

Lesson 6: Writing Informational Texts: Why Is the Glass Frog So Hard to See?



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1d:** Form and use regular and irregular verbs.
- **L.3.1e:** Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.



Daily Learning Targets

- I can plan and draft an informational paragraph that has a clearly stated focus; uses facts, definitions, and details from the text to explain my ideas; and has a conclusion statement that reminds the reader of the focus of the piece. (RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8)
- I can form and use irregular verbs in the present tense. (L.3.1d, L.3.1e)

Ongoing Assessment

- Glass Frog Research note-catcher (RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8)
- “Why Is the Glass Frog So Hard to See?” draft (W.3.2, W.3.4, W.3.5)

Agenda

1. Opening

- A. Engaging the Writer (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Guided Practice: Planning an Informational Paragraph (15 minutes)
- B. Mini Lesson: Forming and Using Irregular Verbs *Have* and *Be* (15 minutes)
- C. Guided Practice: Drafting an Informational Paragraph (15 minutes)

3. Closing and Assessment

- A. Exit Ticket (5 minutes)

4. Homework

- A. Complete the Irregular Verbs practice in your Homework Resources.
- B. Vocabulary. Follow the directions in your Unit 2 homework packet.
- C. Accountable Research Reading. Select a prompt to respond to in front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue to focus on the same “why” question from Lessons 4–5: Why is the glass frog so hard to see? They use evidence from pages 32–33 of *Everything You Need to Know about Frogs and Other Slippery Creatures* to take notes on this topic (RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8), and then use their notes to draft an informational paragraph (W.3.2, W.3.4, W.3.5).
- As an extension, students can write an additional paragraph answering a different research question, using information gathered from *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to frogs and specifically frog adaptations. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- Students practice their fluency in this lesson by whisper-reading their “Why Is the Glass Frog So Hard to See?” draft at the end of Work Time C.

How it builds on previous work:

- Students continue to research and write the answer to one of the “why” questions developed in Unit 1.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.
- The paragraph students write in this lesson follows a similar structure as the informational writing done in Module 1—a shortened version of the Painted Essay® format.

Areas where students may need additional support:

- Some students may require support recording their information in the correct category on the Glass Frog Research note-catcher.
- Much of this lesson is discussion-based, so students who struggle with oral language and/or auditory processing may need additional support. Consider providing sentence frames for students to refer to during discussions.

Assessment Guidance:

- Refer to the characteristics related to RI.3.1, W.3.2a, W.3.2b, W.3.2d on the Informative Writing Checklist when assessing students' work in this lesson.
- Check students' vocabulary homework from Lessons 4 and 5.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) during the writing in Work Times A and C.

Down the road:

- Students will read a new section from *Everything You Need to Know about Frogs and Other Slippery Creatures* and take notes to research a topic independently as part of the Mid-Unit 2 Assessment in the next lesson.
- Note that students will need their Irregular Verbs handout in Unit 3.

In advance:

- Post: Learning targets.

Technology & Multimedia

- Work Time A, C: Students complete their note-catchers and write their informative paragraph in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Work Time C: Allow students to use word-processing tools to write their informative texts. See Unit 2 Overview for suggested word-processing tools.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.4, 3.I.C.10, 3.II.A.1, 3.II.A.2, 3.II.B.3.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly discussing forming and using the frequently used irregular verbs *have* and *be*, an ability that might be supported in some ways by their home language system and at times might be different.

- ELLs may find it challenging to relate to the verb Mini Lesson in the same way as native speakers. Proficient speakers have mostly already acquired the present simple structure and understand it intuitively. These students may struggle to remember and apply rules and explanations to the structure. Students who need heavier support, on the other hand, may not have the same intuitive grasp of the structure and its meaning. Therefore, the lesson will prove more challenging for these students, as they have more limited frames of reference. Provide extra wait time for students who struggle with this lesson. Students may also need additional clarification and explanation of the structure's meaning. Finally, most ELLs will not master this by the end of this lesson. Acquiring irregular verbs is a process of memorization, exposure, and repeated, meaningful, and authentic usage. So commend students who are trying their best.

Levels of support

For lighter support:

- For Work Time A, buy or ask for large paint chips from a local hardware or paint store or print them online. Write the words *transparent*, *see-through*, and *clear*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to the glass frog research.
- Invite student to compare and contrast the writing process and structure for an information text as compared to their narrative in Unit 1. Suggest that they compare, side by side, the language in the concluding paragraph of each. How did they have to adapt language to suit each context?
- Ask students why *have* and *be* are so important in English. (They are helping verbs as well as stative verbs on their own.) Encourage them to practice forming the negative of these two verbs, as well.

For heavier support:

- In preparation for the mid-unit assessment, review the exit ticket from Lesson 5 or generate a different question. For selected response questions, discuss the reasons each distractor item is incorrect and think aloud the process of choosing the correct response. Make sure students read and understand all of the options before choosing a response.
- Differentiating the meanings of facts, details, and definitions may prove difficult for some students. To clarify, use an analogy. Example: Draw a tree. "Let's pretend there is a big tree and my tree trunk is the focus statement. Each of my branches can be a fact that helps my tree get stronger. Each leaf is a detail that helps my facts grow as well. And definitions are like glasses we can wear to see the tree, because they make everything clearer." Consider color-coding the different aspects of the tree and write the corresponding components within the paragraphs using the same colors.
- For more practice before working independently, after modeling writing definitions, facts, and details from the note-catcher, write more definitions, facts, and details as a shared writing experience.
- Students have absorbed a lot of information over the course of the unit so far. Take a moment to review all of the anchor charts and ask if there is anything they have a question about or do not remember the meaning of. Students may also review their vocabulary logs.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** As this lesson requires students to shift the focus of their thinking multiple times, consider quickly revisiting and pointing out learning targets throughout the lesson as an indicator for students that they will now be working on referring explicitly to the text when answering questions, planning or drafting an informational paragraph, or forming and using irregular verbs. Consider providing a personal “map” of the lesson that students can physically point to or use to check off what they have accomplished and “see” what they need to focus on next.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, some students may need additional support with understanding and writing focus statements. Consider providing some direct instruction in advance. Model identifying a focus statement in simple paragraphs. Model writing a focus statement using a format similar to the one used during the lesson.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons in this unit to support students in understanding the value and relevance of the activities in this lesson. Continue to provide prompts and sentences frames for those students who require them.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- organized, conclusion statement, present tense, verb tense, irregular (L)
- transparent, see-through, survive, surroundings, predators (W)

Materials

- ✓ “Why Do Polliwogs Wiggle?” class draft (from Lesson 3; one to display)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (from Lesson 1; one per student and one to display)
- ✓ Informational Texts handout (from 1; see supporting materials)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Freaky Frog research notebook (from Lesson 1; one per student and one to display)
 - Close Reading: “The Glass Frog” note-catcher (pages 5–6 of Freaky Frog research notebook)
 - Glass Frog Research note-catcher (page 7 of Freaky Frog research notebook)
- ✓ Glass Frog Research note-catcher (answers, for teacher reference)
- ✓ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ✓ Parts of Speech anchor chart (begun in Unit 1, Lesson 11)
- ✓ Irregular Verbs handout (one per student and one for display)

- ✓ Irregular Verbs handout (example, for teacher reference)
- ✓ Irregular Verbs practice (one per student and one to display)
- ✓ Irregular Verbs practice (answers, for teacher reference)
- ✓ Informative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Lined paper (one page per student)
- ✓ “Why Is the Glass Frog So Hard to See?” draft (example, for teacher reference)
- ✓ Exit Ticket: Informational Writing (one per student)

Opening

A. Engaging the Writer (5 minutes)

- Display the **“Why Do Polliwogs Wiggle?” class draft** and invite students to take out their copies of ***Everything You Need to Know about Frogs and Other Slippery Creatures***.
- Remind students that in this unit, they have been reading and writing *informational* texts, or texts that inform or teach a reader about a topic.
- Invite students to turn to an elbow partner. Select partnerships to skim each of the following texts: “Why Do Polliwogs Wiggle?” class draft, pages 6–7 in *Everything You Need to Know about Frogs and Other Slippery Creatures*, and pages 32–33 in *Everything You Need to Know about Frogs and Other Slippery Creatures*. Ask:

“What do you notice about the way the writing in your section is organized or ordered?”
(There is a sentence that introduces the topic, then sentences that explain the topic in more detail, and then a concluding sentence.)

“What do you notice about how the information is grouped?” (Information about the same topic is grouped together.)
- Select volunteers to share, asking students to support their thinking with examples from the text.
- Display and invite students to retrieve their Informational Texts handout and point out the new bullet points:
 - “Informational texts introduce the topic with a focus statement, develop the topic with evidence such as facts and details, and end with a concluding statement or section.”
 - “Informational texts group related information together to explain a main idea.”
- If necessary, point out example sentences in *Everything You Need to Know about Frogs and Other Slippery Creatures* and the “Why Do Polliwogs Wiggle?” class draft (e.g., In the “I’m a tree frog” section on pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures*, the writers did not include details about tadpoles hatching from their eggs because those details do not explain the main idea.)

Meeting Students’ Needs

- For ELLs and students who may need additional support with information processing: To further demonstrate the grouping of related information, write two focus statements on the board. Write one about polliwogs and another about

the glass frog. On sentence strips, write supporting details for each statement. Examine each supporting detail and have the group choose under which focus statement each strip belongs. (MMAE)

Opening

B. Reviewing Learning Targets (5 minutes)

- Remind students that they have been working with pages 32–33 of *Everything You Need to Know about Frogs and Other Slippery Creatures* and researching to find the answer to the question “Why is the glass frog so hard to see?” Explain that today they will plan and draft an answer to this question.
- Display the **Performance Task anchor chart** and tell students that this informational paragraph will be included in the book that they are creating as part of the performance task.
- Review the purpose for the books—so third- and fourth-graders can learn about frogs.
- Direct students’ attention to the posted learning targets and ask for volunteers to read them aloud:

“I can plan and draft an informational paragraph that has a clearly stated focus; uses facts, definitions, and details from the text to explain my ideas; and has a conclusion statement that reminds the reader of the focus of the piece.”

“I can form and use irregular verbs in the present tense.”

- Tell students that today, when they practice writing an informational paragraph, they will focus on including a *conclusion statement*, or a sentence that wraps up or ends their writing.

Meeting Students’ Needs

- For students who may need additional support with fluency: Invite them to practice reading the learning targets in advance and then call on them to read aloud to the class during this lesson. Giving these students an opportunity for public success will build their confidence and internal motivation. (MME)
- For ELLs: Display an example or a mock-up of the performance task book. Consider reading a page from the book. This will foster motivation by providing students with a tangible goal.
- For ELLs and students who may need additional support with vocabulary: Ask: “What is the definition of the word *remind*?” (to help to remember something) Point out that the prefix *re-* means *again*. As a mnemonic device, students can remember it by thinking of it as helping their *mind* think about something *again*. (MMR)

Work Time

A. Guided Practice: Planning an Informational Paragraph (15 minutes)

- Invite students to take out their **Freaky Frog research notebook** and open to their **Close Reading: “The Glass Frog” note-catcher** on pages 5–6.
- Invite students to Think-Pair-Share:

“Why is the glass frog so hard to see?” (It is transparent or see-through so it can hide from predators.)

- Display the **Glass Frog Research note-catcher** and invite students to turn to their copy on page 7 of their Freaky Frog research notebook. Select a volunteer to read the headings of the table on the note-catcher.
- Explain that just as students used the Polliwogs Research note-catcher, they will use this note-catcher to record information from their source, *Everything You Need to Know about Frogs and Other Slippery Creatures*, that answers their research question: “Why is the glass frog so hard to see?” Invite students to write the title of the text and the pages numbers by “Source” at the top of their Glass Frog Research note-catcher.
- Direct students’ attention to the words “Focus Statement” at the top of the note-catcher. Remind them that informational writing always includes a focus statement in the beginning. Ask:

“What is the purpose of a focus statement?” (It states or tells the focus, or main idea, of the writing.)
- If necessary, remind students that the focus statement usually answers the research or focus question, and the rest of the paragraph gives evidence and explains the focus statement.
- Using a total participation technique, invite responses from the group, writing their responses by the words “Focus Statement” at the top of the note-catcher:

“What is a focus statement we could write for the question ‘Why is the glass frog so hard to see?’” (Answers will vary. Possible responses include: The glass frog’s transparent body helps it to survive; the glass frog is so hard to see because its body is see-through, which helps it to survive.)
- Point out that these example focus statements all answer the research question without going into detail about the glass frog.
- Select a volunteer to read the headings of the table on the Glass Frog Research note-catcher.
- Invite students to Think-Pair-Share:

“What kind of information would we record in the Definitions part of the table?” (the meanings of important words that are related to the research question)

“What kind of information would we record in the Facts part of the table?” (information explicitly from the text related to the research question)

“What kind of information would we record in the Details part of the table?” (descriptions or explanations about the facts)
- Using the **Glass Frog Research note-catcher (answers, for teacher reference)**, model writing a definition, fact, and detail that answer or explain the research question, referring back to the Close Reading: “The Glass Frog” note-catcher, pages 32–33 of *Everything You Need to Know about Frogs and Other Slippery Creatures*, and the **domain-specific word wall** as necessary. For each, point out how the evidence supports, or explains, the focus statement.
- Give students 10 minutes to work on their own and continue adding to their Glass Frog Research note-catcher.
- Cold call students to share with the group, adding to the displayed Glass Frog Research note-catcher as appropriate.

Meeting Students' Needs

- For students who may need help organizing their ideas for written expression: Write sentence frames in advance for the focus statement to answer the question "Why is the glass frog so hard to see?" (MMAE)
- For students who may need additional support with auditory processing: Consider posting discussion questions or giving them to these students before the Think-Pair-Share and total participation technique discussions. (MMR)
- For ELLs and students who may need additional support with writing: Model doing quick sketches within the graphic organizer as placeholders for information. Say: "You can sketch first so that you don't forget the information you want to add. Then you may go back later and write." (MMAE)

Work Time

B. Mini Lesson: Forming and Using Irregular Verbs Have and Be (15 minutes)

- Tell students that before they write their paragraphs, they will learn more about forming and using verbs in the *present tense*, which they will use in their writing.
- Focus students on the **Parts of Speech anchor chart**. Using a total participation technique, invite responses from the group:
"What is a verb?" (a word that describes an action or state of being)
- Display and distribute the **Irregular Verbs handout**. Using a total participation technique, invite responses from the group:
"What is verb tense?" (the form of a verb to show when the action happened)
"What are the three main verb tenses?" (past, present, and future)
"When do we use the present tense?" (to show something is happening now)
"When do we use the past tense?" (to show something happened in the past)
"When do we use the future tense?" (to show something that is going to happen in the future)
- Explain that the verb *be* is *irregular*—it is an exception to the rules for using the present tense. Model following the rules with the verb *be*: "I be," "You be," "He/she/it be-s," "I be-ed," "They be-ed," etc. Point out that these forms do not sound like academic English.
- Explain that *be* is an exception because the present forms do not look like the base form.
- Invite students to help you fill out the handout for each of the tenses, copying down on their handouts. Refer to the **Irregular Verbs handout (example, for teacher reference)**.
- Tell students that another irregular verb is *have*; like the verb *be*, *have* is an exception because the present forms do not look like the base form.
- Again, invite students to help you fill out the handout for the present, past, and future tenses, copying down on their copy. Refer to the Irregular Verbs handout (example, for teacher reference).
- Display and distribute the **Irregular Verbs practice**.
- Read each question aloud for the group, reading it with each verb option, and invite students to work with a partner to choose the correct form of the verbs for each sentence and to select whether it is in the past, present, or future form.

- Select students to share their responses with the whole group so that students can check their thinking. Refer to the **Irregular Verbs practice (answers for teacher reference)**.
- Explain that one of the things you will be looking for in their informational paragraphs is correct verb tense. Reassure students that they will have more opportunities to practice this over the next few lessons.
- If productive, cue students with a challenge. Using a total participation technique, invite responses from the group:

“Can you figure out why we need to form and use verbs correctly? I’ll give you time to think and discuss with a partner.” (It makes writing clearer and easier to read.)

Can you figure out what tense you should use as you write our paragraphs? (the present tense, because informational texts about wildlife usually use present tense to describe what the animals/plants usually do)

- Invite students to turn to an elbow partner and say a sentence about the glass frog using either the verb *be* or *have* in the present tense. Ask them to record this sentence on their note-catchers.

Meeting Students’ Needs

- For students who may need additional support understanding new concepts or attending to instruction: Provide copies of the Irregular Verbs handout in advance so they can maintain focus, sketch or take notes about their thinking, and access important information as they work independently. (MMAE)
- For ELLs: To facilitate the transfer of grammar skills across languages, point out that most other languages also have irregular verbs. Example: *To go* in Spanish is *ir*. Most regular verbs in the first person end in -o, but *I go* is *voy*.
- For ELLs: Explain that sometimes the -ir prefix means *not*. Ask: “So what do you think *irregular* means?” (not regular)
- For ELLs: Invite students to put some of their practice sentences to a tune. Example: Sing “the frog is hiding in the water” to the tune of “She’ll be Comin’ ‘Round the Mountain.” Invite students to teach classmates to put the practice sentences to a favorite tune from their home language.
- For ELLs: When a student makes an error using an irregular verb, ask him or her to say the sentence again and to notice the verb in the sentence. If the student does not self-correct, recast the sentence, drawing attention to the irregular verb.

Work Time

C. Guided Practice: Drafting an Informational Paragraph (15 minutes)

- Display and distribute the **Informative Writing Checklist** and remind students that they have been working with this checklist throughout this unit.
- Direct students’ attention to the following criteria:
 - **RI.3.1**
 - **W.3.2a**
 - **W.3.2b**

- Remind students that these were the criteria they practiced in Lesson 3 and will continue practicing as they write today.
- Distribute **lined paper** and tell students that in this paragraph, they will start by giving readers information they will need to understand what makes the glass frog unique. Ask:
“What makes the glass frog unique?” (its body)
“What is unique about the glass frog’s body?” (It is see-through or transparent.)
- Point out that the first sentence in their paragraph isn’t the focus statement; the purpose of this sentence is to give some background to the reader before getting into the real focus of the paragraph. In this case, the background information the reader needs to know about the glass frog is that its body is transparent, which is unique.
- Model writing a sentence that explains what is unique about the glass frog’s body, pointing out the use of the present verb tense. Refer to **“Why Is the Glass Frog So Hard to See?” draft (example, for teacher reference)**. Invite students to copy this sentence onto their paper or to write their own sentence telling what is unique about the glass frog’s body.
- Remind students that next, they will write the focus statement. Drawing from the ideas the students shared in Work Time A, craft and write a focus statement that answers the research question and tells the focus of the writing. Refer to the “Why Is the Glass Frog So Hard to See?” draft example. Invite students to copy this sentence onto their paper or to write their own focus statement.
- Using a total participation technique, invite responses from the group:
“What information should we write next if we are answering the question ‘Why is the glass frog so hard to see?’ and using evidence from the text to support our answer?” (sentences that explain the focus statement and use evidence from the text)
- Remind students that they should elaborate on the evidence they are including, or explain how the evidence they have chosen supports the focus statement.
- Using a total participation technique, invite responses from the group:
“How can we elaborate on the evidence you include? How does it support the focus question: ‘Why is the glass frog so hard to see?’”
- Invite students to continue writing on their own, using their Glass Frog Research note-catcher and the domain-specific word wall as necessary. Circulate and support, reminding them to use the present verb tense.
- Refocus students and direct their attention to the following criteria on the Informative Writing Checklist:
 - **W.3.2d**
- Tell students that strong informative pieces always end with a statement or section that wraps up the writing by restating or reminding the reader of the focus of the writing.
- Invite students to reread the “Why Do Polliwogs Wiggle?” class draft and find the sentence that meets this characteristic. Cold call students to explain their thinking. (“Over many weeks, they grow legs and change into frogs, but until they do, wiggling is the best way to get around!”)
- Point out that this conclusion statement restates the focus of the paragraph: Polliwogs wiggle because that is how they move in the water.
- Invite students to Think-Pair-Share:
“What is a possible concluding statement for your paragraph?” (Answers will vary. Possi-

ble responses include: This helps the frog hide from predators; the glass frog's transparent body helps it hide from predators.)

- Invite students to finish their drafts.
- Ask students to whisper-read their finished “Why Is the Glass Frog So Hard to See?” draft.
- Say:
“Show a thumbs-up if your “Why Is the Glass Frog So Hard to See?” draft is appropriate for the task and purpose, or a thumbs-down if you are not sure.
- If productive, cue students to provide reasoning:
“Why do you think that?” (Responses will vary.)
- Check in with students who showed a thumbs-down before the mid-unit assessment in the next lesson.
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

Meeting Students' Needs

- For students who may need additional support organizing their ideas in writing: Consider writing the questions “What makes the glass frog unique?” and “What is unique about the glass frog’s body?” as sentence frames on their lined paper. Example: “The glass frog is unique because of ____.” Also consider having students write the first 1–3 sentences on their own, then support them with the rest of the paragraph by scribing or having a peer scribe for them. When using peer support, suggest that students say their entire paragraph out loud first, then worry about getting it down on the paper. Some students may also benefit from using speech-to-text technology. (MMAE)
- For students who may need additional support identifying a concluding statement: Highlight or color-code the “Why Do Polliwogs Wiggle?” class narrative so they can easily locate the sentence and think about how it fits the criteria for a concluding statement. You may also consider highlighting or color-coding the focus statement and using the same colors for focus statements and concluding statements in future paragraphs, as well. (MMR)
- For ELLs and students who may need support organizing their ideas for written expression: Before students begin to write independently, allow them to brainstorm what they might write next. Give sufficient wait time and prompt them to tell their elbow partners. Allowing students to verbalize their thinking first will better prepare them to write. (MMAE)
- For ELLs: If students have successfully used irregular verbs, point out that they have written language that is appropriate to the task and purpose. Commend their hard work writing in English.

Closing and Assessment

A. Exit Ticket (5 minutes)

- Distribute **Exit Ticket: Informational Writing**.
- Read the questions on the exit ticket aloud for students. Then select students to read each option aloud and invite students to underline the answer they think is correct.

Meeting Students' Needs

- For students who may need additional support with reading: Consider adding simple sketches to their exit ticket or reading the options aloud more than one time to ensure that they know what each one says. (MMR)
- For ELLs: Remind students that they can use clues and the process of elimination to choose the best answer, even if they don't understand every word in the question. Think aloud the process of choosing the right answer.

Homework

A. Complete the Irregular Verbs practice in your Homework Resources.

B. Vocabulary. Follow the directions in your Unit 2 homework packet.

C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: Encourage them to ask an older student, sibling, parent, or teacher to help with their homework.
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE)