

Print Components Sampler

Grade 3 | Module 2

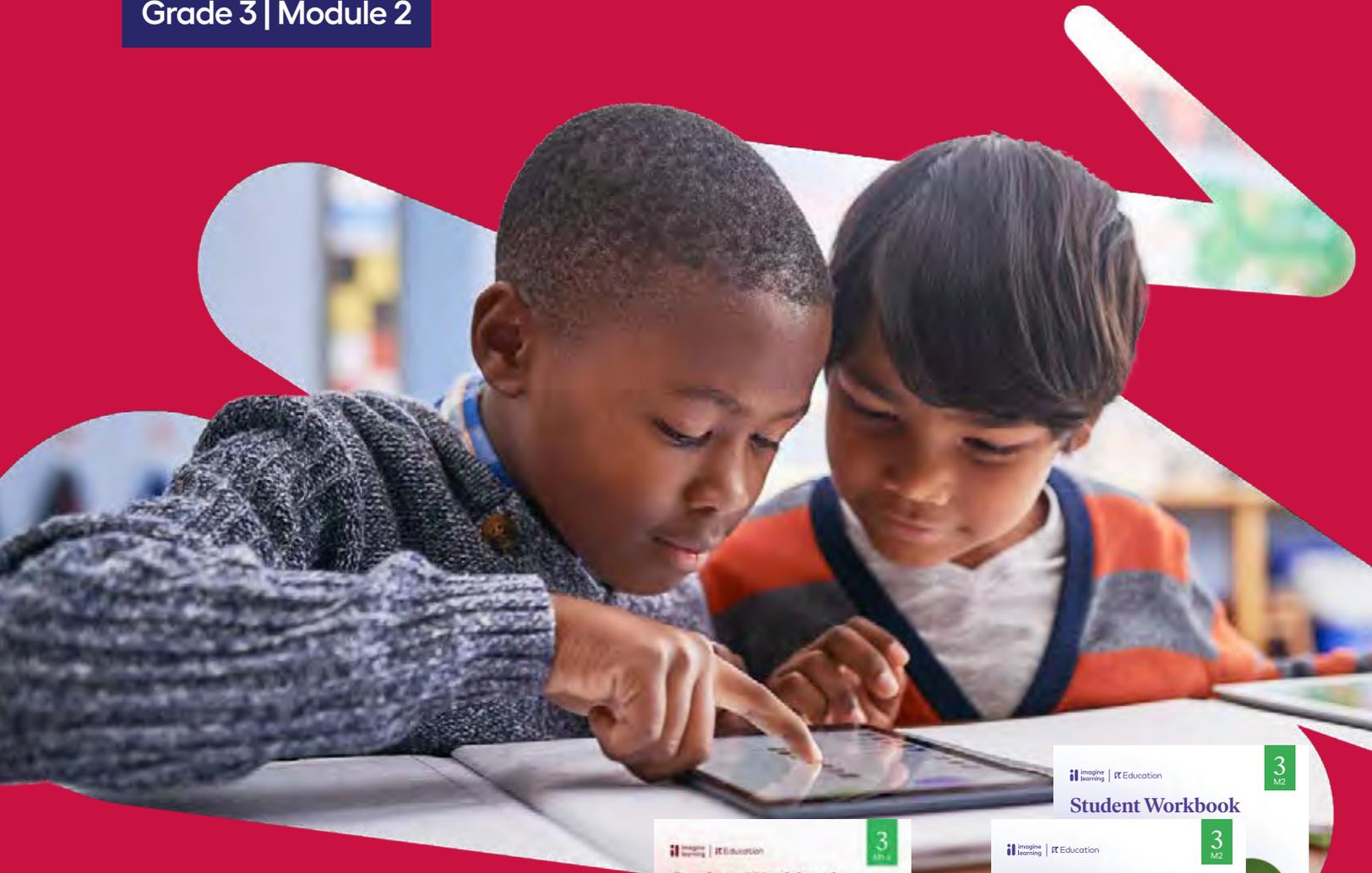
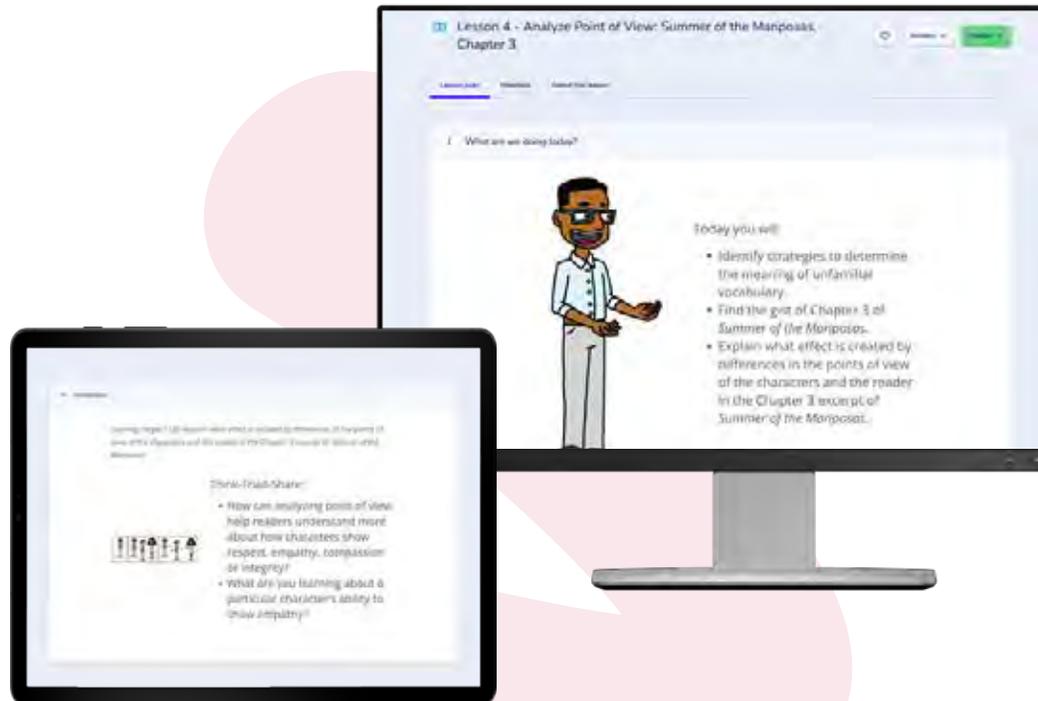




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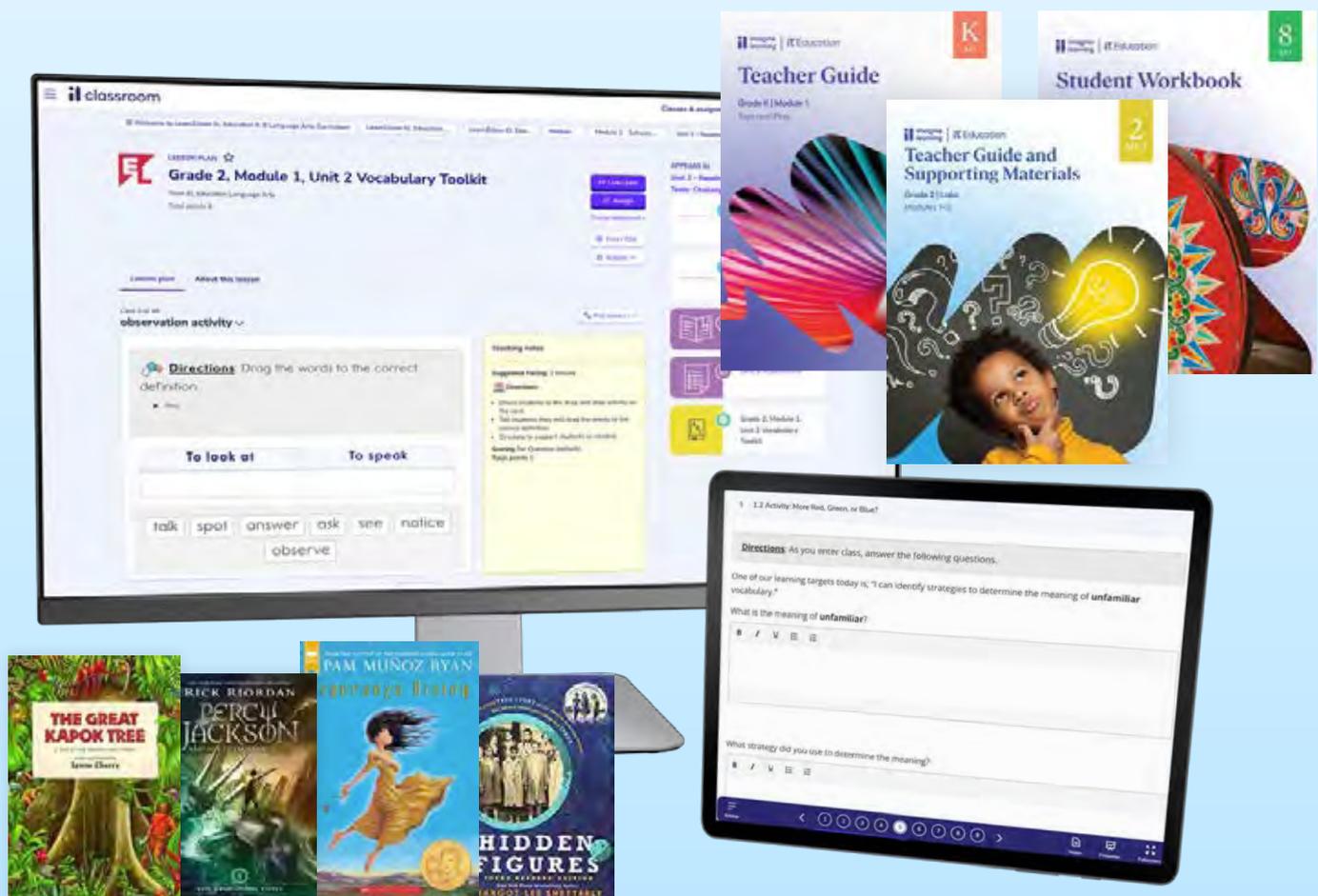
High-Quality Content-Based Literacy Instruction

Created by teachers for teachers, the Imagine Learning EL Education curriculum is a content-based, research-informed, core language arts program for Grades K–8. It features:

- Compelling, real-world content with engaging, complex texts
- Standards-based instruction to support the mastery of knowledge and skills
- Lessons and instruction designed to build habits of character
- A focus on producing high-quality student work
- Structured phonics to support foundational skills development
- Professional development to ensure implementation with integrity

A Platform that Supports Teachers

Our innovative platform empowers educators to spend more time teaching and less time planning. Teachers can more easily plan lessons with rich resources and instructional supports, while robust data and reporting allow them to differentiate instruction for students' needs.



Curriculum Materials for Grade 3–5



Module Lessons

(60 minutes of daily instruction)

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language. There is an optional Life Science module per grade, which provides an inquiry-based approach to rigorous and authentic science instruction.



Imagine Learning EL Education features 4 modules of content-based literacy instruction per grade



Teacher Guides
Modules 1–4
(1 book per module)



Teacher Supporting Materials
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
(1 book per module)

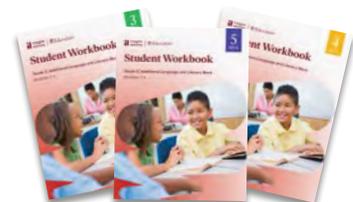
Additional Language and Literacy Block Instruction

(60 minutes of additional daily instruction)

The Additional Language and Literacy (ALL) Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.



Teacher Guides & Supporting Materials
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
(1 book per module
1–4 per student)

Guiding Principles of EL Education

EL Education's curriculum centers around key guiding principles that support educators and students in their learning both inside and outside of the classroom.

Equity Matters

All children deserve an education that fosters their unique abilities, provides real opportunities to achieve high academic standards, and prepares them to take their place in society when they leave school. That's why EL Education's curriculum rests on a foundation of equity with the Dimensions of Student Achievement.



MASTERY OF KNOWLEDGE & SKILLS

Standards-aligned instruction and assessment
Focus on critical thinking, communication, and deeper learning



HIGH-QUALITY STUDENT WORK

Demonstrates complexity, craftsmanship, and authenticity
Evident in performance tasks, conversations, and responses to prompts



CHARACTER

Tools to become effective, ethical learners who work to make the world a better place
Integrated focus on developing character within lesson context

Backward Design

EL Education centers around the guiding principle of backward design, meaning instructional planning keeps the end in mind and educators assess all along the way.

Substantive Content Matters

While students develop a deepening understanding of cross-curricular content – science, social studies, or literature – they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, carefully embedded within the lessons.

Diverse and Inclusive Settings

The curriculum recognizes that students learn from one another and respect one another when they learn together in the same environment. In addition, teachers have various learning needs in the classroom, so the curriculum provides numerous supports and resources to differentiate instruction for all learners, from students with learning disabilities to those who need academic extensions.

Promote Student Thinking, Collaboration, and Respect

Clear and simple protocols and conversation cues support rich, purposeful, and collaborative conversations that deepen learning and allow students to appreciate diverse perspectives.

Students Own Their Learning

Students using EL Education become active learners with an agency in their education. They set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and Guardians Are Partners

Students learn best when families can be part of the educational journey. The curriculum supports the home-to-school connection with various resources to encourage and extend learning at home.

Curriculum as Powerful Professional Development

The EL Education curriculum provides ample resources and opportunities for teachers to build on their existing expertise and improve their ability to make strong instructional decisions during planning and while teaching. In addition, with Imagine Learning, educators have access to ongoing professional learning and customer support to implement EL Education with integrity.

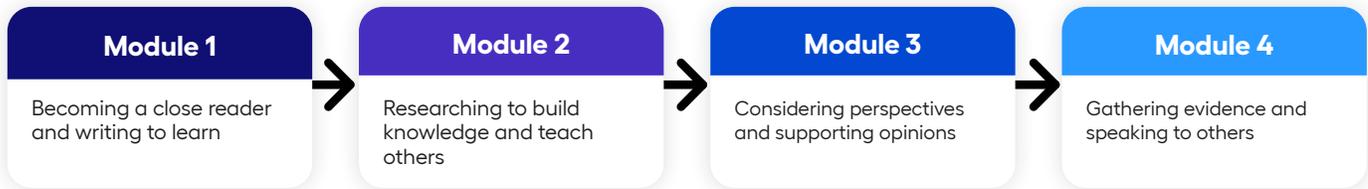
A Proven Instructional Model

Students engage in a consistent instructional routine centered around content-rich modules with compelling real-world examples. Students move from building background knowledge to extended reading and research and finally to extended writing. Each lesson and unit follow a cycle designed to give students time to process a text.

Imagine Learning EL Education is carefully structured to build literacy skills across K–8. Lessons provide a consistent focus on academic standards mastery for reading, writing, speaking, and listening.

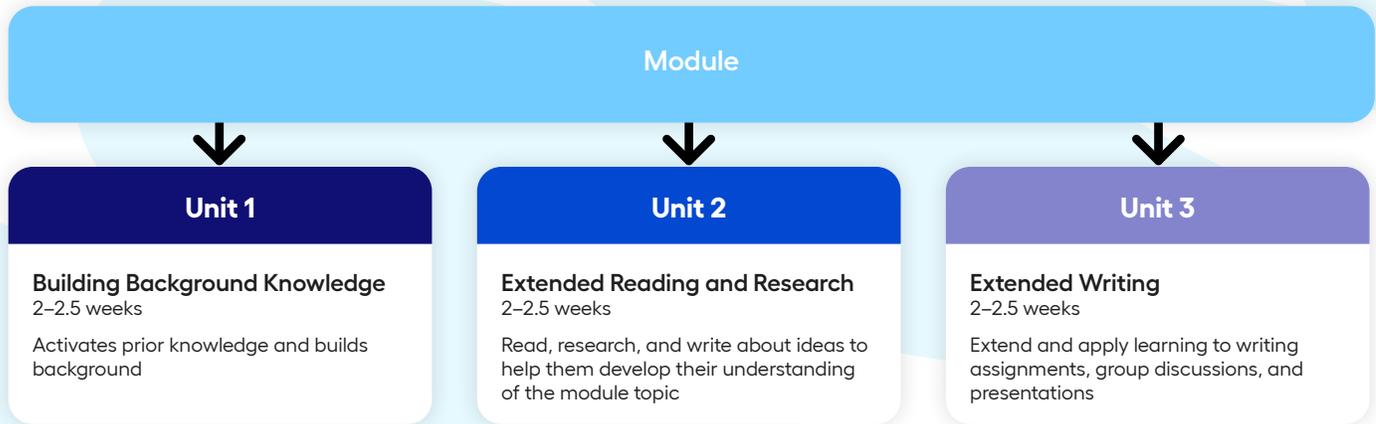
Literacy Instruction

Every grade has four modules, each comprising eight to nine weeks of instruction. These modules offer one hour of content-based literacy instruction to dive deep into the module topics.

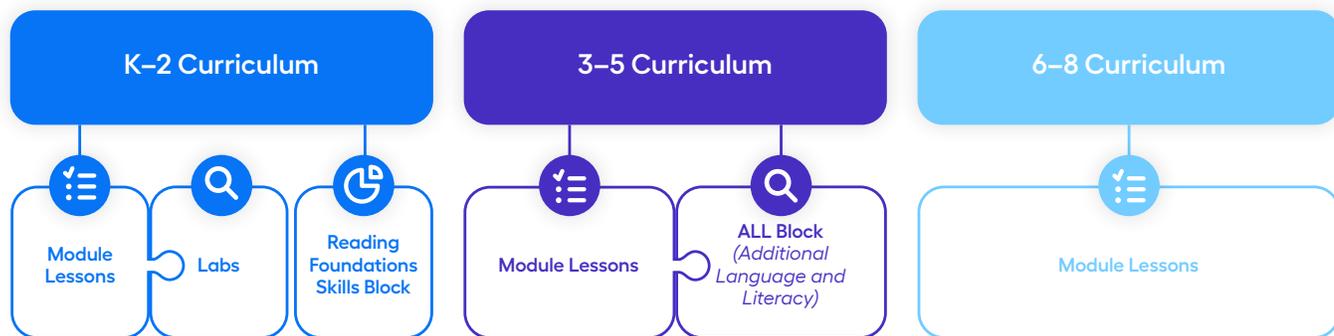


Module Example from Grades 3–5

Each module includes three units to build profound content knowledge on a topic or text.



EL Education Content Based Language Arts Curriculum



Grades K-2

In grades K-2, teachers have access to core literacy instruction through module lessons. In addition, there are areas for students to expand their learning through hands-on exploration and opportunities to build foundational reading skills.

READING FOUNDATIONS SKILLS BLOCK

This structured phonics program teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation. Lessons and assessments offer one additional hour of foundational skills development.

LABS

Optional labs help reinforce literacy skills, content knowledge, and habits of character taught in the module lessons with hands-on exploration and inquiry-based lessons.

Grades 3-5

In grades 3-5, teachers have access to core literacy instruction through module lessons, plus an additional hour of practice through ALL Block.

ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

The **ALL Block** provides extra literacy and language practice for students, reinforcing the skills they learn in the module lessons. Teachers can use this time to differentiate instruction.

The ALL Block module focuses on five components:

- Accountable independent reading
- Additional work with complex texts
- Reading and speaking fluency
- Writing practice
- Word study/vocabulary



Grades 6-8

In grades 6-8, teachers have access to literacy instruction through module lessons, as well as additional English Learner instructional support.

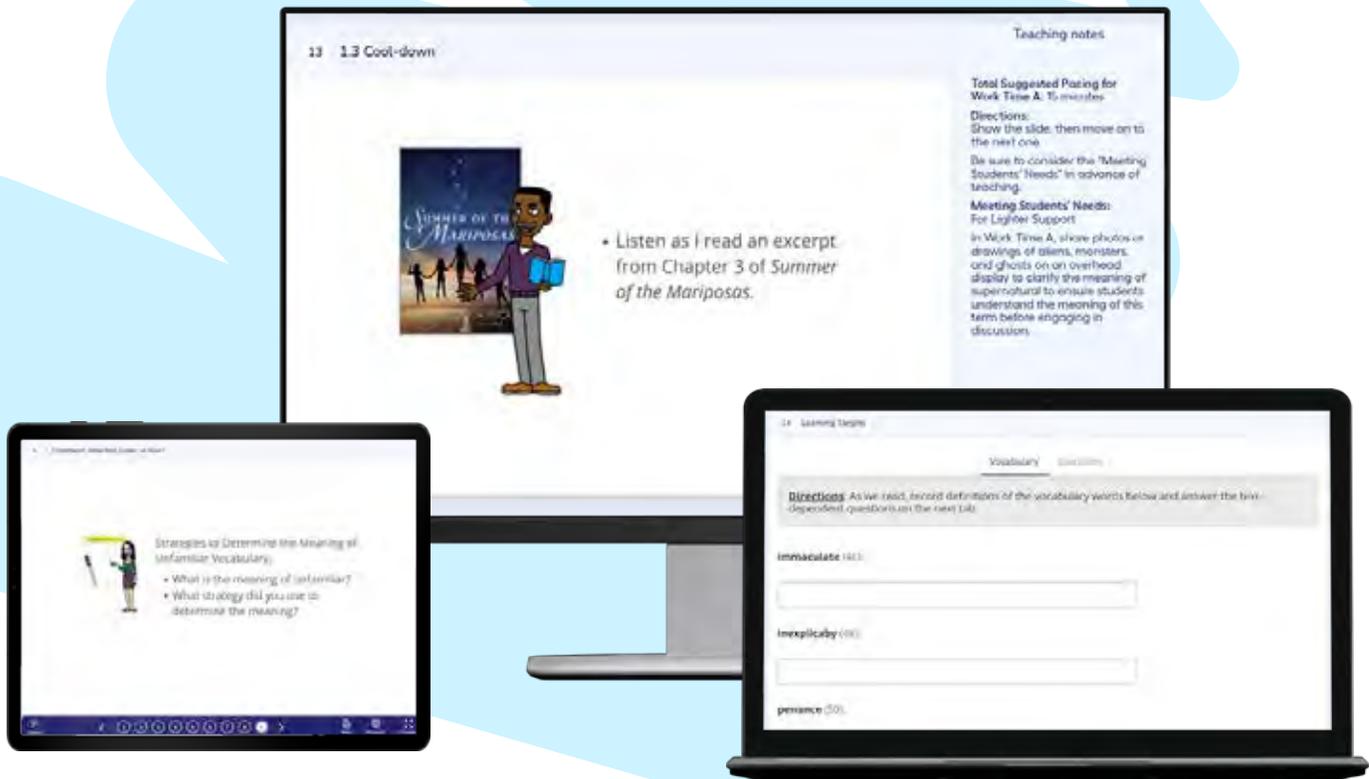
The Imagine Learning Difference

The highest quality English language arts curriculum, powered by a best-in-class digital delivery

Our unique platform allows teachers to connect with individual students, engage creatively, and customize the curriculum for greater impact. It's a tool that amplifies teachers' best instincts, better equipping them to do the same for their students.

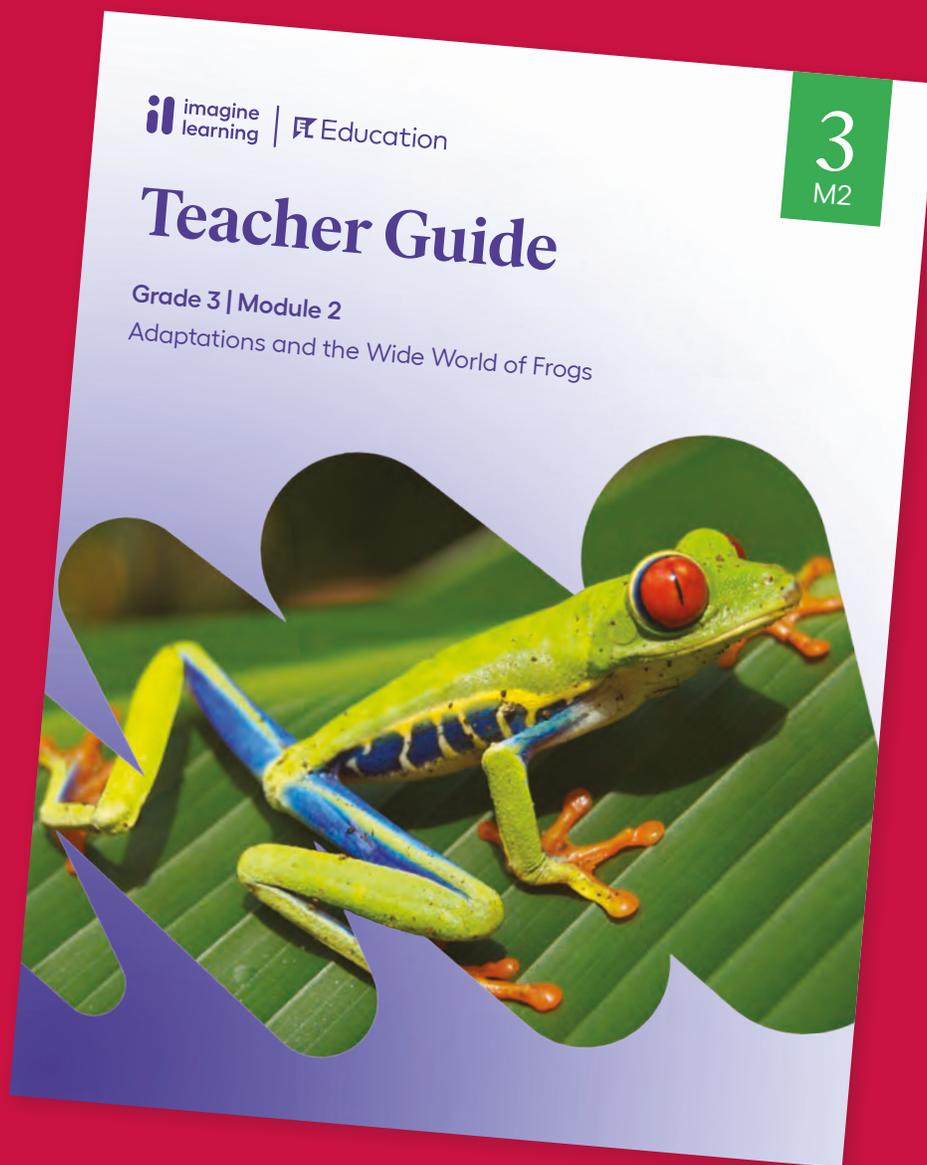
The platform provides:

- ✓ Organized, classroom-ready curriculum and content to support teaching and learning
- ✓ Customizable lessons and assessments for flexibility and personalization
- ✓ Robust data and reporting to differentiate instruction to student needs
- ✓ Seamless integration with your district's LMS
- ✓ Hands-on platform training for teachers and leaders to implement with integrity



Module Teacher Guide

Sample



Grades 3–5 Curriculum Plan

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Around the World
	Writing Tasks*	<ul style="list-style-type: none"> • Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10) • Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5) 	<ul style="list-style-type: none"> • Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4 W.3.10) • Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6) 	<ul style="list-style-type: none"> • Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6) • Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10) 	<ul style="list-style-type: none"> • Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b) • Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Polliwogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

** This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

Adaptations and the Wide World of Frogs

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 4	Topic	4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality: Ratifying the 19th Amendment
	Writing Tasks*	<ul style="list-style-type: none"> Revising a Literary Essay (W.4.2a, W.4.5, L.4.1f, and L.4.2b) Poetry Presentation+ (SL.4.4 and SL.4.5) 	<ul style="list-style-type: none"> Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10) Narrative Writing: Animal Defenses Choose-Your-Own-Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10) 	<ul style="list-style-type: none"> Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1) Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10) 	<ul style="list-style-type: none"> Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10) Taking Action Project Press Release (W.4.2, W.4.4, W.4.10)
	Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10) 	<ul style="list-style-type: none"> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10) Rainforest Adventures Ebook (W.5.3, W.5.4, W.5.6, W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10) Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e) Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6)
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep: How Jackie Robinson Changed America</i> , Robinson, Sharon	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

** This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

+ This presentation requires students to write the speech they are going to present.

In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. The module begins with students reading poetry and pourquoi tales about different kinds of frogs to generate “why” questions. At the end of the unit, they write their own fictional pourquoi narratives to attempt to answer some of their “why” questions. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate their research.

In Unit 3, students will form research groups to become experts on various “freaky” frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. They will demonstrate their expertise through a Freaky Frog book and trading card to educate students in grades 2 and 3. This task will center on CCSS ELA Standards **RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10,** and **L.3.6.**



Guiding Questions and Big Ideas

How does an author engage the reader in a narrative?

- *An effective narrative has a beginning that establishes the character and situation, a middle that introduces a problem with character response, and an ending that resolves the problem.*

How do experts build knowledge and share expertise about a topic?

- *Experts build knowledge by studying a topic in depth.*
- *Experts share information through writing and speaking.*

How do frogs survive?

- *Frogs have unique adaptations that help them to survive in various environments.*

The 4 T's

TOPIC Freaky frogs	TASK Freaky Frog book and trading card to include narrative and informative writing
TARGETS (CCSS explicitly taught and assessed): RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6	TEXTS <i>Everything You Need to Know about Frogs and Other Slippery Creatures; Lizards, Frogs, and Polliwogs: Poems and Paintings; Bullfrog at Magnolia Circle</i>



Performance Task

Freaky Frog Book and Trading Card

Throughout this module, each student will generate writing to include in a Freaky Frog book to engage and educate students in grades 2–3. The book will contain:

- Pourquoi narrative written in Unit 1 to engage readers in the unique adaptations of frogs
- Informational writing from Unit 2 to educate readers about frogs in general
- Three-paragraph informational writing from Unit 3 to amaze readers with the unique, sometimes freaky, adaptations of frogs
- A Freaky Frog trading card from Unit 3 for readers to play a game with. The front side of the trading card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will score their frog on different features—color, camouflage, and size, for example.

For the performance task, students will create their trading card and compile all of their writing from the module into a book with a front cover and table of contents. This task centers on CCSS ELA **RI.3.7**, **W.3.2**, **W.3.3**, **W.3.4**, **W.3.6**, **W.3.8**, **W.3.10**, and **L.3.6**.

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Science (based on NGSS):

Note: Also consider using EL Education Grade 3 Life Science Module, a separate resource that includes approximately 24 hours of science instruction. This life science module explicitly addresses third-grade NGSS life science standards and naturally extends the learning from this ELA module.

Next Generation Science Standards

Life Science Performance Expectation:

- **3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment.
 - **L S3.A:** Inheritance of Traits: Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
 - **LS3.B:** The environment also affects the traits that an organism develops.

Habits of Character

Social-Emotional Learning Focus

Central to EL Education’s curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world**: put their learning to use to improve communities (e.g., citizenship, service). See unit overviews for more detail.

Required Trade Books (for purchase) ¹	Unit 1	Unit 2	Unit 3
1 Florian, Douglas. <i>Lizards, Frogs, and Polliwogs: Poems and Paintings</i> . New York: Houghton Mifflin Harcourt, 2005. Print.	✓		
2 Dennard, Deborah, and Kristin Kest. <i>Bullfrog at Magnolia Circle</i> . Norwalk, CT: Soundprints, 2002. Print.	✓		
3 <i>Everything You Need to Know about Frogs And Other Slippery Creatures</i> . New York, NY: DK, 2011. Print.		✓	✓
Additional Texts (no purchase necessary; included in the module materials)	Unit 1	Unit 2	Unit 3
4 “Why the Frog Has a Long Tongue.” Written by EL Education for instructional purposes. Lexile 670.	✓		
5 “Why the Poison Dart Frog Is So Colorful.” Written by EL Education for instructional purposes.	✓		
6 “Poison Dart Frog.” Written by EL Education for instructional purposes. Lexile 620.			✓
7 “All about the Water-Holding Frog.” Written by EL Education for instructional purposes. Lexile 620.			✓
8 “The Amazon Horned Frog.” Written by EL Education for instructional purposes. Lexile 630.			✓
9 “Transparent Wonder.” Written by EL Education for instructional purposes. Lexile 510.			✓
Recommended Texts (for volume of reading on the module topic)			
10 See the stand-alone K-5 Recommended Texts and Other Resources list for detailed suggestions for books, articles, and videos on the module topic.			

¹ See stand-alone Required Trade Books list for procurement details, including the number of copies of each text.



Module-at-a-Glance

Weeks 1–2

Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs

Instructional Focus

- Close reading of frog poems with a focus on vocabulary, structure of poetry, and reading fluency
- Reading pourquoi tales about frogs
- Asking “why” questions about frogs
- Writing pourquoi tales to answer a “why” question about frogs
- Revising writing for word choice
- Forming and using comparative and superlative adjectives

CCS Standards

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10, RI.3.1, RI.3.4, RI.3.10, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.1, W.3.2, W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, L.3.1, L.3.1g, L.3.2, L.3.2c, L.3.2e, L.3.2f, L.3.2g, L.3.3, L.3.3a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.6

Assessments

- Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4)
- End of Unit 1 Assessment: Reading and Writing a Pourquoi Tale (RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6)



CCS Standards

Reading—Literature

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading—Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading—Foundational Skills

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.3c:** Decode multisyllable words.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**Module-at-a-Glance****Weeks 1–2****Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs****Instructional Focus**

- Close reading of frog poems with a focus on vocabulary, structure of poetry, and reading fluency
- Reading pourquoi tales about frogs
- Asking “why” questions about frogs
- Writing pourquoi tales to answer a “why” question about frogs
- Revising writing for word choice
- Forming and using comparative and superlative adjectives

CCS Standards

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10, RI.3.1, RI.3.4, RI.3.10, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.1, W.3.2, W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, L.3.1, L.3.1g, L.3.2, L.3.2c, L.3.2e, L.3.2f, L.3.2g, L.3.3, L.3.3a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.6

Assessments

- Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4)
- End of Unit 1 Assessment: Reading and Writing a Pourquoi Tale (RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6)



Performance Task

Freaky Frog Book and Trading Card

Throughout this module, each student will generate writing to include in a Freaky Frog book to engage and educate students in grades 2–3. The book will contain:

- Pourquoi narrative written in Unit 1 to engage readers in the unique adaptations of frogs
- Informational writing from Unit 2 to educate readers about frogs in general
- Three-paragraph informational writing from Unit 3 to amaze readers with the unique, sometimes freaky, adaptations of frogs
- A Freaky Frog trading card from Unit 3 for readers to play a game with. The front side of the trading card will include a detailed scientific illustration or digital picture of their freaky frog, as well as basic facts about the frog collected through research. The other side of the card will score their frog on various features (color, camouflage, and size, for example).

For the performance task, students will create their trading card and compile all of their writing from the module into a book with a front cover and table of contents. This task centers on CCSS ELA RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6.

Mid-Unit 1 Assessment

Reading and Understanding Poetry and Pourquoi Tales

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4. In this assessment, students apply what they have learned about reading poems and folktales to read and understand a new poem and pourquoi tale about frogs. In Part I, they read a poem and answer text-dependent selected response questions to show understanding. In Part II, they read a pourquoi tale and answer questions about the story’s plot and purpose, demonstrating their ability to identify key ideas and details as well as analyze the structure of the story.

End of Unit 1 Assessment

Reading and Writing a Pourquoi Tale

This assessment centers on CCSS ELA RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6. It has two parts. In Part I, students read aloud their pourquoi tale and be assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry read earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Since this will be first draft writing, grammar and conventions will not be formally assessed.

Mid-Unit 2 Assessment

Reading and Researching about Reptiles and Amphibians

This assessment centers on CCSS ELA RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, L.3.1d, L.3.1e, and L.3.4. In this assessment, students read a new section from *Everything You Need to Know about Frogs and Other Slippery Creatures*. In Part I, they answer text-dependent multiple choice and short answer questions demonstrating their ability to determine the meaning of unknown words, read for specific details, and use text features and illustrations. In Part II, students gather the information needed to answer a research question and complete a graphic organizer using the information they have found.

End of Unit 2 Assessment

Informative Paragraph: Describing Poison Dart Frogs

This assessment centers on CCSS ELA RI.3.1, RI.3.4, RI.3.8, RI.3.10, L.3.4, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students reread text from the unit, as well as a new text, to synthesize information, answer selected response questions targeting language and reading standards, and plan a short, informative piece of writing that answers the research question: Why is the poison dart frog so colorful? In Part II, students draft the paragraphs they planned, using facts, definitions, and details from the texts to explain the information gathered in their research.

Mid-Unit 3 Assessment

Informative Paragraph: Describing Freaky Frog Adaptations

This assessment centers on CCSS ELA RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students answer selected response questions targeting assessment of language standards. In Part II, students use the plan they created in class to write a first draft of the second proof paragraph of their informative text about the unique adaptations of their freaky frog.

End of Unit 3 Assessment

Informative Essay: Revising and Editing a Description of My Freaky Frog

This assessment centers on CCSS ELA W.3.2, W.3.5, W.3.10, L.3.1h, L.3.1i, and L.3.6 and has two parts. In Part I, students revise and write a final draft of their informative essay about their chosen freaky frog. In Part II, students answer selected response questions targeting assessment of language standards.

Summary of Task

Freaky Frog Book and Trading Card

Throughout this module, each student will generate writing to include in a Freaky Frog book to engage and educate students in grades 2–3. The book will contain:

- A *pourquoi* narrative written in Unit 1 to engage readers and explore some unique physical characteristics and behaviors of frogs in a fanciful way
- Informational writing from Unit 2 to educate readers about how those unusual characteristics help frogs to survive in their environments. Students may also wish to include their End of Unit 2 Assessment writing.
- An informational essay from Unit 3 to amaze their readers with the unique, sometimes freaky, adaptations of a particular frog
- A Freaky Frog trading card from Unit 3. The front side of the trading card will include a detailed scientific illustration or digital picture of a freaky frog as well as basic facts about the frog collected through research. The other side of the card will include scores for the frog on different features (color, camouflage, and size, for example) that can be used to play a Freaky Frog game.

For the performance task, each student will create a trading card and compile the writing from the module into a book with a front cover and table of contents. This task centers on CCSS ELA RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6.

Format

Book (created on 8.5" x 11" paper) and trading card (created on 8.5" x 11" cardstock)

Standards Addressed through This Task

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Student-Friendly Writing Invitation/Task Description

Now that you are an expert on frogs, you are going to share your expertise with others by creating an original book and a fun Freaky Frog trading card! The trading card should be interesting and informative. On the front of your card, you will draw a scientific illustration of the frog you researched and write some key facts you learned. On the other side of the card, you are going to score your frog from 0–5 (with 5 being the highest) against the following criteria:

- Color
- Size
- Camouflage
- Poison

These scores can be used to play a Freaky Frog game.

You will also need to collect and organize all of your writing from this module into a book. Your book will contain your pourquoi tale, your informational paragraphs on frogs, and your essay on the frog you researched. You will, of course, need to create an eye-catching front cover and a contents page, as well as a pocket to hold the trading card. Other students will use your book and trading card to learn more about fantastic, fascinating, fabulous, and sometimes freaky frogs!



Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

Your book will include:

From Unit 1: Pourquoi narrative to engage readers in the unique physical characteristics and behaviors of frogs

From Unit 2: Several short informational pieces to educate your readers about how those unusual characteristics help frogs survive

From Unit 3:

- Informational writing to amaze your readers with the unique, sometimes freaky, adaptations of the frog you researched
- A Freaky Frog trading card with a high-quality illustration or digital picture and scoring system for your readers to play a game with

Options for Students

- Extension: Students may select a frog that was not studied by the class for independent research and trading card creation.
- Students will have a choice about the pose of their frog for the front of their cards.
- As a technology extension, students may type their informational paragraphs or use technology to create their illustrations.
- Students may copy or write an original frog poem to include in the book.

Options for Teachers

- Students may share their books with a grade 2 or another grade 3 class.
- Students may present their books to a local nature center or science museum. Multiple copies may be made for visitors to the nature center or museum to keep.
- Students may write a frog poem to include on the trading card.
- Students may include a map depicting the location of each freaky frog.

Grade 3: Module 2

Unit 1: Overview and Lessons

In Unit 1, students begin their study of frogs by working with a series of short, engaging poems. These poems are used as a springboard for the unit, piquing student curiosity about frogs and raising questions about these unusual creatures. For each poem, the class develops one or more questions that begin with “why.” These “why” questions will be used as the base for two different types of writing throughout the module. In Unit 1, students also study pourquoi tales and write narratives to answer the questions they raised. They will revisit these questions in Unit 2 when they study informational writing about frogs.

The first half of the unit focuses on reading and analyzing poetry and pourquoi tales. Students closely read poems about frogs with a focus on vocabulary, structure of poetry, and reading fluency. They also read and analyze pourquoi tales and plan and draft a pourquoi tale answering the question “Why do polliwogs wiggle?” as a class. For a mid-unit assessment, students will demonstrate their reading skills through reading a new poem about frogs and a new pourquoi story.

