

## Lesson 1: Reading Informational Texts: Researching Freaky Frogs



### 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.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **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.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



### Supporting Learning Targets

- I can use text features to find information efficiently about my freaky frog. (RI.3.5, W.3.7, W.3.8)
- I can gather information and take notes about general facts about my freaky frog. (W.3.7, W.3.8)

### Ongoing Assessment

- Observations during Poster Walk (RI.3.1, W.3.7, SL.3.1b)
- My Freaky Frog Research note-catcher (W.3.7, W.3.8)

### Agenda

#### 1. Opening

- A. Poster Walk (15 minutes)
- B. Reviewing Performance Task and Learning Targets (10 minutes)

#### 2. Work Time

- A. Guided Practice: Researching General Facts about the Poison Dart Frog (15 minutes)
- B. Independent Practice: Researching General Facts about My Freaky Frog (15 minutes)

#### 3. Closing and Assessment

- A. Debrief (5 minutes)

#### 4. Homework

- A. Have a conversation with someone at home about your selected frog using the provided prompts in your Unit 3 homework packet.
- 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 participate in a Poster Walk to activate background knowledge about frogs and to build schema on the topic of frog adaptations (RI.3.1, W.3.7, SL.3.1b). Then, students consider the module's performance task prompt to help refocus their work.
- In this lesson, students choose the freaky frog they want to write about for their Freaky Frog book and trading card: the Amazon horned frog, the glass frog, or the water-holding frog. The poison dart frog will be used throughout the unit as a model. The element of choice has been included here to give students ownership of the work that they will complete. The frog research texts are at varying levels, so one suggestion is that you could guide students toward the appropriate group for their reading level. The glass frog is recommended for English language learners and those who require additional support; the water-holding frog is recommended for students reading on grade level; and the Amazon horned frog is recommended for students reading above grade level. If you are using the ALL block for this module, it is assumed that most students will be divided as suggested for their additional work with complex texts during the ALL time. The other suggestion is that you help students organize themselves into mixed ability groups to provide peer support in the reading of the texts.
- Group sizes need not be even. It is more important for students to feel excited about the frog they write about and to have some choice.
- To deepen their expertise about their specific frog, students reread sections from *Everything You Need to Know about Frogs and Other Slippery Creatures* (from Unit 2) and a new informational text about the frog they select (RI.3.1, RI.3.5). This reinforces the importance of comparing texts on the same topic.
- As in Unit 2, the materials list references the complete Freaky Frog research notebook, as well as the material(s) within the research notebook that students will use in the lesson.
- In this unit, the habit of character focus is working to contribute to a better world. The characteristic they are reminded of in this lesson is: apply my learning as they review the performance task prompt.
- 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 following along and reading silently as the teacher reads aloud from *Everything You Need to Know about Frogs and Other Slippery Creatures* in Work Time B.
- Students who finish quickly or require an extension can develop additional research questions about their freaky frog and use additional sources to find the answers to their questions.

**How it builds on previous work:**

- Students continue to use the Freaky Frog research notebooks from Unit 2 as they research in this unit. These notebooks contain note-catchers and graphic organizers tailored for research on frogs (W.3.7, W.3.8).
- Students independently use the process introduced and practiced in Unit 2 of using text features to find information relevant to their topics, reading for gist, and taking notes about facts, details, and definitions related to the topic of study in a research note-catcher.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

**Areas where students may need additional support:**

- The Poster Walk includes six posters, so students likely will not get to visit each poster. Strategically group students and decide which posters they will visit. For example, consider placing ELLs in the same group and assigning them to examine posters 4–6, since they are not as text-heavy as posters 1–3.
- Consider inviting students who need additional fluency practice to chorally read the text on posters 4–6 during the Poster Walk.
- Some students may require support recording their information in the correct category on the My Freaky Frog Research note-catcher.

**Assessment Guidance:**

- For more context on the performance task, see the full prompt in the Performance Task Overview.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the Poster Walk in Opening A.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) during the independent research in Work Time B.

**Down the road:**

- Students will use the research from this lesson and Lesson 2 to plan and write their essays in later lessons in the unit.

**In advance:**

- Review the Poster Walk protocol.
- Prepare:
  - Poster Walk posters (see supporting materials). Note that this preparation will take time.
  - Small labels: “Poison Dart Frog”, “Water-Holding Frog”, and “Amazon Horned Frog” to attach to pins and place on the world map. These must be large enough to see but not too large to cover up too much of the map.
- Determine Poster Walk groups.
- Post: Learning targets.

- Work Time B: For students who will benefit from hearing the text read aloud multiple times, consider using a text to speech tool like Natural Reader ([www.naturalreader.com](http://www.naturalreader.com)), SpeakIt! for Google Chrome or the Safari reader. Note that to use a web based text to speech tool like SpeakIt! or Safari reader, you will need to create an online doc, for example a Google Doc, containing the text.
- Work Time B: The Freaky Frog research notebooks could be completed by students online, for example on Google Docs in a folder for each student.
- Work Time B: 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>)

### Daily English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.3, 3.I.B.5, 3.I.B.6, 3.I.B.8, 3.I.C.10, 3.II.A.1.

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by allowing them a choice of frogs to research, thus increasing their motivation to learn the language that is part of their frog research. Give ELLs free choice; however, if they are hesitant or really struggling with the language in this module, consider suggesting that they study the glass frog.
- ELLs may find it challenging to persevere through the long, complex informational writing process. Ask them what they have accomplished so far and give them a map of their remaining tasks to help them absorb the information-gathering and note-taking arc of this lesson in relation to the unit overall. As the research and note-taking process in this lesson is complex and writing intensive, allow ELLs sufficient time and support to be successful. Consider providing them alternative means of collecting, recording, and expressing information, such as sketching or using manipulatives, so they can be successful with the research process without being daunted by writing.

#### Levels of support

*For lighter support:*

- Consider partnering students with those who need heavier support, if possible, within home language groups. The home language groups can complete the Poster Walk together, for example, discussing the frog features first in home languages, then transitioning to English as they choose their frog to research.
- During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”

*For heavier support:*

- Students may find it strange or difficult to choose their own frog text. Discuss the advantages and disadvantages. Let them know that you are allowing them to choose their own text so that they can make their own decisions and stay excited about reading and writing. You might help them through the process with a think-aloud: “I think I’ll choose the water-holding frog because the bladder that helps it stay wet and change shape is so amazing.”
- Consider modifying their My Freaky Frog Research note-catcher to include partial examples or note frames, or provide evidence so that the students can more quickly create the notes.
- To prepare students for the mid-unit assessment, reinforce the purpose of the performance task. Show them an example of a fictional book about an animal and ask: “Is this good writing for our performance task? Why?”
- Re-teach definitions of key words such as *habitat*, *predator*, and *adaptation*.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, support comprehension by activating prior knowledge. Consider a brief review of Unit 2 to highlight relevance and scaffold connections for students. Additionally, provide questions visually as well as verbally. For example, display questions on chart or board during discussions.
- **Multiple Means of Action & Expression (MMAE):** The research and note-taking process in this lesson is complex and writing intensive. Allow students who need writing support sufficient time and scaffolding to be successful. Consider allowing them alternative means of collecting, recording, and expressing information, such as sketching or using manipulatives, so they can be successful with the research process without being daunted by writing.
- **Multiple Means of Engagement (MME):** As in previous units, sustained engagement and effort throughout this unit is essential for student achievement. Some students may need support to remember the goal for the work they are doing with the Performance Task. These students benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- notice, details, text features, informational, adaptations, habitat, predators, prey, sources (L)
- palm, paralyze, underground, basin, contain, include, enormous, stem, ambush, invisible, steady, survive (T)

### Materials

- ✓ Poster Walk posters (new; teacher-created; see supporting materials)
- ✓ Directions for Poster Walk (one to display)
- ✓ Markers (a different color for each group; one per student)
- ✓ Performance Task anchor chart (from Unit 1, Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (from Unit 1, Lesson 1)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (book; one per student)
- ✓ Freaky Frog research notebooks (from Unit 2, Lesson 1; one per student and one to display)
  - My Freaky Frog Research note-catcher (page 9 of Freaky Frog research notebook)
- ✓ Frog Signs: glass frog, Amazon horned frog, and water-holding frog (new; teacher-created; see Opening B)
- ✓ Freaky Frog essay prompt (new; one to display; see supporting materials)
- ✓ My Freaky Frog Research note-catcher (answers, for teacher reference)
- ✓ “Poison Dart Frog” (one to display)
- ✓ Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” or “Transparent Wonder” (one per student for his or her specific frog group; see supporting materials)
- ✓ Pins and labels (see Teaching Notes; 3 for display)
- ✓ World map (from Module 1; one for display)

### Opening

#### A. Poster Walk (15 minutes)

- Build up excitement for this unit by reminding students that they have been building expertise about frogs by studying many different types of freaky frogs, and they will get to choose one to learn about in more depth in this unit. Tell them they will choose which frog they will study later in the lesson.
- Point out the **Poster Walk posters** displayed around the classroom.
- Display and review briefly the **Directions for Poster Walk** and remind students about expectations for group work and discussion.
- Explain that they will be in groups of three to four and rotate through the Poster Walk posters to discuss the following question:
 

*“What do you notice or wonder about how frogs survive from the pictures and/or text on this poster?”*
- Circle the word *notice* and tell students that when we look at a picture or a book, we notice details.
- Ask:
 

*“What does the word details mean?” (a particular fact or piece of information from the picture or text)*



- Point to a picture on one of the Poster Walk posters. Invite students to turn and talk, and then cold call students to share whole group:  
*“What details do you notice about this picture?” If necessary, model by saying something like, “For example, when I look at this picture, I notice ... [discuss a detail from picture].” (Responses will vary; emphasize the importance of referring directly to what can be seen in the picture to help students continue to understand the importance of evidence.)*
- Ask students now to think about, then share with a partner, questions they have about the picture. If necessary, model by saying something like: “It also makes me wonder ... [insert a question].” Emphasize the importance of referring directly to what you see in the picture (to help students continue to understand the importance of evidence).
- Explain that as students move from poster to poster, they will record what they notice and wonder about each picture and/or text directly on the poster. Remind them that they can respond to what others have written on the poster as well.
- Group students and indicate where each group will start. (Consider leaving this open-ended and allowing groups to visit as many posters as time allows.)
- Distribute **markers (a different color for each group)** and ask students to begin. Give them 2 minutes to work on each chart, and then rotate. As students are writing, monitor for text-based observations and questions. If necessary, gently point participants to interesting comments and questions, pushing them to cite evidence for what they notice and wonder.
- At the end of 10 minutes, invite students to go back to their first poster and read through all of the inferences and comments. Explain that they should be thinking about what they notice and wonder about what has been written on their poster.
- Using a total participation technique, invite responses from the group:  
*“What patterns or themes did you notice in all of the Poster Walk posters?” (Many of the posters have frogs; the word adaptation is repeated again and again, etc.)*

### Meeting Students' Needs

- For students who may need help organizing their ideas in writing: Write sentence frames (“When I look at this picture, I notice ...” and “It also makes me wonder ...”) in advance on sticky notes that they can complete and stick to Poster Walk charts for Opening A. (MMAE)
- For students who need support with writing fluency: Before the Poster Walk, provide examples of notice/wonders. Teacher think-alouds and examples written by peers offer concrete models for these students. Some may need more support with wonders and would benefit from sentence frames such as, “I wonder why this frog has ...” or “What does this frog use \_\_\_\_\_ for?” (MMAE)
- ELLs: Model the turn and talk with a volunteer student (perhaps an ELL who needs lighter support). Use the sentence frames “I notice \_\_\_\_\_” and “I wonder \_\_\_\_\_.” If you choose, write the sentence frames in speech bubbles and hold them up on ice pop sticks as you are speaking. Think aloud a notice or wonder and then tell the volunteer student. Prompt the volunteer to then offer his or her own notice or wonder.
- ELLs: Encourage students to think about the purpose of the Poster Walk: “Look at these.” (Point to the posters.) “In pairs, discuss: What are they? What is a Poster

Walk? Why are we doing a Poster Walk?" (They're posters. It's when you walk around posters. We can get new information.) Invite pairs to share with the class.

- ELLs: Prepare sticky notes with prewritten notices and wonders. Think aloud the process of choosing where to place the notes: "Hmmm. I'm not sure what this word means, so which note should I stick here?" (The one that says: What does this word mean?). For example:
  - Why is the frog orange?
  - How is this frog unique?
  - I am seeing this word a lot!
  - What does this word mean?
  - This makes me think of another lesson.
  - \_\_\_\_\_ (blank for them to write their own)
- Call on students who placed sticky notes to share their thinking during the share-outs.
- ELLs: Repeat the question "What do you notice or wonder about how frogs survive from the pictures and/or text on this poster?" Rephrase the question: "Look at this poster. Think about how frogs survive. What details or pieces of information do you see about how frogs survive? What are your questions about how frogs survive?"

### Opening

#### B. Reviewing Performance Task and Learning Targets (10 minutes)

- Direct students' attention to the posted learning targets. Read them aloud as students follow along, reading silently in their heads:

*"I can use text features to find information efficiently about my freaky frog."*

*"I can gather information and take notes about general facts about my freaky frog."*

- Using a total participation technique, invite responses from the group:

*"What are text features?" (signals an author uses in informational texts to help the reader understand and find information in the text, like headings, subheadings, pictures and captions, etc.)*

*"So knowing what the rest of the learning target means now, how do you think we will gather information and take notes about our freaky frogs?" (We will use text features to find the specific information in the text we are looking for about our frogs.)*

- Add any new academic vocabulary to the permanent Academic Word Wall (from Module 1).
- Draw students' attention to the **Performance Task anchor chart** and read the prompt aloud, inviting students to chorally read it with you. Remind them that they are working toward creating an informational book and trading card about a freaky frog. Point out the bullet points below the performance task prompt. Explain that students may not understand these components now, but these things will be a focus of class learning.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically applying my learning. Remind students that as experts on frogs, they are now working on applying what they learned to help teach their community about frogs.
- Explain that before they can write about their freaky frog, they need to research more about it.



- Point to the third and fourth bullet points of the prompt under “Your book will include” (“Informational writing ...” and “A free Freaky Frog ...”) on the Performance Task anchor chart and ask for a volunteer to read them aloud:

*“Informational writing to amaze your readers with the unique, sometimes freaky, adaptations of the frog you researched.”*

*“A free Freaky Frog trading card with a high-quality illustration or digital picture and scoring system for your readers to play a game with.”*

- Tell students they will work on these parts of the performance task in this unit. Underline the words *informational* and *adaptations*.
- Remind students of the writing they did in Unit 2. Using a total participation technique, invite responses from the group:

*“What do we mean by informational writing?” (It is writing that gives facts or information about something.)*

- If productive, cue students to expand the conversation by giving an example:

*“Can you give an example?” (Responses will vary.)*

- Focus students on the word *adaptations* and remind them that they encountered this word in Unit 2. Refer students to the temporary Domain-Specific Word Wall.
- Ask them to discuss with an elbow partner what this word means. (It means the way an animal looks or acts that helps it to survive.)
- Ask:

*“So, based on the anchor chart, what kind of information will we be looking for during our research?” (We need to find information about our freaky frog and its unique adaptations.)*

- Distribute *Everything You Need to Know about Frogs and Other Slippery Creatures*. Ask students to also take out their **Freaky Frog research notebooks**. Explain that they are going to look over their notes and then select their freaky frog based on which one interests them the most.
- Give students 5 minutes to review the Poster Walk posters, their notes, and the text.
- As students work, post the **Frog Signs: glass frog, Amazon horned frog, and water-holding frog** around the classroom.

*For ELLs: Mini Language Dive. Ask students about the meaning of the frog names. Write and display student responses next to the names. Examples: What part of speech is frog? (a noun); How about glass? (adjective); What does glass do? (describes the type of frog); What is water-holding? (adjective); What is the line between water and holding? (a hyphen that shows the two adjectives are together); What type of frog is this (it collects water in its body); What other frog do you know that has a hyphen in its name? (poison dart frog); Why do we add -ed to horn? (Some words add -ed to show they are adjectives.); Where does the adjective go in all of these names? (before the noun)*

- Describe the process students will use for choosing their frog. Note for students that each part of the room is labeled for one of the frogs:
- Move to the part of the room labeled for the frog you would like to study.
- Once there, share with the group why you chose that frog.
- Invite students to move and make their choices. Support students as they make their decisions.

## Meeting Students' Needs

- For ELLs and students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in learning targets, such as *refer*, *support*, *text features*, and *efficiently*. (MMR)
- For students who may need additional support with comprehension: Provide copies of the anchor charts in advance so they can maintain focus, sketch or take notes about their thinking, and access important information as they work independently. (MMR)
- For students who may need additional support with fluency: Invite them to practice reading the bullet points on the Performance Task anchor chart 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. (MMAE, MME)
- Pair students with strategic elbow partners to ensure that developing readers have a strong, politely helpful partner to support their efforts to determine the meaning of unfamiliar vocabulary words such as *adaptations*. (MME)
- ELLs: Show students examples of the text features you point out. Example: For the glass frog in Everything You Need to Know about Frogs and Other Slipper Creatures, point out the picture and the heading "The Glass Frog." Point out the use of boldface and italic and ask students how these features help highlight information.
- ELLs: Display the models of the Freaky Frog book and trading card as you discuss the Performance Task anchor chart.
- For ELLs: Language Dive—third bullet point of the Performance Task anchor chart:

Informational writing	to amaze your readers	with the unique, sometimes freaky, adaptations	of the frog you researched.
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1. Read the bullet aloud again.
2. Scramble the chunks and ask students to put them in the correct sequence.
3. Ask students what the gist of the bullet is.
4. Ask students to point out the text evidence for their gist.
5. Ask them what the chunks mean and how they know. Write their answers under the chunks.

Informational writing	of the frog you researched.
What kind of writing? (informational) What is informational writing? (gives facts or information) Show me a paragraph in our book.	What will your informational writing be about? (a frog) Which frog? (the frog I researched) Why do we say <i>the frog</i> ? (to refer to one frog only—the one we researched)
with the unique, sometimes freaky, adaptations	to amaze your readers

<p>What is an <i>adaptation</i>? (one way an animal looks or acts to survive)</p> <p>What is the translation of <i>adaptation</i> in our home languages? (<i>pagbagay</i> in Filipino)</p> <p>What kind of frog adaptations will you write about? (unique, sometimes freaky)</p> <p>What does <i>unique</i> mean? (different from anything else)</p> <p>What are the translations of <i>unique</i> in our home languages? (different from anything else; <i>cim</i> in Hmong)</p> <p>Why write about unique, freaky adaptations? (Readers will be amazed or find them interesting.)</p>	<p>Who are your readers? (my classmates, my parents, my teacher)</p> <p>How can you amaze your readers? (write about unique, freaky adaptations)</p> <p>Give me an example of a freaky adaptation that will amaze your readers (a frog that you can see through)</p> <p>Why do we use the word <i>to</i>? (to show purpose)</p>
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6. Ask students what questions they have about the language.
7. Ask them again about the gist of the bullet.
8. Ask students to point out the text evidence for their gist.
9. Ask them to rephrase the bullet.
10. Invite students to post the chunks around the room on the appropriate Language Chunk Wall—e.g., noun phrases that show people, places, and things; prepositional phrases that show belonging; prepositional phrases that show a way to do something; infinitive phrases that show purpose.

## Work Time

### A. Guided Practice: Researching General Facts about the Poison Dart Frog (15 minutes)

- Display the **Freaky Frog essay prompt** (see supporting materials) and invite students to read it silently in their heads as you read it aloud.
- Underline “describing what your frog looks like, its habitat, its predators, and its prey.” Explain that this will be the focus of their research today.
- Display a blank **My Freaky Frog Research note-catcher** from page 9 of the Freaky Frog research notebook. Cold call a student to read the research question at the top of the page.
- Explain that you will show them how to use this note-catcher by researching the poison dart frog as an example. Finish the “My freaky frog is the:” sentence by recording the frog’s name.

- Cold call a student to read the headings for the rows and columns of the table on the note-catcher. Clarify the meaning of any of the categories as necessary (Habitat, What It Looks Like, Predators, and Prey). Ask:

*“What do we mean by facts, definitions, and details?” (information from the text related to the category)*

- Point out the word *sources* and ask:

*“What do we mean by sources?” (what we read or view that gives us information)*

*“What source have we been using to learn about frogs?” (Everything You Need to Know about Frogs and Other Slippery Creatures)*

- Validate student responses and remind them that there is a lot of good information about frogs in their texts that will help them in their research. Ask:

*“How can we find information about our specific frogs quickly and efficiently in this text?” (use text features like the table of contents or index)*

