Asking and Answering Questions about Mystery Texts

Directions:

• Read the quote below. It is okay if you don’t understand it yet.
• Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.
• Underline words you don’t know or can’t figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!
• Circle words that help you figure out possible answers to those questions.
• Write possible answers to your questions using complete sentences.

Part 1: Mystery Text 1
by Deborah Dennard

Quote: “In midwinter, ? emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Now in April, his throat yellow and bulging, he sings a sound like ‘brrwoom.’”

Questions I have:

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Part 1: Mystery Text 1
by Deborah Dennard

Quote: “A sphinx moth flutters past and lands on a blade of a wild weed near the water. sees the moth with his big, round eyes. In an instant, his long sticky tongue brings the moth to his mouth and it becomes part of his evening meal.”

Questions I have:

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Part 1: Mystery Text 1
by Deborah Dennard

Quote: “Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab. The heron moves slowly closer to unsuspecting?”

Questions I have:

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Asking and Answering Questions about Mystery Texts

**Quote:**
The spotted?
sits quite still
On a wet stone;

He is green
With a luster
Of water on his skin;

His back is mossy
With spots, and green
Like moss on a stone;

**Part 2: Questions I have:**

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__Quote:_
His gold-circled eyes
Stare hard
Like bright metal rings;

When he leaps
He is like a stone
Thrown into the pond;

Water rings spread
After him, bright circles
Of green, circles of gold.

**Part 2: Questions I have:**

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Part 3: What do you think these texts are mostly about? Use evidence from the text to support your thinking.
Close Reading:
Main Ideas and Details
(for pages 4-7 and 12-15 of *Bullfrog at Magnolia Circle*)

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<thead>
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<th>Topic:</th>
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<td><strong>Key details from the text</strong> that help me understand the main idea</td>
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<td><strong>Key details from the illustrations</strong> that help me understand the main idea</td>
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Revisit the main idea: *What adaptations help a frog survive?*

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Close Reading:
Questions from the Text and Vivid Words and Phrases
(for pages 4-7 and 12-15 of Bullfrog at Magnolia Circle)

Name: 

Date: 

Topic: 

Text-dependent questions:

1. What might you see in a bayou? Use details from the text to support your answer.

2. What does it mean that “rain cascades from the sky”? (page 12) Use details from the text to support your answer.
3. What is a good habitat for a bullfrog? Use details from the text to support your answer.

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<th>Key vocabulary about frogs</th>
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Close Reading:
Main Ideas and Details
(for pages 8-11 and 16-25 of *Bullfrog at Magnolia Circle*)

**Topic:**

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Revisit the main idea: *What adaptations help a frog survive?*

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Close Reading:
Questions from the Text and Vivid Words and Phrases
(for pages 8–11 and 16–25 of Bullfrog at Magnolia Circle)

Text-dependent questions:

1. How does the bullfrog use its body to catch and eat a crayfish? Use details from the text to support your answer.

2. On page 16, it says, “In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal.” What does the phrase “evening meal” mean?
3. Why does the heron not eat the Bullfrog? Use details from the text to support your answer.

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Close Reading:
Questions from the Text and Vivid Words and Phrases
(for pages 8–11 and 16–25 of Bullfrog at Magnolia Circle)
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<td>Reproduction</td>
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Mid-Unit 1 Assessment:
Close Reading of *Bullfrog at Magnolia Circle*  
(pages 26-31)

**Directions:**

1. Read pages 26–31 in *Bullfrog at Magnolia Circle*.
2. Reread the same pages, thinking about the main ideas and details.
3. Take notes in this recording form, just as we have been doing together in class.
4. Answer the specific “Questions from the Text.”

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Mid-Unit 1 Assessment:
Close Reading of *Bullfrog at Magnolia Circle* (pages 26-31)

1. Part A: What does the word *bulges* mean as it is used on page 31?
   a. shrinks
   b. gets big
   c. floats
   d. swims

   Part B: Which of the phrases from the passage best helps you understand the meaning of *bulges*?
   a. “his legs spread out”
   b. “He croaks again”
   c. “wait in the bayou waters”
   d. “rises to the surface”

2. How does the male bullfrog attract a mate?

3. What adaptations described in pages 26–31 help frogs to survive?
Mid-Unit 1 Tracking My Progress

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Learning Target: I can determine the main idea of an informational text. (RI.3.2)

1. The target in my own words is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this  
I understand some of this  
I am on my way!

3. The evidence to support my self-assessment is:

________________________________________________________________________
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Learning target: I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
I can use information from the words to understand informational texts. (RI.3.7)

1. The target in my own words is:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this  I understand some of this  I am on my way!

3. The evidence to support my self-assessment is:

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### Close Reading:
Main Ideas and Details
(for page 32 of *Bullfrog at Magnolia Circle*)

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Revisit the main idea: *What adaptations help a frog survive?*

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Close Reading:
Questions from the Text and Vivid Words and Phrases
(for page 32 of *Bullfrog at Magnolia Circle*)

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Topic: _____________________________________________________________

Text-dependent questions: __________________________________________

1. (1st paragraph) How long does it take for a frog egg to become an adult frog? Use details from the text to support your answer.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. How are tadpoles and frogs alike? How are they different? Use details from the text to support your answer.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
3. In paragraph 5 on page 32, it says: “Because they are highly prized by people for the meat in their long legs, they have been moved to many places outside of their natural homes.” What does the word *prized* mean in this context? How does the fact that bullfrogs are prized explain why they live in so many places? Use details from the text to support your answer.
**Close Reading:**
Questions from the Text and Vivid Words and Phrases
(for page 32 of *Bullfrog at Magnolia Circle*)

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<tbody>
<tr>
<td>amphibian</td>
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<td>bayou</td>
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<tr>
<td>crustacean</td>
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<tr>
<td>tadpole</td>
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<tr>
<td>tympanum</td>
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Directions:
• Read the definition aloud.
• Define the word in italics in your own words. What does it mean?
• Answer the questions about your word.
  * Reread other pages of the text for more information about this key word.
• Make a chart that includes three things:
  * The word
  * Your definition
  * A sketch that will help your classmates understand the word
• Choose one person to explain your chart to the class.

Amphibian: An animal with a backbone, moist skin, and usually two life stages.

1. Define amphibian in your own words.
2. Reread page 6 in the text. What other information does it give you to help you understand what an amphibian is?
3. Does the illustration on page 7 help you understand what an amphibian is? Why or why not?
4. Make a sketch (a simple drawing) that will help your classmates understand the word amphibian.

Bayou: a marshy course of water leading to a lake or river.

1. Define bayou in your own words.
2. What specific words on page 5 in the text help you understand how the waters in a bayou move?
3. Look at the illustrations on pages 5 and 31. Do they help you understand what a bayou is? Why or why not?
4. Make a sketch (a simple drawing) that will help your classmates understand the word bayou.

Crustacean: An animal without a backbone, often living inside a shell.

1. Define crustacean in your own words.
2. Reread page 9. What specific crustacean does this page describe?
3. Look at the illustration on page 9. How does it help you understand the definition of crustacean?
4. Make a sketch (a simple drawing) that will help your classmates understand the word crustacean.
Tadpole: An immature amphibian in a stage after egg but before adult; tadpoles live and breathe underwater. Adult amphibians may live in or near water but breathe air.

1. Define *tadpole* in your own words.
2. Reread page 6 in the text. How long did it take the tadpole to grow into a fully grown bullfrog?
3. Flip through all of the pages of the book. Do you see any illustrations of tadpoles?
4. Make a sketch (a simple drawing) that will help your classmates understand what a *tadpole* is.

Tympanum: An external eardrum. The large circles on the side of a frog’s head just behind the eyes are the tympana.

1. Define *tympanum* in your own words.
2. Flip through all of the pages of the book. Which illustration best helps you understand what a *tympanum* is?
3. Reread page 32 in the text. How might a bullfrog’s tympana help it survive?
4. Make a sketch (a simple drawing) that will help your classmates understand the word *tympanum*. 
Question: How Do Bullfrogs Survive?

<table>
<thead>
<tr>
<th>When I read or saw this evidence . . .</th>
<th>I learned that bullfrogs survive by . . .</th>
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What I wonder about how bullfrogs survive:

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Teacher directions: List each student’s name. Add any norms your class has agreed on. In the columns, note how well each student demonstrates the norms and meets the learning targets listed in the heading columns.

**Learning Targets:**

I can effectively participate in a Science Talk about how bullfrogs survive.
- a. I can follow our class norms when I participate in a conversation.
  (Review from Module 1.)
- b. I can prepare for the conversation by using evidence from bullfrog texts.
- c. I can ask questions so I am clear about what is being discussed.
- d. I can ask questions on the topic being discussed.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Complete sentences</th>
<th>Norm 1</th>
<th>Norm 2</th>
<th>Norm 3</th>
<th>Norm 4</th>
<th>Norm 5</th>
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Bullfrog Research Matrix Recording Form

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<th>Category</th>
<th>Bullfrog</th>
<th>Vivid Words and Phrases</th>
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<tbody>
<tr>
<td>Habitat</td>
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<td>Life Cycle</td>
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<td>Predators and Prey</td>
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<td>Behaviors</td>
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<td>Physical Attributes</td>
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Paragraph Writing Accordion Graphic Organizer

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:
End of Unit 1 Assessment: Informational Paragraph About How a Bullfrog Survives

Using your Bullfrog Research Matrix recording form and your Accordion graphic organizer, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog.
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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.