Title/Author: *Freddy the Frogcaster* by Janice Dean

Suggested Time to Spend: 7 Days (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.4, RL.1.6, RL.1.7, RL.1.10; W.1.2, W.1.8; SL.1.2; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will listen to an illustrated narrative story read aloud and use literacy skills (reading, writing, discussion and listening) to understand the central message of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How did Freddy use his senses and weather tools to make predictions and be prepared?

One key takeaway is that Freddy watched/observed the weather clouds every day. In addition, he used weather tools (weather vane, thermometers, etc.) to assist him. Finally, Freddy relied on the local meteorologist to confirm his predictions.

Synopsis

This is a narrative-structured text in which a young frog is fascinated with weather, including watching weather clues and following the reports of the local meteorologist. When the meteorologist is replaced, it is up to Freddy the Frogcaster to save the community picnic. It is through Freddy’s use of weather tools, being accurate, and prepared, that the community can enjoy this special day. Through character actions and dialogue the story highlights the importance of a community working together and one person’s willingness to not give up.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:Complete the read aloud with children in a common whole group meeting area. Read aloud the entire book with minimal interruptions. Make sure to observe and notice the illustrations because the illustrations support the meaning of the text. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.**Informal Assessment**After the first reading you can ask basic comprehension questions (Who, What, where, when, and why) and have students turn and talk with an elbow partner before sharing out. This allows teacher to assess literal comprehension of the text and students to work on CCSS-SL.1.2. | Enjoy the book:The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.  |
| SECOND READING: Focus on vocabularyRead aloud the entire book with planned interruptions. * Use this read aloud to focus on identified Tier 2 vocabulary words.
* When reading, teacher can include total body response actions as a strategy to help students understand the meaning of the new vocabulary words.
	+ For example, the teacher might ask students what does the word “pouring” mean?
	+ Some responses may include like “pouring” juice into a glass. The teacher may correct the definition of the word in this text, by thinking aloud-I see the rain coming down hard, and pointing to the picture.
	+ After explaining what the word means and showing the pre-made word cards with pictures, teacher can have students model the rain pouring down, using their hands/fingers moving them from top to bottom.
* The same can be done for the rest of the words (explicitly taught using context and picture clues) and presented to children on word cards with visual support.
* If the words are content specific words (Tier 3) teacher can think aloud…”didn’t we hear this word in our informational text we read? Remind yourself of what the word means.”

After the reading review the new vocabulary words that are visible to students (either on a chart, word wall, or personal dictionaries) making sure to be enthusiastic when highlighting the new words. For example, “wow we have learned \_\_\_\_new words today just from reading the book a second time!”**Informal Assessment**Teacher will tell students to use the information from the text to draw and write words to describe the weather. | Vocabulary:The goal of this part of the lesson is to explicitly expose/teach the student’s new/complex vocabulary words that they might not have access to.**These words should be explicitly taught during this second read in order for students to have a deeper understanding of the story and as a way to expose students to new vocabulary.** Teacher can put post-its in book ahead of time, to ensure students know and understand these tier 2 words.*pouring – raining really hard**prediction – educated guess**hovering– to hang, linger above a certain place**accurate – to be right, precise, correct**prepared – to be ready for**puzzled – to be confused, baffled, perplexed, at a loss**rechecked – to check again* \*Teacher should include picture cues to accompany these vocabulary words and add words to word wall, personal dictionaries, and or anchor chart so students have access to them. + The word *hovering* is used. There are no context clues to support the word meaning, so the teacher should just teach children the word.Tier 3 words (content specific) words will be mentioned in the paired text, *Weather Words and What They Mean*, by Gail Gibbons.This will allow students the opportunity to begin using the rich vocabulary they are learning (hovering, puffy, dark, etc.). The anchor word cards will be available so students have access to them. The goal of this activity is to informally assess students ability to identify and apply the new vocabulary correctly. |
| THIRD READING: Focus on dialogue (standard RL.1.6)Teacher will reread the dialogue scene between Freddy the frog and the Mayor. * During this read, teacher will model the conversation between the two characters, making sure to dramatize the body actions and character voice.
* At the end of the reading teacher will ask students:
	+ “Did you notice how I changed my voice?”
	+ “Why do you think I did that?”
* Teacher was changing voice because different characters were talking. Teacher will then state, that readers do this in order to better understand the story better by keeping track of all the dialogue and who is telling the story at various points in the text.

