Anchor Text Guidance: Grade 3, Module 2

Adaptations and the Wide World of Frogs

Texts and authors

Bullfrog at Magnolia Circle by Deborah Dennard
Lexile®: N/A

Everything You Need to Know about Frogs and Other Slippery Creatures by DK Publishing
Lexile®: IG1040

Lizards, Frogs, and Polliwogs by Douglas Florian
Lexile®: NP

Additional texts, written by EL Education (included in the module materials)

"Why the Frog Has a Long Tongue"
Lexile®: 670

"Poison Dart Frog"
Lexile®: 620

"The Amazon Horned Frog"
Lexile®: 630

"Transparent Wonder"
Lexile®: 510

"All about the Water Holding Frog"
Lexile®: 620

Text Overview

EL Education's Grade 3, Module 2 is designed to prompt consideration of these compelling questions:

- How does an author engage the reader in a narrative?
- How do experts build knowledge and share expertise about a topic?
- How do frogs survive?

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Bullfrog at Magnolia Circle, written by Deborah Dennard, gives a glimpse into the life of a character named Bullfrog who lives in a Southern bayou. As Bullfrog searches for a place to call his own, he encounters many of the other animals living in the bayou. *Bullfrog at Magnolia Circle* is an informative story with detailed illustrations reflecting a wetland habitat. It was reviewed for accuracy by the Smithsonian Institution, and all the animals and many of the plants highlighted in the text are listed with detailed information in a glossary.

Everything You Need to Know about Frogs and Other Slippery Creatures by DK Publishing offers a wealth of information about amphibians and reptiles. The text presents concrete information about specific frogs paired with illustrations and diagrams. It also contains sections that explain basic scientific concepts, such as the life cycle of amphibians.

Lizards, Frogs, and Polliwogs by Douglas Florian is a collection of poems about reptiles and amphibians accompanied by watercolor illustrations. Three poems from this collection engage students in playful exploration about the lives of frogs using rhyme, rhythm, and nonsense words. The poems also use multiple concrete, visual descriptions with allusions to scientific and cultural concepts, adding to their complexity.

By reading *Bullfrog at Magnolia Circle*, *Everything You Need to Know about Frogs and Other Slippery Creatures*, and *Lizards, Frogs, and Polliwogs*, along with supplemental scientific texts, students develop deep knowledge of the topic and demonstrate their knowledge through reading, writing, listening, and speaking. Students work to become effective learners and ethical people in this module, developing mindsets and skills for success including responsibility, perseverance, collaboration, and respect for each other. Finally, students work to contribute to a better world by putting their learning to use to improve their community through a culminating class project.

Text Rationale

Students begin their study of the adaptations of frogs by working with a series of short poems. These poems are used as a springboard for the module, designed to pique student curiosity about frogs and raise questions about these unusual creatures. Students continue to build their knowledge as they engage with the text *Bullfrog at Magnolia Circle* to find the gist and determine the meaning of specific words and phrases (RL.3.4).

The poems in *Lizards, Frogs, and Polliwogs* are intended to engage the reader and build a sense of wonder. After reading each poem, students generate questions about frogs (RI.3.1). Later in the module, they research the answers to these questions. Each poem is closely read as students continue to determine the meaning of specific words and phrases (RL.3.4), explore how the details in a poem work together to create meaning (RL.3.2), and understand the function of language in a poem (L.3.1). Short and easy to read, yet offering opportunities to explore more complex meanings, these poems are also read chorally to build fluency (RF.3.4).

Students continue to build expertise around the topic of frogs and how to use nonfiction texts as they engage in targeted work with *Everything You Need to Know about Frogs and Other Slippery Creatures*. This text presents complex information with a scientific tone and includes a number of domain-specific vocabulary words to build students' content knowledge. Students use this text as a resource for answering the questions they generated about frogs earlier in the module and as a foundation for their research and writing about specific frogs later in the module. This text is used to teach students how to read informational text with a specific question in mind, as well as to introduce scientific concepts and information relevant to their research.

Sections of *Everything You Need to Know about Frogs and Other Slippery Creatures* are also used to teach research skills and build a store of academic and domain-specific vocabulary relevant to the topic. Support for comprehension is given to make this text accessible to third graders. This context builds as students conduct research and learn through a set of short articles about the poison dart frog, Amazon horned frog, glass frog, and water-holding frog. Each article includes information about the frog's habitat, physical characteristics, and adaptations. These research texts are presented at varying reading levels to support all students in engaging, scientific research reading.

Finally, to deepen their expertise about one specific type of frog, students reread appropriate sections from *Everything You Need to Know about Frogs and Other Slippery Creatures* and one of the frog "expert" texts, and add details and text features to their Freaky Frog research notebooks and culminating Freaky Frog book and trading cards.

Additional Considerations

In designing this module, EL Education accessed research and selected complex texts to be engaging and informational. This module introduces scientific concepts, specifically about frogs, that students work with throughout the module. Take time to draw out students' prior experiences and associations with frogs. Some students may have ties to or experiences with South America, the origin of several frogs studied in the module.

Also in the module, students analyze the structure of a *pourquoi* narrative and eventually create their own. For some students, this narrative structure may be unfamiliar. Continue to check for comprehension of text structure and reteach as needed using varied modalities to address the needs of all learners.

Third-graders will also need support in understanding some of the vocabulary and syntax in the module, and may need help in understanding the structure and organization of the nonfiction texts. Consult the Close Reading Guides to understand and prepare for the multiple readings for a variety of purposes and also to support readers in working with these complex texts.

EL Education recommends that school leaders and teachers read the texts in advance, with their specific school community in mind, to become familiar with the issues presented so that they can discuss them with students and families as needed.

An example of a sensitive topic that teachers should be prepared to address is detailed below.

Cultural Beliefs and Traditions

A *pourquoi* [por-kwa] tale, named for a French word meaning "why," is a fictional narrative or story that explains why something is the way it is or how it came to be. *Pourquoi* stories, also known as etiological tales or origin stories, include mythical legends and folktales from around the world. Every culture has its own myths that explain causes of natural phenomena, or oral traditions that became legends.

Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to your students and their families. Integrate this background into the classroom. Take time to draw out students' prior experiences and associations with the animals introduced in this module, if students are comfortable sharing. Some students may have ties to or experience with the countries of origin of the animals.

Provide students with opportunities 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 students' understanding and appreciation of the genre.

Tasks

Throughout the module, there are tasks that intentionally or incidentally serve to mitigate possible concerns and support students' enthusiastic, informed, and safe reading.

Encourage productive and equitable conversation with 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. Identify effective ways to develop culturally responsive practices, celebrating diversity and practicing inclusion.

Prioritize structures for student collaboration, voice, reflection, and teaching others. These are robust, socially-mediated cognitive structures for deeper learning and provide equitable opportunities for social-emotional, academic, and cognitive development.

Including Families

Families of students working through this module are invited to discuss any concerns they have about the texts with their children and the teacher. Teaching notes throughout the module recommend that teachers speak to families of students who may be particularly affected by the topics encountered. Notes in the homework materials distributed to families recommend that they reach out to teachers with questions or concerns about the texts. These materials also encourage families to talk with their children about the texts they are reading, particularly if any of the topics raised might be sensitive to a particular student.