In the second half of the unit, students apply what they have learned about narrative writing to plan and draft their own pourquoi stories. They focus on the components of narrative writing: a beginning that establishes the character and situation, a middle that introduces a problem and the characters’ response to the problem, and an ending that resolves the problem. Students will revise and edit their stories for word choice, including comparative and superlative adjectives and adverbs, and publish their stories to be included in their Freaky Frog books as part of the final performance task. In the End of Unit 1 Assessment, students write a new pourquoi tale that answers one of the “why” questions that arose from the first half of the unit. Unit 1 culminates in a Frog Festival.



Guiding Questions and Big Ideas

How does an author engage the reader in a narrative?

- *An effective narrative has a beginning that establishes the character and situation, a middle that introduces a problem with character response, and an ending that resolves the problem.*

The 4 T's	
TOPIC	TASK
Frogs	Students read a new poem and pourquoi tale and answer selected response questions about them (mid-unit assessment). Students read aloud their pourquoi tale and write a new pourquoi tale explaining why frogs have certain physical adaptations or behave in a certain way (end of unit assessment).
TARGETS	TEXT
CCSS explicitly taught and assessed: RL.3.2, RL.3.4, RL.3.5, RL.3.10, RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.4, L.3.6	Pourquoi tales and frog poems

Mid-Unit 1 Assessment

Reading and Understanding Poetry and Pourquoi Tales

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4. In this assessment, students apply what they have learned about reading poems and folktales to read and understand a new poem and pourquoi tale about frogs. In Part I, they read a poem and answer text-dependent selected response questions to show understanding. In Part II, they read a pourquoi tale and answer questions about the story's plot and purpose, demonstrating their ability to identify key ideas and details as well as analyze the structure of the story.

End of Unit 1 Assessment

Writing a Pourquoi Tale

This two-part assessment centers on CCSS RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6. In Part I, students will read aloud their pourquoi tale and be assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry reading earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Since this will be first draft writing, grammar and conventions will not be formally assessed.

Writing a Pourquoi Tale

This two-part assessment centers on CCSS RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6. In Part I, students will read aloud their pourquoi tale and be assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry reading earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Since this will be first draft writing, grammar and conventions will not be formally assessed.

Habits of Character

Social-Emotional Learning Focus

In this unit, students **work to contribute to a better world**, putting their learning to use to improve communities (e.g., citizenship, service). Throughout the unit, they practice applying their learning and using their strengths to help others in the class during whole group writing and also peer critiques. Students also **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). Throughout the unit they practice collaboration as they work in pairs to read texts and to critique work.



Unit-at-a-Glance

This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RL.3.1, RL.3.2, RL.3.4, W.3.8, SL.3.1, SL.3.1b	Discovering Our Topic: Frogs 1. Opening A. Discovering Our Topic: Mystery Quotes (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Introducing the Performance Task (10 minutes) B. Reading for Gist: “Why the Frog Has a Long Tongue” (15 minutes) 3. Closing and Assessment A. Launching Independent Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.	<ul style="list-style-type: none"> I can infer about frogs and support my inferences with details and examples from the mystery quotes. (RL.3.1, SL.3.1b) I can find the gist of a pourquoi tale. (RL.3.4, L.3.4) I can select a research reading book that I want to read. (RL.3.10, RI.3.10) 	<ul style="list-style-type: none"> Participation during Mystery Quotes protocol Participation during unpacking of guiding questions Finding the Gist and Unfamiliar Vocabulary: “Why the Frog Has a Long Tongue” 	<ul style="list-style-type: none"> Mystery Quotes protocol Guiding Questions anchor chart Performance Task anchor chart Close Readers Do These Things anchor chart
Lesson 2 RL.3.1, RL.3.2, RL.3.3, RL.3.4, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4, L.3.4a	Building Expertise: Characteristics of Narrative Texts 1. Opening A. Engaging the Reader (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Polliwogs” (15 minutes) B. Shared Reading: “Why the Frog Has a Long Tongue” (20 minutes) 3. Closing and Assessment A. Debrief: What is a Pourquoi Tale? (10 minutes) 4. Homework A. Narrative QuickWrite prompt in your Unit 1 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a) I can describe the elements of a narrative text. (RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Choral reading of “The Polliwogs” Close Read: “The Polliwogs” note-catcher Participation in analysis of “Why the Frog Has a Long Tongue” 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart
Lesson 3 RL.3.1, RL.3.2, RL.3.4, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.3a, W.3.4, L.3.4, L.3.4a	Writing Narrative Texts: Planning a Pourquoi Tale 1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Poison-Dart Frogs” (15 minutes) B. Shared Writing: Planning a Pourquoi Tale (30 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Reread “Why the Poison-Dart Frog is So Colorful” for gist. B. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a) I can plan the characters, setting, and a clear sequence of events for a pourquoi tale. (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Choral reading of “The Poison-Dart Frogs” Close Read: “The Poison-Dart Frogs” note-catcher Participation in creation of “Why do polliwogs wiggle?” class Narrative Planning graphic organizer 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4 RL.3.1, RL.3.4, RL.3.5, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.3a, W.3.4, W.3.5, L.3.3, L.3.3a, L.3.4, L.3.4b	Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Wood Frogs” (15 minutes) B. Analyzing a Model (15 minutes) C. Shared Writing: Drafting the Beginning of a Pourquoi Tale (20 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Vocabulary. See the directions in your Unit 2 homework packet. B. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet. C. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.3c, RF.3.4, L.3.1a, L.3.4a, L.3.4b) I can write the beginning of a pourquoi tale that establishes the situation and introduces the characters. (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Choral reading of “The Wood Frog” Close Read: “The Wood Frog” note-catcher Participation in creation of beginning of “Why do polliwogs wiggle?” class narrative 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart
Lesson 5 W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.4, W.3.5, L.3.3, L.3.3a	Writing Narrative Texts: Drafting the Middle of a Pourquoi Tale 1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (15 minutes) B. Shared Writing: Drafting the Middle of a Pourquoi Tale (25 minutes) 3. Closing and Assessment A. Independent Work: Planning a Pourquoi Tale (10 minutes) 4. Homework A. Add illustrations to each page of “Why the Poison-Dart Frog is So Colorful.” B. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.	<ul style="list-style-type: none"> I can write the middle of a pourquoi tale that develops a sequence of events that unfold naturally and shows the response of characters to the situation. (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Participation in creation of middle of “Why do polliwogs wiggle?” class narrative 	<ul style="list-style-type: none"> Why? anchor chart
Lesson 6 RL.3.1, RL.3.4, RL.3.5, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.3a, W.3.3c, W.3.3d, W.3.5, L.3.3, L.3.3a, L.3.4, L.3.4a	Writing Narrative Texts: Drafting the End of a Pourquoi Tale 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: “The Glass Frog” (20 minutes) B. Analyzing a Model (15 minutes) C. Shared Writing: Drafting the End of a Pourquoi Tale (15 minutes) 3. Closing and Assessment A. Exit Slip (5 minutes) 4. Homework A. Vocabulary. See the directions in your Unit 2 homework packet. B. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet.	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.4, L.3.1a, L.3.1h, L.3.3, L.3.4a) 	<ul style="list-style-type: none"> Choral reading of “The Glass Frog” Close Read: “The Glass Frog” note-catcher Participation in creation of ending of “Why do polliwogs wiggle?” class narrative 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart

Adaptations and the Wide World of Frogs

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
	<p>C. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.</p> <p>D. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.</p>	<ul style="list-style-type: none"> I can write the end of a pourquoi tale that provides a solution to the problem and explains the message or purpose of the narrative. (W.3.3d, W.3.4, W.3.5) 		
<p>Lesson 7</p> <p>RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p>	<p>Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment, Part I: Reading and Understanding Poetry (15 minutes) B. Mid-Unit 2 Assessment, Part II: Reading and Understanding Pourquoi Tales (20 minutes) C. Independent Work: Planning a Pourquoi Tale (10 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (10 minutes)</p> <p>4. Homework A. Finish planning your pourquoi tale. B. Accountable Research Reading. Select a prompt to respond to in the front of your Independent Reading Journal.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.5, RL.3.10) I can find the meaning of unfamiliar vocabulary. (RL.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Parts I and II Tracking Progress: Reading, Understanding and Explaining New Text 	<ul style="list-style-type: none"> Tracking Progress folder
<p>Lesson 8</p> <p>W.3.3, W.3.3a, W.3.4, W.3.5, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.3, L.3.3a</p>	<p>Writing a Pourquoi Tale: Establishing the Situation and Character</p> <p>1. Opening A. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time A. Analyzing Class Pourquoi Tale (10 minutes) B. Preparing for Independent Writing: Sketching the Beginning of a Pourquoi Tale (10 minutes) C. Independent Writing: Beginning of a Pourquoi Tale (20 minutes)</p> <p>3. Closing and Assessment A. Reading Aloud: Beginning of a Pourquoi Tale (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write the beginning of a pourquoi tale that establishes the situation and character and uses precise and interesting words and phrases. (W.3.3a, W.3.4, W.3.5, L.3.3a) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Narrative Planning graphic organizer: New Why? Question Beginning of a pourquoi tale 	<ul style="list-style-type: none"> Fluent Readers Do These Things anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9 W.3.3, W.3.3a, W.3.3b, W.3.4, W.3.5, L.3.2, L.3.2c, L.3.3, L.3.3a	Writing a Pourquoi Tale: Describing the Central Problem and the Character Response 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini-Lesson: Dialogue and Description (15 minutes) B. Preparing for Independent Writing: Acting out the Middle of a Pourquoi Tale (10 minutes) C. Independent Writing: Middle of a Pourquoi Tale (25 minutes) 3. Closing and Assessment A. Choosing a New Why? Question (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can write the middle of a Pourquoi Tale that describes the central problem and how the character responds to the problem. (W.3.3a, W.3.3b, W.3.4, W.3.5) I can use dialogue and descriptions in my pourquoi tale to show rather than tell the response of characters to situations. (W.3.3b, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Middle of a pourquoi tale 	<ul style="list-style-type: none"> Why? anchor chart
Lesson 10 W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, L.3.3, L.3.3a	Writing a Pourquoi Tale: A Resolution to the Problem 1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini-Lesson: Temporal Words and Phrases (10 minutes) B. Analyzing “Why do Polliwogs Wiggle?” Class Narrative (5 minutes) C. Independent Writing: End of a Pourquoi Tale (25 minutes) 3. Closing and Assessment A. Independent Practice: Planning a Pourquoi Tale (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can write the end of a pourquoi tale that provides a resolution to the problem and wraps-up my story. (W.3.3a, W.3.3d, W.3.4, W.3.5, L.3.3a) I can use temporal words and phrases to show the order events happen in. (W.3.3c, L.3.3a) 	<ul style="list-style-type: none"> End of a pourquoi tale 	
Lesson 11 W.3.3, W.3.5, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.1, L.3.1g, L.3.3, L.3.3a	Writing a Pourquoi Tale: Final Revisions 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini-Lesson: Comparative and Superlative Adjectives (10 minutes) B. Revising Pourquoi Tale: Comparative and Superlative Adjectives and Word Choice (10 minutes) C. Reading Aloud: Pourquoi Tale (20 minutes) 3. Closing and Assessment A. Independent Practice: Planning a Pourquoi Tale (15 minutes) 4. Homework A. Finish planning your pourquoi tale for the End of Unit 1 Assessment. B. Complete the Comparative and Superlative Adjectives practice in your Homework Resources. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can revise my pourquoi tale to correctly use comparative and superlative adjectives and to include words and phrases to make it more precise and interesting. (W.3.3, W.3.5, L.3.1g, L.3.3a) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Revised pourquoi tale Reading Fluency Self-Assessment Checklist 	<ul style="list-style-type: none"> Parts of Speech anchor chart Fluent Readers Do These Things anchor chart

Adaptations and the Wide World of Frogs

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12 W.3.3, W.3.5, W.3.10, RF.3.3, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.1, L.3.1g	End of Unit 1 Assessment: Part I: Frog Festival Part I 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini-Lesson: Comparative and Superlative Adverbs (10 minutes) B. Revising Pourquoi Tale: Comparative and Superlative Adverbs (10 minutes) C. End of Unit Assessment: Part I: Frog Festival Part I (30 minutes) 3. Closing and Assessment A. Frog Festival: Part I Reflections (5 minutes) 4. Homework A. Complete the Comparative and Superlative Adverbs practice in your Homework Resources. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can revise my pourquoi tale to correctly use comparative and superlative adverbs. (W.3.3, W.3.5, W.3.10, L.3.1g) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Revised pourquoi tale Reading Fluency Self-Assessment Checklist 	<ul style="list-style-type: none"> Parts of Speech anchor chart Fluent Readers Do These Things anchor chart
Lesson 13 W.3.3, W.3.3a, W.3.4, W.3.10, L.3.1, L.3.1g, L.3.3, L.3.3a, L.3.6	End of Unit 1 Assessment: Part II: Writing a Pourquoi Tale 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 1 Assessment: Part II: Writing a Pourquoi Tale (45 minutes) 3. Closing and Assessment A. Tracking Progress (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can form and use comparative and superlative adjectives and adverbs. (L.3.1g) I can write a new pourquoi tale. (W.3.3a, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.6) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Writing a Pourquoi Tale Tracking Progress: Narrative Writing 	<ul style="list-style-type: none"> Tracking Progress folders
Lesson 14 RI.3.1, RI.3.4, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4	Reading For Gist: Bullfrog at Magnolia Circle 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit Assessment Part I: Frog Festival Part II (25 minutes) B. Frog Festival: Part II Reflections (5 minutes) C. Reading for Gist: Bullfrog at Magnolia Circle (20 minutes) 3. Closing and Assessment A. Exit Ticket: Answering Questions About the Text (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) I can find the gist of Bullfrog at Magnolia Circle. (RI.3.1, RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Reading Fluency Self-Assessment Checklist Gist on sticky notes 	<ul style="list-style-type: none"> Fluent Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart

Accountable Independent Reading

The ability to read and comprehend texts is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across both components of this curriculum: module lessons and the Additional Language and Literacy block. Refer to the Grade 3 Module 2 Overview for additional information.

In this unit, students continue to follow the independent reading routines set up in Module 1. They select new texts based on the new topic for the module, read them independently for homework and engage in frequent research reading shares during the module lessons for accountability.

Supporting English Language Learners

The Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), and some supports can serve a wide range of student needs. However, ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are specifically identified as "For ELLs" in the Meeting Students' Needs column.

- **Prioritizing lessons for classrooms with many ELLs:** To prepare for the Unit 1 assessments, consider prioritizing and expanding instruction in Lessons 3-6 and 8-10, which build the routine of reading, close reading, Language Dives, analyzing poetry and pourquoi tales, reading fluently, asking questions, and planning and drafting using conventional narrative structure. If necessary, consider placing less focus and condensing instruction in Lessons 1, 2, 11, and 14, which provide helpful background, practice, repetition, and celebration, but don't introduce as many new concepts.
- **Language Dives:** All students participate in a Language Dive in Lessons 3 and 6, supporting students in the meaning and purpose of "The Poison Dart Frogs" and "The Glass Frog." Students will apply their understanding of the structures of these Language Dives when completing their poetry analysis during the mid-unit assessment in Lesson 7. Many lessons also include optional Mini Language Dives for ELLs. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. Beginning in module 2 and going forward, create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. At the end of each Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as "Nouns and noun phrases" or "Linking language." Consider color-coding each category. Examples: blue for nouns and subjects; purple for pronouns; red for predicates and verbs; yellow for adjectives; and green for adverbs. See each Language Dive for suggested categories. Students can then refer to the wall during subsequent speaking and writing tasks. For more information on Language Dives, refer to the Module 1 Appendix.
- **Goals 1 and 2 Conversation Cues:** Continue to encourage productive and equitable conversation using Goals 1 and 2 Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Con-

nor, Cathy. Talk Science Primer. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Module 1 Appendix for the complete set of cues. Heightened language processing and development is a primary potential benefit for ELLs.

- **Diversity and inclusion:** This unit introduces frogs, a topic students will work with throughout the module. Take time to draw out students' prior experiences and associations with frogs. Some students may have ties to or experience with South America, the origin of several frogs considered during the module. Students are expected to analyze the structure of a *pourquoi* narrative and eventually create their own. Students should have an opportunity to share stories and folktales from their home cultures to activate their schema and celebrate their backgrounds. Research and share multicultural books and stories to deepen their understanding and appreciation of the genre. For some, the narrative structure may be unfamiliar. Throughout the unit, check for comprehension of this text structure and reteach using varied modalities. For example, allow students to act out and sketch representations of narratives.
- **Superlatives:** In Lessons 11 and 12, students work with comparative and superlative adjectives and adverbs. This will be beneficial for ELLs, but it will also be more difficult for them, as some may not grasp the structure intuitively like a native speaker might. To support ELLs, draw attention explicitly to patterns in using comparative and superlative adverbs and adjectives. Give students additional opportunities to use this structure. See lesson-level suggestions for more details.
- **Genre comparison:** Students will closely read poetry during the unit and, sometimes during the same lesson, they will also continue to study narrative structure. Make sure students are clear about the differences in language and purpose between the two genres.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.



Connections to the Additional Language and Literacy Block

- In the ALL Block for this unit, students focus on three components each day for 20 minutes each. The following is an outline of the work students complete in each component:
 - Additional Work with Complex Text: Students work with “Why the Frog Has a Long Tongue.” They analyze the main character’s thoughts, feelings, and actions.
 - Reading and Speaking Fluency/GUM: Students practice reading aloud a narrative passage fluently.
 - Writing Practice: Students write a poem about a frog inspired by the poems read in the module lessons.
 - Word Study and Vocabulary: Students analyze two academic vocabulary words (transform and biology) and practice using the words in context.
 - Independent Reading: Students build independent reading stamina of both research reading and free choice texts.

Preparation and Materials

Vocabulary Log

Students began a vocabulary log in Module 1 to collect new academic and domain-specific vocabulary. They can continue to use the same vocabulary book for this module if they have pages left; however, they will need to start a new section for the domain-specific vocabulary from this module at the back of their vocabulary log. This could be done using flags or sticky tabs for each module.

Consider organizing both academic and domain-specific vocabulary as follows:

Word and Pronunciation	Definition	Translation and Cognate	Sketch/ Diagram/ Icon
What is the word and how do you say it?	What does it mean in your own words?	What is the translation in your home language?	

- Gather the following materials from Module 1 for use in this unit:
 - Close Readers Do These Things anchor chart
 - Working to Become Effective Learners anchor chart
 - Working to Become Ethical People anchor chart
 - Vocabulary logs
 - Academic Word Wall
 - Affix list
 - Tracking Progress folders
 - Fluent Readers Do These Things anchor chart (double check that this was used in M1)
 - Strategies to Answer Selected Response Questions anchor chart
- Note that the Working to Contribute to a Better World anchor chart and Parts of Speech anchor chart are introduced in this unit and will be referenced throughout the module and school year.

Lesson 1: Discovering Our Topic: Frogs



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



Daily Learning Targets

- I can infer about frogs and support my inferences with details and examples from the mystery quotes. (RL.3.1, SL.3.1, SL.3.1b)
- I can find the gist of a pourquoi tale. (RL.3.4, L.3.4)
- I can select a research reading book that I want to read. (RI.3.10, RI.3.10)

Ongoing Assessment

- Participation during Mystery Quotes protocol (RL.3.1, SL.3.1, SL.3.1b)
- Participation during unpacking of guiding questions (SL.3.1, SL.3.1b)
- Finding the Gist and Unfamiliar Vocabulary: “Why the Frog Has a Long Tongue” (RL.3.4, L.3.4)

Agenda

1. Opening

- A. Discovering Our Topic: Mystery Quotes (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Introducing the Performance Task (10 minutes)
- B. Reading for Gist: “Why the Frog Has a Long Tongue” (15 minutes)

3. Closing and Assessment

- A. Launching Independent Reading (15 minutes)

4. Homework

- A. 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 participate in the Mystery Quotes protocol to preview the poems and texts for this unit and as a way to build schema on the topic of frogs (RL.3.1, SL.3.1b).
- In Work Time A, students consider the module’s guiding questions and performance task prompt to help focus their work (SL.3.1b). See the Performance Task Overview for more information.
- In Work Time B, students find the gist of an exemplar narrative text, “Why the Frog Has a Long Tongue.” This text will be used throughout the unit as students build their understanding of the elements of narrative texts (RL.3.1, RL.3.2, RL.3.4, W.3.8).
- In this unit, the habit of character focus is working to contributing to a better world. Throughout the rest of this unit, students will ‘collect’ characteristics of this aspect on a Working to Contribute to a Better World anchor chart. The characteristic they collect in this lesson when discussing the guiding questions is: apply my learning as I consider what experts do.
- Throughout Module 1, students were introduced to Goals 1 and 2 Conversation Cues to promote productive and equitable conversation. Continue using Goals 1 and 2 Conversation Cues in this way, considering suggestions within lessons. Refer to the Module 1 Appendix for additional information on Conversation Cues.
- The research reading students complete for homework helps 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.
- Each unit in this module is accompanied by a Recommended Texts list with a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways: as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. In this lesson, students browse and select one of these texts for reading throughout the unit.

- Students practice their fluency in this lesson by following along and reading silently as the teacher reads “Why the Frog Has a Long Tongue” in Work Time B.

How it builds on previous work:

- Students will continue to use their vocabulary log from Module 1 to collect new vocabulary in this module. As in Module 1, students will add new academic vocabulary to the front of the logbook and domain-specific vocabulary to the back of the book. You may wish to have students prepare the back of their books for the new module with a new section marked with flags or tabs.
- The Academic Word Wall will continue to be added to in this module. This is a permanent word wall that is added to across the year.

Assessment Guidance:

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ partner discussions in Opening A.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather baseline reading fluency data from students’ independent reading books in Closing and Assessment A.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 3) to gather baseline phonics and word recognition data during students’ independent reading in Closing and Assessment A.

Down the road:

- In the next lesson, students will analyze “Why the Frog Has a Long Tongue” for its structure and use this text as an exemplar as they plan a class narrative.

In advance:

- Review the Mystery Quotes protocol. See Classroom Protocols.
- Prepare:
 - “I show respect.”
 - Mystery Quotes strips.
 - Guiding Questions and Working to Contribute to a Better World anchor charts. See supporting materials.
 - Performance Tasks anchor chart. See Performance Task Overview.
 - Domain-Specific Word Wall. The Domain-Specific Word Wall changes from module to module, as the topic changes. Take down the words from module 1. Prepare cards or paper of a clearly visible size to be seen throughout the classroom to keep near the Word Wall. When recording words, you will record the word and definition clearly in student-friendly language. To foster cultural equity and maximize learning, you may also record translations in home languages in a different color next to the target word or invite students to write the translations. If students do not know the translation or how to write it, invite them to ask someone at home.
- Review the Independent Reading: Sample Plans or prepare your own independent reading routine in preparation for launching independent reading in this lesson.
- Post: Learning targets.

- Opening A: Use a search engine to find images or videos of frogs. Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.
- Work Time B: For students who will benefit from hearing the text read aloud multiple times to find the gist, consider using a text-to-speech tool like Natural Reader (<http://www.naturalreaders.com>), SpeakIt! for Google Chrome or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: If a technology-based version of the text, such as a Word doc or Google Doc, is used, students can annotate the text for gist using the comments feature.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.5, 3.I.B.6.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing necessary preliminary information that frames the module and the unit. This is helpful for ELLs because they will know what to expect in the weeks ahead.
- ELLs may find making inferences challenging, especially with brand-new content. Inferencing can be culturally bound, so some ELLs may need help unpacking the unique logic behind someone's inference. They may need support explaining their own inferences. Challenge students to try their best but give them time throughout the unit to make steady progress.

Levels of support

For lighter support:

- Provide shorter sentence frames during Opening A. Example: "Another word for ..." "When I infer ..." This will prompt language while requiring students to generate more of their own syntax and content.
- During the Mini-Language Dive in Work Time A, challenge students to generate questions about the sentence before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."

For heavier support:

- Students may find the abundance of preliminary information challenging to absorb and to process in one sitting. To make this framing more comprehensible, display as many concrete examples as possible when discussing the unit. For example, show students a sample of

a student-created pourquoi narrative. Take them on a visual “tour” of the module ahead. These visuals can also be displayed in a PowerPoint presentation.

- Students may need reinforcement of key, lesson-specific vocabulary. When reviewing the vocabulary as a class, cold call students to check their comprehension of these concepts. Allow students to record the definitions in their Vocabulary Logs if they have not already done so.
- Before reading “Why the Frog Has a Long Tongue,” frame the story so that students are primed to think about the gist of each part. Example: “This is a story about some frogs that have a contest. I wonder what kind of contest. What kind of contest do you think the frogs are going to have? Let’s find out.”
- Prepare sticky notes with pre-written words or drawings based on the gist of “Why the Frog Has a Long Tongue.” As students listen to the story, they can match the gist represented on the sticky notes with each part of the read-aloud.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To better prepare students who may need additional support keeping up with the various parts of this lesson, preview the text “Why the Frog Has a Long Tongue” with them. This will support their comprehension of the text and activate their schema around frogs going into the lesson.
- **Multiple Means of Action and Expression (MMAE):** Because this lesson requires students to shift the focus of their thinking multiple times, consider quickly revisiting and pointing out learning targets throughout the lesson as an indicator for students that they will now be working on inferring about mystery quotes, supporting their inferencing, learning about the performance task, finding the gist, etc.. Some students who may need support attending to the task may also benefit from having a personal “map” of the lesson that they can physically point to or use to check off what they have accomplished and “see” what they need to focus on next.
- **Multiple Means of Engagement (MME):** Throughout this unit, sustained engagement and effort is essential for student achievement. Some students may need support to remember the goal for the work they are doing in this and future lessons. These students benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- infer, inference, experts, build expertise, narrative texts, contributing, apply my learning, gist (L)
- practice, opened, delicious, skilled, combined, flexible, relaxing, flick (T)

Materials

- ✓ Mystery Quotes strips (one strip per student and a list of quotes to display)
- ✓ Pictures of frogs (for display; see Technology and Multimedia)
- ✓ Guiding Questions anchor chart (new; teacher-created; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (new; teacher-created; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (example, for teacher reference)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ “Why the Frog Has a Long Tongue” (one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Finding the Gist and Unfamiliar Vocabulary: “Why the Frog Has a Long Tongue” (one per student and one to display)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Academic Word Wall (started in Module 1)
- ✓ Domain-Specific Word Wall (new; teacher-created; see teaching notes)
- ✓ Independent Reading: Sample Plans (stand-alone document; for teacher reference)

Opening

A. Discovering Our Topic: Mystery Quotes (15 minutes)

- Build up excitement for this module and unit by explaining that today students will begin learning about a new topic that they will study and write about over the next several weeks.
- Tell students they will use the Mystery Quotes protocol to make inferences about their new topic of study.
- Ask students to turn and talk to a partner:
“What does it mean to infer?” (You use what you know and what the text says to figure out something the author doesn’t specifically say.)
- Clarify and provide an example as needed. Clarification: “To make an *inference*, a reader uses what he or she already knows about a topic and combines it with the text he or she read to figure out something that the author does not explicitly tell the reader. It is a guess based on evidence.” Example: If someone is crying, you might infer that he or she is sad.
- Distribute **Mystery Quotes strips** and pair up students.
- Invite students to tape their Mystery Quote strip to their partner’s back without revealing the quote.
- Ask students to find a new partner.
- Give them 2 minutes to read the quote on their partner’s back. Ask them to think of and provide a hint to their partner as necessary.
- Give a signal and ask students to repeat steps 4–5.
- Continue this process for 10 minutes, refocus the group, and ask students to each share a final inference about the meaning of their quote.
- Display a list of the mystery quotes.

- Invite students to guess which quote has been taped to their back. Ask volunteers to share how their inferences compare with the actual text.
- Ask:
 - “What strategies did you use for inferring?” (Responses will vary.)
 - “What patterns or themes did you notice in all of the mystery quotes?” (They were all about frogs. They were descriptive.)
 - “What topic will we be studying throughout this module?” (frogs)
 - “What kinds of texts will we be reading and writing in this unit?” (poems and stories about frogs)
- If productive, cue students to listen carefully:
 - “Who can repeat what your classmate said?” (Responses will vary.)
- Display **pictures of frogs** and activate background knowledge about frogs and narrative writing by asking:
 - “What experience have you had with frogs?”
 - “What do you think about frogs?”
 - “Does anyone you know have experience with writing poems or stories?”
 - “One of the characters in our quotes is named Ranna. Rana means frog in a different language. Does anybody know which language?” (Spanish)
 - “What is the translation of frog in our home languages?” (Qīngwā in Chinese)
- Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
- Display the **Guiding Questions anchor chart**. Invite students to chorally read each question aloud with you.
- Ask students to focus on the first two questions: “What do experts do?” and “How do I build expertise about a topic?”
- Ask students to turn and talk with an elbow partner, and then cold call students to share out:
 - “What does it mean to be an expert?” (someone who knows a lot about something)
- Tell students that people become experts by studying a topic. They read books and articles, develop research questions about the topic, and look to books and other sources to answer their questions. Experts also share what they have been learning about a topic. Ask students to turn and talk with an elbow partner, and then cold call students to share out:
 - “What are some ways experts share what they have learned?” (They can write or present about it.)
 - “What do you think it means to build expertise in the second guiding question?” (to learn a lot about something)
- Tell students that in this unit, they will build expertise about *narrative texts*. Explain that narrative texts tell a story. Reassure them that they will learn more about these kinds of texts throughout the unit. Ask them to turn and talk with an elbow partner, and then cold call students to share out:
 - “How can we build expertise about narrative texts?” (We can read examples and practice writing narrative texts.)

- Invite students to focus on the third question: “How do frogs survive?” Tell them they will learn more about this guiding question in Units 2 and 3.
- Focus students to the **Working to Contribute to a Better World anchor chart**. Explain as it says at the top of the anchor chart that *contributing* means playing a part in or adding to. So, the focus of this aspect of character is about how they can play a part in making the world around them better. Explain that experts often put their learning to use to help the community around them.
- Read aloud the habit of character recorded.
- Invite students to tell the person what *apply my learning* means in their own words using the anchor chart as a guide.
- Invite students to discuss with an elbow partner and cold call students to share their responses with the whole group:

“What does applying your learning look like? What might you see when someone is applying what they have learned?” (see Working to Contribute to a Better World anchor chart (example, for teacher reference)).

“What does applying your learning sound like? What might you hear when someone is applying what they have learned?” (see Working to Contribute to a Better World anchor chart (example, for teacher reference)).
- Record student responses in the appropriate column on the Working to Contribute to a Better World anchor chart.
- Explain that as they work throughout this module, they will think about how they can apply what they have learned to help the world around them.
- Record *contributing* and *apply my learning* on the academic word wall. Invite students to add translations of the words in their home languages.
- Once again, remind students of the habit of character of focus: apply my learning.

Meeting Students' Needs

- For students who may benefit from visual aids: Consider sketching and posting a quick drawing to support their understanding of what it means to infer. For example, you may ask a student who is particularly fond of drawing to sketch a lightbulb + a book = inference to show that an inference is background knowledge plus what the text says. (MMR)
- For students who may need additional support giving hints: Provide sentence frames for them to use when giving peers hints about their mystery quotes. For example, “Your quote has a character named _____” or “Your quote uses the action word _____.” Model using these frames in advance. Also consider showing students how to choose just one key word from their peers' quotes to share with them as a hint for extra scaffolding. (MMAE)
- For ELLs: Briefly use the Fishbowl protocol or model the procedure for Mystery Quotes so that students understand what they are expected to do.
- For ELLs: For the Mystery Quotes protocol, place students in triads, preferably containing at least one student with advanced or native proficiency. If a student gets stuck while playing the game, there is always an extra group member to help.
- For ELLs: Display examples of narrative texts students will encounter throughout the unit to visually prepare them and to motivate them to delve into the topic.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the first learning target and read it aloud:
"I can infer about frogs and support my inferences with details and examples from the mystery quotes."
- Remind students that they just did this during the Mystery Quotes protocol.
- Ask for a student volunteer to read the second learning target:
"I can find the gist of a pourquoi tale."
- Explain that today they will have a chance to learn more about the final performance task for this module, and as part of learning about that they will read a new type of narrative text called a pourquoi tale for the gist. Remind students that they practiced reading for the gist throughout Module 1 and tell them that they will talk more about what this means later in the lesson.
- Have students give a quick thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today's learning targets.

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 *infer*, *based on*, *information*, *support*, *inferences*, *details and examples*, *gist*, and *pourquoi tale*. (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: Ask about the learning target. Example: "What does it mean to support our inferences with examples?" (to say what we read in the Mystery Quotes that helped us make the inference) (MMR)
- For ELLs: The "thumbs-up" and related signals may be offensive in some cultures. Explain to entering ELLs that these signals are okay in the United States or ask the class to develop signals that are acceptable in all cultures.

Work Time

A. Introducing the Performance Task (10 minutes)

- Draw students' attention to the **Performance Task anchor chart** and read the first paragraph and the four bullet points below it aloud. Tell students that throughout the unit, they will read and write to build expertise about frogs. Explain that they will use what they have learned about frogs to create the Freaky Frog trading card in Unit 3.
- Read the second paragraph aloud. Ask:
"Based on the prompt, who will be reading our books?" (other students)
"Why will they read our books?" (to learn more about frogs)
- Explain that in each unit, they will work on a component of their books. By the end of the module, their books will be filled with narrative and informational texts about frogs.

- Point to the first bullet point under “Your book will include” (“Pourquoi narrative to ...”) on the Performance Task anchor chart and ask a volunteer to read it aloud:
“Pourquoi narrative to engage readers in the unique physical characteristics and behaviors of frogs”
- Tell students they will work on this part of the performance task in this unit.

Meeting Students’ Needs

- For students who may benefit from visual supports: Display examples of each aspect of the Freaky Frog book as you discuss that part of the performance task. (MMR)
- For ELLs: Display an example or mock-up of a Freaky Frog trading card so that students understand the description and gain a clearer sense of purpose.
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the lesson/text: *After building expertise about frogs, share your expertise with others by creating an original book and a fun Freaky Frog trading card.* Write and display student responses next to the chunks. Examples::
 - “What does *original* mean? Use your dictionaries. What is the translation of *original* in our home languages?” (new or unique; *orijinal* in Turkish) Invite all students in the class to repeat the translation in a different home language.
 - “What does it mean to *share expertise*?” (to teach somebody something you know well)
 - “What is a trading card?” (It’s a card with pictures that people like to collect. Sometimes you can play games with them. You can trade them, too.)
 - “When will you make the trading card? Will you make the card first or will you build expertise first? How do you know?” (We will build expertise first. I know because it says *after building expertise*. It doesn’t make sense to make the card before knowing about frogs.)

Work Time

B. Reading for Gist: “Why the Frog Has a Long Tongue” (15 minutes)

- Distribute copies of “**Why the Frog Has a Long Tongue.**” Explain that over the next several lessons, students will use this text to begin building expertise about narrative texts.
- Read it aloud for students without stopping, as they read along silently in their heads.
- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:
“What is the text about?” (Student responses may vary, but could include it’s a story explaining why frogs have long tongues.)
- Explain that today they will read this text for the gist. They will reread it more closely in Lesson 2, looking at what makes it a narrative.
- Post and review the **Close Readers Do These Things anchor chart.**

- Tell students that the text is challenging and may have unfamiliar words. Reassure them that they are not expected to understand it fully the first time. Remind them that being willing to struggle is one key to being a strong reader of difficult texts.
- Distribute and display **Finding the Gist and Unfamiliar Vocabulary: “Why the Frog Has a Long Tongue.”** Tell students that they can draw or write in the gist column. These are just notes to help them remember what each excerpt is mostly about.
- Display the first paragraph of “Why the Frog Has a Long Tongue.” Read it aloud for the whole group and invite students to chorally read with you.
- Using a total participation technique, invite responses from the group:
- “What is the gist of this part of the text? What is it mostly about?” (It describes Kikker, a young frog.)
“Are you unsure about the meaning of some words? Which words are they?” (Responses will vary.)
“Choose a word you are unsure about the meaning of. Which strategy would be most effective in determining the meaning of that word?” (Responses will vary.)
- Repeat this process as you read the remainder of the text.
- Invite students to share any new words, adding any unfamiliar words to their **vocabulary logs**. Add any new words to the **academic word wall** and **domain-specific word wall** and invite students to add translations in native languages.
- Focus students on the learning targets. Read the first two 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.
- Repeat, inviting students to self-assess against how well they applied their learning in this lesson.

Meeting Students’ Needs

- For students who may need support finding the gist: Consider highlighting or underlining key phrases in their individual copy of the text “Why the Frog Has a Long Tongue” in advance. This will lift the gist up for them as they read along silently in their heads. (MMR)

Closing and Assessment

A. Launching Independent Reading (15 minutes)

- Launch independent reading. Refer to the **Independent Reading**: sample Plan to guide students through selecting books, or use your own routine.

Meeting Students’ Needs

- For ELLs and students who may need additional support with vocabulary: Encourage students to choose books even if the vocabulary is difficult. They can practice inferring the meaning of unfamiliar words and determining the gist. (MMR)

- For students who may need additional support with reading stamina: Provide opportunities to take breaks at predetermined points. Let them choose from a list of appropriate break activities (e.g., getting a drink of water, stretching, etc.). (MME)

Homework

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

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)

Lesson 2: Building Expertise: Characteristics of Narrative Texts



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.



Daily Learning Targets

- I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c)
- I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a)
- I can describe the structure of a narrative text. (RL.3.2, RL.3.3)

Ongoing Assessment

- Choral reading: “The Polliwogs” (RF.3.4a, RF.3.4b, RF.3.4c)
- Close Reading: “The Polliwogs” note-catcher (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a)
- Participation in analysis of “Why the Frog Has a Long Tongue” (RL.3.2, RL.3.3)

Agenda

1. Opening

- A. Engaging the Reader (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Close Reading: “The Polliwogs” (15 minutes)
- B. Shared Reading: “Why the Frog Has a Long Tongue” (20 minutes)

3. Closing and Assessment

- A. Debrief: What Is a Pourquoi Tale? (10 minutes)

4. Homework

- A. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet.
- B. Ask a family member to tell you a pourquoi tale or bring a written tale (in any language) from home, the library, or the research reading selection.
- C. 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:

- This lesson begins a series of lessons in which students read poems about frogs in the first part of the lesson and analyze, plan, and draft narratives in the second part of the lesson.
- In this lesson, students begin by practicing reading the poem “The Polliwogs” fluently (RF.3.4). Then they participate in a teacher-led close read of the poem. This close read guides students through the text’s challenging vocabulary and helps them understand the meaning of the poem (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a).
- Students analyze the plot structure of “Why the Frog Has a Long Tongue” to begin building expertise about narrative texts and understand what a pourquoi tale is (RL.3.2, RL.3.3).
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic they are reminded of specifically is collaboration, as they will be working in partners and small groups as they read and analyze “The Polliwogs” and “Why the Frog Has a Long Tongue”.
- The research reading students complete for homework helps 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 practice their fluency in this lesson by following along and reading silently as the teacher reads and by chorally reading “The Polliwogs” in Opening A. They also whisper-read “Why the Frog Has a Long Tongue” in Work Time B.

How it builds on previous work:

- In Lesson 1, students had a general introduction to narrative texts and read “Why the Frog Has a Long Tongue” for gist; in this lesson, they reread the text and analyze its plot structure.
- Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Throughout Lessons 2–4 and Lesson 6, students should work with a reading partner. Consider how to strategically partner students so they can support one another as they read this complex text.

Assessment Guidance:

- Throughout the teacher-led close read, call on students to share their responses with the whole group to build knowledge collectively and clarify any misconceptions. As students are writing, circulate to clarify misunderstandings and use these as teaching points for the whole group.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ partner discussions in Work Time A.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather baseline reading fluency data from students’ reading of the poem in Opening A.

Down the road:

- In the next lesson, students will build on their understanding of narrative structure as they plan a class narrative.
- After closely reading the poem “The Polliwogs,” students add questions to the Why? anchor chart. They will continue to generate “why” questions to add to this anchor chart throughout the unit, and these questions will guide students’ research in Unit 2. The question(s) specified in the body of the lesson must be added to the chart, as several of these questions will be what students read and write about in Unit 2. Adding them in this unit gives purpose for reading and writing in the next unit.

In advance:

- Read the Close Read Guide: “The Polliwogs” to familiarize yourself with what will be required of students.
- Strategically pair students for partner work in Work Times A and B.
- Prepare and display the Why? anchor chart.
- When preparing the Narrative Texts handout, ensure the second page with the chart is printed so students can cut it apart (not double-sided), so as to not lose the bullet points about narrative texts on the first page of the handout.
- Post: Learning targets.

- Opening A and Work Time B: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (<http://www.naturalreaders.com>), SpeakIt! for Google Chrome or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time A: Use a search engine like Google Images or Flickr to find images or videos of tadpoles at the end of the close read. Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.
- Work Time A: Students complete their note-catchers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Work Time B: If using the text in a technology-based document such as a Word doc or a Google Doc, students can highlight each section—beginning, middle, and end—in a different color.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.8, 3.III.

Important points in the lesson itself

- The basic design of this lesson supports ELLs through a fluency exercise. Reading fluency is an area where ELLs may shine as they are given an opportunity to focus on a limited amount of text and practice repeatedly, perhaps with the support of a recorded model.
- ELLs may find the fluency exercise challenging at the same time. If they struggle with reading fluency in English, reading aloud could be daunting. For this lesson, consider focusing students' attention on just one element of fluency, such as the pace of reading. Focusing their efforts will motivate them to read more fluently and reduce the chances of overwhelming them.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.
- Invite students to create their own sentence frames that support productive and equitable conversation during Work Time. Example: "The plot structure in this part was _____. I think so because the text said _____." They can write the frames in a speech bubble and invite students who need heavier support to hold up the speech bubbles on an ice cream stick.

For heavier support:

- Consider playing a tape in another language that illustrates fluent reading. This will reinforce the notion that reading fluently is a skill that is used in almost every language and is not something that can be achieved only by knowing English perfectly. Alternatively, invite a bilingual student to read a text fluently for the class in his or her home language.
- Students may more fully appreciate the *pourquoi* narrative if they have more experience with the genre. Remind them of *pourquoi* narratives they may have read in a previous lesson. Also consider reading aloud *pourquoi* narratives from other cultures, such as *Why Mosquitos Buzz in People's Ears: A West African Tale* by Verna Aardema, to build schema and foster diversity and inclusion.
- The narrative text structure may be difficult for some students. During the read-aloud, check frequently for comprehension and reteach the parts of the narrative structure accordingly.
- During the close read, distribute a partially filled-in copy of the Close Reading: "The Polliwogs" note-catcher. This provides students with models for the kind of information they should enter, while relieving the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as the text is read aloud.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts. This way, all students can benefit from peer interaction.
- **Multiple Means of Engagement (MME):** Throughout this unit, sustained engagement and effort is essential for student achievement. Some students may need support to remember the goal for the work they are doing in this and future lessons. These students benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- explicitly, unfamiliar, fluently, narrative, structure, beginning, middle, end, establishes the situation, introduces the characters, problem, respond, solution, resolution, point, *pourquoi* tale (L)
- polliwogs, wiggle, shiver, practice, opened, delicious, skilled, combined, flexible, relaxing, flick (T)

Materials

- ✓ *Lizards, Frogs, and Polliwogs* (one to display; for teacher read-aloud)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Affix list (from Module 1; one per student)
- ✓ Academic Word Wall (started in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Close Reading: “The Polliwogs” note-catcher (one per student)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Close Reading Guide: “The Polliwogs” (for teacher reference)
- ✓ Domain-Specific Word Wall (started in Lesson 1)
- ✓ Why? anchor chart (new; co-created with students during Work Time A)
- ✓ “Why the Frog Has a Long Tongue” (from Lesson 1; one per student and one for display)
- ✓ Narrative Texts handout (one per student and one for display)
- ✓ Scissors (one per student)

Opening

A. Engaging the Reader (10 minutes)

- Explain that throughout this unit, students will read poems about frogs. Remind them that at the end of the unit, they will have a Frog Festival, where they will share what they have been reading and writing.
- Tell students that because they will read aloud stories about frogs during the Frog Festival, they will work on their reading fluency throughout this unit. Direct their attention to the first learning target:

“I can fluently read a poem aloud.”
- Tell students that in a moment, you will read aloud a poem about frogs. As you read, invite them to think about what it means to read something *fluently*.
- Display **“The Polliwogs”** from *Lizards, Frogs, and Polliwogs* and read the poem aloud three times as indicated below, inviting students to follow along in their heads as you read. After each reading, use a total participation technique to invite responses from the group:

“What is this poem about?” (Responses will vary but may include that it is about polliwogs or baby frogs.)

“What did you notice about how I read the poem?” (Responses will vary.)

 - First read: really quickly, making and ignoring mistakes and not attending to punctuation
 - Second read: very slowly, word-by-word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author’s intended message.

- After reading the poem three times, use a total participation technique to invite responses from the group:
“What does it mean to read something fluently?” (to read aloud with expression and at an appropriate rate—not too fast and not too slow; changing your voice to match the meaning of the text; correcting and rereading words when mistakes are made)
- Invite students to chorally read “The Polliwogs” aloud. Remind them to read with expression at an appropriate rate and to change their voices to match the meaning of the text.
- Tell students they will closely reread this poem later in the lesson and will practice reading fluently throughout the unit.

Meeting Students' Needs

- For ELLs: Ask about the meaning of *festival*. Ask: “What is a festival?” (a celebration) “What will we celebrate during our frog festival?” (frogs and all of our learning about frogs)
- For ELLs: Point out that the word *fluent* is related to the words *fluid* and *flow*. Example: “When you read fluently, your words flow like water.”
- For ELLs and students who may need support with reading fluency: Point out that sometimes it takes reading something more than once to be able to read aloud fluently. Example: “I read this poem a lot of times before reading it to you. The first time I read it, I figured out the words. Then I practiced reading it fluently. I get better every time I read it again.”(MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Remind students that they practiced the first learning target when reading “The Polliwogs” aloud.
- Ask for a volunteer to read the remaining learning targets:
“I can refer explicitly to the text when answering questions about the text.”
“I can describe the structure of a narrative text.”
- Explain that today they will read and analyze two texts about frogs.
- Underline the word explicitly. Invite students to clap the syllables of the word with you as you say them. Write the syllables on the board: ex-plic-it-ly.
- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and use a total participation technique to invite responses from the group:
“Which strategies could we use to determine the meaning of this word?” (student responses may vary, but could include using a dictionary)
- Invite students to look up the word in the dictionary in pairs, and to say the word definition in their own words to each other. Cold call students to share the definition with the whole group (made very clear)
- Tell students that when they answer questions about the text, they will be thinking about the meaning of unfamiliar words.

- Write the word unfamiliar on the board. Invite students to clap the syllables of the word with you as you say them. Write the syllables on the board: un-fa-mil-iar.
- Focus students on the vocabulary strategies listed on the Close Readers Do These Things anchor chart and use a total participation technique to invite responses from the group:
“We have probably seen parts of this word before, so which strategies could we use to determine the meaning of this word?” (student responses may vary, but could include using known affixes or root words)
- Cover the ‘un.’ Invite students to tell you in chorus what word is left (familiar).
- Ask and use a total participation technique to invite responses from the group:
“What does familiar mean? If someone or something is familiar to you what does it mean? For example I might say “I am familiar with that song”” (know it or seen it before)
- Point to the prefix un- and ask students to popcorn out any other words with this prefix (unable, undone, uneasy). Record the words on the board.

Meeting Students’ Needs

- For ELLs and students who may need additional support with vocabulary: Clarify the meaning of *refer explicitly to a text*. Example: *“Explicitly means very clearly and exactly. So when we refer explicitly to a text, we show exactly where in the book we got our ideas. Why is it important to refer explicitly to the text?” (People may not believe us if we don’t say where we found our ideas.) (MMR)*
- For ELLs: Some students may be embarrassed to indicate that they did not understand by putting their thumbs down. To assess understanding, consider cold calling students and asking them to describe one of the learning targets. Clarify and re-teach accordingly.
- Ask and use a total participation technique to invite responses from the group. Invite students to retrieve their **affix lists** if they need to:
- “What do you think un- means based on how it is used in each of these words?” (not)
- Record on a table drawn on the board as follows:

Prefix	Root
Un- (not)	familiar (know it/seen it before)

- Invite students to say in their own words what they think this means to their elbow partner and cold call students to share with the group (don’t know it, not seen it before)
- Add *unfamiliar* to the **academic word wall**. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Invite students to also add the word to their **vocabulary logs**.
- Underline the words *narrative* and *structure* and ask:
“What is a narrative text?” (a text that tells a story)
“What might we mean by the structure of a narrative text?” (the parts of narrative texts)
- Have students give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today’s learning targets.

Work Time

A. Close Reading: “The Polliwogs” (15 minutes)

- Pair students.
- Display “The Polliwogs” and distribute the **Close Reading: “The Polliwogs” note-catcher**.
- Point out the **Close Readers Do These Things anchor chart** and focus students on bullets 5–11.
- Tell students you are going to guide them through this close read. Some of the questions will be discussed as a whole group, and others will be discussed with a partner.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically collaboration. Remind students that as they will be working in pairs as they work, they will need to collaborate.
- Guide students through the close read using the **Close Reading Guide: “The Polliwogs” (for teacher reference)**.
- Invite students to record new vocabulary in their vocabulary logs. Add new words to the academic word wall and **domain-specific word wall** and invite students to add translations in native languages.
- Display the **Why? anchor chart**. Explain that throughout this unit, students will add questions that they have about frogs to this anchor chart. Tell them they will have a chance to research the answers to these questions in Unit 2.
- Using a total participation technique, invite students to share “why” questions they have about frogs after reading the poem “The Polliwogs” and record them on the anchor chart.
- Be sure to add the question “Why do polliwogs wiggle?” if students do not ask it themselves.

Meeting Students’ Needs

- For ELLs and students who may benefit from visual supports: Provide visuals next to each bullet point on the Close Readers Do These Things anchor chart. (MMR)
- For students who need additional support with writing fluency: Provide a partially filled-in Close Read: “The Polliwogs” note-catcher, leaving blank the portions that require students to continue to hone necessary skills. Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for those with lower levels of language proficiency and/or learning. (MMAE)
- For ELLs and students who may need additional support with comprehension: Model and think aloud asking a “why” question and self-correcting an English error. Example: “Hmmm ... how about ‘Why polliwogs small?’ Is that right? No. Oh, ‘why are polliwogs small?’” (MMR, MMAE)

Work Time

B. Shared Reading: “Why the Frog Has a Long Tongue” (20 minutes)

- Display a copy of “Why the Frog Has a Long Tongue” and invite students to take out their own copies.
- Ask students to take their texts and move to predetermined partnerships. Remind them that they read this text for gist in Lesson 1 and that they will use this text to begin building expertise about narrative texts.
- Explain that today they will reread this text and learn about what makes it a narrative.
- Invite students to whisper-read the text with their partner. Then use a total participation technique to invite responses from the group:

“What is the gist of this text? What is it mostly about?” (It’s about Kikker, a young frog who wants to win a fly-eating contest. He couldn’t jump as high as the other frogs, so despite all of his practice, he could not catch any flies. He realized he could use his long tongue to catch flies, and at the contest he caught more flies than any of the other frogs.)

- Remind students that narratives tell stories and point out that the story this narrative is telling is about Kikker and why he has a long tongue.
- Display and distribute the **Narrative Texts handout** and select a volunteer to read the first two bullet points aloud:
 - “Narrative texts tell a story and entertain the reader.”
 - “Narrative texts have a clear sequence of events that make sense and are easy to understand.”
- Explain that narratives are structured in certain ways, and this predictable structure helps the reader to understand the story.
- Invite students to turn to the chart on the next page of their Narrative Texts handout. Point out that narratives can be broken into three parts: the *beginning*, the *middle*, and the *end*.
- Tell students that in the beginning, the author *establishes the situation* and *introduces the characters*. In the middle, the author describes the *problem* and examines how the character(s) *respond* to the problem. In the end, the author provides a *solution* or *resolution* and tells the *point* of the narrative. Point out these sub-bullet points on the first page of the handout.
- Distribute **scissors** and invite students to cut out the chart on the second page of their handouts.
- Explain that in a moment, you will reread “Why the Frog Has a Long Tongue” aloud. Tell students that while you read, they should hold up one of the plot structures to indicate which part of the narrative you are reading.
- Read the first two paragraphs of “Why the Frog Has a Long Tongue” aloud. Model identifying the narrative structure of *establishing the situation*. Point out the sentences that tell what is happening (there is going to be a fly-eating contest), when (long, long ago), and where (a sparkling blue mountain lake).
- Then, using a total participation technique, invite responses from the group:

“What other structure is used in these paragraphs?” (introducing the character)

“What details in the text make you think so?” (The paragraph tells the name of the main character, Kikker, and describes what he is like: “smooth, lime green skin”; “his big, black eyes were rimmed in gold and bulged pleasantly”; he’s very smart, kind, and tiny.)

- 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.)
- Explain to students that this kind of story is called a *pourquoi* tale. Tell them that *pourquoi* means “why” in French. Ask:
“What is the translation of why in our home languages?” (limadha a in Arabic) Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
“What makes ‘Why the Frog Has a Long Tongue’ a pourquoi tale?” (It explains why frogs have long tongues; it answers a “why” question.)
- Explain that throughout this unit, students will write two *pourquoi* tales about frogs: one as a class, and one on their own. Tell students that these stories will be included in their frog books as part of their final performance task.
- 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.
- Repeat, inviting students to self-assess against how well they collaborated in this lesson.

Meeting Students’ Needs

- For students who may need support attending to class discussions: Write key words that students use during the Debrief on the board to support attention to the conversation. Consider writing or drawing a brief definition for *pourquoi* tales. Example: “A *pourquoi* tale answers a why question.” (MMR, MME)
- For ELLs: Ask students if they know the word for *why* in other languages. Example: “Why in Hindi is *Kyō*.”

Homework

- A. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet.
- B. Ask a family member to tell you a pourquoi tale or bring a written tale (in any language) from home, the library, or the research reading selection.
- C. **Accountable Research Reading.** Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)

Lesson 3: Writing Narrative Texts: Planning a Pourquoi Tale



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.



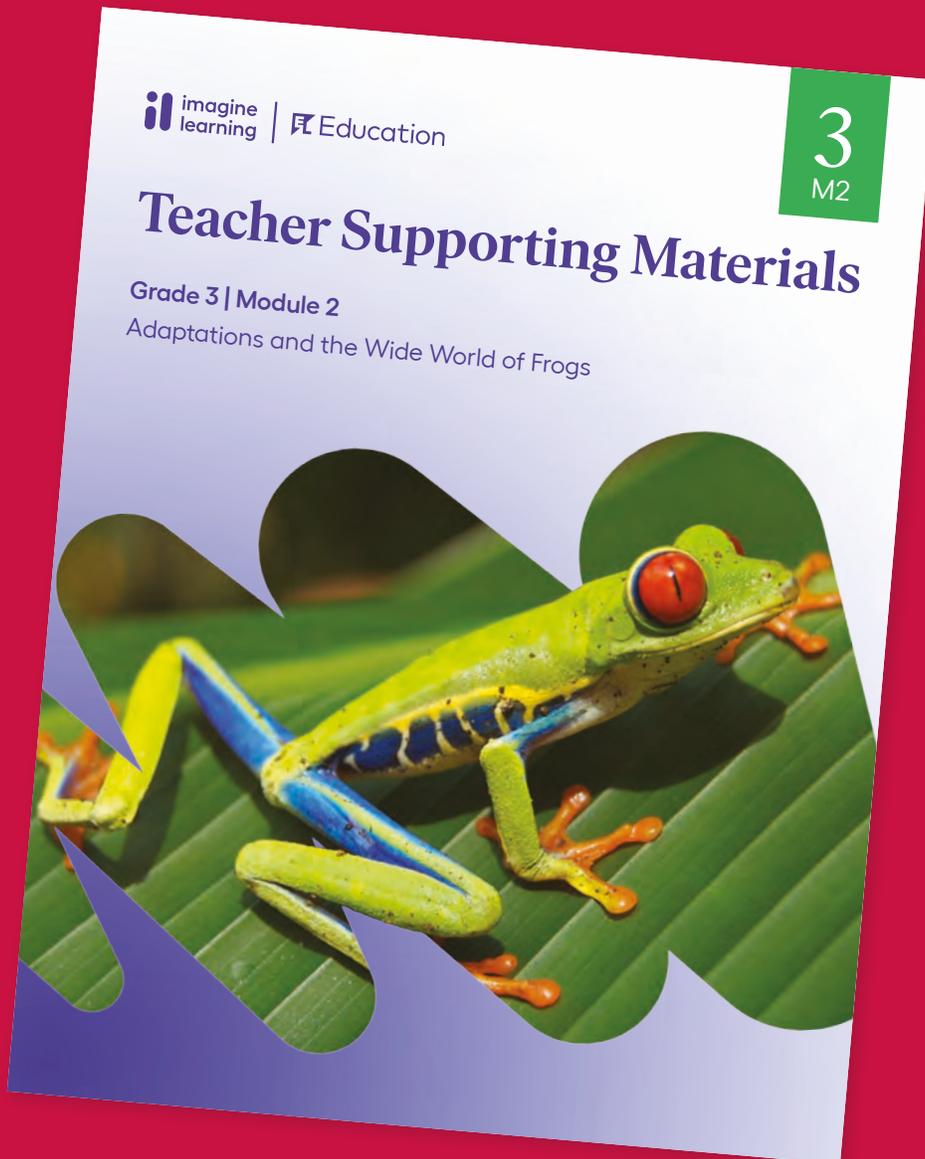
Daily Learning Targets

- I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c)
- I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a)
- I can plan the characters, setting, and a clear sequence of events for a pourquoi tale. (W.3.3a, W.3.4, W.3.5)

Ongoing Assessment

- Choral reading of “The Poison-Dart Frogs” (RF.3.4a, RF.3.4b, RF.3.4c)
- Close Reading: “The Poison-Dart Frogs” note-catcher (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a)
- Participation in creation of Narrative Planning Graphic Organizer: “Why Do Polliwogs Wiggle?” (W.3.3a, W.3.4, W.3.5)

Module Teacher Supporting Materials Sample



Mystery Quotes Strips

(For Teacher Reference)

Directions: Cut quotes into strips and distribute one strip per student. Some students may have duplication quotes.

Long, long ago in a sparkling blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was happy, his eyes closed into two straight solid-gold lines, one on each side of his head.

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won.

Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

All day long, Kikker tried unsuccessfully to jump up and catch flies. "What can I do?" he thought. "My little legs will never be able to hop as high as those bigger frogs."

Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last.

We polliwoggle

We polliwiggle

We shake in lakes,

Make wakes

And wriggle

I am a frozen frogsicle

I froze beneath a logsicle

My mind is in a fogsicle

Inside this icy bogsicle

Banana yellow.

Ultramarine.

Almost any color seen.

And though their poison can tip a dart,

These frogs are Masters of Fine Art.

Ranna shared his cave with three pet frogs. They were named Drab, Ash, and Grey, and their skin was a dull gray-green. Drab was tiny. Ash was tinier, and little Grey was the tiniest of all.

Ranna was amazed! Drab, Ash, and Grey were safe, but they were not dull and green anymore! Drab was ruby red with flecks of gold. Ash was a bright sapphire blue with streaks of black. Grey looked like a shimmering rainbow! The walls of the cave had melted and coated the frogs in brilliant colors.

Guiding Questions Anchor Chart

Guiding Questions

- What do experts do?
- How do I build expertise on a topic?
- How do frogs survive?

Working to Contribute to a Better World Anchor Chart

Directions: Write the following on chart paper to create this anchor chart, leaving space to add to it throughout the unit.

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.		

Working to Contribute to a Better World Anchor Chart

(Example, for Teacher Reference)

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products like posters, leaflets, or videos for the school or community. • Putting together presentations for the school or the community. • Organizing an event to benefit the school, the community or the environment. 	<ul style="list-style-type: none"> • "Did you know that...?"

"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was happy, his eyes closed into two straight solid-gold lines, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail!

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker loved to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was excited because this year, he was finally old enough to enter. Oh, how he wanted to win that contest!

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs." All day long, Kikker tried to jump up and catch flies, but he didn't catch a single one. He felt terribly sad. His legs were sore, and his mouth was parched from snapping open and shut. He reached his long tongue into the lake for a cool drink.

Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled.

Finally the day of the contest arrived. Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last. The geese kept count of how many flies each frog caught. Who would catch the most?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still.

"Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

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Written by EL Education for instructional purposes

Finding the Gist and Unfamiliar Vocabulary: "Why the Frog Has a Long Tongue"

RL.3.4, L.3.4

Name: _____ **Date:** _____

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
<ul style="list-style-type: none"> • Beginning at "Long, long ago ..." • Ending at "... than your thumbnail!" 			
<ul style="list-style-type: none"> • Beginning at "Now every year ..." • Ending at "... win that contest!" 			
<ul style="list-style-type: none"> • Beginning at "I need to practice ..." • Ending at "... a cool drink." 			
<ul style="list-style-type: none"> • Beginning at "Just then Kikker ..." • Ending at "... catch the most?" 			
<ul style="list-style-type: none"> • Beginning at "Over in a quiet corner ..." • Ending at "... flies caught—ever!" 			
<ul style="list-style-type: none"> • Beginning at "Hey, Kikker ..." • Ending at "... on his face." 			