- Model using the index to find the pages in *Everything You Need to Know about Frogs and Other Slippery Creatures* with information about poison dart frogs. Turn to page 47 and model using the picture, heading of the caption, and bolded words to find information about the poison dart frog. Model recording information in the appropriate boxes on the displayed My Freaky Frog Research note-catcher. See **My Freaky Frog Research note-catcher (answers, for teacher reference)** in the supporting materials for possible facts, definitions, or details to record. Emphasize the importance of referring directly to what was read to help students continue to understand the importance of evidence.
- Remind students that when building expertise, it is important to consider information from more than one source. Explain that as they learn about their freaky frogs, they will read a new text to gather information about their frog and its adaptations.
- Display the **“Poison Dart Frog”** text. Tell students that since they are all learning about different frogs, they will have different texts to read, and this is the text you will be using to learn more about poison dart frogs.
- Model as necessary reading the text for gist and then recording notes in the appropriate boxes on the My Freaky Frog Research note-catcher. Emphasize the importance of referring directly to what was read to help students continue to understand the importance of evidence.

### Meeting Students' Needs

- For ELLs and students who need support reading or writing their ideas: Review the meanings of note-catcher categories by asking the class:
  - “What is an animal's habitat?” (where it lives)
  - “What are some things that we can talk about to tell how it looks?” (its color, shape, size)
  - “What do we mean by predators?” (animals that hunt it and eat it) (MMAE)
- For students who may need additional support with comprehension: Invite students to draw quick sketches near each heading that will help them recall what they need to write in each section of the note-catcher. (MMR)
- ELLs: Repeat and rephrase the definitions of *facts*, *definitions*, and *sources*:
- A *fact* is information that is true.

- A *definition* is the meaning of a word.
- A *source* is the book or article where we find the facts and definitions.
- ELLs: After modeling using the note-catcher, invite students to add more information to the model note-catcher for more practice before independent work. Support, encourage, and redirect as necessary.
- For ELLs and students who need support organizing ideas for 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. Independent Practice: Researching General Facts about My Freaky Frog (15 minutes)

- Explain that now students are going to reread sections of *Everything You Need to Know about Frogs and Other Slippery Creatures*, read a new text about their freaky frog, and take notes on their My Freaky Frog Research note-catcher. Remind them of the process they have practiced many times:
  - Use text features to find information about a topic.
  - Read the text for gist.
  - Identify important or unfamiliar words.
  - Think about and use the vocabulary strategy that is most effective in determining the meaning of unfamiliar words.
  - Think about key information and details.
  - Read again to find specific facts and details.
- Distribute **freaky frog texts** and invite students to open their Freaky Frog research notebooks to find the My Freaky Frog Research note-catcher on page 9.
- Invite students to independently read their texts to find information about their frogs, completing their My Freaky Frog Research note-catcher as they work. Circulate to support them as needed, emphasizing the importance of using evidence.
- Ask students to turn and talk to their partner, and cold call students to share with the whole group:
 

***"Where does your freaky frog live?" (Poison Dart Frog: Colombia; Water-Holding Frog: Australia; Amazon Horned Frog: Amazon rainforest; Glass Frog: Central and South America)***
- Add **pins and labels** to each of these places on the **world map**.
- 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.
- Repeat, inviting students to self-assess against how well they applied their learning.

### Meeting Students' Needs

- For students who may need additional support with comprehension: 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)
- ELLs: Pair students with a partner who has greater language proficiency. Pairs can read aloud together. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and showing how to find and record information, for example.

### Closing and Assessment

#### A. Debrief (5 minutes)

- Refocus whole class. Tell students to bring their research materials and research notebooks. Ask them to try to find a partner who is studying a different frog. (This may not be possible given students' frog choices.)
- Say:  
***"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.

### Meeting Students' Needs

- ELLs: Use the frame: "One interesting fact about my frog is \_\_\_\_." If you choose, write the frame in a speech bubble and hold it up on an ice pop stick as you are speaking.
- 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 snake in the Predators column, point to it and say, "One interesting fact I found about my frog is a snake eats it." Encourage the student to repeat the phrase.
- ELLs: Encourage students to use their home languages to describe some of the facts they learned.
- ELLs: As groups of students interact, listen for verb tense errors that are impeding communication. Briefly review the verb tense for errors that may be salient for the whole class.



## Homework

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- A. Have a conversation with someone at home about your selected frog using the provided prompts in your Unit 3 homework packet.**
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing fluency: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)