

Grade 3: Module 2: Unit 2

Homework Resources (for Families)

Unit 2: Building Background Knowledge: Frogs and the Research Process

Common Core State Standards addressed: RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, W.3.2, W.3.4, W.3.7, W.3.8, L.3.1d, L.3.1e, L.3.4a, L.3.4b, L.3.4c, and L.3.4d



Guiding Questions and Big Ideas

How do experts build knowledge and share expertise about a topic?

- *Experts build knowledge by studying a topic in depth.*
- *Experts share information through writing and speaking.*

How do frogs survive?

- *Frogs have unique adaptations that help them to survive in various environments.*

What will your child be doing at school?

In this unit, students build background knowledge about frogs. They closely read excerpts of a complex text to answer several research questions. They write informational paragraphs answering these questions.

When reading, students use text features to find information about a topic, look at connections between sentences and paragraphs in an excerpt of text, and analyze illustrations to further their understanding of a text.

The Language standards that students will be focusing on in this unit (L.3.1d, L.3.1e) require them to:

- Form and use regular and irregular verbs in the present tense (see information on the next page)

Verb Tense

A verb is a word that describes an action or state of being. We use different forms of a verb to show when an action happened. This is called *verb tense*. There are three simple verb tenses: past, present, and future.

There are two kinds of verbs: regular and irregular. Regular verbs follow rules when being formed in different tenses, but irregular verbs do not follow those rules.

Regular:

Verbs ending in -e:

Past	Present	Future
I lived	I live	I will live
Add -d to the base form of the verb.		Add will before the base form of the verb.

Verbs ending in a consonant and -y:

Past	Present	Future
I fried	I fry	I will fry
Drop the -y from the base form of the verb and add -ied.		Add will before the base form of the verb.

Verbs ending in a vowel and -y:

Past	Present	Future
I stayed	I stay	I will stay
Add -ed to the base form of the verb.		Add will before the base form of the verb.

Verbs with a short vowel sound before the last consonant

Past	Present	Future
I tripped	I trip	I will trip
Double the consonant and add -ed to the base form of the verb.		Add will before the base form of the verb.

Irregular: Be

Past Tense	Present Tense	Future Tense
I was. You were. She/he/it was. We were. You were. They were.	I am. You are. She/he/it is. We are. You are. They are.	I will be. You will be. She/he/it will be. We will be. You will be. They will be.

Irregular: Have

Past Tense	Present Tense	Future Tense
I had You had She/he/it had We had You had They had	I have You have She/he/it has We have You have They have	I will have You will have She/he/it will have We will have You will have They will have

How can you support your child at home?

- Talk to your child about the frogs he or she is studying and what makes them unique.
- Talk to your child about his or her informative text and the elements of an effective informative text.
- Choose sentences or paragraphs in an excerpt of text and invite your child to tell you about the connections he or she can identify.
- Read narrative and informational books about frogs.
- Watch television documentaries about frogs.

Unit 2: Homework

In Lessons 1–7, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials.

In Lessons 8–12, homework focuses on finding connections between sentences and paragraphs of text in independent research reading texts.

Research reading: Your child is expected to independently research the topic by reading topic-related books of his/her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your child will bring home from school; however, they may be topic-related books chosen by the child at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your child would also like to independently read and respond to a book of free choice, he/she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students review the “why” questions developed in Unit 1 and use text features to find information about why polliwogs wiggle.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely read a text about amphibians and reptiles.	1. Conversation about amphibians 2. Research reading and answering prompt	1. No deliverables for this homework. This is an opportunity for you to talk to your child about his/her learning. 2. Teacher will check independent reading journals strategically.	
3	Students write an informational paragraph answering the question: Why do polliwogs wiggle?	1. Regular verb practice 2. Research reading and answering prompt	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
4	Students review the “why” questions developed in Unit 1 and use text features to find information about the glass frog.	1. Regular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 6 3. Teacher will check independent reading journals strategically.	
5	Students closely read a text about the glass frog.	1. Regular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 6 3. Teacher will check independent reading journals strategically.	
6	Students write an informational paragraph answering the question: Why is the glass frog so hard to see?	1. Irregular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 7 3. Teacher will check independent reading journals strategically.	
7	Students demonstrate their learning by taking the Mid-Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students begin to research answers to the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
9	Using new excerpts of text, students continue to research answers to the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
10	Students use their research to draft an informative paragraph to answer the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
11	Students revise their informative paragraph to answer the question: How does where a frog lives affect how it looks and/or acts?	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students complete the End of Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Homework: Freaky Frog Discussion

Consider discussing the following questions to prompt conversation:

- Where do amphibians live?
- What are some differences between amphibians and reptiles?
- What makes amphibians unique?
- How is water necessary for amphibians to survive?

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2015

Book Title and Author: *Everything You Need to Know about Frogs and Other Slippery Creatures* by DK Publishing

Pages Read: 22–25

Prompt: What questions do you have about frogs or frog adaptations after reading?

Response: Why is the poison dart frog such bright colors?

Consider using the following independent reading prompts*:

- What text features and or search tools did you use to locate information in your text?
- Choose two sentences or paragraphs and describe the connection between them, for example comparison, cause/effect, first/second/third in a sequence.
- What is the main idea of the text? What are some of the key details and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read

Homework: Vocabulary

Directions:

In the classroom, you have been recording words from your research in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of frogs and what makes them unique and have recorded words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

- the definition, or meaning, of the word
- the vocabulary strategy you used to figure out the meaning of the word
- a sketch or diagram that helps you to better understand the meaning of the word

Vocabulary Strategies

As a reminder, the vocabulary strategies we've been working on in class are:

- **Context:** Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss a word with another person (after attempting some of the above strategies).

Homework: Regular Verbs Practice**Name:** _____ **Date:** _____**Directions:** Remember the rules you have learned about regular verbs. Complete the table:

Past Already happened	Present Happening right now	Future Will happen in the future
I hopped	I hop	I will hop
	I talk	I will talk
I thanked	I thank	
	I slap	I will slap
I skated	I skate	
	I skip	I will skip
I scared	I scare	
	I dance	I will dance
I carried	I carry	
	I open	I will open
I washed	I wash	
	I wave	I will wave
I smacked	I smack	

Homework: Homework: Regular Verbs Practice**Name:** _____ **Date:** _____**Directions:** Underline the correct response and circle whether the tense is past, present, or future:

1. I _____ goodbye when she left.
 A. wave
 B. waved
 C. will wave
 Past Present Future

2. I _____ him when I have finished eating my dinner.
 A. helped
 B. will help
 C. help
 Past Present Future

3. I always _____ when I hear music.
 A. will dance
 B. danced
 C. dance
 Past Present Futur

4. Before I went on the trip, I _____ what to do.
 A. planned
 B. will plan
 C. plan
 Past Present Futur

Homework: Regular Verbs Practice

Name: _____ Date: _____

Directions: Write the correct form of the verb in the space to complete the sentence. The verb and the tense are in parentheses:

1. I don't _____ candy.
(like; present)
2. I _____ over a rock on the way to school today.
(trip; past)
3. Tomorrow, I _____ the dishes.
(wash; future)
4. I _____ him when I jumped out from behind the trash can.
(scare; past)
5. Every day after school, I _____ soccer.
(play; present)
6. I _____ him when I jumped out from behind the trash can.
(talk; future)

Homework: Irregular Verbs Practice

Name: _____ Date: _____

Directions: Underline the correct response and circle whether the tense is past, present, or future:

1. Last night, I _____ tired.

A. am

B. was

C. are

Past

Present

Future

2. I _____ hungry, but dinner isn't ready yet.

A. am

B. was

C. are

Past

Present

Future

3. I _____ a new baby brother in six months.

A. have

B. will have

C. had

Past

Present

Future

4. Yesterday, I _____ a bath before I went to bed.

A. have

B. will have

C. had

Past

Present

Future

Homework: Making Connections Practice I

Name: _____ **Date:** _____

Directions: From the pages you read in your research reading book, choose two sentences next to each other. Respond to this question: What is the connection between these two sentences?

Book Title:

Page:

First sentence:

Second sentence

The connection is:

Homework: Making Connections Practice II

Name: _____ **Date:** _____

Directions: From the pages you read in your research reading book, choose two paragraphs next to each other. Respond to this question: What is the connection between these two paragraphs?

Book Title:

Page:

Beginning of first paragraph (first three words):

End of second paragraph (last three words):

The connection is:

Homework: Irregular Verbs

Name: _____ **Date:** _____

Directions: From the pages you read in your research reading book, choose two pages next to each other. Respond to this question: What is the connection between these two pages?

Book Title:

Page:

The connection is:
