

Lesson 9: Reading Informational Texts: Researching Frog Adaptations, Part II



CCS Standards

- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **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.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.



Daily Learning Targets

- I can describe the connections between sentences, paragraphs, and pages on pages 20–21 or 36–37 of *Everything You Need to Know about Frogs and Other Slippery Creatures*. (RI.3.8)
- I can use texts and images to research to answer the question: How does where a frog lives affect how it looks and/or acts? (RI.3.7, W.3.7, W.3.8)

Ongoing Assessment

- Finding the Gist and Unfamiliar Vocabulary: Amazon Horned Frog: Pages 20–21 (RI.3.4, L.3.4)
- Frog Adaptations Research note-catcher (RI.3.3, W.3.2, W.3.4, W.4.5, W.3.7, W.3.8)
- Exit Ticket: Making Connections 2 (RI.3.8)

Agenda

1. Opening

- A. Engaging the Reader: KWEL Chart: Frogs (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Jigsaw: Read for Gist (20 minutes)
- B. Jigsaw: Independent Research (15 minutes)
- C. Jigsaw: Share (10 minutes)

3. Closing and Assessment

- A. Exit Ticket: Making Connections 2 (5 minutes)

4. Homework

- A. Making Connections. Complete the Making Connections practice in your Unit 2 homework packet with the research reading you did today.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students read new excerpts of *Everything You Need to Know about Frogs and Other Slippery Creatures* for gist and to answer questions that will guide them to ultimately answer the research question: “How does where a frog lives affect how it looks and/or acts?” (RI.3.7, W.3.7, W.3.8) They also analyze the connections between sentences and paragraphs in the same excerpt (RI.3.8).
- In Work Time A, students are assigned a frog: Amazon horned frog or water-holding frog. In pairs, students read an excerpt about their frog and determine the gist of the passage. Since students are unable to mark the text, consider using the Finding the Gist and Unfamiliar Vocabulary note-catcher or having students record the gist and unfamiliar vocabulary on sticky notes.
- Strategically pair students into heterogeneous partnerships in advance to enable more advanced readers to support those who may require additional support to read their assigned text.
- In Work Time B, students work independently to dig deeper into their excerpt and add information to their Frog Adaptations Research note-catcher based on their reading. Finally, in Work Time C, students share their newfound knowledge with a partner who was assigned the other frog. Both students finish the lesson with information about both frogs on their research note-catcher.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to frogs and specifically how frogs look and act according to where they live. 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 reading aloud with their partner from *Everything You Need to Know about Frogs and Other Slippery Creatures* in Work Time A.
- Students who finish quickly or require an extension could read both excerpts of text to research.

How it builds on previous work:

- Students continue to add to the KWEL Chart: Frogs.
- In Lesson 8, students began to read and research, filling out the Frog Adaptations Research note-catcher, to answer the research question: “How does where a frog lives affect how it looks and/or acts?” In this lesson, students continue that work in partnerships and independently.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Some students may require additional support reading the text and answering the questions in order to independently research.

Assessment Guidance:

- Observe student work during and after the lesson to determine whether they will require additional time with the texts they read in this lesson.
- Answer keys are not provided for Finding the Gist and Unfamiliar Vocabulary sheets because these are optional, informal note-catchers.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 3) to informally assess students during their reading and research in Work Times A and B.

Down the road:

- In Lesson 10, students begin writing their informative frog piece in response to the Frog Adaptations writing prompt.

In advance:

- Divide the class into two groups and determine heterogeneous partnerships.
- Post: Learning targets.

Technology & Multimedia

- Opening A: Students complete their KWEL chart using word processing software or online document tools such as Google Docs.
- Opening A, Work Times A–C: Students complete their note-catchers 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 Times A–C: Students complete their gist notes and research notebook using word processing software or online document tools such as Google Docs.
- Closing and Assessment: The Exit Ticket: Making Connections 2 could be in a Google Form format, which students click to select the correct answer.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.C.10.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by encouraging them to move from strategic partnerships to independent research as they prepare for the End of Unit 2 Assessment.
- ELLs may find it challenging to begin to research independently, as they must take a leap from the partner work they have been doing in previous lessons. In addition, the prompt is a new idea that may be unfamiliar. Assist students in making connections between physical features and where frogs live. Example: “I see this says the frog has sticky fingers. Where does the frog live? Right, in a tree. Hmmm. How would sticky fingers help a frog live in a tree?”

Levels of support

For lighter support:

- During the Jigsaw Share in Work Time C, consider placing students in home language pairings with a student who needs heavier support. Students can discuss what they learned from the texts in their home language first, then restate in English.
- During Work Time C, invite students to try to self-monitor their own and others’ language errors, making a note of what they notice and the correct usage. To assist this process of self-monitoring, they might ask themselves questions such as: “Did that sound right? Did I use the irregular verb *have* the way we discussed in this unit?”

For heavier support:

- The writing prompt in this lesson may still be difficult to understand with limited schema about how animals are naturally selected for the environments in which they live. Consider showing another brief video about an animal whose environment affects its physical characteristics and behavior.
- Review prior work students have completed in their note-catchers. Some may have sketched, and some may have taken notes. Check in with them to make sure they remember why they sketched or made the notes that they made. This will help clarify and organize their thinking, and it will also reinforce their learning in preparation for the end of unit assessment.
- In preparation for the end of unit assessment, make sure students are comfortable and successful using their Informative Writing Checklist. Example: Ask students to show where in their essays they have addressed W.3.4 (My writing is appropriate for this purpose and audience). If they have addressed the item successfully, congratulate them. If they could address it more effectively, show them how they can use their checklist to improve their writing.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Some students may need additional support making connections between physical features and where frogs live. Consider modeling a think-aloud: “I see this says the frog has sticky fingers. Where does the frog live? Right, in a tree. Hmmm. How would sticky fingers help a frog live in a tree?” Also, consider using sketching, clay models, or small frog toys to help make this connection more concrete.

- **Multiple Means of Action and Expression (MMAE):** Consider quickly revisiting and pointing out learning targets throughout the lesson as an indicator for students of what they will now be working on. Some students who may need support attending to the task may also benefit from having a personal “map” of the lesson that they 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 Engagement (MME):** Some students may need additional support in perseverance and stamina during this lesson. Consider offering built-in breaks, where students can choose an activity such as getting water or stretching. Consider varying the level of sensory stimulation as appropriate for individual students as they work.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- gist (L)

Materials

- ☑ Freaky Frog research notebook (from Lesson 1; one per student)
 - KWEL Chart: Frogs (page 1 of Freaky Frog research notebook)
 - Frog Adaptations Research note-catcher (page 4 of Freaky Frog research notebook)
- ☑ Frog Adaptations writing prompt (from Lesson 8; one per student)
- ☑ *Everything You Need to Know about Frogs and Other Slippery Creatures* (from Lesson 1; one per student and one to display)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Finding the Gist and Unfamiliar Vocabulary note-catcher (optional; one per student; see Teaching Notes)
- ☑ Sticky notes (optional; one per student; see Teaching Notes)
- ☑ Vocabulary logs (from Module 1; one per student)
- ☑ Academic Word Wall (started in Module 1)
- ☑ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ☑ Frog Adaptations Research note-catcher (answers, for teacher reference)
- ☑ Exit Ticket: Making Connections 2 (one per student)
- ☑ Strategies to Answer Selected Response Questions anchor chart (from Module 1)
- ☑ Exit Ticket: Making Connections 2 (answers, for teacher reference)

Opening

A. Engaging the Reader: KWEL Chart: Frogs (5 minutes)

- Invite students to take out their **Freaky Frog research notebook** and **Frog Adaptations Research note-catcher**. Ask them to turn to the **KWEL Chart: Frogs** on page 1.
- Remind them what each letter represents.
- Invite students to record any new learning or questions from the past couple of lessons on their KWEL Chart: Frogs. For example, they may want to record something from their Frog Adaptations Research note-catcher from Lesson 8.

Meeting Students' Needs

- For students who may need additional support organizing ideas for written expression: Write sentence frames in advance on the KWEL chart for Opening A. If students need to work on asking questions, have them focus on the W column, providing sentence frames to guide their work. If students need to work on referring explicitly to a text, have them focus on the L column, providing sentence frames to guide their work. (MMAE)
- For ELLs: Students who need heavier support may be hesitant to share their questions and thoughts. Provide sufficient wait time and assist them in verbalizing their ideas.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and ask for a volunteer to read the first learning target aloud:
"I can find the gist of an excerpt of Everything You Need to Know about Frogs and Other Slippery Creatures."
- Underline *gist* and invite students to discuss with an elbow partner before cold calling students to share their responses with the whole group:
"What is the gist? What does it mean to find the gist?" (The gist is what the text is mostly about. To find the gist means to read the text in chunks and to find the gist of each chunk—figure out what the chunk is mostly about.)
- Ask for a volunteer to read the remaining learning targets aloud:
"I can describe the connections between sentences, paragraphs, and pages on pages 20–21 or 36–37 of Everything You Need to Know about Frogs and Other Slippery Creatures."
"I can use texts and images to research to answer the question: How does where a frog lives affect how it looks and/or acts?"
- Remind students that they saw these same learning targets in the previous lesson. Explain that today they will do something very similar to the previous lesson, but with a new excerpt of text.
- Invite students to take out their **Frog Adaptations writing prompt** and select a volunteer to read the prompt aloud. Focus students on the research question at the top of the prompt.

Meeting Students' Needs

- For students who may need additional support understanding the terms in the learning targets: Write synonyms or descriptions above key terms. (MMR)
- For ELLs and students who may need additional support with motivation: Call on a student to put the prompt in his or her own words. Example: "How does the place the frog lives make it look a certain way?" (MME)

Work Time

A. Jigsaw: Read for Gist (20 minutes)

- Ask students to take out their copies of *Everything You Need to Know about Frogs and Other Slippery Creatures* and the Frog Adaptations Research note-catcher.
- Tell students that half of them are going to read about the Amazon horned frog on pages 20–21 of the text, and the other half are going to read about the water-holding frog on pages 36–37. Record the frog names and page numbers on the board.
- Explain that within these halves, they are going to work in pairs. Reveal the pairings.
- Tell students that they should read their assigned text aloud with their partner, and then use the text to add more notes to their Frog Adaptations Research note-catcher.
- Refer students to the **Close Readers Do These Things anchor chart**. Focus them on the first six criteria, down to and including "Talk with their partner or group about the text." Tell students that this is what you want them to do first with their excerpt.
- Review the vocabulary strategies on the anchor chart that students can use when determining the meaning of words they are unsure about the meaning of.
- Distribute the **Finding the Gist and Unfamiliar Vocabulary note-catcher** or **sticky notes**. If using the note-catcher, display a copy to talk students through what they should record in each column. Remind them that these are just notes to help them remember what their excerpt is mostly about.
- Remind students that the glossary in the back of the text provides the meaning of the words that are bold.
- Invite students to follow the first six criteria on the Close Readers Do These Things anchor chart to find the gist of their assigned excerpt and the meaning of unfamiliar vocabulary. Circulate to support students.
- Invite students to share any new words, adding any unfamiliar words to their **vocabulary logs**. Add any new words to the **academic word wall** and **domain-specific word wall** and invite students to add translations in native languages.

Meeting Students' Needs

- For students who are overwhelmed by too much print on a page: Consider copying the text so that there is only one paragraph on each page, with an organized space for recording the gist and meanings of the unfamiliar words on that page. (MMR)
- For students who may need additional support finding the meaning of unfamiliar words: Consider adding the definitions from the glossary to the page that has the paragraph in which that word is used. (MMR)

- For ELLs: To focus students' partner work, suggest roles. Example: One student can look for the gist and label paragraphs with sticky notes while the other finds unfamiliar words and looks them up in the glossary. Then they can share with each other what they have found.

Work Time

B. Jigsaw: Independent Research (15 minutes)

- Refocus whole group. Tell students that now that they know the gist, they are going to dig deeper into the text to find answers to the research question: "How does where a frog lives affect how it looks and/or acts?"
- They will record their thinking on their Frog Adaptations Research note-catcher, so ask students to have their note-catcher in front of them.
- Focus students on the last three criteria on the Close Readers Do These Things anchor chart.
- Remind them to look at how their assigned frog looks and acts in order to fill out the Frog Adaptations Research note-catcher. Emphasize that they may find that their frog has a unique physical characteristic and/or behavior that helps it survive where it lives.
- Circulate to support students. Refer to the **Frog Adaptations Research note-catcher (answers, for teacher reference)** to guide them. Students reading about the Amazon horned frog may not know that it lives in the Amazon rain forest. If this question arises, ask the following questions to guide them:

"Are there any clues to where the frog lives in its name?" (Amazon)

"Are there any clues to its habitat in the text?" (forest)

"Have you heard of any forests with the name Amazon?" (Amazon rain forest)

Meeting Students' Needs

- For students who may need additional support with navigating text: Provide key sections that are pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers. (MMR)
- Offer selected shorter passages to specific groups based on the readiness and needs of the group. This gives students an opportunity to read a complex text within the third-grade level span but differentiates the length of the text, not the complexity. (MMAE)
- For ELLs and students who need additional support researching independently: Consider working with a small group to model and think aloud researching the new prompt. During independent research, have them remain in the small group and provide support as needed. (MMAE)
- For ELLs: To facilitate the transfer of literacy skills across languages, allow students who are proficient in another language to record their findings in their home languages.

Work Time

C. Jigsaw: Share (10 minutes)

- Refocus whole group. Tell students that now they are going to meet with a peer who has been studying a different frog today.
- Invite students to take *Everything You Need to Know about Frogs and Other Slippery Creatures*, gist notes, and Frog Adaptations Research note-catcher and find a partner.
- Invite students to number themselves #1 and #2.
- Give student #1 in each pair 3 minutes to share what his or her excerpt was mostly about and the answers to the research question: “How does where a frog lives affect how it looks and/or acts?”
- Repeat with student #2 in each pair.
- Give students time to record new research about the other frog on their research note-catcher.
- If productive, cue students to think about their thinking:
“What about the Jigsaw helped you understand how where a frog lives affects how it looks and/or acts? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- 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 ELLs: Students who need heavier support may have trouble verbalizing their work. Help them identify key elements of their graphic organizer and allow them to repeat words and phrases. For example, if a student wrote or drew a tree frog, say: “The tree frog has sticky fingers to help it live in the tree.” Encourage the student to repeat the phrase.
- For ELLs: As students interact, jot down samples of effective communication. Share each of these with the class, allowing students to take pride in the effective communication. Example: “I love how Ahmed asked Brandon to clarify when he said, ‘Where does your frog live?’”

Closing and Assessment

A. Exit Ticket: Making Connections 2 (5 minutes)

- Refocus whole group.
- Distribute **Exit Ticket: Making Connections 2**. Invite students to circle the frog they researched at the top.
- Focus them on the **Strategies to Answer Selected Response Questions anchor chart** and remind them of the strategies they can use to answer these questions.
- Explain that each of the questions is about a different frog, and students are only required to answer the question about the frog they researched. If they want a challenge, they are free to use their book to try to answer both questions.

- Read the first question on the exit ticket aloud and select students to read each option aloud. Invite students to underline the answer they think is correct.
- Cold call a student to share with the class the response he or she chose and why. Refer to **Exit Ticket: Making Connections 2 (answers, for teacher reference)**.
- Repeat this process with the second question.
- Ask students to discuss with an elbow partner and select students to share their responses with the whole group:

“How do the images on the pages you researched help you better understand the adaptations of the frog?” (You can see what it really looks like rather than just imagining it.)

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 they know what each one says. (MMR)

Homework

- A. Making Connections. Complete the Making Connections practice in your Unit 2 homework packet with the research reading you did today.**
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

Meeting Students' Needs

- For ELLs: Consider providing additional prompts and frames to guide their thinking about making connections. After they have used the prompts, have them write at least one connection on their own without a prompt.
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE)