullfrog emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Using his long webbed back feet, he swims through the duckweed to the edge of the bayou.
-

2. As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. His long sticky tongue shoots out and grabs the crayfish.
-

3. The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.
-

4. A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes.
-

5. Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab.



Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences

Directions:

Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1. I have miniature shovels on my short and stubby back legs.
2. My fingernail-like spades help me burrow beneath the moist earth.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

Directions: Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1.

2.

3.

4.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

5.



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

Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an informative/explanatory text. (W.3.2)</p> <p>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</p> <p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p> <p>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</p> <p>I can express ideas using carefully chosen words. (L.3.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog.• I can use vivid and precise words and phrases in my writing.	<ul style="list-style-type: none">• Students' first-draft writing



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Moving from Plan to First Draft (15 minutes)Mid-Unit 3 Assessment: Writing a First Draft (25 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Success and Challenge Exit Ticket (10 minutes)Homework	<ul style="list-style-type: none">This lesson involves modeling for students, based on teacher writing of a Freaky Frog Trading Card narrative paragraph about the spadefoot toad. Be sure to use the same model paragraph throughout Lessons 8 and 9.In Work Time Part A, the teacher provides a think-aloud and creates a first-draft paragraph. The steps are outlined in the lesson description. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process that writers take as they begin writing their first draft. What is most essential is to SHOW students the steps a writer takes to craft a coherent draft. Students need to see the teacher writing and see the decisions the teacher makes along the way. Students also need to be able to name the steps a teacher made at the end of the think-aloud so that they can apply those steps to their own writing.When using the Model Freaky Frog Paragraph first-draft document, be sure to leave space for revisions above the writing. Skip every other line to support this. In Lesson 8, you will use this model and add vivid and precise language to your writing. It is important to leave room when writing the draft so that the revisions are clearly visible for students.The mid-unit assessment involves students writing a first full draft. However, they are only formally assessed on two aspects of their writing which have been the focus of instruction: the use of first person, and the use of vivid and precise words and phrases. See the Sample Student First Draft in supporting materials for an idea of what to expect from students.Review the Teacher Model Draft Paragraph (see supporting materials) for guidance on how to model writing the draft paragraph with students.Note, after this Mid-Unit 3 Assessment, students do not use the Tracking My Progress form as they have done in past units. Rather, since this is draft writing, students name successes and challenges, to inform their revisions.



Lesson Vocabulary	Materials
criteria, success, narrative, point of view	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5)• Teacher Model Draft Paragraph (To be handwritten by teacher with the class)• Freaky Frog Research-Based Narrative rubric (from Lesson 5; one for display)• Teacher Model Freaky Frog Paragraph First Draft (one for display)• Sample student first draft (for Teacher Reference)• Document camera• Accordion Paragraph graphic organizer (completed by students in Lesson 5)• Vivid and Precise Word Sentences (completed by students in Lesson 6)• Mid-Unit 3 Assessment: Writing Prompt (one per student)• Exit Ticket: Success and Challenge (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Explain that they have been thinking about vivid and precise words and phrases in order for them to share their information in a way that engages the reader. Tell them that today, they are going to listen to the model paragraph again, but they are going to listen to how it sounds like a <i>narrative</i>. Remind students that a narrative means a story.• Display the Model Freaky Frog Trading Card: Paragraph Side on the document camera. Read aloud the model paragraph to students. Tell students:<ul style="list-style-type: none">* “Turn to a partner and tell them how this paragraph sounds like a story.”• Give students time to share and then cold call a few responses.• Tell them that today they are going to write the first draft of their narrative paragraph. Remind them of the planning work they did in Lesson 5 and the sentences that they crafted during Lesson 6. Explain to students that they are now going to use their planning work and the sentences that they wrote to help them write their first draft of their narrative paragraph.	<ul style="list-style-type: none">• Clarify vocabulary with ELLs. They can record new terms in their vocabulary notebooks.• Because this is an assessment, all learners should complete this first draft independently. Display the model writing for all students to refer to in this lesson.• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>B: Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud. Reread: “So that it sounds like a story from the point of view of my frog.” Ask students:<ul style="list-style-type: none">* “Talk to your partner. What does it mean for your writing to sound like a story from the point of view of my frog? What will you need to do as a writer today?”• Give students a minute to share their thinking. Then cold call a few students for responses.	



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on the good planning they have already done for their paragraph. Tell them that their sentence writing from the previous lesson is going to help them. • Display the Freaky Frog Research-Based Narrative rubric and focus on the Organization section of the criteria. Explain that today as they begin their first draft, they should think about how they are going to use their plan and their sentences to help create the whole paragraph. Tell them that what they want to think about today is making their paragraph sound like a story. • Read aloud the three criteria in the Organization section as students follow along. Focus on the words: “introduces my reader,” “use important facts,” and “wraps up the paragraph for my reader.” Say: “That’s what is going to help us make our narrative paragraph sound like a story. It means that our paragraph needs to have a beginning, middle, and end.” • Explain to students that before they get started on their own first draft, you are going to write your first draft and model your thinking as a writer as you do that. Explain to them that their job is to listen closely and watch the decisions you make as a writer. Display the Model Freaky Frog Paragraph first draft document. Read the vivid and precise word sentences aloud to students: <ul style="list-style-type: none"> * “I have miniature shovels on my short and stubby back legs.” * “My fingernail-like spades help me burrow beneath the moist earth.” • Say: “Those sentences are great on their own. They have vivid and precise words and phrases that will help my reader know about the spadefoot toad. But, when I look at the criteria, I know I have to make my writing sound like a story. That means I need to introduce my topic to my reader, use my facts to give my reader information, and then wrap it up for my reader. To put my sentences together, I have to think about how they make a narrative, or story.” • Think aloud: “I know that my first sentence shouldn’t be one of these sentences. None of those sentences sounds like a beginning. I need to introduce my reader to my spadefoot toad. I need to tell my reader who I am.” • For the rest of this think-aloud, model writing the first draft on the next part of the document entitled: My First-Draft Paragraph. Write as you think aloud. Write this as a paragraph. • Write: I am the spadefoot toad, and I have a special tool that helps me survive. • Say: “That sounds more like a beginning of a story.” “I think now I have to tell my reader about what my special tool is. Now I think I will use one of my sentences.” 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. • When ELLs are asked to produce language, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required. • For students needing additional support, consider providing a word bank developed to work with the specific student’s writing plan. • For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs. • For struggling learners, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Check off the first sentence at the top of the document.• Write: I have miniature shovels on my short and stubby back legs.• Think aloud: "I like that sentence as my next sentence because it describes the one attribute of my frog that I chose from my matrix. It also gives a picture to my reader because of my vivid and precise words and phrases."• Read aloud sentence 2 on the top of the Model Freaky Frog Paragraph first draft.• Think aloud: "That's a good sentence, but I don't think my writing will sound like a story if I just put it next. I think I have to tell my reader what I do with my shovels."• Write: I use my feet to dig in the ground during the day and stay out of the heat. I sleep in the day. I go out at night.• Think aloud: "That helps my reader know what I do and it sounds like a story."• Continue to think aloud: "I think the next thing I need to do is make an ending sentence. I have a sentence that I wrote the other day that I think would be a great last sentence."• Write: My spade feet are my special physical adaptations that help me to survive!• Pause and ask students: "Now that you have watched me write my first-draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer."• Give students a minute or two to talk to their partner. Then cold call a few. Listen for: "You thought about how your paragraph would sound like a story," "You didn't just put your sentences together," and "You thought about beginning, middle, and end."• Explain to students that their job today will be to use their sentences and their plan for their writing, but they will need to think about how to organize their writing into a story. Explain that they won't be able to just put their sentences together in a row. They are going to have to think about the beginning, middle, and end of their writing.	



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment: Writing a First Draft (25 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their materials: pencils, Accordion graphic organizer (from Lesson 5), and their Vivid and Precise Word Sentences (from Lesson 6).• Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things:<ul style="list-style-type: none">– Make your paragraph sound like a first-person narrative.– Use vivid and precise words and phrases.• Distribute the Mid-Unit 3 Assessment: Writing Prompt and the rubric to students. Address any clarifying questions.• Give students approximately 20 minutes to draft. Circulate to answer clarifying questions. Because this is an assessment, students need to write independently. Remind students to use their planning tools to help them with their first draft.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice.• Distribute the exit ticket: Success and Challenge. Tell students that as writers, they will often find that when they write, they will experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. They will also find that some things are a challenge for them. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers.• Display the exit ticket: Success and Challenge. Briefly model something that was successful for your first draft and something that was a challenge. This could look like: "A success for me was using my sentences. I liked the sentences I had written the other day and it was easy to use them. A challenge for me was adding more sentences so it sounds like a story."• Ask students to think for a minute and reread their paragraph if they need to. Then, have them complete their exit ticket.• If time permits, invite students who are willing to share with the whole group what they named as their success and challenge.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame and 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">• Continue with your independent reading book. <p><i>Note: In Lesson 8, students will need their first drafts in order to begin revising. If possible, review students' Mid-Unit Assessment: First-Draft Writing before Lesson 8. Use the rubric in the supporting documents to assess students' drafts. Focus on students' use of first person and vivid and precise language.</i></p> <p><i>If this is not possible, then photocopy students' first drafts; keep the copy to assess, and return students' original for them to use during Lesson 8. Be sure, however, to assess students' first drafts (using the rubric) before Lesson 9. In that lesson, students will use this rubric to make a plan for their next steps in revision. They will need your comments.</i></p> <p><i>The model that you created as a first draft will be used again for Lesson 8, in order to model how to revise first-draft writing to add even more vivid and precise language.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Mid-Unit 3 Assessment:
Writing Prompt

Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.



*I have miniature shovels on my short and stubby back legs.
My fingernail-like spades help me burrow beneath the moist earth.
My spade feet are my special physical adaptations that help me to survive!*

My First-Draft Paragraph

[illegible]



Exit Ticket:
Success and Challenge

I can write a first draft of my Freaky Frog Trading Card so that it sounds like a story from the point of view of my frog.

I can use vivid and precise words and phrases in my writing.

1. Success—One success that I had writing my paragraph was:

2. Challenge—One challenge that I had writing my paragraph was:



Sample Student First Draft
For Teacher Reference

I am a amazon horned Frog. I have horns on the top of my hed. They help me hid under leaves I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and cach my food with my big mouth. My big mouth helps me survive becuase I can cach my prey and eat it hole

Corrected Draft:

I am an Amazon horned frog. I have horns on the top of my head. They help me hide under leaves. I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and catch my food with my big mouth. My big mouth helps me survive because I can catch my prey and eat it whole.