Close Read: "The Polliwogs" Note-catcher

RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a

Name: _____ Date: _____

Source: "The Polliwogs" from *Lizards, Frogs, and Polliwogs*

How do polliwogs move? What words in the poem make you think so?

What are polliwogs?

Close Reading Guide: "The Polliwogs"

(For Teacher Reference)

RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a

Time: 15 minutes

Directions and Questions	Teaching Notes
<p>1. What noun is the word we replacing throughout the poem? Who is the poem about? How do you know? (L.3.1a)</p> <p>2. How do polliwogs move? What words in the poem make you think so? (RL.3.1, RL.3.4, L.3.4a)</p> <p>3. What are polliwogs? (RL.3.1, RL.3.4, L.3.4a)</p>	<ul style="list-style-type: none"> • Pair up students. Throughout this close read, students will work in pairs to discuss answers to the questions you ask. Use different strategies to have them respond, such as cold calls, selecting volunteers, or having them respond chorally as a group. • Remind students that they chorally read this poem during the lesson's Opening. Explain that now they will reread the poem closely to understand its meaning. • Invite students to reread "The Polliwogs" with their partner. • Ask: <ul style="list-style-type: none"> <i>"What is a pronoun?" (a word that is used to replace a noun; examples are he, she, it, they, them)</i> <i>"What pronoun is used throughout this poem?" (we)</i> • Ask Question 1. (The word we is replacing "polliwogs"; the poem is about polliwogs; we can tell by looking at the title.) • Ask Question 2. Invite students to reread the poem and identify words that describe how polliwogs move. (Polliwogs "shake," "make wakes," "wiggle," "quiver," "shiver," "jiggle.") • Point out that although all of these words describe how the polliwogs move, they all have slightly different meanings. For example, <i>shake</i> means to move back and forth with quick, short movements; <i>quiver</i> means to shake or tremble slightly. Clarify the meanings as needed. • Invite students to turn to their partner, select a word that describes how polliwogs move, and act the word out. • Invite students to reread the last three lines of the poem: <ul style="list-style-type: none"> <i>"We're yearning/To turn ourselves/Into a frog."</i> • Ask: <ul style="list-style-type: none"> <i>"Yearning is another word for wanting. What do the polliwogs want to do?" (to turn themselves into frogs)</i> <i>"What is another way to say the phrase turn ourselves into?" (to change)</i>

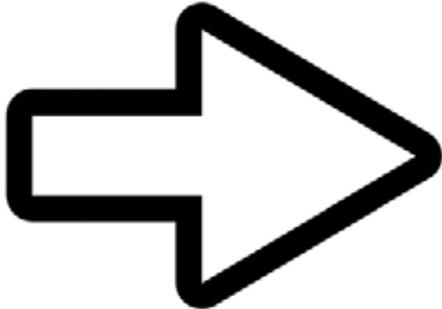
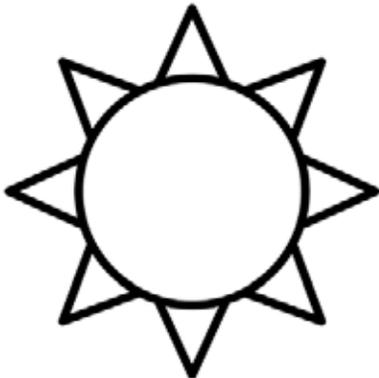
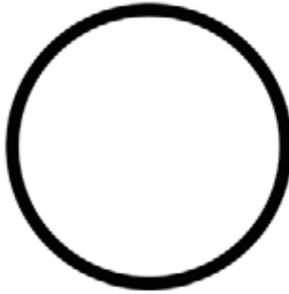
Directions and Questions	Teaching Notes
	<p><i>"Say these lines in your own words." (Polliwogs want to change into frogs.)</i></p> <p><i>"Are polliwogs frogs? Why might they want to change into frogs?" (no, because the poem says they want to turn into frogs)</i></p> <ul style="list-style-type: none">• Ask Question 3. (baby frogs)• Explain that the word <i>pollywog</i> comes from the Middle English <i>pollywiggie</i>, in which <i>poll</i> means head—so, "head-wiggle." Display an image of a pollywog and explain that another word for pollywog is <i>tadpole</i>.

Narrative Texts Handout

RL.3.2, RL.3.3, W.3.3

Narrative Texts

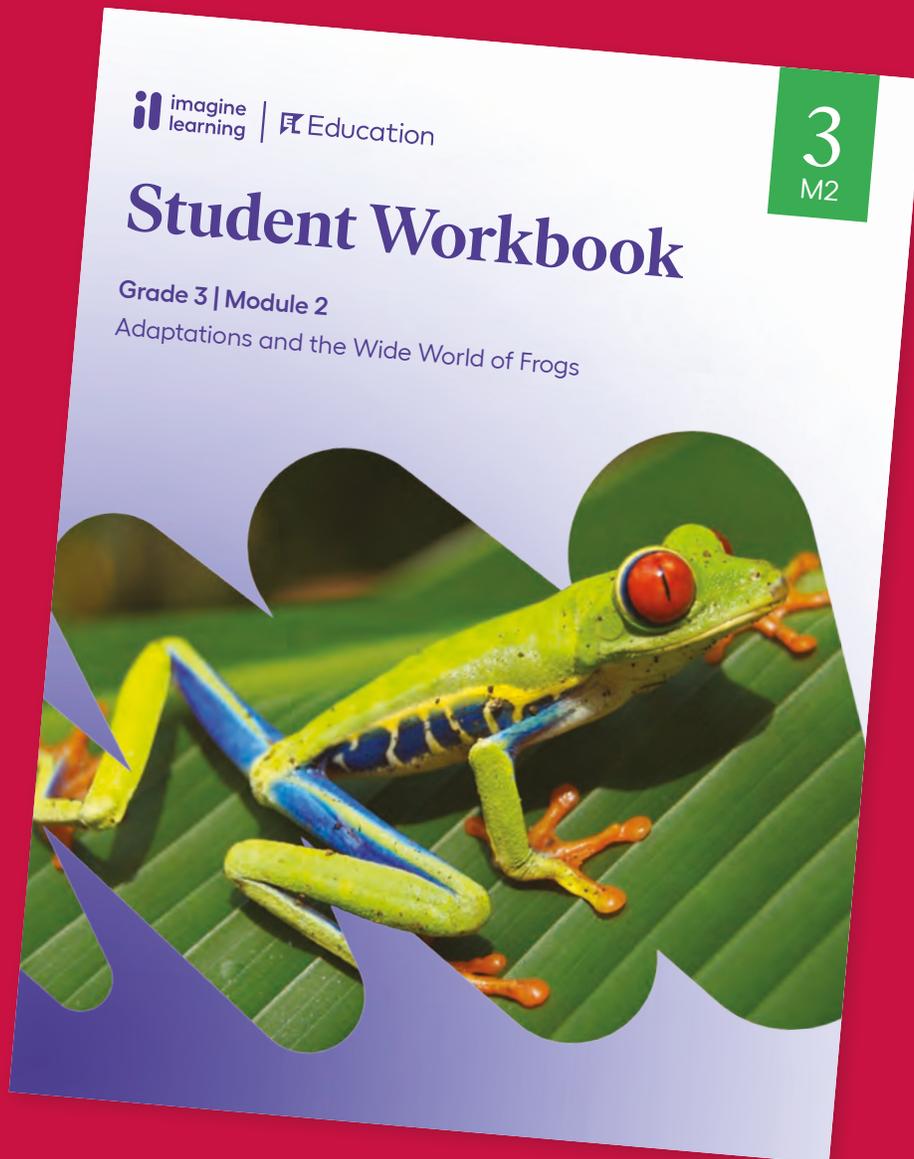
- Narrative texts tell a story and entertain the reader.
- Narrative texts have a clear sequence of events that makes sense and is easy to understand. These texts have:
 - A beginning that establishes the situation and introduces the characters and/or narrator
 - A middle that describes the central problem and explains how the character(s) respond to the problem
 - An ending that has a solution/resolution to “wrap up” the problem and explains the message or purpose of the narrative
- Narrative texts can be about real events or imagined experiences.
- Narrative texts may use dialogue to show how characters react to events:
 - Example: “Help! Please help me,” he screamed.
 - The words spoken should have quotation marks around them.
 - A comma at the end inside the quotation marks before the rest of the sentence.
 - Example: Ranna thought, “How strange; it seems to be getting cooler.”
 - Thinking is internal dialogue.
 - A comma before dialogue if the sentence begins before the dialogue; a period at the end of the dialogue if that is the end of the sentence
- Narrative texts may include descriptions of what the characters are doing, thinking, and feeling.
- Narrative texts use time words and phrases to show when the events happen.

Beginning	
 <p>Establish the situation. What is happening? Where? When?</p>	 <p>Introduce the characters. Who are the main characters? What are they like?</p>
Middle	
 <p>Describe the problem. What is the problem? What events are happening?</p>	 <p>Explain how the character(s) respond to the problem. How does he/she feel? What does he/she think, say, do?</p>
End	
 <p>Provide a solution/resolution. How is the problem solved/resolved?</p>	 <p>The Point. What is the message/purpose of the narrative?</p>



Module Student Workbook

Sample



"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was happy, his eyes closed into two straight solid-gold lines, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail!

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker loved to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was excited because this year, he was finally old enough to enter. Oh, how he wanted to win that contest!

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"Do you need a ladder?"

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"Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!

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<ul style="list-style-type: none"> • Beginning at "Hey, Kikker ..." • Ending at "... on his face." 			

Close Read: "The Polliwogs" Note-catcher

RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a

Name: _____ Date: _____

Source: "The Polliwogs" from *Lizards, Frogs, and Polliwogs*

How do polliwogs move? What words in the poem make you think so?

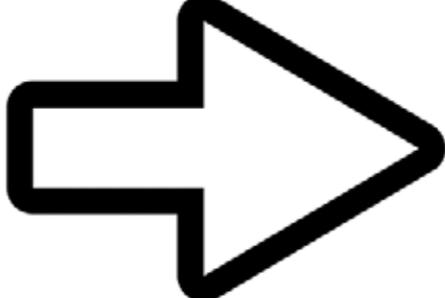
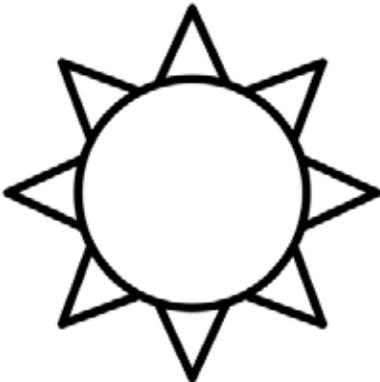
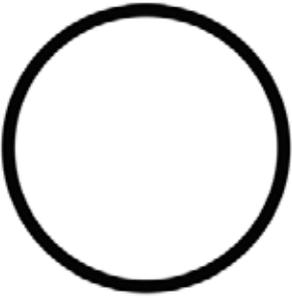
What are polliwogs?

Narrative Texts Handout

RL.3.2, RL.3.3, W.3.3

Narrative Texts

- Narrative texts tell a story and entertain the reader.
- Narrative texts have a clear sequence of events that makes sense and is easy to understand. These texts have:
 - A beginning that establishes the situation and introduces the characters and/or narrator
 - A middle that describes the central problem and explains how the character(s) respond to the problem
 - An ending that has a solution/resolution to "wrap up" the problem and explains the message or purpose of the narrative
- Narrative texts can be about real events or imagined experiences.
- Narrative texts may use dialogue to show how characters react to events:
 - Example: "Help! Please help me," he screamed.
 - The words spoken should have quotation marks around them.
 - A comma at the end inside the quotation marks before the rest of the sentence.
 - Example: Ranna thought, "How strange; it seems to be getting cooler."
 - Thinking is internal dialogue.
 - A comma before dialogue if the sentence begins before the dialogue; a period at the end of the dialogue if that is the end of the sentence
- Narrative texts may include descriptions of what the characters are doing, thinking, and feeling.
- Narrative texts use time words and phrases to show when the events happen.

Beginning	
 <p>Establish the situation. What is happening? Where? When?</p>	 <p>Introduce the characters. Who are the main characters? What are they like?</p>
Middle	
 <p>Describe the problem. What is the problem? What events are happening?</p>	 <p>Explain how the character(s) respond to the problem. How does he/she feel? What does he/she think, say, do?</p>
End	
 <p>Provide a solution/resolution. How is the problem solved/resolved?</p>	 <p>The Point. What is the message/purpose of the narrative?</p>

Close Reading: "The Poison-Dart Frogs" Note-catcher

RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a

Name: _____ Date: _____

Source: "The Poison-Dart Frogs" from *Lizards, Frogs, and Polliwogs*

What adjectives are used to describe poison dart frogs?

What do poison dart frogs look like?

Language Dive Note-catcher: "The Poison-Dart Frogs"

Name: _____ Date: _____

And though their poison can tip a dart,
These frogs are Masters of Fine Art.

Sketch poison on the tip of a dart.

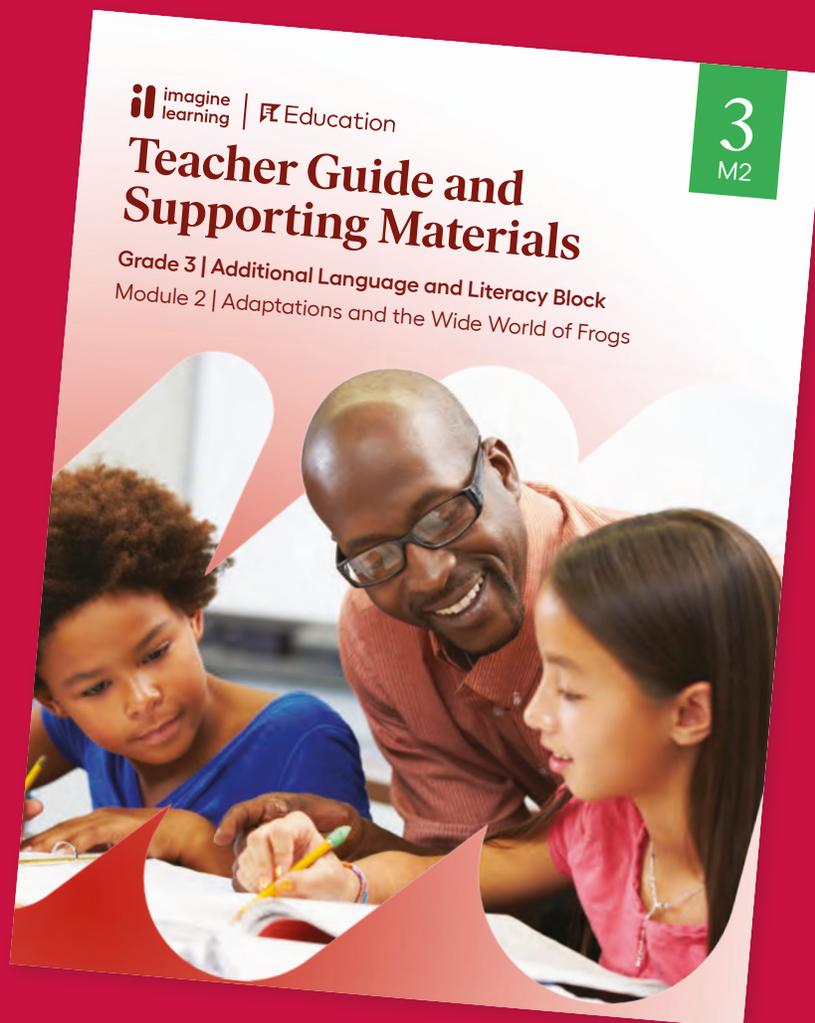
And though their poison can _____,

These frogs are _____.



Teacher Guide & Supporting Materials

Additional Language and Literacy Block Sample



The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA “module lessons.” Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
 - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
 - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
 - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
 - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.

Key for ALL materials (for teacher reference only; students do not need to know what these symbols mean):

- = Below-grade level
- = On-grade level
- ◆ = Above-grade level
- ▲ = English language learners

ALL 3M2 UNIT 1 OVERVIEW


Reading and Speaking Fluency/GUM

RF.3.4, L.3.3b

- Students are allocated a narrative fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation.
- *ELLs complete the same activities as other students with a shorter excerpt of text.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Additional Work with Complex Text

RL.3.3, RL.3.10

- Students deepen comprehension of a complex text used in class by analyzing the main character's thoughts, feelings, and actions.
- *ELLs complete the same activities as other students with differentiated support.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Independent Reading

RL.3.10, RI.3.10, SL.3.1

- All students read both research texts (related to the topic of frogs) and free choice texts (on any topic of their interest).
- They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*


Writing Practice

RL.3.1, RL.3.5, W.3.3, W.3.4, W.3.8, W.3.10, L.3.1a, L.3.5a, L.3.6

- Students analyze, write, and revise a poem inspired by "The Red-Eyed Tree Frog" from *Lizards, Frogs, and Polliwogs*, a book of poems read and analyzed in the module lessons.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ■ ▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Word Study and Vocabulary

RF.3.3a, RF.3.3b, L.3.4b, L.3.4c, L.3.6

- Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.
- *ELLs participate in a Language Dive to discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 3M2 UNIT 1 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM Overview: With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card Fluency Self-Assessment Checklist 	<p>Additional Work with Complex Text Overview: All students read “Why the Frog Has a Long Tongue” and follow a task card to answer questions and annotate the story in preparation for working with the teacher on Day 2. Learning Target: I can read and understand a complex text. (RL.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards 	<p>Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Cards
Lesson 3 ALL Block: Week 1, Day 2	<p>Additional Work with Complex Text Overview: With teacher guidance, all students describe the main character’s reaction to the central problem in the pourquoi tale, visualizing the characters’ thoughts, feelings, and actions. Learning Target: I can identify specific details about characters’ thoughts, feelings, and actions in a passage. (RL.3.3) <i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card that has been differentiated for ELLs.</i> Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (●◆), (■), (▲) 	<p>Reading and Speaking Fluency/GUM Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A</p>	<p>Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A</p>

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency Overview: With teacher guidance, all students learn how to consider punctuation when reading aloud, including commas. They then apply this skill to fluently read their fluency passage. Learning Target: I can read a text aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students work with a partner to match simple descriptions of events to quotations from the story containing rich detail. They then reflect on why authors use detail in a narrative. Learning Target: I can explain how an author used specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Show, Not Tell match cards 	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students use what they have learned about description to elaborate on a passage from "Why the Frog Has a Long Tongue," visualizing and writing about the character's response to an event in the story. Learning Target: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3) <i>Teacher-Guided Student Activity Cards are differentiated, with one specifically designed for ELLs.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 7 ALL Block: Week 2, Day 1</p>	<p>Writing Practice Overview: With teacher guidance, all students are introduced to the poem “The Red-Eyed Tree Frog” from <i>Lizards, Frogs, and Polliwogs</i>. Using photographs and videos of red-eyed tree frogs, they discuss the meaning and analyze the structure of the poem. As a group, students draft a poem about bullfrogs using the same general structure of “The Red-Eyed Tree Frog.” Learning Target: I can write a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Unit 1, Week 2: Writing Practice: Teacher Guide</p>	<p>Word Study and Vocabulary Overview: All students follow a task card to play a game to create words by putting together roots and affixes. Learning Target: I can create words using roots and affixes. (L.3.4b, L.3.4c) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards • Word Scramble Game Board</p>	<p>Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Unit 1, Week 2: Independent Reading: Student Task Cards</p>
<p>Lesson 8 ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the word <i>transform</i> with a focus on the root <i>form</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program. Learning Target: I can analyze the meaning of an academic vocabulary word with the root form. (RF.3.3a, L.3.4b, L.3.4c) ELLs: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ies</i>. (RF.3.3a, L.3.4b, L.3.4c) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word flies, with a focus on the affix -ies. This is a review of the work on this affix in the first unit. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: • Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆)</p>	<p>Writing Practice Overview: Students follow a task card to choose a frog to write about, and they view photographs and videos to gather information about what their selected frog looks like and the frog’s actions. Using their notes about their selected frog, all students then draft a poem about their frog using the same general structure of “The Red-Eyed Tree Frog.” Learning Target: I can write a poem that describes a frog using descriptive details. (RL.3.5, W.3.3, W.3.4, W.3.8, W.3.10, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Unit 1, Week 2: Writing Practice: Student Task Cards</p>	<p>Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A</p>

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, all students continue their analysis of the poem “The Red-Eyed Tree Frog” from <i>Lizards, Frogs, and Polliwogs</i> , analyzing the rhyme pattern and parts of speech used throughout the poem. As a group, students revise the group poem about bullfrogs using the same rhyme pattern and parts of speech structure in “The Red-Eyed Tree Frog.” Learning Target: I can revise a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Poem Structure Frame	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.3.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 10 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>overcome</i> , with a focus on the root <i>bio</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program. Learning Target: I can analyze the meaning of an academic word with the root <i>bio</i> . (RF.3.3a, L.3.4b, L.3.4c) ELLs: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ied</i> . (RF.3.3a, L.3.4b, L.3.4c) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word tried, with a focus on the affixes -ed and -ied. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card to view photographs and videos to gather additional information about what their selected frog looks like and the frog’s actions. Using their notes about their selected frog, students then revise their poem about their frog using the same rhyme pattern and parts of speech structure of “The Red-Eyed Tree Frog.” Learning Target: I can revise a poem to mimic the structure of “The Red-Eyed Tree Frog.” (RL.3.5, W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their free choice reading. (RL.3.10/RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 12	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 13	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 14	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

Day 3

- I can read a text aloud fluently. (RF.3.4)

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading. For lighter support, encourage students to read the entire excerpt instead of the shorter version selected for ELLs.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Bullfrog at Magnolia Circle* (text; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1, Unit 3, Lesson 4 module lesson)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

▲ ■ ● ◆ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Distribute *Bullfrog at Magnolia Circle* and invite students to read the text to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Tell students which excerpt of this text they will be reading and invite them to mark the start and finish with **sticky notes**:
 - ▲ Pages 5–9 beginning at “As Bullfrog pulls his long body up the bank of the bayou...” and ending at “...tongue shoots out and grabs the crayfish.”
 - ■ ● Pages 5–6 beginning at “Lightning zigzags through the early evening sky...” and ending at “...he swims through the duckweed to the edge of the bayou.”
 - ◆ Pages 5–9 beginning at “Lightning zigzags through the early evening sky...” and ending at “...tongue shoots out and grabs the crayfish.”

- Read the excerpt of text aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- ▲ Check comprehension. Turn and Talk:
 - “Where do the frog and crayfish live?” (bayou)
 - “What is a bayou? Where can we find them?” (A bayou is the shallow part of a lake or river. Bayou is the word used in some Southern states.)
 - “What does emerges mean? What is the translation of emerges in our home languages?”

Invite all students to repeat the English word and translation in a different home language. (come out of something; kan in Lao; e-MERGE)

 - Invite students to show you what the bullfrog does to the crayfish. Look for students to pantomime the frog springing forward, shooting out their tongue, and grabbing the crayfish with it. Students may be uncomfortable showing their tongue; suggest that they use a finger or open mouth instead.
 - Turn and Talk:
 - “How does the frog’s long, sticky tongue help it survive?” (It allows the frog to capture prey with little warning.)
- If productive, cue students to clarify the conversation by confirming what they mean:
 - Conversation Cue: “So, do you mean...?” (Responses will vary.)
- Distribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
 - I can correct myself and reread when what I read was wrong or didn't make sense.
 - I can read my text at a speed that is appropriate for the piece.
 - I can read smoothly without many breaks.
 - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them:
 - First read: quickly, making and ignoring mistakes and not attending to punctuation.
 - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation.
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.

- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal based on the criteria they feel they most need to work on.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their *Bullfrog at Magnolia Circle* fluency passage and their **Fluency Self-Assessment Checklist** and to read all of the criteria on the checklist again. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Redistribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and invite students to review the goals they set on Day 1.
- Focus students on the criterion:
 - I can notice and read punctuation.
- Remind students they also focused on this criterion in Unit 1 of Module 1.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to read the excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
 - ▲ Focus students on the period at the end of the first sentence.
“What is this punctuation mark called?” (period)
 - Invite students to highlight the period.
 - Read the first sentence again, emphasizing falling intonation and stopping at the periods.

- Ask students to discuss with an elbow partner:
“How does my voice change toward the period? Does my voice go up or down?” (In English, your intonation goes down toward the period to show the end of the sentence.)
“What else happens to my voice?” (In English, you also take a long pause at a period to show the end of the sentence.)
- Invite students to read the first sentence chorally with you, attending to the period.
- Repeat steps 1–4, focusing on the comma.
- Invite students to refer to their fluency passage and to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
- Ask students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, paying particular attention to how well they notice and read punctuation.

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b, RF.4c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a, RF.4b	I can read at a speed that is appropriate for the piece.					
RF.4a, RF.4b	I can read smoothly without many breaks.					
RF.4a, RF.4b	I can read groups of related words and phrases together.					
RF.4a, RF.4b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Teacher-Guided Student Activity Card

Name: _____ Date: _____



Daily Learning Targets

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

Student Materials

- Bullfrog at Magnolia Circle*
- Fluency Self-Assessment Checklist

Directions:

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. I am good at:

3. Discuss with a partner, then write. I want to get better at:



Additional Work with Complex Text



Unit 1, Week 1: Student Task Card

Name: _____ Date: _____



Daily Learning Targets

- Day 1: I can read and understand a complex text. (RL.3.10)
- Day 3: I can explain how an author used specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials

Day 1:

- Online or paper translation dictionary

Day 3:

- Show, Not Tell match cards (one set per pair)
- Scissors (one per pair)

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.



Source:

Luna. Fly, Frog, Lily Pad, Eat, Animal, Nature, Life, Cartoon. *Pixabay*. Web. 6 Jan, 2016. <<https://pixabay.com/en/fly-frog-lily-pad-eat-animal-114892/>>

"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling, blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was happy, **his eyes closed into two straight solid-gold lines**, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail!

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker loved to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was excited because this year, he was finally old

enough to enter. Oh, how he wanted to win that contest!

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs." All day long, Kikker tried to jump up and catch flies, but he didn't catch a single one. He felt terribly sad. His legs were sore, and his mouth was parched from snapping open and shut. He reached his long tongue into the lake for a cool drink. Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled.

Finally the day of the contest arrived. Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last. The geese kept count of how many flies each frog caught. Who would catch the most? Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever! "Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?" So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

Glossary:

bulge: to stick out

smirk: a mean smile

"hold a grudge": to feel angry at someone because of something they have done

Looking Closely at the Author's Craft

- "Pourquoi?" means "Why?" in French.
- A pourquoi tale is a fictional story.
- It explains why something is true. Example: why frogs croak, or why leaves are green.
- A pourquoi tale is usually about animals and nature.

Find a partner and read the story. Then work with a partner to answer these questions. The parts of the story in ***bold italics*** may help you answer the questions.

1. **When** does the story take place?

2. **Where** does the story take place?

3. Reread the whole story carefully. Circle all the words (such as *happy*) that show how Kikker is **feeling**. Add a sketch or translation next to each.

Feeling Word	Sketch or Translation
Happy	
Loved	
Excited	
Embarrassed	

4. Count the words you circled. How many **feeling** words did the author use?

5. Discuss with your partner: Why do you think the author used these words to describe the main character's (Kikker's) feelings?

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Cut apart the Show, Not Tell match cards.
3. Organize the cards, face up, in two groups: Show cards and Tell cards.
4. Read one of the Tell cards. These cards briefly "tell" the reader about an event that happened in "Why the Frog Has a Long Tongue."
5. Look through the Show cards. Find the actual passage from the story about the same event.
6. Read both cards out loud. Discuss with your partner: What is the difference between the two cards?
7. Discuss with your partner: Which description best helps the reader imagine what is happening? Why?
8. Repeat the steps above with the rest of the cards.



Additional Work with Complex Text



Unit 1, Week 1, Day 3: Show, Not Tell Match Cards

<p>SHOW WHAT HAPPENED</p> <p>"Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker caught the most flies and won the contest.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. 'What can I do?' Kikker thought. 'My little legs will never be able to hop as high as those bigger frogs.' He felt terribly sad."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker was really happy about how everything turned out.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker wasn't mad at them and taught them all how to catch flies with their tongues.</p>
<p>SHOW WHAT HAPPENED</p> <p>"In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker figured out a new way to catch flies, and he practiced until he got good at it.</p>

<p>SHOW WHAT HAPPENED</p> <p>"So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker felt really bad that he couldn't catch the fly.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!"</p>	<p>TELL WHAT HAPPENED</p> <p>A fly came by and Kikker tried to catch it, but he was too small.</p>



Additional Work with Complex Text



Unit 1, Week 1: Student Task Cards (Answers for Teacher Reference)

Day 1

Note: Words that should be circled are in **bold and underlined**.

"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling, blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was **happy**, his eyes closed into two straight solid-gold lines, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail! Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker **loved** to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was **excited** because this year, he was finally old enough to enter. Oh, how he wanted to win that contest!

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, **embarrassed**. All day long, he tried unsuccessfully to jump up and catch flies. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs." All day long, Kikker tried to jump up and catch flies, but he didn't catch a single one. He felt terribly **sad**. His legs were sore, and his mouth was parched from snapping open and shut. He reached his long tongue into the lake for a cool drink. Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled.

Finally the day of the contest arrived. Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last. The geese kept count of how many flies each frog caught. Who would catch the most?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever! "Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?" So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat **proudly**, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

Glossary:

bulge: to stick out

smirk: a mean smile

"hold a grudge": to feel angry at someone because of something they have done

Source: Written by EL Education

Looking Closely at the Author's Craft

- "Pourquoi?" means "Why?" in French.
- A pourquoi tale is a fictional story.
- It explains why something is true. Example: why frogs croak, or why leaves are green.
- A pourquoi tale is usually about animals and nature.

Find a partner and read the story. Then work with a partner to answer these questions. The parts of the story in ***bold italics*** may help you answer the questions.

Work with a partner:

1. When does the story take place? *long, long ago*
2. Where does the story take place? *a sparkling blue mountain lake*
3. Reread the whole story carefully. Circle all the words (such as *happy*) that show how Kikker is **feeling**. Add a sketch or translation next to each.

Feeling Word	Sketch or Translation
Happy	<i>Student responses will vary.</i>
Loved	
Excited	
Embarrassed	
<i>Sad</i>	
<i>Proudly</i>	

- A. Count the words you circled. How many **feeling** words did the author use? *Answers may vary; approximately six.*

Discuss with your partner: Why do you think the author used these words to describe the main character's (Kikker's) feelings? *Sample responses: To show how events in the story were affecting Kikker. To show how Kikker's feelings changed.*

Day 3

<p>SHOW WHAT HAPPENED</p> <p>"Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter."</p>	<p>TELL WHAT HAPPENED</p> <p>A fly came by and Kikker tried to catch it, but he was too small.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. 'What can I do?' Kikker thought. 'My little legs will never be able to hop as high as those bigger frogs.' He felt terribly sad."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker felt really bad that he couldn't catch the fly</p>

<p>SHOW WHAT HAPPENED</p> <p>"Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker figured out a new way to catch flies, and he practiced until he got good at it.</p>
<p>SHOW WHAT HAPPENED</p> <p>"So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker wasn't mad at them and taught them all how to catch flies with their tongues.</p>
<p>SHOW WHAT HAPPENED</p> <p>"In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker was really happy about how everything turned out.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!"</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker caught the most flies and won the contest.</p>



Independent Reading



Unit 1, Week 1: Student Task Card

Name: _____ Date: _____



Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.3.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1)

Student Materials

Days 1–3:

- Research reading text
- Independent reading journal
- Vocabulary log

Day 4:

- Research reading text
- Vocabulary log

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
 2. Record your reading in your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.
-

Day 3

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
 4. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?
-

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Research Share:

1. Timekeeper: Set a 2-minute timer.
 2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
 3. Timekeeper: Set a 2-minute timer.
 4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned. ("I have learned _____.")
 - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____.")
- Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
 6. Group: Take turns asking the facilitator questions.
 7. Repeat steps 4–6 with each person in the group.
 8. If time allows, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)

Day 4

- I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Teaching Notes

- On Day 2, students describe the main character's reaction to the central problem in the pourquoi tale "Why the Frog Has a Long Tongue." Visualizing the character's thoughts, feelings, and actions will support reading comprehension as well as writing skills needed for writing their own pourquoi tale.
- On Day 4, students will use what they have learned about description to elaborate on a passage from "Why the Frog Has a Long Tongue." Visualizing and writing about the character's response to an event will support reading comprehension as well as writing skills needed for the performance assessment.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated.
 - Day 2: Students in need of support deepen their understanding by sketching the character's reaction. Students ready for more challenge have the opportunity to work with an additional, more abstract, passage from the story.
 - Day 4: To provide more support, invite students to write their response together, as a group, with teacher guidance. To provide more challenge, ask students to write a full, original paragraph elaborating on the event. This lesson also contains a Mini Language Dive that will provide additional language support.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

■ **In advance:**

- Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ☑ Unit 1, Week 1: Independent Reading: Student Task Cards (from Week 1, Day 1; one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (from Week 1, Day 1; one per student and one to display)
- ☑ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)

Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

■ ●◆▲ **Day 2: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards to themselves. As students read, check in with students in the other ALL groups who need support in getting started.

- Review the Daily Learning Target and discuss its meaning.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Remind students of the characteristics of a pourquoi tale and invite students to briefly summarize the story they read yesterday. Check for understanding and review, if needed, to ensure general comprehension. If productive, cue students to clarify the conversation by confirming what they mean:

Conversation Cue: “So, do you mean...?” (Responses will vary.)
- Explain that today they will look more closely at how the author shows us what Kikker is thinking and feeling. Ask:

“What is the central problem in the story?” (Kikker is too small to catch flies the way the other frogs do.)

“Where does the author start describing the central problem?” (Help students identify the part of the story where Kikker first fails to catch a fly, i.e., “He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.”)
- Explain that you are going to act out this part of the story to better understand how Kikker responds to the problem he encounters.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Ask:

“What is a thought?” Point to your brain. (an idea in your mind)

“When you see a car coming down the street, what is your thought?” (Be careful!)

“Sometimes you are happy. Sometimes you are sad. What do we call happy and sad?” (feelings)

“Imagine you see a cute puppy in the car. How do you feel?” (happy)

“What is an action?” (the act of doing something, what you do)

“What action do you take when you see a car coming down the street?” (stop)
- Work through the Student Activity Card together using the following sequence:
 1. Ask a volunteer to read the excerpt aloud.
 2. Choose one student to play Kikker. (It is helpful if this student likes to act and can exaggerate expressions and gestures.) Choose three students to read the lines of the other frogs. Other students can act as an audience or silently mime the reactions of the other frogs in the lake. To provide additional support, take on the role of Kikker yourself.
 3. Reread the passage aloud slowly, stopping to allow students to act out each part. Encourage students to show how the characters are feeling on their faces and with their body language.
 4. Reread the passage again, discuss each question, and support students in identifying Kikker’s thoughts, feelings, and actions and completing the activity on the task card.
- Explain that authors often describe characters’ feelings, thoughts, and actions to help us imagine important events in a story. Discuss how these descriptions helped us visualize how Kikker responds to the events in this important part of the story.
 - ▲ Students should aim to complete the work through the More Challenge work.

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day’s independent activity: Walk through the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 3, providing models where helpful.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and **Unit 1, Week 1: Independent Reading: Student Task Cards** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

◆◆◆ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Invite students to read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Together, read this passage from “Why the Frog Has a Long Tongue”:
 - “Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. ‘Decided not to even try, Kikker? Don’t blame you—you don’t stand a chance!’ croaked Old Bullfrog with a wide smirk on his face.”
- If needed, support students in basic comprehension using the following Mini Language Dive.
 - Turn and Talk:
 - “Where is Kikker? What, in the text, makes you think so?” (a quiet corner of the lake)*
 - “What is Kikker doing? What, in the sentence, makes you think so?” (sitting still)*
 - “Why is he sitting still? How do you know?” (He is waiting for a fly to come by. We know this because he has been practicing catching flies with his tongue instead of jumping.)*

- Invite students to place a finger on the phrase “barely moving, every muscle still” and to read it aloud chorally with you. Turn and Talk:
“What does barely moving mean? (moving very little; just breathing)”
- Play a game of statues for 2 minutes. Invite students to sit barely moving, keeping every muscle still. Students who move help watch the others to identify anyone moving a muscle.
- Invite students to place a finger on “you don’t stand a chance” and to read it aloud chorally with you. Turn and Talk:
“Who says this? Does this mean Kikker will stand up? What does this mean?” (Old Bullfrog. No, it means Old Bullfrog thinks Kikker will never be able to catch flies. He has no chance.)
- Invite students to place a finger on “wide smirk” and to read it aloud chorally with you. Invite students to show you a wide smirk. Turn and Talk:
“Is Old Bullfrog being nice or mean to Kikker?” (mean)
- Explain that students will have the opportunity to add to this story by writing more about what they think Kikker might think, feel, or do when he hears Old Bullfrog’s words.
- Follow the directions on the differentiated Teacher-Guided Student Activity Cards.
- Collect the Student Activity Cards to review to identify common issues to use as whole group teaching points.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (■)

Name: _____ Date: _____



Daily Learning Targets

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials

None

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Together, think carefully about how Kikker responds when he figures out that he can't catch flies like the other frogs. Act out the passage from the story and answer questions about what Kikker thinks, feels, and does.

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

Draw a picture to show Kikker's actions (what Kikker did) when the other frogs made fun of him.



Draw a picture to show how Kikker felt when the other frogs made fun of him. What word from the text helped you figure this out? Write the word underneath your picture.



Draw a picture to show what Kikker thought when he realized he had a problem.



Turn and talk to a partner:

How do these thoughts, feelings, and actions help you imagine the characters and events in the story?

Day 4

Your teacher will guide you through the activities on this card.

1. Listen as your teacher reads the sentence from “Why the Frog Has a Long Tongue” below. Turn and talk with a partner about how Kikker might respond to Old Bullfrog.
2. Draw pictures below to show what Kikker might think, feel, and do when he hears Old Bullfrog’s words.
3. Together as a group, write at least two sentences that “show” Kikker’s reaction to this event. Your teacher will record your sentences.
4. Read what the group has written. Discuss: How does the detail you added show the reader what is happening in this part of the story?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. “Decided not to even try, Kikker? Don’t blame you—you don’t stand a chance!” croaked Old Bullfrog with a wide smirk on his face.

Draw a picture to show what Kikker might feel when he hears Old Bullfrog’s words.



Draw a picture to show what Kikker might think when he hears Old Bullfrog's words.



Draw a picture to show what Kikker might do when he hears Old Bullfrog's words.



**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (●◆)**

Name: _____ Date: _____

**Daily Learning Targets**

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials None**Directions:****Day 2**

Your teacher will guide you through the activities on this card.

Act out the passage from the story and answer questions about what Kikker thinks, feels, and does.

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

1. What did Kikker do when he missed the fly and the other frogs made fun of him? Underline the sentence that shows Kikker's actions when the others teased him.
2. How did Kikker feel when he missed the fly and the other frogs made fun of him? What, in the text, makes you think so?

3. What did Kikker think after having missed the fly? Circle the words in the story that show what Kikker was thinking.

How does the author's description of Kikker's reaction to the problem help us understand the characters and events in the story? Share your thinking with a partner.

MORE CHALLENGE: Reread the additional passage below. With a partner, discuss how the author describes the character's response to an event by noticing what the character thinks, feels, and does. Use the questions after each passage to guide your discussion.

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

1. What did Kikker do when the other frogs asked him for help? Underline the part of the paragraph that shows Kikker's actions.
2. How do you think Kikker felt? Support your answer with more than one piece of evidence from the passage.
3. Reread the last sentence of the passage. What do you think Kikker is thinking? What, in the text, makes you think so?
4. What is the connection between the first paragraph in the story and the last paragraph in the story?

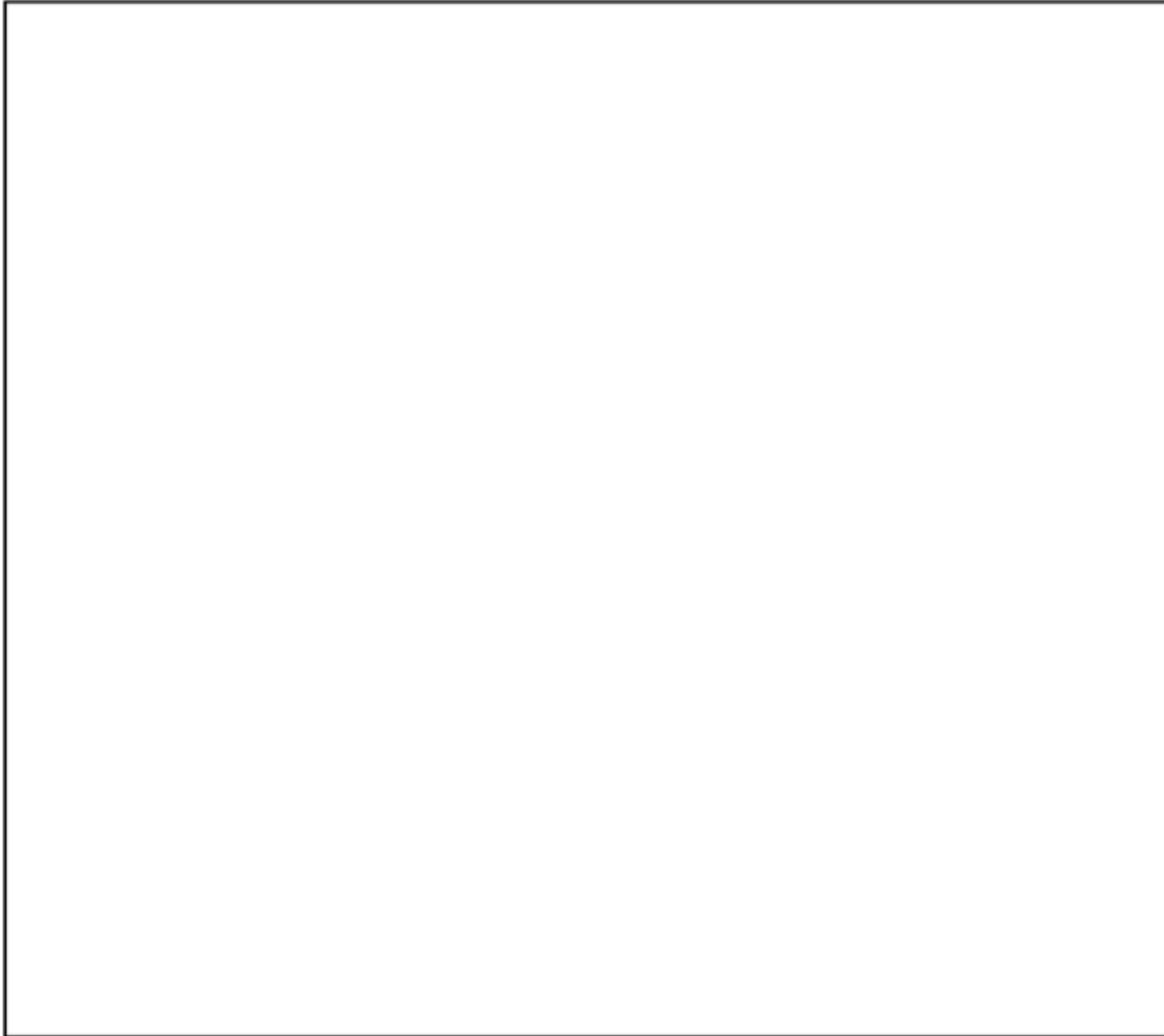
Day 4

Your teacher will guide you through the activities on this card.

1. Reread this passage from the story:

Over in a quiet corner of the lake sat Kicker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

2. Turn and talk with a partner about how Kikker might respond to Old Bullfrog.
3. In the space below, draw a picture to show what Kikker might think, feel, and do when he hears Old Bullfrog's words.



4. On the lines below, add at least two more sentences that "show" Kikker's reaction to Old Bullfrog's words.

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (▲)**

Name: _____ Date: _____

**Daily Learning Targets**

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials None**Directions:**
_____**Day 2**

Your teacher will guide you through the activities on this card.

	Translation	Definition
thought		
feeling		
action		

Kikker finds out that he can't catch flies like the other frogs.

Discuss with a partner:

What are Kikker's thoughts, feelings, and actions when he finds out?

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

Source: "Why the Frog Has a Long Tongue" by EL Education

Draw a picture to show Kikker's **thoughts** when he finds out he can't catch flies:

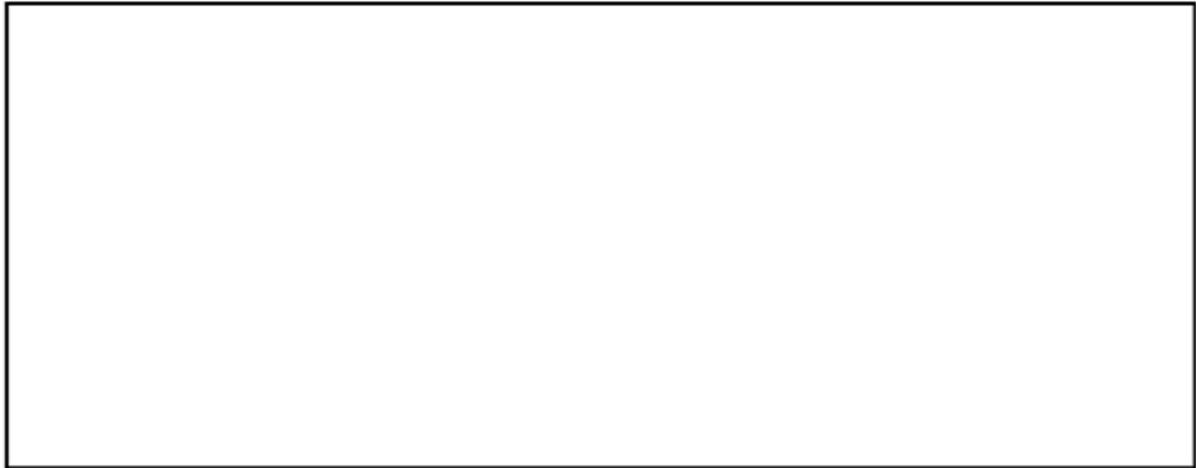


Draw a picture to show Kikker's **feelings** when the other frogs tease and laugh at him:



Circle the word in the story that helped you figure this out.

Draw a picture to show Kikker's **actions** when the other frogs tease and laugh at him:



Discuss with a partner:

How do the thoughts, feelings, and actions help you imagine the characters and events in the story?

Day 4

Your teacher will guide you through the activities on this card.

Reread this passage from the story.

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Source: "Why the Frog Has a Long Tongue" by EL Education

Draw a picture: Show Kikker's **thoughts** when Old Bullfrog says, "you don't stand a chance!"



Draw a picture: Show Kikker's **feelings** when Old Bullfrog says, "you don't stand a chance!"



Draw a picture: Show Kikker's **actions** when Old Bullfrog says, "you don't stand a chance!"



Discuss with a partner:

How does the detail you added show the reader what is happening in the story?

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Cards**
*(Answers for Teacher Reference)***Day 2**

Draw a picture to show Kikker's thoughts when he finds out he can't catch flies. (Example: picture of a frog with a thought bubble: "My legs are too small.")

Draw a picture to show Kikker's feelings when the other frogs tease and laugh at him. Circle the word in the story that helped you figure this out. (Example: picture of a frog with red cheeks. Students should circle embarrassed.)

Draw a picture to show Kikker's actions when the other frogs tease and laugh at him. (Example: picture of a frog diving under water.)



Draw a picture to show what Kikker did. (Example: picture of a frog diving under water.)

Draw a picture to show what Kikker felt. (Example: picture of a frog with red cheeks labeled embarrassed.)

Draw a picture to show Kikker's thoughts. (Example: picture of a frog with a thought bubble: "My legs are too small.")



Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

1. What did Kikker do when he missed the fly and the other frogs made fun of him? Underline the sentence that shows Kikker's actions when the others teased him. *He dove deep under the water.*
2. How did Kikker feel when he missed the fly and the other frogs made fun of him? What, in the text, makes you think so? *Embarrassed—the word is used in the text, and his actions show he wanted to get out of sight, probably because he was embarrassed.*
3. What did Kikker think after having missed the fly? *He thought he would never be able to jump as high as the other frogs because his legs were too small. Circle the words in the story that show what Kikker was thinking. (Students should circle the words in bold in the passage above.)*

MORE CHALLENGE:

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue strong and flexible.

Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

1. What did Kikker do when the other frogs asked him for help? *He taught them to catch flies with their tongues.* Underline the part of the paragraph that shows Kikker's actions.
2. How do you think Kikker felt? Support your answer with more than one piece of evidence from the passage.

Sample responses:

He was not angry at them. It says he didn't hold a grudge and he taught them to do what he could do.

He was proud. It says he sat proudly and he was grinning.

3. Reread the last sentence of the passage. What do you think Kikker is thinking? What, in the text, makes you think so?

Sample response:

He was thinking that things had turned out just the way he hoped. He had a big grin on his face.

4. What is the connection between the first paragraph in the story and the last paragraph in the story?

In the first paragraph it says that when Kikker was happy, "his eyes closed into two straight solid-gold lines." At the end of the story it says his eyes were shut in two solid-gold lines, so we know he was happy.

Day 4


Draw a picture: Show Kikker's **thoughts** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of a confident Kikker with a thought bubble: "Oh yes I do!")

Draw a picture: Show Kikker's **feelings** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of a confident or sad frog.)

Draw a picture: Show Kikker's **actions** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of Kikker turning away and ignoring Old Bullfrog.)



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Cards

Name: _____ Date: _____



Daily Learning Targets

- Day 2: I can help my partner self-assess his or her reading fluency. (RF.3.4)
- Day 4: I can read a passage aloud fluently. (RF.3.4)

Student Materials

Days 2 and 4:

- Bullfrog at Magnolia Circle*
- Fluency Self-Assessment Checklist

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *Bullfrog at Magnolia Circle* to yourself.
3. Find a partner who is reading the same passage as you and label yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A: read aloud. Partner B: listen for one star and one step.
6. Partner B: share your star and step with partner A.
7. Partner B: read aloud. Partner A: listen for one star and one step.
8. Partner A: share your star and step with partner B.

9. Write your star and step in the boxes below.

Star	Step

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

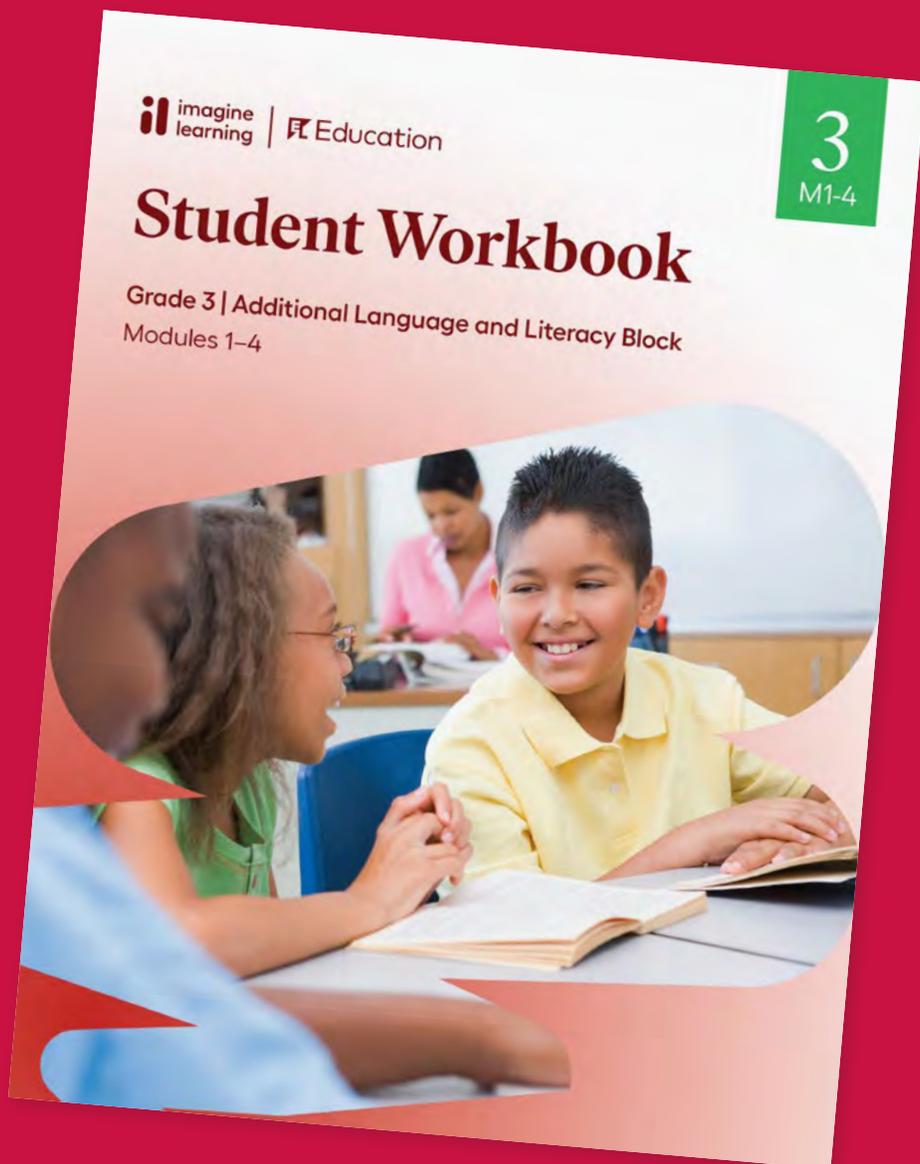
1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *Bullfrog at Magnolia Circle* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
 - "I liked how your voice was expressive—it helps me better understand the meaning of the text."
 - "I liked your (serious/happy/frightened/hopeful) tone. It matched what the author was trying to say."
 - "The speed of your reading was perfect—especially when ____."
 - "I noticed that you ____."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



Student Workbook

Additional Language and Literacy Block

Sample



Directions for Poster Walk

Poster Walk Protocol

In this protocol, you will visit some posters with your group to answer a question.

Discussion question:

What will you be doing in the ALL Block?

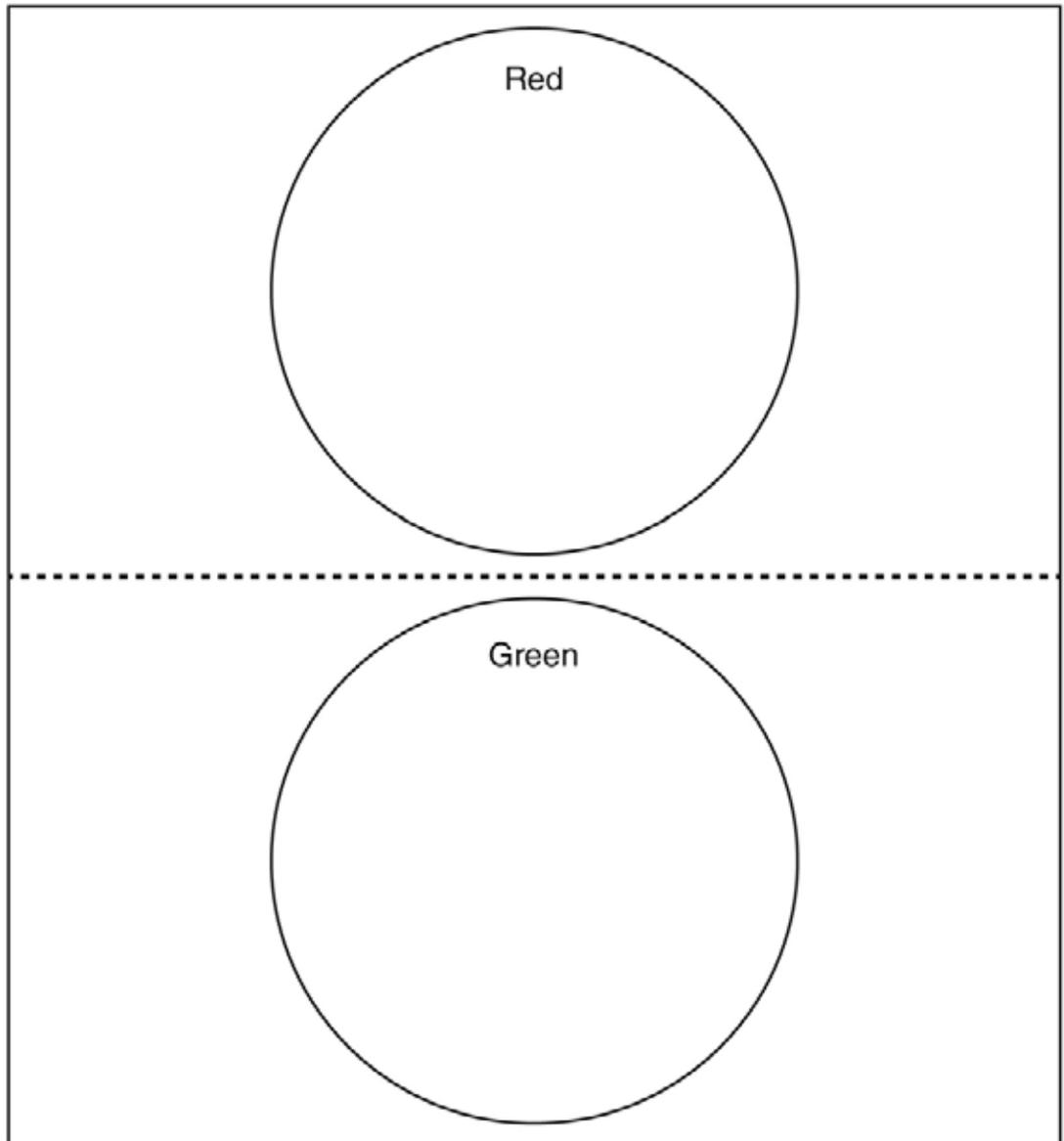
Directions:

1. Look at the poster.
2. Discuss the question.
3. Record your response to the question on sticky notes and stick them on the poster.
4. Move to the next poster when your teacher gives a signal.
5. If another group has visited the poster before your group, read the sticky notes and respond to them.

Signal Card

Directions:

Print the following material and cut it out. Fold in half along the dotted middle line and attach back-to-back so the circles are showing when you flip the card over.



Introduction to the Additional Language and Literacy Block



Unit 1, Week 1: Student Task Cards

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

Day 3:

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4)

Day 4:

- I can draw an illustration using details from the text. (RI.3.1)
- I can read my research reading text independently for 10 minutes. (RI.3.10)

Student Materials

Day 2:

- Free choice reading text

Day 3:

- ALL Independent Group Work protocol
- Signal cards
- Online or paper translation dictionary

Day 4:

- Research reading text
- Paper
- Crayons, markers, or colored pencils (class set)

Directions:

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Day 2

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
 - a. Show the group your text.
 - b. Tell your group what your text is about. ("My text is about ____.")
 - c. Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because ____.")

Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.
 4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
 5. Repeat with each person in the group.
-

Day 3

Directions:

Work with your partner to answer the vocabulary questions below. For these questions, you will underline the definition that best matches the meaning of the word as it is used in the ALL Independent Group Work protocol.

1. Example. **facilitator:**
 - A. someone who helps the group get its work done
 - B. someone who does all the work for a group
2. **protocol:**
 - A. an original draft, copy, or record of an agreement
 - B. the proper or agreed-upon way of doing something

3. independently:

- A. not ruled by another person or government
- B. without the direction of a teacher

4. timekeeper:

- A. someone who keeps track of the time during an activity
- B. a watch or clock; a timepiece

5. allocate:

- A. to give out according to a plan
- B. to assign a job

MORE CHALLENGE:

If you finish early, make up a sentence using as many of the words in bold as you can. Write the sentence on the back of this task card.

All definitions from <https://www.wordsmyth.net>

Day 4

You will act as your own timekeeper and facilitator.

1. Read your research reading text independently for 10 minutes until the timer goes off.
2. Respond to this prompt on a piece of blank paper:
 - a. Draw and label a picture about the text you read.
3. Share your work with a partner:
 - a. Move to sit with a partner.
 - b. Label yourselves A and B.
 - c. Partner A explains his or her drawing to partner B for 1 minute. ("My picture is about ____." "This part of the picture shows ____.")
 - d. Switch roles.
4. When the teacher indicates it's time, repeat steps 1–3 and share with a new partner.

ALL Independent Group Work Protocol

Name: _____ Date: _____

Follow this protocol when you are working **independently** (not working with the teacher).

4 minutes:

1. Group: **Allocate** a facilitator and timekeeper.
2. **Facilitator:** Invite a volunteer to read the task card to the group, beginning with the learning target(s).
3. Facilitator: Ask the group, "Do you understand? Do you have questions?"
4. Group: Work together to help each other understand what to do.
5. Facilitator: If the group needs teacher help, show red on the signal card.

14 minutes:

1. **Timekeeper:** Set a 14-minute timer.
2. Group: Follow the directions on your task card. Aim to finish the work for that day in the time provided.
3. If you're waiting for the teacher for help: 1) do what you can on your own; or 2) read your independent reading text.

2 minutes:

1. Facilitator: Invite the group to turn to an elbow partner to share:
 - a. One thing they have learned
 - b. How their work connects to the module lessons



Print Components Sampler

Grade 3 | Module 2