

Lesson 2: 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.
- **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 form and use regular verbs in the future tense. (L.3.1d, L.3.1e)
- 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 what makes my freaky frog unique. (W.3.7, W.3.8)

Ongoing Assessment

- My Freaky Frog Adaptations Research note-catcher (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8)

Agenda

1. Opening

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

2. Work Time

- A. Mini Lesson: Forming and Using Verbs in the Future Tense (15 minutes)
- B. Guided Practice: Researching Poison Dart Frog Adaptations (10 minutes)
- C. Independent Practice: Researching My Freaky Frog's Adaptations (20 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face: Frog Adaptations Freeze Frame (5 minutes)

4. Homework

- A. Reread the Poison Dart Frog Model for gist.
- 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:

- This lesson continues the in-depth study of verbs and verb tense (L.3.1d, L.3.1e) begun in Unit 1 and continued in Unit 2. In this lesson, students have additional practice forming and use regular verbs in the future tense.
- To deepen their expertise about their specific frog's adaptations, 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 selected (RI.3.1, RI.3.5). This reinforces the importance of comparing texts on the same topic.
- 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 the Poison Dart Frog Model aloud in Opening A and *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:

- The structure of this lesson mimics Lesson 1. Students review the Freaky Frog essay prompt, practice researching the adaptations of the poison dart frog as a class, and research the adaptations of their selected frog 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 support recording their information in the correct column on the My Freaky Frog Adaptations Research note-catcher.
- Students may require additional support elaborating on the adaptations of their frog.

Assessment Guidance:

- 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 continue to learn about verb tenses in Lessons 3–5. They will apply their knowledge of verb tenses when drafting and revising their informative essay.
- Students will use the research from this lesson to plan and write their four-paragraph essays later in the unit.

In advance:

- Prepare and display the Future Tense Verbs practice.
- Review: Back-to-Back and Face-to-Face protocol.
- Post: Learning targets.

- Work Time C: Student Freaky Frog research notebooks could be completed by students online, for example on Google Docs in a folder for each student.
- Work Time 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>)

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs through a mini lesson on verbs with future meaning. This is especially helpful as ELLs work to make sense of the grammatical system of English. Take time to provide plenty of models and allow students to translate to their home language. Be particularly vigilant to strategically point out tense errors when students talk about the future after the mini lesson.
- ELLs may find it challenging to take notes effectively. Model taking notes in the My Freaky Frog Adaptations Research note-catcher. Invite students to notice the language of the notes in the model. Example: notes can contain only a subject or only a predicate; they don't have to be complete sentences. Point out how this is different from formal writing, where each complete sentence must have a subject and a predicate. See the Meeting Students' Needs column for additional suggestions.

Levels of support

For lighter support:

- To foster learning through diversity and inclusion, invite students to bring an object or information representing Central or South American culture. Students who have family members from Central or South America could interview them about frog lore or other meaningful aspects of country or family culture.
- Reinforce *when* clauses by inviting ELLs to combine sentences using *when*. Example: They come out at night. They are hard to see at night. *They come out at night when they are hard to see.*

For heavier support:

- Two Mini Language Dives are offered for targeted support in the lesson. If you find yourself short on time, focus on the Mini Language Dive in Work Time C during the independent practice.

- Write the modal verb *will* and the verbs *jump*, *run*, *have*, *lay*, and *be* and *am* on separate word strips. Invite students, in pairs, to use the word strips as prompts for sentences starting with Today, I ____.

Example:

Today, I am happy.

Then, invite them to say similar sentences starting with *Tomorrow, I ____*, and adding *will*.

Example:

Tomorrow, I will be happy.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Consider color-coding texts for Work Time C based on where students should put that information into the My Freaky Frog Adaptations Research note-catcher. This will clarify for students how to use the note-catcher and guide them toward important sections of the text.
- **Multiple Means of Action & Expression (MMAE):** Consider allowing students to use 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

- verbs, verb tense, future tense, adaptations, facts, details, elaboration (L)
- palm, paralyze, underground, basin, contain, include, enormous, stem, ambush, invisible, steady, survive (T)

Materials

- ✓ Freaky Frog essay prompt (from Lesson 1; one to display)
- ✓ Poison Dart Frog Model (new; one per student and one to display; see supporting materials)
- ✓ Parts of Speech anchor chart (begun in Unit 1, Lesson 11)

- ✓ Future Tense Verbs practice (one for display)
- ✓ Freaky Frog research notebook (from Unit 2, Lesson 1; one per student and one to display)
- ✓ My Freaky Frog Adaptations Research note-catcher (page 10 of Freaky Frog research notebook)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (book; one per student)
- ✓ My Freaky Frog Adaptations Research note-catcher (answers, for teacher reference)
- ✓ “Poison Dart Frog” (from Lesson 1; one for display)
- ✓ Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” or “Transparent Wonder” (from Lesson 1; one per student for his or her specific frog group; see supporting materials)

Opening

A. Engaging the Reader (5 minutes)

- Display the **Freaky Frog essay prompt** and remind students that they discussed this prompt in the previous lesson. Read it aloud as students follow along, reading silently in their heads.
- Display and distribute the **Poison Dart Frog Model**. Explain that this is an example of a response to the prompt.
- To foster learning through diversity and inclusion, ask students what they know and love about Central and South America. Ask them how they think the native peoples figured out how to make poisonous blowpipe darts and why.
- Explain that today students will read the model to understand the gist. Tell them that you will read the essay aloud twice. The first time, they should just listen as you read. The second time, they should think about the gist of the essay.
- Read it aloud for students without stopping, as they read along silently in their heads.
- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:

“What is the text about?” (Student responses may vary, but could include it’s about poison dart frogs.)

- Read the essay aloud a second time, inviting students to read it chorally with you, stopping after each paragraph and asking:

“What was the gist of the first paragraph?” (It was general information about the poison dart frog.)

“What was the gist of the second paragraph?” (It was about physical things that make the poison dart frog unique.)

“What was the gist of the third paragraph?” (It was about behavioral things that make the poison dart frog unique.)

“What was the gist of the last paragraph?” (It wrapped up the essay.)

- Tell students they will read and analyze this model over the next several lessons to learn more about informational writing.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Number each paragraph on the display. Invite ELLs to tell you the gist of each paragraph as you write it next to the paragraph. (MMR, MMAE)
- For students who may be 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 ELLs: Point to a model of a Freaky Frog book and a trading card as you read the essay prompt aloud. This will help students understand the concepts of the book and trading card and what students are working toward.
- For ELLs: Point to poison dart frog features in a picture as you read the model. Example: Point to the frog's skin and mime touching it and feeling the paralyzing effects on your skin.

Opening

B. Reviewing Learning Targets (5 minutes)

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

"I can form and use regular verbs in the future tense."

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

"I can gather information and take notes about what makes my freaky frog unique."

- Underline the word *verbs* in the first target and remind students that they have been learning about different *verb tenses* throughout this module. Explain that in this unit, they will focus on forming and using verbs in the *future tense*. Refer students to the Academic Vocabulary Word Wall.
- Explain that, as in Lesson 1, they will read informational texts to learn about their freaky frogs.
- Display the Freaky Frog essay prompt and underline "describes your frog and at least two adaptations that help your frog to survive." Explain that this will be the focus of their research today.
- Focus students on the word *adaptations* in the prompt 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 (the way an animal looks or acts that helps it to survive).

Meeting Students' Needs

- For ELLs and students who need additional support with vocabulary: Ask students what *refer back* means. Invite them to use standard and translation dictionaries. Ask: "Why do you refer back to a text to support your answers?" (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the Freaky Frog essay prompt: *For this task, write an informational essay that describes your frog and at least two adaptations that*

help your frog to survive. Write and display student responses next to the chunks.

Examples:

- "What is an essay? Use your dictionaries. What is essay in our home languages?" (short piece of writing on a topic; *esszé* in Hungarian)
- "What kind of essay?" (informational)
- "What will your essay do?" (describe)
- "What will you describe?" (my frog and at least two adaptations)
- "What does *at least* mean? What is *at least* in our home languages?" (not less than; here, two or more; *al menos* in Spanish)
- "What kind of adaptations?" (those that help keep your frog alive)
- "What are some examples of adaptations that help a frog survive?" (poisonous skin; hiding eggs)

Work Time

A. Mini Lesson: Forming and Using Verbs in the Future Tense (15 minutes)

- Remind students that they have been learning about verbs.
- Focus students on the **Parts of Speech anchor chart** to review what *verbs* are.
- Direct students' attention to the **Future Tense Verbs practice**. Remind students that they identified the rule for forming and using verbs in the future tense in Unit 2, and explain that in this lesson will be practice this more.
- 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 or a state of being in the present time)*
 - "When do we use the past tense?" (to show something happened or a state of being in the past)*
- Display the following sentences and invite students to chorally read them aloud:
 - "The bright color warns other creatures that the frog is poisonous."
 - "The bright color warned the snake that the poison dart frog was poisonous."
 - "The bright color will warn other creatures that the frog could be poisonous."
- Using a total participation technique, invite responses from the group:
 - "What are the verbs in these sentences?" (warns, is; warned, was; will warn)*
 - "What are the translations of these verbs in our home languages?" (Answers will vary.)*
 - What are the base forms of these verbs in English?" (warn, be)*
 - "What is similar among the verbs in these sentences?" (The base forms are the same.)*
 - "What is the difference among these sentences?" (The verbs are different forms.)*
- Validate student responses and explain that the forms of the verbs are different because they are expressing the action happening in different times—the verbs have different tenses. Ask:
 - "Which sentence is written in the present tense?"*

- If productive, cue students to provide evidence:
“What, in the sentence, makes you think so?” (The first is the present tense; the verbs “warns” and “is” signal the tense.)
“Which sentence is written in the past tense?”
- If productive, cue students to provide evidence:
“What, in the sentence, makes you think so?” (The second is in the past tense; the verbs “warned” and “was” signal the tense.)
- If productive, cue students with a challenge:
“Can you figure out which tense the third sentence is written in? What, in the sentence, makes you think so? I’ll give you time to think and discuss with a partner.” (future tense; will + base form)
- Cold call a student to read the description of future tense verbs on the Future Tense Verbs Practice: “Future Tense: a form of a verb that shows something will happen or a state of being in the future.”
- Underline the words *will warn* in the third sentence and ask:
“How did we change the form of the verb warn in this sentence?” (added will before warn)
- Validate responses and explain that to change a regular verb to the future tense, we add *will* before the *base form*.
- Direct students’ attention to the Future Tense table on the Verb anchor chart. Model changing *jump* and *run* to the future tense by adding *will*. As a class, chorally change *have*, *lay*, and *be* to the future tense, filling in the table as you read. (will have, will lay, will be)
- Refocus students whole group. Remind them that one of the things you will be looking for in their writing of their informational essays is correct verb tense. Reassure students that they will have more opportunities to practice this over the next few lessons.
- Using a total participation technique, invite responses from the group:
“When should you use the future tense in your writing?” (to show something will happen or a state of being in the future)

Meeting Students’ Needs

- For students who need additional support with comprehension: Provide individual copies of the sample sentences and underline or highlight the verbs in advance. (MMR)
- For ELLs: Support comprehension of the Freaky Frog essay prompt and prepare students for the mid-unit assessment while providing practice with the future tense:
 - Complete the sentence with the verb in the past tense. (L.3.1d, L.3.1e)
- Other students ____ your book to learn more about frogs and their adaptations. (read)
- (will read)
- For ELLs: Practice the sounds in *will* and linking *will* with the base verb that follows.
- Show students /w/ with your jaw almost closed and your lips in a tight circle. They should feel soft breath when they hold their hand up to their mouth to make the sound.

- Show students the ending /l/ sound with your jaw almost closed and your tongue touching your top teeth.
- Show students how the ending /l/ links with the beginning sound of the base verb that follows. Example *will warn*. Invite them to exaggerate the movement of their lips as they go back and forth between the w-l-w sounds.
- Give students a hand mirror so they can see that they are forming the sounds correctly.
- Show students how to stress (say louder and longer) the base form of the verb over the auxiliary *will*. Examples: *will WARN*; *will HAVE*. *The bright color will WARN other creatures...*

Work Time

B. Guided Practice: Researching Poison Dart Frog Adaptations (10 minutes)

- Display a blank **My Freaky Frog Adaptations Research note-catcher** from page 10 of the **Freaky Frog research notebook**. Remind students that they used a similar note-catcher in Unit 2 when learning about how frogs adapt to where they live. Cold call a student to read the research question at the top of the page.
- Explain that you will show students how to use this note-catcher by researching the poison dart frog as an example. Record the frog's name on the "My freaky frog is the:" line.
- Cold call a student to read the headings for the columns of the table on the note-catcher.
- Using a total participation technique, invite responses from the group:
"What do we mean by facts and details?" (information from the text related to the category)
- Cold call a student to read the subheadings under the Facts and Details heading ("What is the frog?" and "What is the adaptation?"). Clarify the subheadings as needed.
- Ask:
"What do we mean by elaboration?" (explanation of the facts and details)
- Cold call a student to read the subheading under the Elaboration heading ("How does this help the frog survive?"). Clarify the subheading as needed.
- Ask:
"Based on the headings and subheadings of this note-catcher, what will we be researching today?" (the adaptations of our frogs and how the adaptation helps the frog survive).
- Point out the word *sources* and ask:
"What sources have we been using to learn about frogs?" (Everything You Need to Know about Frogs and Other Slippery Creatures and our expert texts)
- 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's adaptations. Model recording information in the appropriate columns on the displayed My Freaky Frog Adaptations Research note-catcher. Refer to the **My Freaky Frog Adaptations Research note-catcher (answers, for teacher reference)**. Emphasize the importance of referring directly to what was read to reinforce the importance of evidence.

- Remind students that when building expertise, it is important to consider information from more than one source. Remind them that in Lesson 1, they read a new text to gather information about their frog and its adaptations.
- Display the **Poison Dart Frog text**. Remind students that since they are all learning about different frogs, they will have different texts to read, and this is the text you will use to learn more about poison dart frogs.
- Model as necessary rereading and recording notes in the appropriate columns on the My Freaky Frog Adaptations 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: Point to the picture, heading of the caption, and bolded words in *Everything You Need to Know About Frogs* to remind students what text features are.
- For ELLs and students who may need additional support with writing fluency: Help students develop note-taking skills:
- Suggest they write only key words (not sentences) as they engage with the texts.
- Suggest they accompany their note with a sketch.
- Allow them to use different color pens or pencils in each column of the note-catcher.
- When you see notes that don't include key words, discuss why the student chose to write the note. Ask how the note will help the student remember an important fact or detail.
- Allow students to verbally summarize their notes to another student.
- Encourage them to review their notes at the end of each activity. They should work to explain and ask questions about their own or others' notes. (MMAE)

Work Time

C. Independent Practice: Researching My Freaky Frog's Adaptations (20 minutes)

- Explain that now students are going to reread sections of *Everything You Need to Know about Frogs and Other Slippery Creatures* and their freaky frog text, taking notes on their My Freaky Frog Adaptations 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.
 - Think about key information and details.
 - Read again to find specific facts and details about their frog's adaptations.

- Distribute *Everything You Need to Know about Frogs and Other Slippery Creatures*. Invite students to take out their **freaky frog texts** and their Freaky Frog research notebooks to find the My Freaky Frog Adaptations Research note-catcher on page 10.
- Invite students to independently reread their texts to find information about the adaptations of their frogs, completing their My Freaky Frog Adaptations Research note-catcher as they work. Circulate to support students as needed, emphasizing the importance of using evidence.
- 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 with writing fluency: Provide a partially filled-in note-catcher. Note-catchers engage students more actively and provide the necessary scaffolding that is especially critical for those with lower levels of language proficiency and/or learning. (MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from "Transparent Wonder": *This makes them very hard to see when they are sitting on a green leaf*. Write and display student responses next to the chunks. Examples:
 - "What does *transparent* mean? What is *transparent* in our home languages?" (see-through; light passes through; like glass; *transparente* in Portuguese)
 - (Write *see-through* on the board.) "What else is see-through?" (glass, water)
 - "What part of speech is *see-through*? What does it describe?" (adjective; glass frog's skin)
 - "What's the thing between the two words?" (hyphen)
 - "Why do we use a hyphen?" (to join two words together)
 - "What other hyphenated adjectives have we learned?" (water-holding, etc.)
 - "What is a *transparent wonder*?" (a see-through thing that is amazing)
- Read the sentence aloud. Read the sentence before it aloud. (*Glass frogs' backs are green and see-through.*)
 - "What is *This*?" (transparent backs)
 - "Imagine you are a glass frog. Show me how you sit on a green leaf."
 - "Are the frogs always hard to see?" (Maybe. But the sentence says they are hard to see sitting on a green leaf.)
- Underline *when*. "Why does the writer use *when*?" (to describe a circumstance or situation—sitting on a green leaf)
- Underline three other places in the text where the writer uses *when*. "Which of these describe circumstances, states, or events?" (*when the eggs hatch*) "What do the others describe?" (time; *when their predators are most active*; *when they are even harder to see*)
- "So how does the transparent adaptation help the glass frog to survive?"

Closing and Assessment

A. Back-to-Back and Face-to-Face: Frog Adaptations Freeze Frame (5 minutes)

- Invite students to consider their frog's adaptations. Ask them to consider how they might use their own bodies to re-create one adaptation in a "freeze frame," or a frozen pose.
- Tell students that they are going to follow the Back-to-Back and Face-to-Face protocol. Have them find a partner and stand back-to-back with him or her. When you say, "Face-to-face," they should turn around and show their partner a "freeze frame" of their frog's adaptation. The partner should try to guess the adaptation based on the "freeze frame." Then they will switch roles.
- Start the Back-to-Back and Face-to-Face protocol, repeating two or three times.

Meeting Students' Needs

- For ELLs: As groups of students interact, jot down any pronunciation errors that are impeding communication. Encourage the group to identify the pronunciation that communicates the message clearly and accurately.
- For ELLs: Model the protocol with an ELL who needs lighter support.

Homework

A. Reread the Poison Dart Frog Model for gist.

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)