



EXPEDITIONARY
LEARNING

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

Reading New Texts about Freaky Frogs



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Reading New Texts about Freaky Frogs

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

- I can determine the main idea of an informational text. (RI.3.2)
- I can ask questions to deepen my understanding of an informational text. (RI.3.1)
- I can answer questions using specific details from an informational text. (RI.3.1)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)
- I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)

Supporting Learning Targets

- I can read and identify the main idea and key details of my freaky frog text.
- I can determine the meaning of unknown words using context clues and my vocabulary notebook.

Ongoing Assessment

- Close Reading: Main Ideas and Details recording form



Reading New Texts about Freaky Frogs

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Reading Excerpts about our Freaky Frogs (10 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Four Corners: Selecting Freaky Frogs (10 minutes)</p> <p>B. Reading New Informational Texts about a Freaky Frog (25 minutes)</p> <p>C. Looking for New Evidence (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Share New Learning about Freaky Frog (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In this lesson, students choose the freaky frog they want to write about for their Freaky Frog Trading Card. The four choices are: the Poison dart frog, the Amazon horned frog, the Glass frog, or the Water-holding frog• Group sizes need not be completely even. It is more important for students to feel excited about the frog they are going to write about and to have some choice.• In order to deepen their expertise, students read another informational text about the frog they select. This continues to reinforce learning about comparing two texts on the same topic.• Students do this reading in pairs, using the same process and recording form as used in Unit 1 and Unit 2 lessons. This is an opportunity for students to continue practicing their reading skills, but with greater independence.• This lesson is the last lesson during which students will do more reading about their frog. In the next lesson, they will transition to organizing their information in order to begin writing.• During Part B of Work Time, when students are in their groups, it is important to spend at least 5 minutes with each group to support them with their reading.• Note: You will need to prepare the texts and recording forms to distribute to groups; not all students receive all texts or forms.• Review Four Corners (Appendix)



Reading New Texts about Freaky Frogs

Lesson Vocabulary	Materials
<p>identify, determine, details</p> <p>Poison dart frog text: secrete, odorless, contractions, lethal</p> <p>Glass frog text: transparent, completely, underside</p> <p>Amazon horned frog text: shades, ambushing, spring</p> <p>Water-holding frog text: spreads, bladder, cocoon, puddle</p>	<ul style="list-style-type: none"> • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student) • Document camera • <i>Poison Dart Frogs Up Close</i> (book; one per student) • Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog (new; teacher-created; see Work Time A) • Freaky frog texts: “All about the Water-Holding Frog,” “The Amazon Horned Frog,” “Transparent Wonder” or “Poison Dart Frog” (one per student for his or her specific frog group; see supporting materials) • Close Reading: Main Idea and Details recording form (one per student for his or her specific frog group; see supporting materials) • Close Reading: Questions from the Text and Vivid Words and Phrases (one per student for his or her specific frog group; see supporting materials) • Unit 3 Recommended Texts List (in unit 3 Overview; for Teacher Reference; see Teaching Note at the end of this lesson)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Reading Excerpts about Our Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none"> • Say to students: “Let’s look at some of the amazing, freaky frogs we have been reading about. Today each of you will choose one of these frogs to build even more expertise about. Let’s read a little about each one.” • Read the first short paragraph from Everything You Need to Know about Frogs and Other Slippery Creatures of each of the following, allowing students to look again at the amazing frogs they have studied thus far and to build excitement for these frogs: <ol style="list-style-type: none"> 1. Amazon Horned Frog, page 20 Paragraph that starts with: “Famed for its big appetite ...” 2. Glass Frog, page 32 Paragraph that starts with: “With its amazing see-through body ...” 3. Water-Holding Frog, page 36 Paragraph that starts with: “The water-holding frog lives in Australia ...” 4. Poison Dart Frog, page 76 Paragraph that starts with: “Most Poisonous ...” • Ask students: “Which frog seems most interesting to you? Turn and talk to a partner about which frog you’d like to know more about. Tell your partner why you think that frog is the most interesting.” Provide a sentence starter for students: “I think the _____ is most interesting because _____.” Display this sentence on the document camera or on chart paper. 	<ul style="list-style-type: none"> • Consider thoughtful partnerships when students go into their research groups to support ELL learners. Partner an ELL student with a student who speaks the same L1. • Consider providing a smaller chunk of the text for struggling ELA or ELL learners to focus on when they read their research texts.



Reading New Texts about Freaky Frogs

Opening	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the two targets. Tell students that these targets are very similar to targets that they have been working on throughout their study of frogs. • Ask students to Think-Pair-Share together what they know about finding the main idea and key details. Give students a minute to talk together. Cold call one or two responses. Explain that today they are going to practice these targets with a little more independence as they learn more about one freaky frog of their choice. 	

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Work Time	Meeting Students' Needs
<p>A. Four Corners: Selecting Freaky Frogs (10 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and Poison Dart Frogs Up Close. Ask students to also take out their recording forms for each of those frogs. Explain to students that they are going to look over their notes and then they will select their freaky frog based on which one interests them the most. • Give students 5 minutes to review their notes and texts. • As students work, post the Four Corner Frog Signs: poison dart frog, glass frog, Amazon horned frog, water-holding frog in the corners of the classroom. • Tell students that they are going to choose their frog by participating in an activity called Four Corners. Remind them that they have done this before (Unit 2, Lesson 5). Review the process: <ul style="list-style-type: none"> * Each corner of the room is assigned for one of the frogs. * Students will go to the corner of the room that has the frog they want to study. * Once there, they share with their group briefly why they chose that frog. • Direct students' attention to the four pieces of paper in the corners of the room. Ask students to choose which frog they want to study and to move to that corner. • Provide support for their decisions as they move to corners (see Teacher Note). • Once students are in their corners, give them a minute or two to share with their group why they chose that frog. 	<ul style="list-style-type: none"> • Choice motivates all students, so let students choose which frog they want to study. However, consider nudging struggling readers and writers toward the poison dart frog, since they have had more scaffolded reading experiences to draw from. Use professional judgment as these groups form. Prioritize students having choice, but help them make decisions that will set them up for success.



Reading New Texts about Freaky Frogs

Work Time (continued)	Meeting Students' Needs
<p>B. Reading New Informational Texts about a Freaky Frog (25 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit with their freaky frog group buddies, who are their new “expert group.” Share the enthusiasm for their choices. Tell them that they are going to take their first step as an expert group next. • Tell students that good readers and researchers read more than one text about a topic. Remind them that this is something they have practiced before when they compared texts about bullfrogs and poison dart frogs. • Ask students to pair up with someone else in their expert group. • Explain that today they are going to read their text with their partner and take notes on their recording form. Remind students of the process they have practiced many times: <ul style="list-style-type: none"> * Read the text aloud. * Reread for gist. * Identify important or unfamiliar words. * Think about key information and details. * Read again to answer specific questions. • Remind them that today they will do this more independently than in previous lessons, but they will still get some help. Review briefly with students what it means to find the main idea and details in a text. • Distribute freaky frog texts (see supporting materials) and the first form Close Reading: Main Ideas and Details (for their assigned frog). Release students to read and complete their recording forms. Circulate to each group to confer briefly as they work. If necessary, read aloud portions of the text. 	
<p>C. Looking for New Evidence (5 minutes)</p> <ul style="list-style-type: none"> • Pause students in their work. Say: “With your partner, review your recording form. Look at the key details you found about your frog. Put a check mark by the information that is new information. Talk together as you do this.” • Emphasize that we learn more about a topic the more we read. 	



Reading New Texts about Freaky Frogs

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Share New Learning about Freaky Frog (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Tell them to bring their research materials and their Close Reading: Main Ideas and Details recording form. Ask. Ask students to find a “debrief partner” different from their previous work partner. Ideally, partners will study different frogs, but this depends on how many students study each frog. <ul style="list-style-type: none"> * “Share with your partner an interesting fact about your frog. Refer to the text you read.” • Give students a few minutes to share with each other. • Tell students that in the next lesson, they will share all the things they are learning about frogs by participating in a Science Talk about how their frog survives. They will think about this question as part of their homework. Distribute the second recording form: Close Reading: Questions from the Text and Vivid Words and Phrases (for students' assigned frog). 	
Homework	Meeting Students' Needs
<p>A. Reread your text aloud to someone in your family or in front of the mirror.</p> <p>B. Reread the text you read in class today and then complete the Close Reading: Questions from the Text and Vivid Words and Phrases recording form (for your assigned frog).</p> <p><i>Note: Lesson 2 is a Science Talk. Students participated in a Science Talk in Lesson 9 of Unit 1. Review this lesson. Gather the anchor chart from Lesson 9 or create a new one.</i></p> <p><i>Beginning in Lesson 4, students have homework time to read texts from the Unit 3 Recommended Texts list. Preview this list (which is part of the Unit 3 overview) in advance and begin gathering books.</i></p>	



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Supporting Materials



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All About the Water-Holding Frog

Written by Expeditionary Learning for Instructional Purposes

A Water-Holding Frog's Body

Water-holding frogs have wide heads and thick bodies. They also have webbed feet. Water-holding frogs are usually gray, dark brown, or green and have a white belly. Their skin is smooth to the touch except for the warts spread over the body.

Where Does the Water-Holding Frog Live?

The water-holding frog lives in the dry deserts of Australia. In many ways, these frogs are just like any other, until the water from the last rains dry up.

An Amazing Adaptation!

A water-holding frog can store water in its body and live underground for a long time. When it rains, the water-holding frog absorbs half of its weight in water! This water is then stored in its bladder and in pockets in its skin.

When the ground starts to dry up, the water-holding frog uses its webbed feet to dig. It digs deep into the ground to escape the sun and heat. The frog will then surround itself in a dead-skin cocoon. The cocoon helps the frog keep the water inside its body.

When the rain begins again, the water-holding frog will break out of its cocoon and dig out of the ground. It will then look for small frogs, small fish, and insects to eat.

The Water-Holding Frog's Life Cycle

The water-holding frog will look for a mate when it is above ground. Male water-holding frogs use a mating call to find a female. Once a male and female mate, the female water-holding frog will lay her eggs in a puddle. She may lay up to 500 at a time!

When the eggs hatch, the tiny tadpoles must change into frogs before the ground dries up again.

Sources:

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).

National Geographic video "Frogs and Toads: Freak of Nature: Water-Holding Frog," (2:00), © 1996–2012 National Geographic Society; http://video.nationalgeographic.com/video/animals/amphibians-animals/frogs-and-toads/frog_waterholding/



The Amazon Horned Frog

Written by Expeditionary Learning for Instructional Purposes

Amazon horned frogs have amazing adaptations that help them survive.

Habitat

Amazon horned frogs live in ponds of the Amazon rainforest. The Amazon rainforest is in South America. The rainforest is huge. It stretches out through many countries in South America. This means you can find an Amazon horned frog in many places.

Physical Characteristics

Amazon horned frogs are huge. They can weigh up to a pound and grow up to 8 inches long! They have round bodies and small horns above their eyes. They also have a very large mouth. Female Amazon horned frogs are mostly tan. This makes it easier for the females to hide. The male frogs are many different shades of green. They look like the leaves in the rainforest.

The Amazon horned frogs have an enormous mouth and have very sharp teeth. Amazingly, they swallow what they eat whole. That means they take only one big gulp to eat their prey. Some scientists call the Amazon horned frog the “Pac Man” of frogs. This is because of their giant gulping mouths.

The horns above Amazon horned frogs’ eyes help them to hide under the leaves on the forest floor. Their horns look just like leaf stems, making it hard for their prey to see them.

Predators and Prey

One other amazing feature of the Amazon horned frog is that they don’t care at all about what they eat. They eat almost anything! Amazon horned frogs will eat anything they can catch in their large mouths and sharp teeth. They catch their prey by ambushing it. This means that they hide under the leaves on the floor of the forest and wait. When its prey comes by, the Amazon horned frog springs out and catches it.

Amazon horned frogs are truly amazing frogs!

(L720)

Sources:

National Geographic, “Amazon Horned Frog,” © 1996–2012 National Geographic Society;

<http://animals.nationalgeographic.com/animals/amphibians/amazon-horned-frog/>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



Transparent Wonder

Deep in the rainforest of South America is the most amazing frog. The glass frog is resting on a leaf. It is almost invisible to any person looking at the leaf. That's because the glass frog is almost completely transparent. When the sun shines on a leaf, the leaf glows in the sun. And so does the glass frog! It almost disappears into the leaf!

The Glass Frog's Body

Glass frogs have clear see-through skin. If you turn them over, you can see their insides! You can see their hearts and their stomachs. You can even see their blood and bones! No one really knows why the glass frog is transparent. It makes the frog very hard to see when it is sitting on a green leaf. Glass frogs are always some shade of green on the top of their body. They often have gold colored eyes. They have excellent vision and can see things from very far away. Many of them are very small, even as small as an almond!

The Glass Frog's Habitat

Glass frogs live in the rainforest in countries like Costa Rica. Most all glass frogs live in the trees. Glass frogs need to live in warm, moist places, such as the rainforest canopy, and have a steady stream of water near them. They can jump from a plant to the rock and then by the water.

Glass Frog's Predators and Prey

Glass frogs like to eat what many frogs eat. They like to eat insects, flies, and tiny spiders. Their predators have a very hard time seeing them because of their color. That helps them survive. Their predators are the same as many other frogs: birds and snakes.

Staying Safe

The glass frog's transparent color is an amazing adaptation that helps them to stay safe. It helps them stay almost invisible to anything that would want to eat them. It also helps them catch the small insects they eat. Glass frogs also stay safe because they sleep during the day when their predators are most active. They come out at night when they are even harder to see. The glass frog also does something amazing to help keep its eggs safe. They lay their eggs on the underside of a leaf, so the eggs can't be seen. The leaf is above a stream, so when the eggs hatch, the tadpoles drop right into the water!

(L730)

Written by Expeditionary Learning for Instructional Purposes

Sources:

David Brian Butvill, "Shining a Light on Glass Frogs," *National Wildlife* magazine, April 2008; <http://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2008/Shining-a-Light-on-Glass-Frogs.aspx>

Tom Jackson, *Frog: A Photographic Portrait* (New York: DK Publishing, 2010).

Nic Bishop, *Frogs* (New York: Scholastic Nonfiction, 2008).



“The Poison Dart Frog”



Before guns arrived in the rain forest, the Choco people hunted with blowguns made from palm wood. Darts used in the blowguns were dipped into a very strong poison. This poison comes from the poison dart frog. Small pores all over the frog’s skin secrete this colorless, odorless poison.

Many frogs secrete poisons to protect them from predators, but the poison of the poison dart frog is 20 times more deadly than any other frog. One poison dart can kill 20,000 mice. One drop (200 micrograms) is enough to kill a grown man. The poison itself is a chemical which causes muscle contractions that lead to heart failure. The poison this frog secretes is one of the most toxic poisons known.

If the frog is lethal to the touch, how do the Choco hunters dip their darts? The hunter simply holds down a poison dart frog with a stick and rubs the dart across the frog’s back. That’s all it takes. When dry, the dart will be poison for a year. When the dart finds its target, often a bird, the hunter carefully removes the dart to use again. He then cuts away any part of the carcass the dart touched. Even that could be poisonous if eaten.

The poison dart frog has only two natural enemies, the Choco blowgunners and a frog-eating snake. Of all the rain forest creatures, only this snake is able to eat the frog and live to eat again.

When approached by would-be predators, the poison dart frog does not try to escape or hide. This bold behavior is unusual in the animal world. Many predators sense danger and retreat when they can’t scare this little frog. But if they go ahead and take a bite, it will be their last. The poison dart frog has been known to hop to within an inch of scientists studying the species. The scientists know to back away.

Rifles are replacing blowguns in the Colombian rain forest. As years pass, the blowgunners’ skills will be forgotten. The tiny, golden poison dart frog will have one less enemy.



“The Poison Dart Frog” by Jeanette Jenkins, Boys’ Quest Magazine, Feb 2002, Volume 7, Issue 5.
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Close Reading: Main Idea and Details
Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Poison Dart Frog

Text title and page numbers: _____

Topic: Poison dart frog

1. Reread this sentence: “Small pores all over the frog’s skin secrete this colorless, odorless poison.”
In your own words, tell what the word “secretes” means. How did you figure it out?

2. Describe two specific details about the poison dart frog’s poison.

3. Why is the poison dart frog more “bold” or brave than other animals? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Glass Frog

Text title and page numbers: _____

Topic: Glass frog

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 frog survive?



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

Text title and page numbers: _____

Topic: Glass frog

1. Reread this sentence: "That's because the glass frog is almost completely transparent." In your own words, tell what the word "transparent" means. How did you figure it out?

2. Describe the physical characteristics of the glass frog. Give specific details from the text to support your answer.

3. How do glass frogs keep their eggs safe? Give specific details from the text to support your answer.



Close Reading: Main Idea and Details
Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

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 frog survive?



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

Amazon Horned Frog

Text title and page numbers: _____

Topic: Amazon horned frog

1. Reread the sentence in the caption box: “The Amazon horned frog might be lurking underneath the leaves.” In your own words, tell what the word “lurking” means. How did you figure it out?

2. What are three special physical characteristics about the Amazon horned frog? Use specific details from the text to support your answer.

3. Why are Amazon horned frogs called the “Pac Man” of frogs? Use specific details from the text to support your answer.



Close Reading: Main Idea and Details
Water-holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

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 frog survive?



Close Reading: Questions from the Text and Vivid Words and Phrases
Water-Holding Frog

Text title and page numbers: _____

Topic: Water-holding frog

1. Reread the sentence: “Once underground, the frog will surround itself in a dead-skin cocoon.” In your own words, tell what the word “cocoon” means. How did you figure it out?

2. Describe three things about the water-holding frog’s physical characteristics. Use specific details from the text to support your answer.

3. How does the water-holding frog survive in the desert?
