



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 4

Close Reading of Pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*: Predators and Prey



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can use information from the words to understand informational texts. (RI.3.7)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle* by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the illustrations and the words help me understand these scientific concepts.
- I can discuss how the main ideas in this section of *Bullfrog at Magnolia Circle* are conveyed through key details.

Ongoing Assessment

- Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Anchor Chart (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson follows the same structure as Lesson 2, and begins a two-day close reading cycle with a new chunk of <i>Bullfrog at Magnolia Circle</i>. This time, the focus is on the bullfrog’s reproduction, life cycle, and physical characteristics. Students again linger on just one section for two lessons, in order to both build their awareness of choosing words for effect. • As before, do not tell students the topic of this section of the reading. Students likely can figure this out after multiple reads. In Lesson 5, after having read the sections several times, students name the topic. • As in the cycle in Lessons 2–3, students will focus on key vocabulary from pages 8–11 and 16–25 during Lesson 5. • Review: Helping Students Read Closely (Appendix 1). • As in Lesson 2, Prepare a new anchor chart to capture students’ thinking during Work Time B. This anchor chart is just an enlarged version of the Close Reading: Main Idea and Details recording form that students used during Work Time B. Students will actually name this chart during Lesson 5.

Lesson Vocabulary	Materials
<p>adaptation, facts, definitions, details, survive</p> <p><i>Note: Specific vocabulary from pages 8–11 and 16–25 in <i>Bullfrog at Magnolia Circle</i> are addressed during Lesson 5.</i></p>	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (book; one per student) • Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25 of <i>Bullfrog at Magnolia Circle</i>) (one per student) • Conversation Criteria Checklist (begun in Lesson 3) • Close Reading: Main Ideas and Details anchor chart (for pages 8-11 and 16-25 of <i>Bullfrog at Magnolia Circle</i>) (new; teacher-created; based on recording form in supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by Deborah Dennard (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that today they are going to begin a new section of <i>Bullfrog at Magnolia Circle</i>. Just as before, they will study one section of the text for two days, in order to really understand it well and to pay attention to all the rich words and phrases the author chose. • As before, do not explain what this section of the book is about or unpack the learning targets yet. • As with other read-alouds in this unit, ask students to follow along in pages 8–11 and 16–25 in their text. (This promotes fluency.) • Project the book <i>Bullfrog at Magnolia Circle</i> and read pages 8–11 and 16–25 slowly, fluently, and without interruption. Feel free to read it dramatically. Remind students that they will have a chance to reread this section and discuss it later. <p><i>Note: It is important that this text is read without interruption. Do not aid students' comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to the learning targets for this lesson. Tell students that they are very familiar with reading text closely, based on Module 1. • Read each target aloud. Ask students to Think-Pair-Share about how their reading of <i>Bullfrog at Magnolia Circle</i> is the same as or different from the reading they have done before. Cold call a few students to share something their partner said. Listen for comparisons such as: “We are rereading a lot,” or “We are learning about one topic, just like last time.” Listen for differences such as: “We are learning about frogs!” or “We are paying attention to the words the author chose.” • Remind students of the big question they are working to answer: “What adaptations help the bullfrog survive?” • Ask students to think, and then talk with a partner, about the word <i>adaptation</i>, which they learned in previous lessons. What do they remember? Give students time to talk with a partner, then cold call a student to remind the class about this key vocabulary term. Review as needed. 	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> Students will need access to Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25). Remind students, or have a student remind the class, of the two important things they will do during their first independent read: <ul style="list-style-type: none"> * Try to find the gist and write the idea on a sticky note. * Underline or write down unfamiliar words on sticky notes. As before, they will read, think, talk, and write. Remind students that <i>Bullfrog at Magnolia Circle</i> is challenging because the author uses very detailed and descriptive words. For today, their goals, as usual, are to capture the gist, think about the main ideas, and then collect details that help support that main idea. As before, remind students: "Try not to get stuck on every word you do not recognize. Write it down and move on." Ask students to discuss with a partner about what they have figured out about how this book is structured. Cold call a few students. Listen for comments such as "Each page is its own section," or "The pictures go with the words." Direct students again to the learning targets. Give students 10 minutes to work with the text on their own. Remind them to stop on every page to jot down vocabulary and the gist of the section they just read. Circulate and support students as they read. After students have read for 10 minutes, stop them in their work. Place them in groups. If needed, remind students of the criteria for a quality conversation. Then give students 5 minutes in their groups to discuss what they wrote. Consider posing questions such as: "Do you have similar words circled? Did you have a similar 'gist' for each page?" After the discussion, ask students to take 3–5 minutes to fill in the box about the main idea of this section on their Close Reading: Main Ideas and Details recording form. 	<ul style="list-style-type: none"> The language of <i>Bullfrog at Magnolia Circle</i> may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension. Use thoughtful grouping: ELLs' language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step to aid reading comprehension so that students can make sure they stay on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: How Do Bullfrogs Survive? (25 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Direct their attention to the Close Reading: Main Idea and Details anchor chart (for pages 8–11 and 16–25 of Bullfrog at Magnolia Circle). Reorient students to this recording form as needed. Point out that, like the forms they used during Module 1, the purpose of these recording forms is to help students take notes and focus on important ideas and details. • Remind students that they are becoming experts on frogs, and eventually will be writing to share what they know with others. So they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> as they can as they read. • If needed, do a brief guided practice. Invite students to Think Pair-Share about a detail they noticed on page 9 that seemed important, and why. Listen for students to share out details, such as: “A crayfish emerges,” or “His long, sticky tongue shoots out and grabs the crayfish.” • Give students 15 minutes to reread pages 8–11 and 16–25 on their own, writing down key details on their recording form. (Remind them to wait to answer the question at the bottom.) • After 15 minutes, invite students to once again discuss their reading with their groups. <ul style="list-style-type: none"> * What key details seemed to support the main idea? * Has their thinking about the main idea changed? • Ask students to share the details they wrote down, and on what page they found each detail. Remind them about the criteria for a quality conversation, including giving every student a chance to share his or her ideas, and discussing differences in their thinking. • As students work, continue gathering data about students' discussion skills on the Conversation Criteria checklist. • Re-orient students to the question at the bottom of the recording form. Ask: <ul style="list-style-type: none"> * “What does the word <i>adaptations</i> mean?” • Remind them that they discussed this word during the past few lessons. Give students time to talk with a partner, then cold call a student to remind the class about this key vocabulary term. 	<ul style="list-style-type: none"> • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask them to think and then talk with their group about anything in this section that they think helps the bullfrog survive. Tell them that this question is challenging, because the author does not give the answer directly in the text. Listen for students to offer suggestions such as: “He has a long sticky tongue to catch prey,” or “His large eyes push the prey down his throat.” It is fine if students do not have a lot to offer at this point; encourage them. Remember that in Lesson 5, they will consider a series of text-dependent questions that will help them.• Direct students to fill in the last section of their Close Reading: Main Ideas and Details recording form (for pages 8-11 and 16-25):<ul style="list-style-type: none">* “What adaptations help a frog survive?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Invite students to assist in completing the Close Reading: Main Ideas and Details anchor chart (for pages 8-11 and 16-25). Focus on the question at the bottom: “What adaptations help a frog survive?” Add to the anchor chart.• Collect students’ recording forms, which they will need again in Lesson 5. Briefly skim their forms to informally assess.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 8–11 and 16–25 at home, focusing on words you don’t know and words you think are especially interesting.	<ul style="list-style-type: none">• Assign struggling readers just pages 8–11 to reread, and have them read these pages twice.



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Supporting Materials



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Close Reading: Main Ideas and Details

For pages 8-11 and 16-25 of *Bullfrog at Magnolia Circle*

Topic:

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea

Revisit the main idea: *What adaptations help a frog survive?*
