

THANK YOU for downloading *Who Wants To Be a Millionaire?*
(WWTBAM)
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to email with questions ☺

**SINCERELY,
KAREN
HAAG**

Who Wants To Be a Millionaire? Frog Passage - 3rd grade reading level

SmartBoard version

Some things to talk about:

School should be fun. In our rush to make sure students do well on tests, we may leave the fun part of school behind. I designed these games so that students can experience what happens when they don't take the time to reference the text. But, in the games, they are in a warm, supportive environment, when the decisions they make are not critical.

Students need to talk to understand. I designed these games so that students not only have to answer the question, they have to find the evidence AND make sure everyone in the group understands and can explain the answer. Through talking, the students see how their thinking has gone off track. They get a chance to discuss all the possible answers and listen to the reasoning strategies of their peers. They have the chance to ask a small group of people and that is a lot less embarrassing.

I model how to highlight test passages. Students don't know how to highlight or underline. Give them a pen and they highlight everything. They don't know how to write a word in the margin. Before every game, I watch them "read the passage with a pencil," as I call it with my students. Then we compare what they underlined and what I underlined. There is no perfect way, of course, but I want them to see how to determine what is most important. I want them to see that by underlining LESS, they can actually see MORE when they finish. Then they can reference the text easily.

The game is a team effort. I did not want to pit one child against the next or we would be arguing most of the time. Tension would be high. I wanted some excitement to the game so in my school we posted the amount of money each class earned outside my door. Competing against other classes proved to be a motivator.

How do the kids get paid? I read an article in *The Charlotte Observer* that got me to thinking and then creating this game. The reporter wrote that the average student who graduates from high school makes less than one million dollars in her lifetime. A college graduate makes one million or more (except for teachers, I think). So, I tell the students that if they can pass tests, they will have more opportunities, unfortunately. If they learn to reference the text now, over their lifetimes they will get paid their one million dollars!

In thinking about it, we (teachers) realized that probably we'd assumed that test preparation needed to resemble the test. We'd assume that the reason for test preparation was to acclimate children to the environment and conditions of a test, and therefore it seemed logical for our test preparation instruction to reflect the tone and climate of test-taking day. Therefore, during the classroom test preparation work, our children worked as islands, with eyes on their own papers, hands to themselves and little conversation. And for this part of the curriculum, we assumed the role of a different kind of teacher, functioning a little like test proctors from our childhoods.

We didn't think to question the fact that our test preparation work was at odds with the rest of our curriculum. Nor did we question that asking children to take one practice test after another might reinforce ineffective test-taking strategies. It's true that the conditions that exist during the testing will be somewhat at odds with the usual ones in our classrooms. That is, during the testing, children won't sit hip-to-hip reading in unison, lie in a patch of sunlight on the carpet, or work in close collaboration with each other. But none of this means children need to study the genre of tests by sitting at their desks in rows, working alone.

---Lucy Calkins, *A Teacher's Guide to Standardized Reading Tests*

Frogs

This selection is a report written by a student. It will introduce the reader to the world of frogs. Read to find out about two kinds of frogs even though there are many different types!

1 Frogs are interesting
creatures. They are
nocturnal animals, which
means that they sleep
5 during the day and stay
awake during the night.
They like the nighttime
because it is cooler than
the daytime. Also, the
10 foods that frogs love to eat,
like insects and spiders, are
easier to catch at night.

 There are many different
types of frogs. The bullfrog,
15 for example, is the largest
frog in America. It can grow
up to eight inches long!
Bullfrogs are green on top
and gray on the bottom.
20 They like to eat insects,
crayfish, and even other
frogs. A big bullfrog will
even eat small birds and
snakes! The deep call of the
25 bullfrog can be heard
almost a half-mile away.

 The Pickerel frog is
another type of frog you
30 might see. It is much
smaller than the bullfrog,
growing only about 3 and
1/2 inches long. The
Pickerel frog is tan on top
35 with black spots. Its bottom
is yellow. The Pickerel frog
makes a quiet call that
sounds almost like a human
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40 small, Pickerel frogs can
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Their skin can produce a
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Reference the Text Game: Frogs 3rd grade-level passage 75-90 minutes

MATERIALS:

Students: pencil and selection/student. Optional: Game piece, million-dollar ladder, & lifeline paper.

Teacher: 1 overhead of the selection, 1 overhead of the questions, seating chart or students' names on popsicle sticks, students in triads or quads seated together at desks pushed together or tables

DIRECTIONS & OBJECTIVE: Students will be playing a game. The objective is to get the answer correct AND to explain the clues the student used to get the answer (reference the text). The clues must match or come close to matching the key. The teacher has final say.

Everyone wins but only one student can answer at a time. The goal is for the class to get \$1,000,000 as a group. It's a team effort. Each person gets to keep track of the money earned on his/her personal Million-Dollar ladder but everyone in the class is getting the same amount of money. Talking during another student's turn means everyone moves down the ladder one step. Ask, *Can everyone agree to these guidelines?*

Review the kinds of questions they may get asked - optional.

- Right There Question – in the text
- Think and Search Question – need to look more than one place but it's in the text
- Author and Me Question – clue in the text but I also need to infer with my brain
- On My Own Question – need to bring my own best judgment to the question or eliminate answers

Review the lifelines the class may use one time each:

- 1) Use a dictionary.
- 2) Ask the adult in charge.
- 3) Ask the group or another group.
- 4) Call one friend in the group or another group.

Give each student an answer "ladder" board and a game piece to keep track of their "winnings." Give them a lifetime card to keep track of which ones they use. (They can cross them out as they use them.)

Give students time to read the passage. Read with a pencil! Students should underline, code and summarize like they have been taught to do!

Show a question on the overhead. Give groups time to discuss the answer AND the reference. Encourage them to mark the answer on the text with the question number.

Select one person to answer from your seating chart. The class must listen and not contribute to the answer. However, if the student gets the answer right, all students in the class move their game pieces up the Million-Dollar Ladder. Also, the student may choose to use a lifeline and in that case, the students need to have been listening!

For an answer to count, the student must give the correct answer and explain how they decided which answer was correct by referencing the text. It is great if the student can explain what kind of question it is but NOT NECESSARY because classifying the questions is arbitrary. But, it would be great if the teacher explained his/her thinking and modeled referencing of the text and classifying the questions after deciding whether the child's answer is acceptable or not.

Follow-Up Lessons

1. For individual accountability, let children take the test with the game questions and their marked paper. (page 14-15)
2. Other games
3. Let student write the games

Who Wants To Be a Millionaire?

The average high school dropout makes, on average, \$300,000 less over his lifetime than a high school graduate according to *The Charlotte Observer*. A college grad can expect to make \$500,000 over the course of a lifetime, in today's dollars.

I got to thinking about this article I read in *The Charlotte Observer* the other day and how we could use this information to help our students. I envision a class meeting where the teacher shares these facts. With calculators in hand, let the students figure out what a worker would make without a high school degree – at \$7.25 per hour. Let's see, 45 hours x \$7.25/ hour = @\$325 per week. Multiply that times 51 weeks (taking sickness into account because hourly wage earners without high school degrees rarely get sick days). That's roughly \$16,639. Multiply that times 30 years and you get \$499,162.

A high school graduate could expect to make \$300,000 more than that - @\$800,000. A college graduate can expect \$500,000 more, over **one million dollars! So, who wants to be a millionaire?**

Times have changed. My husband's grandfather ran a successful business, owned a home and drove new Thunderbirds. He dropped out of school in third grade. Whereas, even 20-30 years ago, students could make a living without completing high school, now options are few. Students cannot even serve in the military without a high school diploma. Students with dreams of becoming a successful sport figure still have to get into college.

Instead of putting homework on the board, put **The Million-Dollar Club**. Let them know that it's a decision they face every day. Each day they do not do their homework, they are robbing themselves of income. The foundation they gain by doing the work will affect their success.

If punishing students for not doing homework is not working, try using class meetings, contracts and quality tools. Graphing their progress each day really helps some kids, especially if they are moving toward a goal.

Differentiate homework. In class the next day, have students who finished homework review what they learned from doing the homework for students who didn't finish or absent students.

Talk with them about how today's decisions are affecting tomorrow's ability to buy a car. It's hard to get up every day and go to school when the goal is 8-10 years away. We can help them understand that fact through class meetings and activities such as these.

We know that. How can we help them understand?

Lifelines 😊

1. Use a dictionary.

2. Ask an adult.

3. Ask a group.

4. Call one friend in a group or another group.

Million Dollar Winner!

15	\$1,000,000!
14	\$500,000
13	\$250,000
12	\$125,000
11	\$64,000
10	\$32,000*
9	\$16,000
8	\$8000
7	\$4000
6	\$2000
5	\$1000
4	\$500
3	\$300
2	\$200
1	answer right \$100
START	

TEACHER KEY

1. Which food would the bullfrog most likely eat?

- A) corn meal
- B) lily pads
- C) leaves
- D) other frogs**

CLUES: Right There Question...*The bullfrog likes “insects, crayfish, and **even other frogs**, birds and snakes” in lines 20-22.*

2. According to the selection, why do all frogs stay awake at night?

- A) They can't sleep.
- B) It is easier to catch food.**
- C) It is warm.
- D) It is easier to protect themselves.

CLUES: Right There Question...*The reader will find that “the foods frogs love to eat...are easier to catch at night” in lines 10-12.*

3. In this selection, the word nocturnal means

- A) loves to eat insects
- B) interesting
- C) harmful
- D) stays awake at night**

CLUES: Right There Question...*Line 3-6 explains the word nocturnal, “which means that they sleep during the day and stay awake at night.*

4. This selection would most likely be classified as

- A) biography
- B) nonfiction**
- C) realistic fiction
- D) personal narrative

CLUES: On My Own Question...*The selection is a report of facts. It is true. In the introduction – right under the title – it says that this selection is a report written by a student. The reader would have to know the difference between the different genres, however, to pick the right answer.*

5. How are frogs alike?

- A) They all eat snakes.
- B) They are all night animals.**
- C) They are all tan.
- D) They all sound like they snore.

CLUES: Right There Question...*The reader will find that in lines 1-6 the report says, “They are nocturnal creatures” – meaning that ALL frogs are night animals. Only bullfrogs eat snakes. Only Pickerel frogs are tan and snore. Only choice B applies to all frogs.*

6. Which of the following sentences is the main idea of the others?

- A) The Pickerel frog is small, about 3 and 1/2 inches.
- B) The Pickerel frog is tan on top with black spots.
- C) The Pickerel frog is another type of interesting frog you might see.**
- D) Although they are small, Pickerel frogs can protect themselves.

CLUES: Author and Me Question...*The reader should reread the paragraph. The first line of the paragraph is, "The Pickerel frog is another type of frog you might see." Choices A, B, and D are details. Choice C is a general statement that includes the others making Choice C the main idea.*

7. How are the bullfrog and Pickerel frogs different?

- A) The bullfrog eats spiders and the Pickerel doesn't.
- B) The bullfrog jumps and the Pickerel doesn't.
- C) The bullfrog can grow to 8 inches and the Pickerel to only 3 and 1/2 inches.**
- D) The bullfrog lives by the water and the Pickerel lives by the trees.

CLUES: Think and Search Question...*The reader will find that all frogs like to eat spiders in line 11 eliminating choice A. There isn't a reference about either frog jumping or about living in water or trees eliminating answer B and D. The size of each snake is referenced in the text: Line 18 –the bullfrog grows to 8 inches and line 32 – the Pickerel grows to 3 and 1/2 inches makes choice C the best answer.*

8. From reading this selection, the reader can tell that the author

- A. Enjoys frogs.**
- B. Writes poetry about frogs.
- C. Is afraid of frogs.
- D. Is a frog expert.

