

Unit 2: Building Background Knowledge: Frogs and the Research Process

Common Core State Standards addressed: RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, W.3.2, W.3.4, W.3.7, W.3.8, L.3.1d, L.3.1e, L.3.4a, L.3.4b, L.3.4c, and L.3.4d



Guiding Questions and Big Ideas

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.*

What will your child be doing at school?

In this unit, students build background knowledge about frogs. They closely read excerpts of a complex text to answer several research questions. They write informational paragraphs answering these questions.

When reading, students use text features to find information about a topic, look at connections between sentences and paragraphs in an excerpt of text, and analyze illustrations to further their understanding of a text.

The Language standards that students will be focusing on in this unit (L.3.1d, L.3.1e) require them to:

- Form and use regular and irregular verbs in the present tense (see information on the next page)

Verb Tense

A verb is a word that describes an action or state of being. We use different forms of a verb to show when an action happened. This is called *verb tense*. There are three simple verb tenses: past, present, and future.

There are two kinds of verbs: regular and irregular. Regular verbs follow rules when being formed in different tenses, but irregular verbs do not follow those rules.

Regular:

Verbs ending in -e:

Past	Present	Future
I lived	I live	I will live
Add -d to the base form of the verb.		Add will before the base form of the verb.

Verbs ending in a consonant and -y:

Past	Present	Future
I fried	I fry	I will fry
Drop the -y from the base form of the verb and add -ied.		Add will before the base form of the verb.

Verbs ending in a vowel and -y:

Past	Present	Future
I stayed	I stay	I will stay
Add -ed to the base form of the verb.		Add will before the base form of the verb.

Verbs with a short vowel sound before the last consonant

Past	Present	Future
I tripped	I trip	I will trip
Double the consonant and add -ed to the base form of the verb.		Add will before the base form of the verb.

Irregular: Be

Past Tense	Present Tense	Future Tense
I was. You were. She/he/it was. We were. You were. They were.	I am. You are. She/he/it is. We are. You are. They are.	I will be. You will be. She/he/it will be. We will be. You will be. They will be.

Irregular: Have

Past Tense	Present Tense	Future Tense
I had You had She/he/it had We had You had They had	I have You have She/he/it has We have You have They have	I will have You will have She/he/it will have We will have You will have They will have

How can you support your child at home?

- Talk to your child about the frogs he or she is studying and what makes them unique.
- Talk to your child about his or her informative text and the elements of an effective informative text.
- Choose sentences or paragraphs in an excerpt of text and invite your child to tell you about the connections he or she can identify.
- Read narrative and informational books about frogs.
- Watch television documentaries about frogs.

Unit 2: Homework

In Lessons 1–7, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials.

In Lessons 8–12, homework focuses on finding connections between sentences and paragraphs of text in independent research reading texts.

Research reading: Your child is expected to independently research the topic by reading topic-related books of his/her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your child will bring home from school; however, they may be topic-related books chosen by the child at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your child would also like to independently read and respond to a book of free choice, he/she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Adaptations and the Wide World of Frogs

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students review the “why” questions developed in Unit 1 and use text features to find information about why polliwogs wiggle.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely read a text about amphibians and reptiles.	1. Conversation about amphibians 2. Research reading and answering prompt	1. No deliverables for this homework. This is an opportunity for you to talk to your child about his/her learning. 2. Teacher will check independent reading journals strategically.	
3	Students write an informational paragraph answering the question: Why do polliwogs wiggle?	1. Regular verb practice 2. Research reading and answering prompt	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
4	Students review the “why” questions developed in Unit 1 and use text features to find information about the glass frog.	1. Regular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 6 3. Teacher will check independent reading journals strategically.	
5	Students closely read a text about the glass frog.	1. Regular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 6 3. Teacher will check independent reading journals strategically.	
6	Students write an informational paragraph answering the question: Why is the glass frog so hard to see?	1. Irregular verb practice 2. Vocabulary 3. Research reading and answering prompt	1. Lesson 7 2. Lesson 7 3. Teacher will check independent reading journals strategically.	
7	Students demonstrate their learning by taking the Mid-Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students begin to research answers to the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
9	Using new excerpts of text, students continue to research answers to the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
10	Students use their research to draft an informative paragraph to answer the question: How does where a frog lives affect how it looks and/or acts?	1. Making Connections practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
11	Students revise their informative paragraph to answer the question: How does where a frog lives affect how it looks and/or acts?	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students complete the End of Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Homework: Freaky Frog Discussion

Consider discussing the following questions to prompt conversation:

- Where do amphibians live?
- What are some differences between amphibians and reptiles?
- What makes amphibians unique?
- How is water necessary for amphibians to survive?