



EXPEDITIONARY
LEARNING

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

Continued Close Reading of Pages 4–7 and 12–15 of Bullfrog at Magnolia Circle: Text-Dependent Questions and Vivid Words and Phrases



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

- I can answer questions using specific details from informational text. (RI.3.1)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)
- I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can explain what I understand about the topic being discussed. (SL.3.1)

Supporting Learning Targets

- I can identify words or phrases the author chose for effect.
- I can answer questions using specific details from pages 4–7 and 12-15 of *Bullfrog at Magnolia Circle*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of new vocabulary using clues in the text around a word.
- I can define the scientific concept of *habitat*.
- I can explain what helps a bullfrog survive.

Ongoing Assessment

- Close Reading as Researchers: Main Ideas and Details recording form (from previous lesson)



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Vivid Words and Phrases (10 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Answering Text-Dependent Questions (25 minutes)</p> <p style="padding-left: 20px;">B. Vocabulary in Action (15 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Review and Independent Writing (8 minutes)</p> <p style="padding-left: 20px;">B. Debrief (2 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Students will need their materials from Lesson 2: <i>Bullfrog at Magnolia Circle</i> and their Close Reading: Main Ideas and Details recording form (for pages 4-7 and 12-15) This lesson introduces a new kinesthetic vocabulary activity (see Part B of Work Time). Students basically act out sentences from this section of <i>Bullfrog at Magnolia Circle</i>. (See note regarding sentence strips, below.) During this lesson, there may not be enough time for each pair to perform; it is fine to just take volunteer pairs today. Other students may perform their sentences during other times in the day. This vocabulary activity also repeats in Lesson 5, so some of the class may perform then if they do not get the chance in this lesson. • Copy and cut up the sentence strips for pages 4–7 and 12–15 (see supporting materials). • Consider preparing charts or handouts with directions for close reading (see Part A of Work Time) and for the Vocabulary in Action activity (see Part B of Work Time). These visual scaffolds support all learners. • Be sure to limit Part B of Work Time to 15 minutes, so students have time to do their independent writing. • Review: Think-Pair-Share protocol, Cold Call, and Helping Students Read Closely (Appendix).

Lesson Vocabulary	Materials
<p>“for effect,” adaptations, habitat; bayou, wind (<i>v</i>), rumbles, croaking (<i>n</i>) (4), emerged, retreat, bulging (<i>adj</i>) (6), cascades, soaking, Spanish moss, sway (12), explore, bayou, calling site, attract (14)</p> <p>Words in bold are explicitly taught. Other words students figure out in context.</p>	<ul style="list-style-type: none"> • Close Reading as Researchers: Main Ideas and Details recording form (from Lesson 2) • Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i>) (one per student) • Sentence strips for pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> (one per group of three)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Vivid Words and Phrases (10 minutes)</p> <ul style="list-style-type: none"> • Gather the students in a circle. Remind them that in the previous lesson, they started learning about bullfrogs, and what helps bullfrogs survive. • Ask students to turn and talk about what the word <i>adaptations</i> means. Cold call a few students to share out, clarifying as needed. Remind students that this entire module focuses on how frogs adapt to their environment. Right now, they are just starting to learn about the bullfrog. • Tell them that as usual, they are going to reread the text again today, focusing even more carefully on the main ideas and key details. They will also pay attention to the illustrations and the specific words the author chooses to describe the bullfrog. • Make sure that all students have access to the text <i>Bullfrog at Magnolia Circle</i>. Return students' Close Reading as Researchers (Main Ideas and Details) recording forms for pages 4–7 and 12–15 (which they began in Lesson 2). • Direct students' attention to the illustration on pages 12 and 13. Ask: <ul style="list-style-type: none"> * "What do you see?" <ul style="list-style-type: none"> – Students should quickly be able to say that they see the frog jumping through the grass. • Tell students that authors often include illustrations to help readers understand important ideas. But authors do something else as well: They choose words very carefully to try to paint a picture in the reader's mind. • Read aloud the first two sentences from page 12, in a very fluent and dramatic style, as students follow along. <ul style="list-style-type: none"> * "Rain cascades from the sky, soaking the earth. In the distance, by the large screened porch, huge oak trees covered by Spanish moss sway in the warm, heavy air." • Ask students to Think-Pair-Share using the sentence frame: <ul style="list-style-type: none"> * "I saw/heard _____, so I think the frog lives _____." * "What is happening in this sentence? Where might a frog live? What words do you hear in the text that help you know what's happening?" * "What can you see in your imagination when you hear that sentence?" 	<ul style="list-style-type: none"> • Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call a few students to share out something that they or their partner said.• Unpack the learning target: “I can identify words or phrases the author chose for effect.” Linger on the phrase <i>for effect</i>: it’s something the author did on purpose to make the reading more interesting. Tell them that throughout this module, they will keep focusing on why authors choose the words they chose.	



Work Time	Meeting Students' Needs
<p>A. Answering Text Dependent Questions (25 minutes)</p> <ul style="list-style-type: none"> • Orient students to three learning targets: “I can answer questions using specific details from pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i>,” “I can explain why I chose specific details to answer questions about the text,” and “I can define the scientific concept of <i>habitat</i>.” At this point in the year, students should be quite familiar with targets related to asking and answering questions based on evidence from the text. Invite students to think and share with a partner about possible definitions of <i>habitat</i>. Tell students that as they did yesterday with the word <i>adaptations</i>, they should keep this word in mind during the lesson. They will think more about what this word means during the closing of this lesson. • Direct students to the Close Reading: Main Ideas and Details anchor chart (for pages 4-7 and 12-15) that they created during Lesson 2. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better. Remind students that they have already heard or read this section of <i>Bullfrog at Magnolia Circle</i> four times: the read-aloud for enjoyment and to get the flow of the passage, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, on their own and with groups to find and record important details and think about what adaptations help frogs survive, and then a fourth time for homework. • Ask students to turn to page 12 of <i>Bullfrog at Magnolia Circle</i>. Distribute the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for pages 4–7 and 12–15) of <i>Bullfrog at Magnolia Circle</i>. Review with students the process they went through to answer questions about other texts they have read this year. <ul style="list-style-type: none"> * First, read the questions. * Then, read the entire text, keeping those questions in mind. * When you find details that could be used as evidence to answer a question, underline that section of the text. * Talk about your answers before writing complete sentences. • Review the word <i>evidence</i> with the class as something we use to prove an idea we have. • Place students in groups, though they should work on the questions from the text independently. Give students 15 minutes to reread on their own. Circulate and support students in finding evidence and writing in complete sentences. • Then ask students to discuss with their group the evidence they found for each question. • If needed, gather students' attention briefly to review how to write answers using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.) Invite a student to model. • Give students time to write their answers. 	<ul style="list-style-type: none"> • Consider allowing students to draw their answers to the questions when appropriate. This allows all students to participate in a meaningful way. • Consider writing and displaying steps to answering text-dependent questions and using nonlinguistic symbols to match each step. Students can return to steps to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Vocabulary in Action (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they now will work with the words they circled during their rereading of <i>Bullfrog at Magnolia Circle</i> and other key vocabulary terms identified by the teacher. • Gather students in a circle, and review the strategy they learned for finding the meaning of unfamiliar words while reading the texts in Module 1. Read the learning target: “I can determine the meaning of new vocabulary using clues in the text around a word.” Ask students to Think-Pair-Share what this learning target is, and what they did with words in books like <i>Rain School</i>, <i>That Book Woman</i>, or <i>My Librarian Is a Camel</i>. Share as a whole group. • Tell students that <i>Bullfrog at Magnolia Circle</i> is a hard book, especially because the author chose specific science words and other unusual words to help teach us about bullfrogs. There might have been lots of words in pages 4–7 and 12–15 that were difficult for them to understand. Remind them of one strategy they have practiced a lot: looking at clues in the text around the unfamiliar word, and then replacing the word with other words that might mean the same thing. • Another strategy to help understand and remember words is to perform them out in little stories or skits. Today they will use both strategies together. • Ask students to work in teams of three. Give students directions for “vocabulary in action” (Consider posting on chart paper): <ul style="list-style-type: none"> * Read the sentence out loud to each other. * Define the word in bold. How did you figure it out? (Notice that all of these words are verbs: action words.) * Talk about any other words you don’t know. * Plan how to “show” what this sentence means by acting it out. * Choose two people to be actors and one person to be the narrator (who reads the sentence aloud). • If necessary, invite two students to come up front and model with you in front of the class. • Distribute the sentence strips for pages 4–7 and 12–15 to students. Give students 5 minutes to discuss their sentence and prepare their skit. Circulate to support as needed. 	<ul style="list-style-type: none"> • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs. • Consider posting the Vocabulary in Action directions on chart paper for student reference.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then take 5 to 10 minutes for each pair to perform in front of the class. After each pair performs, ask:<ul style="list-style-type: none">* “How does this sentence help us understand how bullfrogs live?” <p><i>Note: There may not be enough time for each pair to perform their sentence. It is fine to just take volunteer pairs today. This activity repeats in lesson 5, so other students can have a turn then. Be sure to allow time for students to do the independent writing.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Review and Independent Writing (8 minutes)</p> <ul style="list-style-type: none"> • Gather students back in a circle. Focus students on the learning target: “I can define the scientific concept of <i>habitat</i>.” Ask students to share out possible definitions. Probe if needed: “What were these pages mostly about?” Listen for students to say something about the area where the frog lives. Clarify that a habitat is where an animal lives. • Give students 5 minutes to complete the three remaining sections of their recording form. For the “topic,” they should write some variation of <i>habitat</i>. In the “Vivid words and phrases” box, they should write a few of their favorite phrases. And for key vocabulary, they should have <i>adaptations</i> and <i>habitat</i>, along with any other words they chose. • Collect students’ recording forms for pages 4–7 and 12–15 (from Lessons 2 and 3) or have students file them in their folders. Students will need to refer back to these during Unit 2. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols to match the word <i>habitat</i>.
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> • Debrief as time permits: “What specific words or phrases helped us understand more about how bullfrogs survive?” Provide students with the sentence frame: “When I read/heard the word _____, I learned _____.” Share as a whole group. 	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> out loud to someone at home, or to yourself in front of a mirror. Try to read it with a lot of feeling, so the person listening can really picture what is happening to the frog. If you want, act out some of the sentences again. • Encourage students to select an independent reading book for this unit from the Recommended Texts lists. Students may read this book sometimes for homework, and also during the “slush” times of the day (before or after recess, lunch, etc.). 	<ul style="list-style-type: none"> • ELLs or struggling readers could read aloud just one page of text multiple times, rather than all the pages. • Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings. • In addition, the site www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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Supporting Materials



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Close Reading: Questions from the Text and Vivid Words and Phrases

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

.....
Name:

.....
Date:

Topic:

Text-dependent questions:

1. What might you see in a bayou? Use details from the text to support your answer.

2. What does it mean that “rain cascades from the sky”? (page 12) Use details from the text to support your answer.



Close Reading: Questions from the Text and Vivid Words and Phrases

For pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*

Vivid words and phrases	Why you think the author chose these specific words
Key vocabulary about frogs	Definitions
adaptations	
habitat	



Sentence Strips for pages 4–7 and 12–15 of
Bullfrog at Magnolia Circle

Teacher directions: In advance, copy this sheet (one per set per group of three) and cut into strips.

Lightning zigzags through the early evening sky over the **bayou** waters that slowly wind their way behind the white wooden house on Magnolia Circle. (page 5)

Thunder **rumbles** in the distance. (page 5)

The **croaking** of bullfrogs, and the peeps and sounds of other frogs, fill the air. (page 5)

In midwinter, Bullfrog **emerged** from his muddy winter **retreat** and silently waited for the warmth and rains of spring. (page 6)

Now in April, his throat yellow and **bulging**, he sings a sound like “brrwoom.” (page 6)

Rain **cascades** from the sky, **soaking** the earth. (page 12)

In the distance, by the large screened porch, huge oak trees covered by Spanish moss **sway** in the warm heavy air. (page 12)

The warm, wet evening is perfect for Bullfrog to **explore** the bayou. (page 14)

Tonight he will begin his search for a **calling site**, and then he can start singing to **attract** his first mate. (page 14)