Teacher Model Draft Paragraph
To Be Handwritten By Teacher

The Spadefoot Toad

I am the strange but amazing Spade Foot Toad who has a special tool that helps me survive I have miniature shovels attached to my feet on my short and stubby back legs. These spads, which are kind of like fingernails, help me burrow beneath the earth's surface when I need to escape the scorching heat. I kick and dig, flipping clumps of dirt into the air. I excavate a perfect hole to keep me cool and safe from lurking predators. I absorb water through my skin, so the moisture from the damp earth also quenches my thirst. Because I am a nocturnal hunter, I climb out at night to stalk my prey. Before the sun rises, I use my special shovels to bury myself once again. My spade feet are my special physical adaptations that help me to survive!



EXPEDITIONARY
LEARNING

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

Revising: Using Vivid and Precise Verbs and Adjectives



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can express ideas using carefully chosen words. (L.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives.	<ul style="list-style-type: none">Students' word choice revisions



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (5 minutes)B. Unpacking the Learning Target (5 minutes)2. Work Time<ol style="list-style-type: none">A. Words That Work Warm-Up (10 minutes)B. Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes)C. Revision Work Time (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Concentric Circles (5 minutes)4. Homework	<ul style="list-style-type: none">• In advance: Review students' first-draft writing (from their mid-unit assessment, Lesson 7) to identify words for the Words That Work activity.• Generate words for the Words That Work activity. A model has been provided, but adapt to meet your students' needs. Students will practice using vivid and precise words to help them make revisions to their first draft. Review Part A of the work time to have a vision of what words might go on this chart. Use students' first-draft words if they are applicable.• Create an anchor chart: Words That Work.• Access the Model Paragraph first draft (created in Lesson 7). Review the steps in Work Time Part B of this lesson.• This lesson includes a think-aloud similar to that in Lesson 7. The purpose is again to show students the thinking behind writing. Show students the decisions a writer makes to create effective and engaging writing. Review Part A of Work Time to envision this think-aloud. Do not feel obligated to do this think-aloud verbatim; the important thing is to model the decision-making a writer makes while revising.• Review Concentric Circles protocol (see supporting documents).

Lesson Vocabulary	Materials
revise, vivid, precise, first person, point of view, express, ideas, describing	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5)• Document camera• Small whiteboards, markers and erasers (if whiteboards are unavailable, use index cards)• Words That Work anchor chart (new; teacher-created; see supporting materials)• Model Freaky Frog Paragraph first draft (created in Lesson 7)• Highlighters (one per student)• First drafts of students' Freaky Frog Narrative paragraphs (written by students for their Mid-Unit 3 Assessment, from Lesson 7)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their first-draft writing from Lesson 7. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (Refer back to the writing process if necessary to clarify where students are in their journey as writers.) Today they will use their word power to keep adding even more vivid and precise words based on their first drafts.• Tell students: “Let’s listen again to our model Freaky Frog Trading Card narrative paragraph. Listen carefully for any vivid and precise words you hear.” Display the Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5) on the document camera. Explain that they have heard this paragraph in the last lesson. In that lesson, they were listening to how the paragraph sounded like a story. Explain that today their job is to listen specifically for vivid and precise words. Read aloud the paragraph. Invite students to Think-Pair-Share a vivid and precise word they heard. Remind them that vivid and precise words will help them clearly express, or share, the important information about their freaky frog with the reader. Reaching today’s target will help them write a more informative and interesting paragraph on their Freaky Frog Trading Card.	<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.
<p>B. Unpacking the Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Read aloud the target. Remind students that they have already been working on using vivid and precise words. In Lesson 7, they focused on two aspects of their writing: using vivid and precise language and making their writing sound more like a first-person narrative, a story told from the point of view of their freaky frog.• Now, they get to revise their paragraphs to be sure that all their sentences have vivid and precise language for their reader by looking at their action words (verbs) and by looking at how they describe their frog.• Point out that the word <i>revise</i> means literally “to look again.” They are looking at their writing again to see how to make it even better.	



Work Time	Meeting Students' Needs
<p>A. Words That Work Warm-Up (10 minutes)</p> <ul style="list-style-type: none">• Say: “We are going to work on building our frog characteristic word power to improve the vivid and precise words in our writing.” Distribute small whiteboards, markers, and erasers (or index cards and markers) to students.• Display the Words That Work anchor chart. Explain that there are words that work to describe a thing, and words that work to describe an action, or a verb. Read the first word on the list (“jump”), and tell students to write a Word That Works—a more interesting descriptive word (synonym)—on their whiteboards (e.g., “leap,” “hop,” “bound”).• Ask students to hold up their whiteboards with a more descriptive word. Write three to five of the strongest student words on the chart and give a brief explanation why those are strong words.• Continue this process with the remaining words on the list. Consider adding words from students’ first draft writing onto the left side of the page and any strong words from students’ writing.• Post these words for student reference as they continue their word revisions during the lesson.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Considering strategic pairs of students for the Words That Work activity (i.e., pair students with a larger bank of vocabulary with students who need more support).• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes)</p> <ul style="list-style-type: none">• Display your Model Paragraph first draft created in Lesson 7. Say to students: “Let’s look together again at my first draft. Remember that I used my vivid and precise word sentences, but I also added some sentences to that because I was working on giving my reader information about my frog’s characteristic. I also want to look at my VERBS to see if I am describing the action vividly. I’m going to read my paragraph aloud and I want you give a thumbs-up if you hear a vivid and precise word or phrase.”• Read the paragraph aloud as students follow along. Invite students who raised a thumb to share a vivid and precise word they heard. Circle the words students identify.• Tell students that you are going to show them how thoughtful writers might revise for words that best express their learning about a topic. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.• Read aloud your first sentence: “I am the spadefoot toad who has a special tool that helps me survive.”• Think aloud: “I don’t think I can add a vivid and precise action word here, because I am just introducing my frog. I just say that I am a spadefoot toad. That isn’t very interesting, and it doesn’t tell the reader something about my frog. I think I am going to add a few words that capture what I think about my frog.”• Write above your original sentence, inserting a caret mark or a V to show that you are adding something to your writing: <i>strange, but amazing</i>.• Reread the sentence: “I am the strange, but amazing spadefoot toad who has a special tool that helps me survive.”• Think aloud: “This has more vivid and precise words. It helps my reader know more about my frog. Let me keep reading to see what I might add to my first draft.”• Model contemplation as you read quietly for half a minute. Then pause at: “I use my feet to dig in the ground during the day and stay out of the heat.”• Think aloud: “When I read this, I can see that it shows some action, but I don’t think it has any vivid or precise words. I think I need to change this.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Write above the sentence, using the caret or arrow symbol: <i>I kick and dig, flipping clumps of dirt into the air.</i>• Think aloud: “<i>Kick, flipping, and clumps</i> sound much better. It still sounds like a story, but now my reader has a picture of what my frog does with its shovels.”• Continue to model reading your paragraph.• Think aloud: “Hmm, I see that here I just say ‘I sleep in the day.’ That isn’t very vivid or precise. I think I need to find a different way to make my reader know why I sleep in the day and what I do. I remember one of my books about the spadefoot toad talked about how the spadefoot toad needed to stay safe from predators. I remember that a vivid word we found was ‘lurking.’ I think I want to use this word.”• Insert above the original sentence: I excavate a perfect hole to keep me cool and safe from lurking predators.• Think aloud: “That sounds better. It gives the reader a clear idea of why I sleep at night.”• Then say: “I am going to pause now from my writing and ask you to think about what you noticed me doing as a writer.”• Ask students to think about the things they saw you do as a writer. Say:<ul style="list-style-type: none">* “What did you see me thinking about as I revised my work? Talk to your partner about the steps I took as a writer.”• Give students a minute to share their thinking. Then cold call a few students to share with the whole group. Listen for things such as: “You read your sentences and added vivid and precise words,” “You thought about what your reader needed to know about your frog,” and “You reread your sentence after you revised it to see how it sounds.”• Explain to students that they are going to do the same things that you just did. They are going to revise their writing, looking for how they can make their writing more vivid and precise. Refer them to the target for the day again.	



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Work Time (25 minutes)</p> <ul style="list-style-type: none">• Distribute students' materials: highlighters and First drafts of students' Freaky Frog Narrative paragraphs.• Give the class 20 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.• If students are stuck, provide further instruction by helping them identify words that could be made stronger or by supporting students to select a synonym for a word they have already identified. Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none">1. Gather the group with their first draft and the Words That Work anchor chart.2. Have students reread their own first drafts, looking for their own Words That Work.3. Review the chart and ask students to think about what words on this chart might help their own writing.4. Have students think about the words they might want to use and write them on a sticky note.5. Give students an opportunity to share with each other what they chose. Depending on the group size, pair them together for this, or ask each student to share with the whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)• Prompt them to select three words that they revised during today's writing. As students share with a peer; they may use the sentence frame, "I changed the word _____ to _____. I think this will help my reader _____." Be sure each person has a chance to speak.• Ask students to rotate to the left. Repeat the share two more times.	<ul style="list-style-type: none">• 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' drafts. If you did not complete this after Lesson 7, be sure to complete the teacher comments section on each students' Freaky Frog Research-Based Narrative rubric before Lesson 9.</i></p> <p><i>Heads-Up: A week from now you need to have organized a real audience for the trading card share—whether it's others within the class, students in a different class, families, etc. This sharing may happen within the lesson or during some other time, depending on the audience.</i></p>	



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

Supporting Materials



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Words That Work!

VERBS that describe an ACTION the frog does:
jump dig swim
ADJECTIVES that describe a frog:
green small big
NOUNS that describe a frog's habitat:
water tree land



Concentric Circle Protocol

Procedure

- Students should be arranged in two concentric circles facing each other.
- The first pair of students facing each other will have a specified amount of time to take turns and share their first word, using the sentence frame.
- When the signal is given, the inside circle rotates one spot to the left. This new pair then shares with each other (again taking turns) their second word using the same sentence frame.
- A signal is given for the third and final time. Students move one more time to form a new and final partnership. Students share their third and final word using the sentence frame.



EXPEDITIONARY
LEARNING

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

Final Revision: Using Feedback and Criteria



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

I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2)
 I can use conventions to send a clear message to my reader. (L.3.1)
 I can use coordinating and subordinating conjunctions. (L.3.1h)
 I can write simple, complex, and compound sentences. (L.3.1i)
 I can express ideas using carefully chosen words. (L.3.3)
 I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
 I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Targets

- I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).

Ongoing Assessment

- Drafts of student writing with evidence of revision based on rubric.

Agenda

1. Opening
 - A. Engaging the Writer: Read-Aloud of Freaky Frog Trading Card (5 Minutes)
 - B. Unpacking the Learning Target (5 minutes)
2. Work Time
 - A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)
 - B. Student Work Time: Choice Revision (35 minutes)
3. Closing and Assessment
 - A. Debrief: Reflection on Revision Goal (5 minutes)
4. Homework

Teaching Notes

- In Lesson 7, students completed an exit ticket about their successes and challenges in writing their first draft.
- Exit tickets serve as a formative assessment of what students self-identify as difficult. Combined with completed rubric, exit tickets provide information about students' needs. Consider using this information to pull a smaller group of students for targeted instruction based on what they identified as challenging with their writing.
- This lesson focuses on revising the paragraph side of the trading card, since the CCSS focus is on paragraph writing. Consider adding more time for students to revise the front side as well.



Lesson Vocabulary	Materials
feedback, criteria, strengthen	<ul style="list-style-type: none"> • Model Freaky Frog Trading Card paragraph (from lesson 5; one to display) • Freaky Frog Research-Based Narrative rubric (with teacher feedback about Freaky Frog Narrative Paragraph; one for each individual student) • Revision Goal recording form (one per student) • Freaky Frog Narrative Paragraphs (written by students in Lessons 7 and 8)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Paragraph (5 minutes)</p> <ul style="list-style-type: none"> • Explain to students that they are close to completing both sides of their trading card. Say: “We have looked at your narrative paragraph many times, but today let’s take a look at it one more time. This time, think about what does this card show what we have learned about writing?” • Project on document camera and read aloud the narrative paragraph of the Model Freaky Frog Trading Card. Give students a minute to talk with a partner. Cold call a few responses. Look for students to identify the aspects of writing they have worked on: vivid and precise words, knowing their frog well, and being able to tell a story. This is intended to help students see how much their cards are going to show about their learning and skills as writers. Celebrate what they identify and what they have learned. • Congratulate students on their hard work on their own trading cards. Tell them that in this session they will use <i>feedback</i>, or helpful comments, to strengthen their writing. Just like they need stamina to be strong readers, they will need to show stamina as writers today to make their informational paragraphs the best they can be. They will each use the rubric completed by the teacher to revise their writing. Remind them that they looked at this rubric in Lesson 7 before they began their first draft. 	<ul style="list-style-type: none"> • For struggling writers, select ONE target on the rubric for students to focus their revision work on and make it more manageable for them.
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Read the target aloud: “I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph.” Ask students to think about how feedback has helped their writing in the past. Give students a minute to think and talk with a partner. Then cold call one or two students to share their thinking. Congratulate students again for their hard work revising their writing in the past. 	



Work Time	Meeting Students' Needs
<p>A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)</p> <ul style="list-style-type: none">• Display and briefly review the completed Freaky Frog Research-Based Narrative rubric.• Return each student's rubric with teacher feedback (see Teaching Note in Lesson 7). Give students a few minutes to look at their feedback and ask any clarifying questions.• Remind students that today they are focusing their revision on their Freaky Frog narrative paragraph (the back side of their card.) Distribute the Revision Goal recording forms. Give students a few minutes to set one or two revisions goals for this session, based on the rubric categories themselves as well as on the specific teacher feedback they received. Remind students that today they are focusing their revision on their research-based narrative paragraph (the back side of their card).• Then ask students to share their goal with a partner.• Tell students that they will have a chunk of work time today to reach their revision goals. They should work hard to build their writing stamina and to make their paragraphs strong.	<ul style="list-style-type: none">• Considering adding nonlinguistic symbols to the Freaky Frog Trading Card Research-Based Narrative rubric to help students have a clear understanding of the criteria.• Work with small groups of students with similar revision needs as appropriate.
<p>B. Student Work Time: Choice Revision (35 minutes)</p> <ul style="list-style-type: none">• As students work, consider the following strategies to manage time and support student learning:<ul style="list-style-type: none">– Give students time checks and reminders throughout the work time. (For example, set a timer for 15 minutes. After the time expires, ask students to put a thumb up if they are making progress toward their goal.) Check in with students who need support to make progress toward their goal. Repeat by adding more time to the clock and checking student progress throughout the work time.– Pull small groups of students for more targeted instruction. (For example, if there is a group of students who need support with topic sentences—which were formally taught and assessed in Module 1—this would be an ideal time to meet with them.)• Confer with students as they revise and refer them to their criteria checklist and other writing tools as necessary.	<ul style="list-style-type: none">• Make sure students have easy access to all the tools/resources they need to write and revise. This includes: their frog research journals, attributes matrix, vocabulary notebooks, and criteria list. It is helpful for all of these resources to be organized in an accordion folder or binder so students can manage their materials easier.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Reflection on Revision Goal (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather as a group. Ask them to complete sections 2 and 3 of the revision goal form. If time permits, students may share their revision goal and successes with a partner.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' revised writing and Revision Goal recording forms. Provide another session for revision if necessary to meet students' needs.</i></p> <p><i>Lesson 10 will focus on editing at the sentence level. Just like in the revision lessons, you will model for students HOW you edit and what you do as a writer. Students will need to see you making corrections. Use your model paragraph from Lesson 7 or 8. Ensure that you have some spelling and capitalization errors to fix. Review the Conventions Checklist in Lesson 10 and create your model based on things to fix. A model has been provided in the Lesson 10 supporting materials, but will need to be handwritten by you so that students see you writing and correcting your work.</i></p>	



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

Supporting Materials



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Revision Goal Recording Form

1. Based on your Freaky Frog Trading Card Informative Paragraph Content Checklist, what are two goals you have to make your writing stronger?

2. What did you do to strengthen your writing in today's lesson?

3. Do you have any questions or needs as a writer?



EXPEDITIONARY
LEARNING

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

Editing: Polishing Our Writing



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

I can use conventions to send a clear message to my reader. (L.3.2)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Targets

- I can capitalize appropriate words in titles.
- I can spell words that have suffixes added to base words correctly.
- I can use resources to check and correct my spelling.

Ongoing Assessment

- Conventions Criteria checklist
- Students' edited writing

Agenda

1. Opening
 - A. Engaging the Writer: Recapping Our Journey as Writers and Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Reviewing Editing Conventions and Preparing to Edit (15 minutes)
 - B. Polishing Writing: Editing Conventions (30 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework

Teaching Notes

- In advance: Prepare Draft Model paragraph (see Lesson 9 teaching note). A model has been provided in supporting materials. However, you will need to handwrite this draft so students can see the revision process in action.
- In this lesson, students will edit their work. Be sure to delineate the difference between revising (the work of Lessons 8 and 9) and editing. Revision is to look again at one's work to see how to make it a stronger piece of writing. Editing is polishing the existing writing for small details and corrections.

Note: The draft model paragraph included in the supporting materials intentionally includes misspellings and grammatical errors.



Lesson Vocabulary	Materials
editing, revising, grade-appropriate, craftsmanship, suffixes	<ul style="list-style-type: none">• Freaky Frog Narrative Paragraph Conventions checklist (one per student)• Model Freaky Frog Paragraph first draft (created in Lesson 7)• Freaky Frog Narrative Paragraphs (written by students in Lessons 7 and 8)

Opening	Meeting Students' Needs
<p>A. Opening: Engaging the Writer: Recapping Our Journey as Writers and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Recap the writing journey students have been on with their research and writing. They have planned, drafted, and revised their paragraphs. Highlight for them specific moments or aspects of the work they have done as writers. Congratulate them on their hard work. Remind them that they are almost ready to be able to share their writing and celebrate their hard work. Ask students:<ul style="list-style-type: none">* “What are you most proud of as a writer?”• Have students think, then talk with a partner about the things they are particularly proud of as a writer during this process. Cold call a few responses. Ask students:<ul style="list-style-type: none">* “How do you think <i>editing</i> writing is different than <i>revising</i> writing?”• Give them a minute to talk about this and then cold call a few students for responses. If needed, guide them to understand that <i>editing</i> means that they are making changes to fix spelling, capitalization, and punctuation. Read the learning targets with students. Clarify the words <i>capitalization</i>, <i>spell</i>, <i>resources</i>, and <i>punctuation</i> as needed.• Remind students that when they edit their writing for these conventions, their work reflects <i>craftsmanship</i>, which is another word for care and quality in presentation.	<ul style="list-style-type: none">• For struggling learners, prioritize words for students to edit. Pre-identify the words students should focus on.



Work Time	Meeting Students' Needs
<p>A. Reviewing Editing Conventions and Preparing to Edit (15 minutes)</p> <ul style="list-style-type: none">• Model for students how to use the Freaky Frog Narrative Paragraph Conventions checklist and their draft writing to edit their spelling and capitalization.• Display the Conventions checklist. Read the targets aloud. Display your Model Freaky Frog Paragraph first draft (created in Lesson 7).• Explain to students that you are going to model how you use the checklist to help edit the most recent draft of your paragraph. Explain that you are going to ask them to help you if they see something that needs fixing.• Think aloud: “Let me read my paragraph aloud to see how I can use this checklist to help me edit my work. I know I am looking for spelling and punctuation as I read.”• Read aloud the title and pause: “Well, I already see that I have to capitalize the <i>T</i> in “the,” and the <i>s</i> in “spadefoot,” and the <i>t</i> in “toad.” Cross out the lowercase <i>t</i> and put a capital <i>T</i> above it. Continue with this kind of editing throughout.• Ask students if they see anything else. If they don’t note that toad is misspelled, catch it for them and fix it.• Continue on reading the next few sentences. Note that there is no punctuation in those sentences, so as you read aloud, emphasize that you are not pausing or stopping.• Stop after “short and stubby legs.”• Think aloud: “Something doesn’t sound right. Does anyone have an idea that can help me? I am not sure.”• Invite students to offer suggestions. Guide them to noticing that there is a missing period and missing commas. If necessary, read the sentence aloud again without the pauses and try then to read it aloud with a pause and correct the punctuation.• Continue reading the next sentence. Say the word “spads” correctly, but pause, and say: “This doesn’t look right. Am I missing something?”• Invite students to identify the need for an <i>e</i>. If they don’t do that, model for them and add an <i>e</i> to form the word <i>spades</i>.• Display the Conventions checklist again. Say: “Now, once I went through my whole paragraph, I will fill this out for myself. I will mark where I think I am with my conventions.”• Explain to students that they are now going to go through their own work and make their edits. Address any clarifying questions.	<ul style="list-style-type: none">• Considering adding nonlinguistic symbols to the Freaky Frog Trading Card Research-Based Narrative rubric to help students have a clear understanding of the criteria.• Work with small groups of students with similar editing needs as appropriate.



Work Time (continued)	Meeting Students' Needs
<p>B. Polishing Writing: Editing Conventions (30 minutes)</p> <ul style="list-style-type: none">• Distribute students' revised Freaky Frog narrative paragraphs (written by students in Lessons 7 and 8).• Remind students to use their Conventions checklists to identify what they need to work on.• Give students approximately 25 minutes to edit their writing for correct capitalization, spelling, and punctuation. Invite students to work in partnerships or small groups, reading their work aloud to each other to support their editing process.• Confer and support as needed.• For students who might have a difficult time finding their own errors, consider the following options:<ul style="list-style-type: none">– Support them by identifying a few words to correct.– Gather a small group for students who might need this same support together so that they can help each other with your guidance.– For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (i.e., not pausing). Ask students to listen for a place for you to pause that makes sense.• After 25 minutes, pause students in their work and ask them to look over their Conventions checklist and check their work against it. Ask students to complete the checklist, marking where they think their writing is at this point.• If some students finish earlier than the allotted time, invite them to continue in their independent reading book or one of their frog texts.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to Pair-Share their successes and challenges regarding editing:<ul style="list-style-type: none">* *Which convention target do you think is a strength for you? What is your evidence?"* "Which convention target is the biggest challenge for you?"* "Which resources are most helpful to you in making editing changes? How did they help you?"	



Homework	Meeting Students' Needs
<p>Continue reading your independent reading book for this unit at home.</p> <p><i>Note: Before Lesson 11, complete the Conventions checklist for each student's draft.</i></p>	



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

Supporting Materials



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Freaky Frog Narrative Paragraph Conventions Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words in titles.				
I can spell words that have suffixes added to base words correctly.				
I can use resources to check and correct my spelling.				
I can use correct end punctuation in my writing. (<i>Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.</i>)				



Freaky Frog Narrative Paragraph Conventions Checklist

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can spell grade-appropriate words correctly. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				



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

Writing the Final Draft of My Freaky Frog Trading Card



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph. 	<ul style="list-style-type: none"> Final draft paragraph Tracking My Progress, End of Module recording form
Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer and Unpacking Learning Target (5 minutes) Work Time <ol style="list-style-type: none"> Mini Lesson: Craftsmanship in Final Draft (10 minutes) Publishing Paragraphs (35 minutes) Closing and Assessment <ol style="list-style-type: none"> Reflection: Tracking My Progress (10 minutes) Homework 	<ul style="list-style-type: none"> Review Module 1, Unit 3, Lesson 10 for language about Craftsmanship. Review the Criteria for craftsmanship anchor chart (made during Module 1). As in other units, students reflect at the end of this unit. In this lesson, however, they reflect on their learning related to the module guiding questions, rather than on their mastery of specific learning targets.
Lesson Vocabulary	Materials
craftsmanship, penmanship	<ul style="list-style-type: none"> Criteria for Craftsmanship anchor chart (begun during Module 1) Model Freaky Frog Trading Card (from Lesson 5, one for display) Card paper for published Freaky Frog Trading informative paragraph (one per student) Tracking My Progress, End of Module recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the work they have put into this trading card research project. Tell them that it is time to put all of it together into a final product that shows craftsmanship before they present the cards to each other.• Refer to the supporting learning target. Remind students of the term <i>craftsmanship</i>. Remind students that during Module 1 (Unit 3, Lesson 10) they identified qualities of craftsmanship for a final published piece. Ask:<ul style="list-style-type: none">* “What do you remember about this word <i>craftsmanship</i>? What does craftsmanship look like in a final draft piece of writing?”• Give students a minute to talk to their partner and then cold call a few responses.• Explain that today they are going to turn their revised and edited final draft into their final published Freaky Frog Trading Card.	<ul style="list-style-type: none">• For struggling writers, consider asking them to focus on a smaller section or chunk of their paragraph to work on.• Consider writing their paragraphs as separate sentence strips and number them in order. Students can then take one sentence strip at a time to focus their writing.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Craftsmanship in Final Draft (10 minutes)</p> <ul style="list-style-type: none">• Explain to students the importance of craftsmanship in work because it helps the reader understand our writing. Show students the Criteria for Craftsmanship anchor chart (from Module 1, Unit 3, Lesson 10).• Project the back side of the Model Freaky Frog Trading Card. Ask:<ul style="list-style-type: none">* “What evidence of craftsmanship do you see on our Model Freaky Frog Trading Card?”• Ask students to Think-Pair-Share about the model.• Then, invite a few students to share. Provide a sentence starter for them to use. “This model shows craftsmanship because _____.”• Add ideas students share to the Craftsmanship anchor chart. Be sure to highlight, if students do not, the aspect of penmanship in quality work because students will be writing their final draft out by hand. Explain that penmanship, or the way we craft letters and words, is one element of craftsmanship. Tell students that they should refer to this chart during their work time to help them create their published draft.	<ul style="list-style-type: none">• At the start of Work Time Part B, pull a small group of writers to work with more guided support by monitoring their progress closely and catching any difficulties with writing they might encounter quickly.• When students are publishing their paragraphs, there likely will be some students who finish in advance of others. Provide options for students who might finish early:<ol style="list-style-type: none">1. Students who finish early may pair up to give their Final Draft Freaky Frog Trading Cards to each other.2. Students can pair up to practice reading their Freaky Frog poems (from Unit 2), or choose a new one of these poems to read.3. Students may reread (alone or with a partner) their research texts from Unit 2: <i>Bullfrog at Magnolia Circle</i> and <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>.4. Students may read additional books from the recommended texts for this unit or other units in this module.



Work Time (continued)	Meeting Students' Needs
<p>B. Publishing Paragraphs (35 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to create their published Freaky Frog Trading Card informative paragraphs.• Distribute students' drafts and card paper. Ask them to produce their final publishable piece, attending to craftsmanship generated during the lesson. <p>Confer with students and provide guided small group support with students who have similar needs.</p>	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflection: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they will now have a chance to self-assess their learning as researchers. Tell them that this time, they will reflect on the guiding questions for the module, rather than on their progress toward specific learning targets.• Distribute the Tracking Progress recording form for students to complete on their own.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your Final Draft Freaky Frog Trading Card if you didn't have a chance to finish today. <p><i>Note: Review Lesson 12 carefully in advance. Lesson 12 includes the End of Unit 3 On-Demand Writing Assessment, for which students will need many materials. Lesson 12 also includes a celebration of writing. Make preparations based on the audience with whom students will share their trading cards.</i></p>	



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

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Tracking My Progress, End of Module

1. What do experts do?

I need more help to learn this



I understand some of this



I am on my way!



2. How do I become an expert?

I need more help to learn this



I understand some of this



I am on my way!



3. How do frogs survive?

I need more help to learn this



I understand some of this



I am on my way!





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

On-Demand End of Unit 3 Assessment and Freaky Frog Trading Card Celebration



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

I can write an informative text. (W.3.2)
I can craft narrative texts about real or imagined experiences or events. (W.3.3)
I can conduct a research project to become knowledgeable about a topic. (W. 3.7)
I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets

- I can write a new research-based narrative paragraph about another adaptation of my freaky frog.
- I can read my Freaky Frog Trading Card fluently to my audience.

Ongoing Assessment

- End of Unit 3 Assessment (new research-based narrative)
- Students' Freaky Frog Trading Card final drafts

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit 3 Assessment (35 minutes)
 - B. Trading Card Share and Celebration (15 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- Review Part A of Work Time carefully; be clear with students that for this on-demand assessment, they are writing about a DIFFERENT category from the matrix than the one they focused on for the back side of their trading card.
- Be sure to invite a real audience (other students in the class, students from another class, families, etc.) for the trading card share. Depending on the audience, the share may happen within this lesson or within another block of time.
- Note, although students read their trading cards aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.
- Review the Model Paragraph for On-Demand Assessment for an idea of what to expect from student work.
- A Research-Based Narrative Rubric is provided in the supporting materials of this lesson.



Lesson Vocabulary	Materials
audience, fluently	<ul style="list-style-type: none">• Document camera• End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (one per student and one to display)• Students' completed Freaky Frog matrix• Accordion Paragraph graphic organizer (one per student)• Informational texts from the module• Students' final published trading cards• Model Paragraph for End of Unit 3 Assessment (for Teacher Reference)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (from Lesson 5; included again here for teacher use to assess students' paragraphs)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in today's lesson they are going to celebrate their hard work as writers by sharing their Freaky Frog Trading Cards. Explain that first students will have the opportunity to demonstrate their learning as writers.• Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions.	



Work Time	Meeting Students' Needs
<p>A. On-Demand End of Unit 3 Assessment (35 minutes)</p> <ul style="list-style-type: none">• Introduce the assessment with language such as: “You all have been working hard as writers to learn what makes a quality research-based narrative paragraph. Today you are going to show everything you know what you know how to do on your own.”• Distribute the End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form). Using a document camera, display the prompt and read it aloud as students read along.• Continue to clarify the task for students:<ul style="list-style-type: none">* “You may NOT write about the same frog category portrayed on your trading card.”* “Choose another category from your matrix.”* “For example, if you wrote about your frog’s physical characteristics on your trading card, you must choose to write about your frog’s habitat or predators now.”• Check for understanding: “Give a thumbs-up if you understand and have an idea about which category you might write about.” Note students who are unsure about what they will write. Direct them to stay in the circle and provide a quick example and answer clarifying questions.• Distribute students’ materials: Freaky Frog matrix, Accordion Paragraph graphic organizer, and informational texts from the module. Tell them that they may use these resources if they are helpful.• Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task.• Collect students’ writing to formally assess.	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.• Provide time for students to practice reading their trading card paragraph aloud fluently in preparation for the celebration/share.
<p>B. Trading Card Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">• Celebrate the end of Module 2 by having students share their Freaky Frog Trading Cards with others. Students read both sides of the trading card aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the frog. Depending on the audience, consider setting up a structure for audience feedback: “I like how you _____,” and “I learned _____.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share with a small group their most interesting new learning about frogs and their adaptations.• “I used to _____, but now I _____.” (For example, “I used to think that all frogs lived near ponds, but now I know that some frogs, like the spadefoot toad, live underground to survive the desert heat.”)	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



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

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End of Unit 3 Assessment: Research-Based Narrative Paragraph
About Your Freaky Frog (a second category from the recording form)

Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a *different* category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.



Accordion Paragraph 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:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Model Paragraph for End of Unit 3 Assessment
For Teacher Reference

I, the spadefoot toad, have many special behaviors that help me survive. I bury myself in the moist, cool soil to avoid the heat of the day and to keep my skin damp. I also drink water through my skin to survive. I am a nocturnal hunter. I creep out of my hiding place at night to catch my prey. I slumber during the day. Those are a few of my amazing behavioral adaptations that help me to survive.