

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

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.4, RL.3.5, W.3.3, W.3.4, L.3.1g, L.3.3a, L.3.4, 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.*

What will your student be doing at school?

In this unit, students read and write narrative texts about frogs. They closely read poems about frogs and develop “why” questions about frogs. They read and write narrative pourquoi tales that answer these “why” questions.

When reading, students analyze the plot structure of a narrative. Students learn that narrative texts have a clear sequence of events that makes sense and is easy to understand. Specifically, they 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

The Language standard that students will be focusing on in this unit (L.3.1g) requires them to:

- Form and use comparative and superlative adjectives and adverbs (see information on the next page)

Comparative and Superlative Adjectives and Adverbs

	Comparative Adjective	Superlative Adjective	Comparative Adverb	Superlative Adverb
	An adjective (describing word) that compares one thing to another	An adjective (describing word) that compares one thing to a group	An adverb (a word that describes how a verb is carried out) that compares the way an action is carried out to another	An adverb (a word that describes how a verb is carried out) that compares the way an action is carried out in comparison to a group
Big	Bigger: This frog is bigger than that frog.	Biggest: This frog is the biggest of the three.		
Curly	Curlier: She has curlier hair than I have.	Curliest: Of all of my brothers, he has the curliest hair.		
Fast			Faster: The driver of the red car drives faster than the driver of the blue car.	Fastest: The sports car goes the fastest of all of the cars in the race.
Slowly			More slowly: The tortoise moves more slowly than the rabbit.	Most slowly: The tortoise moved most slowly of all of the animals at the zoo.

How can you support your student at home?

- Talk to your student about the frog poems he or she is studying and the things he or she is wondering about frogs.
- Talk to your student about his or her narrative text and the structure of an effective narrative text.
- Choose sentences or paragraphs in an excerpt of a narrative text and invite your student to tell you the plot structures he or she can identify.
- Read narrative and informational texts about frogs.
- Watch documentaries about frogs on television.

Unit 1: Homework

In Lessons 1–7, homework focuses on research reading, determining the meaning of unfamiliar words using context and reference materials, and QuickWrites in which students practice the plot structures of an effective narrative.

In Lessons 8–14, homework focuses on practicing reading paragraphs of text aloud as a performance and forming and using comparative and superlative adjectives and adverbs.

Adaptations and the Wide World of Frogs

Research reading: Your student 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 student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student 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.

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students discover the topic of study for the module and are introduced to the final performance task.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely read a poem about polliwogs and analyze the plot structure of a pourquoi tale.	1. Narrative QuickWrite prompt 2. Ask a family member to tell you a pourquoi tale or bring a written tale (in any language) from home or the library. 3. Research reading and answering prompt	1. Lesson 4 2. Lesson 3 3. Teacher will check independent reading journals strategically.	
3	Students closely read a poem about poison dart frogs and begin planning a class pourquoi tale.	1. Reread “Why the Poison Dart Frog Is So Colorful” for gist. 2. Research reading and answering prompt	1. Lesson 4 2. Teacher will check independent reading journals strategically.	
4	Students closely read a poem about wood frogs and begin drafting the beginning of the class pourquoi tale.	1. Vocabulary 2. Narrative QuickWrite prompt 3. Research reading and answering prompt	1. Lesson 6 2. Lesson 6 3. Teacher will check independent reading journals strategically.	
5	Students continue drafting the class pourquoi tale, focusing on writing the middle of the story. They also begin planning their own pourquoi tale.	1. Add illustrations to “Why the Poison Dart Frog Is So Colorful.” 2. Research reading and answering prompt	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
6	Students closely read a poem about glass frogs and finish drafting the class pourquoi tale, writing the end of the story.	1. Vocabulary 2. Narrative QuickWrite prompt 3. Research reading and answering prompt	1. Lesson 8 2. Lesson 8 3. Teacher will check independent reading journals strategically.	
7	Students demonstrate their learning by taking the Mid-Unit 1 Assessment. They also continue planning their own pourquoi tale.	1. Finish planning your pourquoi tale. 2. Research reading and answering prompt	1. Lesson 8 2. Teacher will check independent reading journals strategically.	
8	Students write the beginning of their pourquoi tale to answer a frog question.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students write the middle of their pourquoi tale.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students write the end of their pourquoi tale: a resolution to the problem.	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.

Adaptations and the Wide World of Frogs

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
11	Students revise pourquoi tale for comparative and superlative adjectives and word choice.	<ol style="list-style-type: none"> 1. Finish completing Narrative Planning graphic organizer for new pourquoi tale. 2. Comparative and superlative adjectives practice 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 13 2. Lesson 14 3. Teacher will check independent reading journals strategically. 	
12	Students revise pourquoi tales for comparative and superlative adverbs and read aloud their finished pourquoi tale in the Frog Festival, which is part I of the End of Unit 1 Assessment.	<ol style="list-style-type: none"> 1. Comparative and superlative adverbs practice 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 14 2. Teacher will check independent reading journals strategically. 	
13	Students complete Part II of the End of Unit 1 Assessment, which involves writing a new pourquoi tale.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
14	Students continue the Frog Festival and read a new text, <i>Bullfrog at Magnolia Circle</i> , for gist.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

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

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your Vocabulary Log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2015

Book Title and Author: *Everything You Need to Know about Frogs and Other Slippery Creatures* by DK Publishing

Pages Read: 22–25

Prompt: What questions do you have about frogs or frog adaptations after reading?

Response: Why is the poison dart frog such bright colors?

Consider using the following independent reading prompts*:

- What are some comparative and superlative adjectives and adverbs in the text you read? What do they do to the text?
- What is the main idea of the text? What are some of the key details and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Vocabulary

Directions:

In the classroom, you have been recording words from your texts in your Vocabulary Log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of frogs and what makes them unique and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your Vocabulary Log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

- the definition, or meaning, of the word
- the vocabulary strategy you used to figure out the meaning of the word
- a sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Narrative Writing Prompts

Directions: Choose a prompt to respond to, using the character(s) from the class narrative as the main character(s) in your response. For each response, be sure to use the narrative techniques discussed in class and carefully chosen words and phrases to describe the actions, thoughts, and feelings of the characters and events. Try to choose a different prompt each time.

- **Describe the setting where your story takes place. What do the characters see? What do they hear? How does it smell?**
- **Describe the main character in the story. What does he/she look like? What is his/her personality like? How does he/she interact with others?**
- **Describe a different problem the main character(s) have. How do they resolve it?**

Homework: Comparative and Superlative Adjectives**Name:** _____ **Date:** _____**Directions:** Underline the correct response.

1. The rabbit was _____ than the frog.
 - A. big
 - B. more big
 - C. biggest
 - D. bigger

2. The poison dart frog was the _____ of all the frogs we saw.
 - A. spotty
 - B. spottier
 - C. spottiest
 - D. more spotty

Directions: Use the adjective in parentheses to make the correct comparative or superlative adjective for the sentences below.

3. Of all of the frogs, the orange frog jumped the _____. (high)

4. The water-holding frog was _____ than the glass frog. (long)

Complete the table below:

Adjective	Comparative Adjective	Superlative Adjective
hard		
pretty		
noisy		
quiet		
green		
small		
tall		
short		
curly		
ugly		

Homework: Comparative and Superlative Adverbs**Name:** _____ **Date:** _____**Directions:** Underline the correct response.

1. The rabbit hopped _____ than the frog.
A. quick
B. more quickly
C. most quickly
D. quickly
2. The poison dart frog jumped _____ than the bullfrog.
A. more quietly
B. quietly
C. quiet
D. most quietly

Directions: Use the adverb in parentheses to make the correct comparative or superlative adverb for the sentences below.

3. Of all of the frogs, the tree frog climbed the _____
_____. (easily)
4. The bullfrog croaked _____ than the poison
dart frog. (loudly)

Complete the table below:

Adverb	Comparative Adverb	Superlative Adverb
happily		
noisily		
gently		
kindly		
silently		
sweetly		
regularly		
gladly		
joyfully		
angrily		