



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 7

Reading about Freaky Frogs: “The Glass Frog,”
Pages 32 and 33 of Everything You Need to Know
about Frogs



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

- I can ask questions to deepen my understanding of an informational text. (RI.3.1)
- I can answer questions using specific details from an informational text. (RI.3.1)
- I can determine the meaning of unknown words in an informational text. (RI.3.4)
- I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)
- I can use text features to locate information efficiently. (RI.3.5)
- I can 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.3.7)

Supporting Learning Targets

- I can ask questions about glass frogs in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can answer questions about glass frogs.
- I can determine the meaning of words in *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can use text features to find information efficiently about glass frogs.
- I can use information from illustrations (maps, photographs) to understand about glass frogs.
- I can use information from the words to understand about glass frogs.

Ongoing Assessment

- Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog
- Freaky Frog Scavenger Hunt recording form: The Glass Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening:</p> <p>A. Engage the Reader: Choral Reading and Brief Discussion of “The Glass Frog” poem (8 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Asking Questions about the Text: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <p>B. Reading about the Glass Frog: Scavenger Hunt (30 minutes)</p> <p>C. C. Freaky Frog Vocabulary (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Completing the Anchor Chart: What Adaptations Help the Glass Frog Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Lessons 7, 8, and 9 follow the same general instructional sequence. Each day, students build their reading skills and expertise about a specific freaky frog by reading one section of the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. • There are two recording forms used in each of these lessons: • Asking and Answering Questions about Freaky Frogs recording form. • Freaky Frog Scavenger Hunt recording form. • Students complete all of the scavenger hunt recording form during the lesson. Students complete just Part 1 of the Asking and Answering Questions form in the lesson; they complete Part 2 for homework. • In this lesson, students engage in an Ink-Pair-Share protocol. It’s very much like the Think-Pair-Share kids have been doing all year, but rather than just thinking first, students write down their ideas before sharing with a partner. • Prepare the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (this large chart should look like students’ recording form).



Lesson Vocabulary	Materials
section, text features; hatch, transparent, rainforest canopy, blends	<ul style="list-style-type: none">• “The Glass Frog,” by Douglas Florian (one per student and one to display)• <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (book; one per student)• Asking and Answers Questions about Freaky Frogs recording form: The Glass Frog (one per student)• Freaky Frog Scavenger Hunt recording form: The Glass Frog (one per student)• Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (new; teacher-created; enlarged version of students’ recording form)• Vocabulary notebooks (from previous lessons)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Choral Reading and Brief Discussion of “The Glass Frog” Poem (8 minutes)</p> <ul style="list-style-type: none"> • Tell students that during each of the next three lessons they will read a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Ask students to turn and tell a partner something they know about poetry (very briefly): <ul style="list-style-type: none"> * “How might poetry be different from informational texts?” * “How might it be the same?” • Guide students toward understanding that poetry is a generally short piece of text that often has rhythm, rhyme, comparisons, and vivid and precise words. Tell students that even though poems are different in many ways from informational texts, poems can also teach readers. Tell students that as they listen to and think about the poems, they will learn some interesting facts about some freaky frogs. They also should consider which poem is their favorite because they will select one to read aloud at the end of the unit. • Display “The Glass Frog,” by Douglas Florian and read it aloud as students follow along. Reread it a few times as students join in for a choral reading. • Ask students a couple of questions about the poem: <ul style="list-style-type: none"> * What is the glass frog’s habitat? What evidence from the text helps you know this? * What is Douglas Florian trying to teach us about glass frogs when he writes: “It’s hard to see/Which part is leaf/And which part is me?” 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a <i>question mark</i> above the word <i>question</i>) to help students understand important words in the targets.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to unpack daily learning targets. Ask: “Based on the targets, what will we be working on today?” and, “What skills or knowledge will we have at the end of the lesson?” Invite students to discuss with a peer. • Help students connect the idea that they will read one section, or part, of the text Everything You Need to Know about Frogs and Other Slippery Creatures, to begin to learn about one freaky frog. Today they will build expertise about an amazing frog called the glass frog. 	

Work Time	Meeting Students’ Needs
<p>A. Asking Questions about the Text: “The Glass Frog,” Pages 32 and 33 of Everything You Need to Know about Frogs and Other Slippery Creatures (5 minutes)</p> <ul style="list-style-type: none"> • Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell students that they will continue to practice a strategy that good readers do: asking questions about a text before reading it. Remind them that they have done this many times in this unit, but today they are going to look at a new section of the text all about the glass frog. • Be sure students have their text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Review the term <i>text features</i> (parts of a book that stand out from the rest of the text) if necessary. • Ask students to look at the table of contents in their own book and try to find the pages about the glass frog. Once they have found the page number in the table of contents they should turn to that page. Tell students once they have found the page to put their thumb up. Once all students have found page 32, project it on the visualizer. • Ask students to look closely at the pictures on these pages and think about something they wonder based on what they see. Encourage students to generate one or two questions. Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Ask a few students to share out their partner’s question to the whole group. Tell students they will complete this form for homework, after they have spent more time reading the text. 	<ul style="list-style-type: none"> • For ELL students, consider providing them with a partially filled-in Asking and Answering Questions recording form: The Glass Frog that provides them with the question sentence stems: “What is __,” “Why is __,” “How is __” This provides them with a model for starting a sentence and assists them with their thinking. • Use thoughtful pairings of students: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading about the Glass Frog: Scavenger Hunt (30 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will work hard as readers today to use text features to help them efficiently learn a lot of information about the incredible adaptations of the glass frog. • Read aloud the first paragraph on page 32 as students follow along. • Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Glass Frog (enlarged version of the recording form). Remind students that they will use the text features on these pages to efficiently find information about the glass frog. Lead students through a brief guided practice. A conversation might sound like: “Let’s look closely at the top picture and caption on page 33. What do you see in this picture?” Cold call a few students to share what they see. Solicit a few responses from one or two students. If necessary, guide students toward understanding that is a picture of the frog from below and you can see its insides. • Read the caption next and ask students to Think-Pair-Share what new information they learned from looking at the picture and hearing the caption. Reread the sentence and ask students to tell a partner what the word <i>transparent</i> might mean. If students need support, tell them that <i>transparent</i> is another word for “see-through” or “clear.” (Note that the prefix <i>trans</i> means “through” or “across.”) • Track students’ thinking on the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. • Ask students to give a thumbs-up if they understand the task and thumbs-down if they have lingering questions. Address students’ questions quickly. • Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Glass Frog. Tell students that they will work with a partner to read this section, but should complete the recording form on their own. Tell students to leave the final question about adaptations blank for now: They will discuss this in the closing of the lesson. • Confer with students as they work and provide support as needed. • If students finish the scavenger hunt, encourage them to reread the text on these two pages to continue to think about how glass frogs’ adaptations help them survive. • After about 20 minutes, gather students together to complete the right hand column of the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. 	<ul style="list-style-type: none"> • Students needing additional support may benefit from partially filled-in graphic organizers. For example, provide cloze sentences in the second column of the Freaky Frog Scavenger Hunt recording form: The Glass Frog. (e.g., in the first row, write: “The glass frog’s skin is _____. I can see _____.”) • Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Work Time (continued)	Meeting Students’ Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lessons 3–5, students will spend time working in their vocabulary notebooks. Distribute students’ notebooks and write or project the words:<ul style="list-style-type: none">– hatch– transparent– rainforest canopy– blends• Ask students to write these words on a blank page in their vocabulary notebooks. Tell students that they may find some of these words in the glossary; if not, they should use context clues to figure it out as best they can.• Circulate as students work and encourage them to use the glossary and clues in the text if they are stuck. (For example, if the word <i>transparent</i> is hard for students, direct them to the picture in the circle at the top of page 33. Ask students what they see and guide them toward understanding that the belly of the frog is see-through or clear, and another way of saying that is <i>transparent</i>.)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Glass Frog Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all they have learned about the glass frog today. Ask the question at the bottom of their Scavenger Hunt recording form: “Based on your reading today, what adaptations help the glass frog survive?” • Provide the sentence frame: “A glass frog has/does _____, which helps them survive by _____.” Invite students to Think-Pair-Share. Add students’ thoughts to the bottom of the the Freaky Frog Scavenger Hunt anchor chart: The Glass Frog. • (Students are likely to share ideas such as: Glass frogs have clear bodies so they can blend into the leaves in the rainforest. Glass frogs have tiny toes that help them hang onto leaves. Male glass frogs protect the eggs from flies. Glass frog tadpoles have strong tails that help them survive in fast-moving streams.) 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame to assist with language production and provide the structure required.

Homework	Meeting Students’ Needs
<p>This homework has two parts:</p> <ul style="list-style-type: none"> – Reread “The Glass Frog” poem by Douglas Florian to someone at home. – Complete Part 2 of the Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog. Tell someone at home about the glass frog’s amazing adaptations! 	



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Supporting Materials



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“The Glass Frog,”
by Douglas Florian

The Glass Frog

Upon a tree
It's hard to see
Which part is leaf
And which is me
Which part is me
And which is leaf
I've lost myself again—
Good grief!

“The Glass Frog” from *LIZARDS, FROGS AND POLLIWOGS: Poems and Paintings* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Glass Frog

Part 1: Asking Questions about “The Glass Frog”

What questions do you have about the glass frog after looking at pages 32 and 33?	If you found the answer to your question as you read, write it here.
1.	
2.	

Part 2: Answering Questions about the Glass Frog (complete this part for homework)

1. Where do glass frogs live? Use evidence from the text to support your thinking.

2. What adaptation does a glass frog tadpole have to help it survive? Use evidence from the text to support your thinking.



Asking and Answering Questions about
Freaky Frogs Recording Form:
The Glass Frog

3. In the sentence: “The male frog stands guard and protects the eggs from parasitic flies,” what do you think the phrase “stands guard” mean? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
The Glass Frog

Text Feature	Information I Learned about the Glass Frog
The top photograph and caption on page 33	
The hand and frog illustration on page 32	
The large photograph on page 32	
The middle photograph and caption on page 33	
The last photograph and caption on page 33	
Text feature of your choice	

What adaptations help the glass frog survive?
