



EXPEDITIONARY
LEARNING

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

Reading about Freaky Frogs: “The Amazon Horned Frog,” Pages 20 and 21 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 the Amazon horned frog from the text *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- I can answer questions about the Amazon horned frog section.
- I can determine the meaning of words about the Amazon horned frog.
- I can use text features to find information efficiently about the Amazon horned frog section.
- I can use information from illustrations (maps, photographs) to understand the Amazon horned frog.
- I can use information from the words to understand the Amazon horned frog.

Ongoing Assessment

- Asking and Answering Questions recording form: The Amazon Horned Frog
- Freaky Frog Scavenger Hunt Recording Form: The Amazon Horned Frog
- Vocabulary notebooks



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Poison Dart Frogs” (12 minutes)</p> <p>B. Unpacking the Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Asking Questions about the Text: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <p>B. Reading about the Amazon Horned Frog: Scavenger Hunt (25 minutes)</p> <p>C. Freaky Frog Vocabulary (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Completing the Anchor Chart: What Adaptations Help the Amazon Horned Frog Survive? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • This lesson follows the same general instructional sequence as Lessons 7 and 8. • Prepare an anchor chart entitled Prepare the Freaky Frog Scavenger Hunt anchor chart: Amazon Horned Frog (this large chart should look like students’ recording form).

Lesson Vocabulary	Materials
<p>carnivore, ambush, gape, predatory</p>	<ul style="list-style-type: none"> • Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form (completed for homework) • “The Poison Dart Frogs,” 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 Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog (one per student) • Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog (new; teacher-created; a large version of students’ recording form) • Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog (one per student) • Vocabulary notebooks (from previous lessons)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Homework Share and Choral Reading and Brief Discussion of the Poem “The Poison Dart Frogs” (12 minutes)</p> <ul style="list-style-type: none"> • Gather students together and invite them to share out the questions they answered on their Asking and Answering Questions about Freaky Frogs: “The Water-Holding Frog” recording form for homework. After a couple of minutes, engage the whole class in a conversation about the text-dependent questions they answered about the water-holding frog. Clarify any misunderstandings as necessary. • Tell students that just like yesterday, they will read and have a discussion about a poem from Douglas Florian’s book <i>Lizards, Frogs, and Polliwogs</i>. • Display the poem “The Poison Dart Frogs” and read it aloud as students follow along. Reread it a couple of 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 color are poison dart frogs? What evidence from the text helps you know this? * What do you think Douglas Florian means when he writes “their poison can tip a dart”? • For Question 1, listen for answers such as “lots of colors: brown, green, orange, yellow, almost any color.” For Question 2, students’ responses might include: “Maybe their poison is put on the end of a dart.” Tell students that they will learn more about the poison dart frog in the next lesson. 	<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 “question”) to help students understand important words in the targets.
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students to the daily learning targets. Tell them that these targets are just like the ones they worked on in the last two lessons. Answer any clarifying questions students may have about the targets. • Remind students that they are hearing poems about a lot of different frogs. Today they will build expertise on another freaky frog called the Amazon horned frog. Ask students to quickly Pair-Share one adaptation they think this frog might have based on its name alone. 	



Work Time	Meeting Students' Needs
<p>A. Asking Questions about the Text: “The Amazon Horned Frog,” Pages 20 and 21 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)</p> <ul style="list-style-type: none"> • Gather students and distribute the Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog. Tell students that they will continue to practice the strategy of asking questions about a text before reading it. Remind them that they have done this in the previous lesson when they were learning about the water-holding frog, but today they are going to look at a new section of the text all about the Amazon horned frog. • Be sure that students have their text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. Ask students to use the table of contents to quickly find the pages about the Amazon horned frog and turn to that page. Tell students once they have found the page they should begin looking at it. When all students have found page 20, project it on the document camera. • Ask students to look closely at the pictures and text on these pages: <ul style="list-style-type: none"> * “What is something you wonder based on what you see?” • Invite students to Ink-Pair-Share their question(s) in the left-hand column of Part 1 of the recording form. Cold call a few students to share. Tell students they will complete this form for homework, after they have spent more time reading the text, so for now, they may put it aside. 	<ul style="list-style-type: none"> • For ELL students, consider providing them with a partially filled-in Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog that provides them with the question sentence stems: <ul style="list-style-type: none"> * “What ____?” * “Why ____?” * “How ____?” • 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 Amazon Horned Frog: Scavenger Hunt (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will continue to use text features to help them quickly find information about the amazing adaptations of the Amazon horned frog. • Read aloud the text in the top left corner of page 20 (the section titled “Enormous Gape”) and the part that begins: “Famed for its big appetite . . . ,” as students follow along. • Refer students to the new Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned Frog. Students should be familiar with the routine; simply review the directions: <ol style="list-style-type: none"> 1. Turn to pages 20 and 21. 2. Use your Freaky Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog paper to find new information about the frog. 3. Talk with your partner, but complete your own recording form. 4. Write down the new information you learned from each text feature in the second column of the recording form. 5. Leave the final question about adaptations blank for now. 6. If you finish early, reread pages 20 and 21. • Quickly address any clarifying questions. • Pair students up. Distribute the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog. • Give students 15–20 minutes to work. Circulate to support as needed. • After about 15 minutes, gather students together to complete the right-hand column of the anchor chart of the Freaky Frog Scavenger Hunt anchor chart: The Amazon Horned 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 first row of the the Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog, such as “The Amazon horned frog is _____ long.”



Work Time (continued)	Meeting Students' Needs
<p>C. Freaky Frog Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• As in Lessons 7 and 8, students work in their vocabulary notebooks. Distribute students' notebooks and write or project the words:<ul style="list-style-type: none">– carnivore– ambush– predatory• gape• 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.• 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>gape</i> proves tricky for students, direct them to think about the frog's mouth. Ask students what they know about the mouth and guide them toward understanding that a gape is an open mouth. The Amazon horned frog has a giant open mouth.)	<ul style="list-style-type: none">• Vocabulary notebooks: For ELL students, consider focusing them on one or two of the words.



Closing and Assessment	Meeting Students’ Needs
<p>A. Completing the Anchor Chart: What Adaptations Help the Amazon Horned Frog Survive? (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together and congratulate them on all they have learned about the Amazon horned frog today. Ask the question at the bottom of their Freaky Frog Scavenger Hunt recording form: “Based on your reading today, what adaptations help the Amazon horned frog survive?” • Provide the sentence frame “An Amazon horned 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 Amazon Horned Frog. • (Students are likely to share ideas such as: The Amazon horned frog has a huge mouth that helps it eat just about anything. Amazon horned frogs have giant horns that helps them camouflage against leaves. The Amazon horned frog is as big as a dinner plate!) 	<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 poem “The Poison Dart Frogs,” by Douglas Florian, to someone at home. – Complete Part 2 of the Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog. Tell someone at home about the Amazon horned frog’s incredible adaptations! 	



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Supporting Materials



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“The Poison Dart Frogs,”
by Douglas Florian

The Poison Dart Frogs

Brown with oval orange spots.
Crimson mottled black with blots.
Neon green with blue-black bands.
Tangerine with lemon strands.
Banana yellow.
Ultramarine.
Almost any color seen.
And though their poison can tip a dart,
These frogs are Masters of Fine Art.

“The Poison Dart Frogs” 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 Amazon Horned Frog

Part 1: Asking Questions about “The Amazon Horned Frog”

What questions do you have about the Amazon Horned frog after looking at pages 36 and 37?	If you found the answer to your question as you read, write it here.
1.	
2.	

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

1. What do Amazon horned frogs eat? Use evidence from the text to support your thinking.

2. What does the Amazon horned frog do with its horns? Use evidence from the text to support your thinking.



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

3. What makes Amazon horned frog tadpoles special? Use evidence from the text to support your thinking.



Freaky Frog Scavenger Hunt Recording Form:
Amazon Horned Frog

Text Feature	Information I Learned about Amazon-Horned Frogs
The caption beside the large picture of the frog on page 21	
The “Frog Facts” box on page 21	
The green zigzag circle on page 20	
The text box on page 21 titled “Impressive Horns”	
The box to the left of the frog’s foot on page 20	
Text feature of your choice	

What adaptations help the Amazon horned frog survive?
