



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 10

Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!



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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 determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)
- I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)

Supporting Learning Targets

- I can read and identify the main idea and key details of pages 14–15 in *Deadly Poison Dart Frogs*.
- I can listen and identify the main idea and key details of pages 8–9 in *Poison Dart Frogs Up Close*.
- I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.

Ongoing Assessment

- Close Reading as Researchers (Main Idea and Details) recording form
- Group Venn diagram



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 14–15 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Abbreviated Close Reading: Pages 14–15 in <i>Deadly Poison Dart Frogs</i> (25 minutes)</p> <p>B. Read-aloud: Main Idea and Supporting Details of Pages 8–9 in <i>Poison Dart Frogs Up Close</i> (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Group Venn Diagram: Comparing and Contrasting Texts about Poison Dart Frogs (15 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson is the first of three in a series in which students compare and contrast sections of two texts about the poison dart frog. • In these three lessons, Part A of Work Time reinforces close reading skills students built during Unit 1. Part B of Work Time introduces a specific “listening closely” process in which students listen to excerpts from <i>Poison Dart Frogs Up Close</i> read aloud, twice, and then take notes. This gives students a chance to practice the type of listening skills that are addressed on the NY State assessments. Then in Part C, students get to see the text that was read aloud during Part B. • Since students only read select sections of each text, these lessons also provide another opportunity for students to practice using a table of contents to navigate an informational text quickly. • Preview pages 14–15 in <i>Deadly Poison Dart Frogs</i> and pages 8–9 in <i>Poison Dart Frogs Up Close</i>. • Review: Helping Students Read Closely (Appendix 1). • Prepare an anchor chart: Close Reading as Researchers recording form for Poison Dart Frogs: Poison! • Because this is students’ first experience comparing and contrasting two texts on the same topic, this lesson places more emphasis on this new skill, and less emphasis on academic vocabulary. Students reread pages 14–15 in <i>Deadly Poison Dart Frogs</i> for homework, focusing on vocabulary. • Students will work in groups during Lessons 10 to 12. Use thoughtful grouping, with groups of three to four students. • Students should have been reading in their independent reading book on the topic of this unit; use this as another opportunity to reinforce CCLS RI.3.8, comparing and contrasting two texts on the same topic. This lesson is their first formal opportunity to do this comparing and contrasting as a whole group. • This lesson again uses the Ink-Pair-Share protocol, in which students write and then talk with a partner before sharing out whole group.



Lesson Vocabulary	Materials
poison, toxins; compare, contrast	<ul style="list-style-type: none">• <i>Deadly Poison Dart Frogs</i> by Lincoln James (book; one per student)• <i>Poison Dart Frogs Up Close</i> by Carmen Bredeson (book; one per student)• Close Reading as Researchers: Main Idea and Details recording form (<u>two</u> per student) (<i>Note: Do NOT copy double-sided; students will need to see the recoding forms for both texts side by side to compare and contrast</i>)• Chart paper for Venn diagram



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Pages 14–15 in <i>Deadly Poison Dart Frogs</i> by Lincoln James (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that in recent lessons they have been learning about specific “freaky frogs” and how those frogs’ adaptations help them survive. Today they are going to keep learning about frogs, specifically the poison dart frog. • They are going to get to read parts of two different texts about the poison dart frog. Show them the cover of both texts: <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. • Remind them that when people read informational texts, they often don’t read the whole book cover-to-cover the way they read a story. Readers often just choose sections of the book that include information on the specific topics they want to learn more about. • Ask students to turn and talk about what questions they might want to find answers to about the poison dart frog. Listen as students share out. • Say: “Today, we are going to learn about the poison dart frog!” Distribute students’ texts: <i>Deadly Poison Dart Frogs</i> by Lincoln James. • Orient students to the table of contents. Ask: “How can we use the table of contents to find the information about poison?” • Have students turn and talk. Listen for students to point out page 15. Probe: “But it doesn’t use the word ‘poison.’ How did you know that would be about poison?” Listen for students to make connections between “deadly” and “poison.” Ask if they can figure out what a <i>toxin</i> is. Tell them that this word will be defined for them in the text. • Project the section “Deadly Toxins” (which begins on page 15). Ask students to turn to pages 14–15 to follow along. Read page 15 slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just like the books we have read before, you will have a chance to reread this section and talk about it later today.” <p><i>Note: It is important to read aloud without interruption. The purpose is to acquaint students with the text, not aid them in 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.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Read each target individually. Give students time to think and then talk with a partner about the third target: “I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.”• Invite students to share out, in order to clarify key vocabulary. Ask:<ul style="list-style-type: none">* “What does <i>compare</i> mean?” Give an everyday example (e.g., comparing pizza and spaghetti: They are both Italian).* “What does <i>contrast</i> mean?” Extend the earlier example (e.g., You eat pizza with your hands, but eat spaghetti with a fork).• Ask students to turn and talk to compare and contrast something familiar to them (e.g., apples and oranges).• Tell students that for the next three lessons, they will be reading two different texts about poison dart frogs, and comparing and contrasting what information each text gives. Remind them that this is something people who want to become experts on a topic do: They read A LOT about the topic, and then look for patterns.• (This is also a good opportunity to reinforce the independent reading students have been doing during this unit. They already have been reading other texts on this same topic, and should be noticing patterns in the type of information that appears, and how details vary from text to text.)	<ul style="list-style-type: none">• Increase interactions with vocabulary in context, in this case, the words <i>compare</i> and <i>contrast</i>. This increases rate of vocabulary acquisition for students.



Work Time	Meeting Students' Needs
<p>A. Abbreviated Close Reading: Pages 14–15 in Deadly Poison Dart Frogs (25 minutes)</p> <ul style="list-style-type: none"> • Note: Because students have engaged in many close reading lessons during Unit 1, there is less scaffolding and time provided to complete this abbreviated close read of pages 14–15 in <i>Deadly Poison Dart Frogs</i>. • Point out to students that you read page 15 first since it was the official start of the new section about “deadly toxins.” But the text box on page 14 includes related information; they should look at that, too. • Briefly remind students of the close reading routines they have built and practiced: <ul style="list-style-type: none"> * Read and think on your own. * Talk with your group about the text. * Write notes or answer questions about the text. <p>Part 1: Reading for Gist</p> <ul style="list-style-type: none"> • Tell students that, as usual, their first goal is to capture the gist, think about the main idea. They then collect details that help support that main idea. • Give students 5 minutes to reread pages 14–15 on their own. As they have done in previous lessons, they should read for gist as well as notice any key vocabulary. Circulate and support students as they read. • After 5 minutes, stop students in their work and place them in groups. Give groups 5 minutes to discuss what they wrote. Pose questions such as the following: <ul style="list-style-type: none"> * “Did you have a similar ‘gist’ for this section of the text?” * “Do you have similar words circled?” • After the discussion, ask students to take 3 minutes to fill in the box about the main idea of this section on their Close Reading as Researchers: Main Idea and Details recording form. <p>Part 2: Reading for Important Details: How Do Poison Dart Frogs Survive?</p> <ul style="list-style-type: none"> • Remind students that they should gather as many facts, definitions, and details as they can as they read. If needed, do a brief guided practice. Invite a student to share one detail he or she noticed on pages 14–15 that seemed important, and why. Listen for students to share details such as that the frog’s home is “water with plants” or that frogs like to stay warm by “sitting on a lily pad.” 	<ul style="list-style-type: none"> • The language of these texts may prove especially challenging to ELL students. Help students focus on the illustrations to aid their comprehension. • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 5 minutes to reread pages 14–15 on their own, writing down key details on their recording form. (Tell them to wait to answer the question at the bottom.)• Then ask students to again take 5 minutes to discuss their reading work with their groups.<ul style="list-style-type: none">* “What key details supported the main idea?”* “What are the most interesting things you learned about poison dart frogs?”• Remind them to give every student in their group a chance to share his or her ideas. Remind them that, when there is a difference between two students’ ideas, it is important to notice that and discuss why each chose a specific detail, and how that detail helped them understand the main idea.• In the last couple of minutes, direct students to fill in the last section of their Close Reading as Researchers recording form. “What adaptations help a poison dart frog survive?”• Gather students back in a circle. Ask students to turn and talk: “What adaptations help a poison dart frog survive?” Do not discuss this whole group, since students revisit this question later in the lesson.	



Work Time (continued)	Meeting Students' Needs
<p>B. Read-aloud: Main Idea and Supporting Details of Pages 8–9 in Poison Dart Frogs Up Close (10 minutes)</p> <p><i>Note: This segment of the lesson involves “close listening.” Do not give students their texts until after the listening activity is complete.</i></p> <ul style="list-style-type: none"> • Remind students that for the next three lessons, they will be comparing and contrasting the information in two texts on the same topic. Distribute students’ second Close Reading as Researchers: Main Idea and Details recording form. • Tell students that unlike previous lessons, they will not reread <i>Poison Dart Frogs Up Close</i> multiple times on their own today. Rather, they will practice their <u>listening</u> skills. So they aren’t going to look at the text right now. Instead, they will <u>just</u> listen and try to determine the main idea and details. • Model how to go to the table of contents and find the section about poison: page 8. • Tell students you will read the text aloud and they should listen for the main idea. Read page 8 aloud. • Invite students to Ink-Pair-Share the main idea using the Close Reading as Researchers recording form. • Ask a few students to share what they heard their partner say. Write their ideas down on the anchor chart. • Tell students you will now read the text a second time, and they should listen for key details during the second read-aloud. Read page 8 aloud again. • Again, ask them to Ink-Pair-Share the details they heard. As before, call a few students to share what they heard their partner say. Add these to the anchor chart. • Now that the listening activity is finished, distribute students’ texts: <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> • 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 allowing students to draw their observations, ideas, or notes on their Close Reading as Researchers: recording form. This allows ELLs to participate in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. Group Venn Diagram: Comparing and Contrasting Texts about Poison Dart Frogs (15 minutes)</p> <p><i>Note: Go slowly with this guided practice to ensure all students understand how to complete a Venn diagram. They will be doing this more independently in future lessons.</i></p> <ul style="list-style-type: none"> Briefly review the third learning target for the day and review the words <i>compare</i> and <i>contrast</i> if necessary. Tell students that a Venn diagram is one tool that experts can use to organize information that is the same and different. Ask students to consider the main ideas of the sections from the two texts they just read. “Are the main ideas of these two texts similar or different?” Post the sentence frame: “I think the main ideas are similar/different because_____.” Students should quickly recognize that both sections are about the poison dart frog’s poison. Write this word in the center part of the chart paper for Venn diagram. Next, ask students to Think-Pair-Share one detail from each of the texts that is the same. Post the sentence frame: “One detail that is the same is _____.” Encourage them to review the notes they took on their recording forms. Students may suggest details such as “the poison is on their skin.” Students also may name details they noticed in the pictures. Write these in the center portion of the Venn diagram. Finally, ask students to think about details from these texts that are different. Use the sentence frame: “One detail that is different is _____.” Again, remind students to refer to the good notes they took early in the lesson on their recording forms. Students may identify details, such as “<i>the Poison Dart Frogs Up Close</i> text talks about the golden poison dart frog and the ruby poison dart frog; <i>Deadly Poison Dart Frogs</i> shows a picture of the blue poison dart frog.” Write these details in the corresponding (left or right) part of the Venn diagram. Tell them that in the next few lessons, they will keep practicing comparing and contrasting the information from two texts about poison frogs. Collect students’ recording forms. Briefly skim their forms to informally assess which students understood the topic and which students may need more support. <p><i>Note: Students also may identify text features that are different in these two books: <i>Poison Dart Frogs Up Close</i> has a caption; <i>Deadly Poison Dart Frogs</i> has a text box. Reinforce any ways students are using text features to help them access information as they read both texts.</i></p>	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread page 15 in <i>Deadly Poison Dart Frogs</i> at home, focusing on words you think are especially important. Add at least three new words to your vocabulary notebook. Come to class ready to talk about how you chose the words you chose, and why you think they are important.	



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Grade 3: Module 2A: Unit 2: Lesson 9

Supporting Materials



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Close Reading as Researchers:
Main Idea and Details

Text title and page numbers: _____

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

Revisiting the main idea: What adaptations help a poison dart frog survive?
