

Lesson 9: Performance Task: Front and Back Cover of Freaky Frog Book



CCS Standards

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.3.3a:** Choose words and phrases for effect.



Daily Learning Targets

- I can design eye-catching front and back covers for my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it. (W.3.2, W.3.4)
- I can choose words for the front and back covers of my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it. (W.3.4, L.3.3a)

Ongoing Assessment

- Informative Essay about a Freaky Frog: front and back covers (W.3.2, W.3.4, L.3.3a)

Agenda

1. **Opening**
 - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
 - A. Generating Criteria for a Front and Back Cover (20 minutes)
 - B. Designing a Front and Back Cover (30 minutes)
3. **Closing and Assessment**
 - A. Pair Share (5 minutes)
4. **Homework**
 - A. Select one or more of the Linking Words and Phrases Practices from your Homework Resources to complete.
 - 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 analyze the front and back covers of books they have read in this module to generate criteria for eye-catching covers. Then they use this criteria to guide

them as they create their own, aimed at students in grades 2 and 3 (W.3.4 and L.3.3a). Their back cover will include a short blurb explaining what the book is about (W.3.2).

- The End of Unit 3 Assessment takes place in Lesson 10. This lesson's placement allows for additional time to assess the Mid-Unit 3 Assessment; however, if students' feedback is ready and they seem prepared for the end of unit assessment, consider moving this lesson to follow the end of unit assessment.
- A lesson plan has been provided below, but there are different options for how students could do this. Templates have been provided in the Performance Task Overview for those students who may need help laying out their front and back covers, but students could also work on blank paper or use technology (see Technology and Multimedia). You could also link this to art lessons and have students sketch, paint, create a collage, or use other art materials.
- The research reading that students complete for homework helps them 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 who require an extension can write their own blurbs rather than using the class-generated blurb.

How it builds on previous work:

- Throughout the module, students have been writing texts to include in their Freaky Frog book for G2–3. Students will consider all of their learning and the work they have created for the book so far as they design the front cover and write the blurb for the back cover.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Students may require additional support when writing a blurb for their book's back cover.
- Students may also need additional time to work on both covers.

Assessment Guidance:

- Spend time reviewing student blurbs.

Down the road:

- In Lesson 10, students will finish revising their informative essays for the End of Unit 3 Assessment. They will require feedback from their Mid-Unit 3 assessment for the End of Unit 3 Assessment.

In advance:

- Prepare scrap paper.
- Prepare paper/templates/word-processing templates for front and back cover.
- Prepare Front and Back Cover anchor chart (see supporting materials).
- Select three informational texts with short, precise blurbs to use as models.
- Post: Learning targets.

- Work Time A: Consider writing the class blurb in an online collaborative document, for example a Google Doc, so that students can copy and paste the blurb into their template.
- Work Time B: Students could create their front cover using word-processing software, with the template already loaded in, or with an online drawing tool like <https://sketch.io/sketchpad/>. They could also create the cover using an online book tool like <https://www.mystorybook.com>.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.4, 3.I.B.5, 3.I.B.8, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.C.7.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by giving them a way to express their learning through multiple means, including written language and visuals, on their front and back book covers.
- ELLs may find it challenging to verbalize the distinction between the purpose of the front and back covers (to entice potential readers and inform them about the book itself) and the purpose of the information within the book (to inform the readers). Guide ELLs by focusing them on the purpose of each task.

Levels of support

For lighter support:

- Invite students to share examples of covers of informational texts in their home languages, or collect a few from a library. Ask how they would compare and contrast the style and effect of these covers with the books they have been reading in this module. Are there cultural similarities or differences?

For heavier support:

- Expose students to several examples of how front and back covers convey information about books. Ask them if they would want to read the books based on their covers. Ask them to explain their answers so that they can begin to predict how readers may react to their own covers.
- Since students will be drawing, this is an excellent opportunity for them to reinforce content knowledge and vocabulary with visuals. Encourage students to verbally review each part of what makes their frog unique as they draw their covers. Model thinking to yourself as you draw. Example: “Now, I’m going to make the skin bright orange because I know that it is poisonous and that is how they warn their predators.”

- For ELLs: Some students may not be familiar with the “free gift” marketing strategy discussed in Work Time A. Show examples of magazines that come with free gifts and explain that it makes people want to buy it because they believe they are getting an extra item with it.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Students with limited background knowledge and exposure to informational texts may require support understanding the purpose of the front and back covers. Additional examples will be helpful for these students.
- **Multiple Means of Action and Expression (MMAE):** Consider preparing students who need additional support by brainstorming with them and listing important points that should appear on their front and back covers. This list should include critical content knowledge about their frog.
- **Multiple Means of Engagement (MME):** For students who lack artistic confidence, consider inviting adults with artistic expertise (art teacher, local artists, publishing experts, etc.) to support these students as they create their front and back covers.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- blurb (L)

Materials

- ✓ Performance Task anchor chart (from Unit 1, Lesson 1)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (from Unit 2, Lesson 1; book; one per student)
- ✓ Front and Back Cover anchor chart (new; teacher-created; see supporting materials)
- ✓ Front and Back Cover anchor chart (answers, for teacher reference)
- ✓ Books chosen for homework (one per student; see homework for Lesson 8)
- ✓ Selection of informational texts (three for display; see Teaching Notes)
- ✓ Freaky Frogs blurb (example, for teacher reference)
- ✓ Front cover template (one per student; see Performance Task Overview)
- ✓ Back cover template (one per student; see Performance Task Overview)
- ✓ Scrap paper (one piece per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Focus students on the learning targets. Select a volunteer to read them aloud:

“I can design an eye-catching front and back cover for my freaky frog book that will make students in grades 2 and 3 want to pick it up and read it.”

“I can choose words for the front and back cover of my freaky frog book that will make students in grades 2 and 3 want to pick it up and read it.”

- Focus students on the **Performance Task anchor chart** to review the requirements. Select a student to read it aloud for the group. Remind students that the purpose of this book is to teach second- and third-graders about frogs.

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 *design*, *eye-catching*, and *front and back cover*. (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of the learning target: “I can design an eye-catching front and back cover for my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it.” Write and display student responses next to the chunks. Examples:
 - “What is design? Use your dictionaries. What is the translation of design in our home languages?” (make; create; plan; invent; disenyo in Tagalog)
 - “If something is eye-catching, what does that mean?” (It’s beautiful. You want to look at it. It gets your attention. It makes you stop to look.)
 - “What book are the covers for? How do you know?” (They are for our Freaky Frog books. It says so in the sentence.)
 - “What is the word that talking about in the sentence?” (the covers)
- Underline that will make students ... “This phrase gives us more information about what we want the covers to do. What should the covers do?” (make students interested in the books)
- “What does it mean to make students want to pick it up?” (to cause or excite them to pick it up) “What will make students pick it up?” (eye-catching covers)
- “Are the second-graders reading the book now, in the past, or in the future? What in the sentence makes you think so?” (In the future; I see will in the sentence. Also, we haven’t finished the books yet. so it has to be in the future.)

Work Time

A. Generating Criteria for a Front and Back Cover (20 minutes)

- Invite students to retrieve *Everything You Need to Know about Frogs and Other Slippery Creatures*.

- Invite them, first, to look at the front cover. Ask students to discuss with an elbow partner and cold call students to share out:
“What can you see on the front cover?” (Image of a frog, title, publisher)
“What catches your eye about this book? If you hadn’t seen it before, why might you want to pick it up and read it?”
- Record student responses on the **Front and Back Cover anchor chart**, in the Front Cover column. See the **Front and Back Cover anchor chart (answers, for teacher reference)** for crucial criteria.
- Emphasize large, clear pictures, large easy-to-read font, and simplicity. Book covers that are too busy can confuse readers, which may stop them from picking it up.
- Invite students to share the front covers of the **books chosen for homework**.
- Ask students to discuss with an elbow partner and cold call students to share out:
“What do you notice about these covers? Do they contain anything else?”
- Record student ideas in the Front Cover column on the anchor chart.
- Remind students that their freaky frog books will contain a free trading card gift and that advertising a free gift on the front can often encourage people to pick up a book. Add this to the anchor chart.
- Remind students that once a reader picks up a book because of the front cover, they often look at the back cover. Ask students to discuss with an elbow partner and select volunteers to share out:
“What are they hoping to see? What do they want to know?” (Information; find out more about the book)
- If productive, cue students to expand the conversation by saying more:
“Can you say more about that?” (Responses will vary.)
- Invite students to look at the back cover.
- Ask students to discuss with an elbow partner and cold call students to share out:
“What can you see on the back cover?”
- Record student responses on the Back Cover column on the anchor chart.
- Remind students that, like this book, many books have a blurb on the back cover, which gives the reader more information about the book.
- Read a few blurbs from a **selection of informational texts** aloud to the group.
- Ask students to discuss with an elbow partner and cold call students to share out:
“What do you notice about these blurbs? What do they contain?”
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Record student ideas in the Back Cover column. See the Front and Back Cover anchor chart (answers, for teacher reference) for examples.
- Invite students to help you write a short blurb as a class for their freaky frog books. Encourage them to consider the questions they have been answering throughout the module, and the writing they have completed. See **Freaky Frogs blurb (example, for teacher reference)**.
- Explain that students can include this class blurb on their own back cover, or they can revise it, or they can write something completely different.

Meeting Students' Needs

- For students who may need additional support with auditory processing: Consider posting discussion questions or giving them to these students before the discussion. Also consider providing individual copies of blurbs from the selection of informational books for students to follow along with while they are read aloud. (MMR)
- For students who need additional support with comprehension: To ensure student understanding of the criteria, consider adding simple sketches near key words/ ideas on the Front and Back Cover anchor chart. (MMR)
- For ELLs: To reinforce adapting language choices for various purposes, ask: "How will the blurb be different from the writing inside the book? Why?" (The blurb will be shorter with less detailed information. The blurb is for giving the reader a general idea of what the book is about so they will be interested in reading it.) Point out that the blurb can be less formal. If students are familiar with using paint chips to understand shades of meaning, explain that the blurb does not need words with the deepest shade of meaning. For more detailed instructions, see Supporting English Language Learners Guide.
- For ELLs: Point out that *blurb* is a fun word to say. Practice saying each sound of the word, exaggerating the shape of the mouth and position of the tongue. Have the class make the sounds with their elbow buddies. Point out the r-controlled vowel in the word.
- For ELLs: To provide heavier support, model writing a blurb using a few possible sentence frames. Examples:
 - Why do _____ frogs _____?
 - You will find _____.
 - You will learn _____.
 - This book contains _____.

Work Time

B. Designing a Front and Back Cover (30 minutes)

- Tell students that now they have seen some front and back covers they are going to design their own. If appropriate for your setting, show students the **front cover template** and the **back cover template** and explain that they can choose to use one or both of the templates or not.
- Tell students also that they can choose their own title for their book or use the title *The Freaky Frog Book*. Write this title on the board.
- Encourage students to test out their ideas on scrap paper – particularly pretty lettering for the title or a picture of a frog. Distribute **scrap paper** and templates.
- Remind students of the class blurb, which they can use if they choose.
- Invite students to begin working on designing their front and back covers. Circulate to support students.

- 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 and students who may need additional support with perseverance: Encourage students to use the class blurb on their back cover if they are struggling to write their own. (MMAE, MME)

Closing and Assessment

A. Pair Share (5 minutes)

- Invite students to pair up.
- Ask students to swap their front and back cover work and to think of two stars—things they like about the work related to the criteria—about their partner's work. Provide an example, "I like the font you used for the title. It is clear and easy-to-read."
- Select volunteers to share their stars for their partner's work with the whole group.

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Homework

A. Select one or more of the Linking Words and Phrases Practices from your Homework Resources to complete.

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

Meeting Students' Needs

- For ELLs: To make the task more manageable, encourage students to focus only on words and phrases that connect ideas or only on time order words and phrases.
- For ELLs and students who may need additional support with writing: Refer to the suggested homework support in Lesson 1. (MMAE)