CLUES: Author and Me Question...*Right under the title it says, "This selection is a report written by a student." Students are not frog experts. The selection is only 3 paragraphs long and not a complete report on all frogs. The first line says, "Frogs are interesting creatures." The reader can infer the author likes frogs.*

9. To other animals, which detail about Pickerel frogs do you think is most important?

- A) They are tan with black spots.
- B) They make a quiet call that sounds like snoring.
- C) They are 3 and 1/2 inches tall.
- D) Their skin can produce a poisonous liquid.**

CLUES: Author and Me Question...*All details are in the third paragraph. All are true. The fact that would affect other animals the most is that frogs can produce a poisonous liquid – leading the reader to infer that Answer D is the best answer.*

10. What is an important fact about how big the bullfrog is?

- A) Bullfrogs sometimes eat snakes.**
- B) Bullfrogs live around water.
- C) Bullfrogs are night animals.
- D) Bullfrogs can jump.

CLUES: Author and Me...*Facts B,C and D are not about size. The only detail that is just about size is A – line 24. Knowing that a frog can eat snakes should make the reader infer that a bullfrog is BIG!*

11. In what order does the author organize this article?

- A) Facts about bullfrogs, facts about frogs, facts about Pickerel frogs.
- B) Facts about frogs, facts about bullfrogs, facts about Pickerel frogs.**
- C) Facts about Pickerel frogs, facts about bullfrogs, facts about frogs.
- D) Facts about frogs, facts about Pickerel frogs, facts about bullfrogs.

CLUES: On My Own Question...*the reader needs to reread the story and figure out how the article is organized. The best answer is B because the author starts out writing about frogs, then bullfrogs and then Pickerel frogs.*

12. What is the author's main purpose in writing this selection?

- A) to inform the reader about frogs**
- B) to explain how frogs live in water
- C) to entertain the reader by writing a story about interesting frogs
- D) to persuade the reader to like frogs

CLUES: On My Own...*Use the clues in the selection to make a choice. Reread the details to find the author is not explaining how frogs live in water. Water is not mentioned. This is not a story about frogs like The Frog Prince. The author does not try to convince you to like frogs. He simply tells you about frogs. The best answer is A.*

13. What advice would you most likely give someone who touched the Pickerel frog's poisonous liquid?

- A) Go to the nearest emergency room.
- B) Make sure you get a shot from a doctor.
- C) Wash your hands but don't worry.**
- D) Call 911 immediately.

CLUES: Author and Me...*Answers A,B and D all involve worry. The article clearly says, "Don't worry though: they are not harmful to people" in line 45 leading the reader to infer that the best answer is C.*

14. Which question is left unanswered in this selection?

- A) Which is the largest frog in America?
- B) Can the Pickerel frog protect itself?
- C) How does the bullfrog protect itself?**
- D) Do some frogs make sounds?

CLUES: Think and Search...*The largest frog in America is the bullfrog – line 15-16. The Pickerel frog protects itself by using a poisonous liquid – line 43. Both frogs make sounds: the bullfrog makes a deep call – line 25 and 26 – and the Pickerel frog makes a quiet call that sounds like snoring – line 38 and 39. The report never mentions how a bullfrog protects itself so the best answer is C.*

15. What is an unimportant fact about Pickerel frogs?

- A) Pickerel frogs live around water.**
- B) Pickerel frogs grow to be 3 and 1/2 inches tall.
- C) Pickerel frogs make snoring noises.
- D) Pickerel frogs are tan on top.

CLUES: Author and Me...*Facts B, C, and D are about Pickerel frogs only. Fact A is about all frogs so it does not help the reader tell the difference between one frog and the other. That makes the reader infer that choice A is an unimportant fact about Pickerel frogs.*

EXTRA QUESTION 1:

If the author were to write another paragraph in this selection, what would it most likely be about?

- A) The Pickerel frog.
- B) The bullfrog.
- C) Another variety of frog.**
- D) Frogs in general.

CLUES: Author and Me...*From the organization of the report, the reader can infer that the student would write about another frog since he already wrote about answers A, B, and D.*

EXTRA QUESTION 2:

What would be the best title for this selection?

- A) Interesting Frogs**
- B) Many Different Types of Frogs
- C) Bullfrog, Largest in America
- D) Pickerel Frog, Poisonous Frog

CLUES: Author and Me...*Eliminate answers C and D because they are each only one paragraph of the selection. This selection is only about 2 kinds of frogs, not many as in answer B. The reader should infer that choice A is a main idea, or a good title. (One hint is that answer A is the first sentence of the first paragraph and that's where main ideas are often found!)*

EXTRA QUESTION 3:

Why does the author use an exclamation mark in line 46: "Don't worry though: they are not harmful to people!"

- A) The sentence is an interesting fact. *(All the facts are interesting.)*
- B) The author is writing the fact with extra feeling.**
- C) The sentence is a question
- D) It's at the end of the selection. *Clue: On My Own- Exclamation marks are used to show feeling or emphasis.*

Name _____

Reading Test

Date _____

Score _____

1. Which food would the bullfrog most likely eat?

- A) corn meal
- B) lily pads
- C) leaves
- D) other frogs

2. According to the selection, why do all frogs stay awake at night?

- A) They can't sleep.
- B) It is easier to catch food.
- C) It is warm.
- D) It is easier to protect themselves.

3. In this selection, the word nocturnal means

- A) loves to eat insects
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4. This selection would most likely be classified as

- A) biography
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5. How are frogs alike?

- A) They all eat snakes.
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6. Which of the following sentences is the main idea of the others?

- A) The Pickerel frog is small, about 3 and 1/2 inches.
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- A) They are tan with brown spots.
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10. What is an important fact about how big the bullfrog is?

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SmartBoard

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11. In what order does the author organize this article?
- A) Facts about bullfrogs, facts about frogs, facts about Pickerel frogs.
 - B) Facts about frogs, facts about bullfrogs, facts about Pickerel frogs.
 - C) Facts about Pickerel frogs, facts about bullfrogs, facts about frogs.
 - D) Facts about frogs, facts about Pickerel frogs, facts about bullfrogs.

12. What is the author's main purpose in writing this selection?

- A) to inform the reader about frogs
- B) to explain how frogs live in water
- C) to entertain the reader by writing a story about interesting frogs
- D) to persuade the reader to like frogs

13. What advice would you most likely give someone who touched the Pickerel frog's poisonous liquid?

- A) Go to the nearest emergency room.
- B) Make sure you get a shot from a doctor.
- C) Wash your hands but don't worry.
- D) Call 911 immediately.

14. Which question is left unanswered in this selection?
- A) Which is the largest frog in America?
 - B) Can the Pickerel frog protect itself?
 - C) How does the bullfrog protect itself?
 - D) Do some frogs make sounds?

15. What is an unimportant fact about Pickerel frogs?
- A) Pickerel frogs live around water.
 - B) Pickerel frogs grow to be 3 and 1/2 inches tall.
 - C) Pickerel frogs make snoring noises.
 - D) Pickerel frogs are tan on top.

EXTRA QUESTION: If the author were to write another paragraph in this selection, what would it most likely be about?

- A) The Pickerel frog.
- B) The bullfrog.
- C) Another variety of frog.
- D) Frogs in general.

EXTRA QUESTION 2:

What would be the best title for this selection?

- E) Interesting Frogs
- F) Many Different Types of Frogs
- G) Bullfrog, Largest in America
- H) Pickerel Frog, Poisonous Frog

EXTRA QUESTION 3:

Why does the author use an exclamation mark in line 46?

“Don’t worry though: they are not harmful to people!”

- A) The sentence is an interesting fact.
- B) The author is writing the fact with extra feeling.
- C) The sentence is a question.
- D) The sentence is at the end of the selection.