\*If students need more practice teachers can continue on and with other dialogue parts.**Informal assessment**Teacher will then read the same part again. | Dialogue:The goal of this activity is familiarize students to the structure of this texts (dialogue between multiple characters within the story). In addition, to explicitly teach the skill that readers change their voice in order to better understand the text they are reading. Also, this activity allows students to use close reading to determine character thoughts/feelings during specific parts of the story in order to further understand this complex text.Students will turn and talk and teacher will listen in as a way of informally assessing. After a quick talk teacher will elicit responses that support the teaching. During this reread teacher will have students raise their right hand when they observe/hear Freddy speaking and their left hand when it is the mayor speaks. In order to support the students, teacher can model one or two lines with the students as guided practice. The goal of this activity is to provide a scaffold for students to use to help identify the various character voices, while reading a fiction text. |
| FOURTH READING: Focus on text evidence to make inference about the text.On the fourth read the teacher will provide opportunities for the students to work with the text. * Teacher will start by reminding students that Polly reminded the viewers to “be prepared (knowing the weather for certain, so that they can plan accordingly-wearing weather appropriate clothes and participate in weather appropriate activities)” for the weather.
* Teacher will ask students, “How did the characters prepare for the weather?”
* Teacher and students will make a chart together (see sample below and attached) to organize their thinking.

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| What tools do they use to make predictions? | What prediction was made (inference)? | How did they prepare for the weather? |

 * Teacher will model for students (thinking aloud) “It says that Froggy observed high pressure on his weather tools. Oh so his tools told him it would be high pressure, so he predicted it would be sunny weather for Holly’s birthday party. So Holly, could prepare by having an outdoor birthday party and the children can dress light for the weather (jackets, short sleeves, etc.)”.

The teacher will then go back and fill in the chart:* **What tool**- high pressure measuring tool
* **What prediction**: it would be sunny
* **How did they prepare**: Holly planned for party outside and children dressed light for the party.

Teacher will reiterate how they determined this information. “Students did you see how as a reader:* I reread the text and thought about what tool Froggy used;
* Thought about what prediction characters made; and
* How they used that information to prepare for days activities?”

Teacher will say: “Students, let’s read this page and see if we can figure out how they prepared for the weather.”* Teacher will read and then have students turn and talk, “What tool did they use?” (news meteorologist, weather cues, or weather tools could be student responses.).
* Teacher will have one student share.
* Teacher can then have students put a thumb up if they had that same idea.
* Teacher will write student response on the chart.
* Teacher will then reread the same part of text and afterwards ask students, “What prediction did the characters make about the weather?”
* Teacher can informally assess by listening in on conversations.
* Teacher will have one student share and have students put a thumb up if they had the same idea.
* Teacher will then write the response on the chart.

Finally, the teacher will repeat process for a third time (reread text, ask students how the characters prepared, and then have them turn and talk). Teacher will again pick one response to write on the chart and have students put a quiet thumb up if they have the same idea. Afterwards, teacher will review the process for students to ensure they can do this independently. | The goal of this activity is model skills of good readers, speakers, and listeners:* Rereading
* Using text evidence to support ideas
* Speaking in complete sentences and being an active listener

This lesson also will be a scaffold for students in order to help them answer the focus question, done during the next read. This activity allows students to see the connection of using tools, making predictions and then preparing based on their predictions.The goal of this portion of the activity is to allow students opportunities to practice the process (rereading, supporting ideas with text evidence, and sharing their ideas with partner/whole group). This is done as guided practice, so that teacher can identify students that might need more support.Students again should turn and talk in order to get everyone’s voice heard.* Student’s responses could be “The characters saw blue skies but some clouds, so they thought it would be nice out.”
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| FIFTH READING: **Informal assessment** * Teacher will then ask them to use pictures and words to fill in their own chart, just like they have practiced.
* Students will have access to the class chart and the book should be on the document camera for display.

\*Teacher will have to pre-make the chart with the questions already written for students (see sample chart). \* When teacher is modeling and filling out the chart with the students they will model using pictures and words to complete the chart. | The goal of this lesson is for students to pull from the anchor charts, class discussions, and text to independently complete their own individual chart. This enables students to synthesize information and support their ideas with specific concrete evidence. |

FINAL DAY WITH THE BOOK - Culminating Task

* How did Freddy use his senses and weather tools to make predictions and be prepared? How did he use this to help his community? Use writing and illustrations to share your thinking and evidence from the text. (Students’ responses may be presented and posted for future reference.)
* Sample Student Response:
	+ All types of weather made Freddy happy and he loved to study weather for clues. He would watch the sky and clouds for clues about what the weather would be like each day. He used weather tools, such as thermometers, barometers, weather books, charts, and a weather vane to see if his predictions matched the forecast on the news. Freddy used his predictions to help keep everyone safe during the Leapfrog Picnic. Polly, the frogcaster on the news, did not give an accurate forecast, so Freddy had to save the day by warning the mayor and moving the picnic indoors. Because Freddy was prepared and used his tools, he was able to help the entire town.
	+ (Students would also provide illustrations to support writing).

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students.)  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| meteorologist – a person who observes the weatherbig heaps – large piles or amounts of somethingflat and hazy – not very full or thickwispy and curly – thin and in a circle-like shapepressure – force on something appearances – the act of being seendeclared – to say something that you believe to be trueimpressed – feeling like something is specialfleeing – to get away from somewhere | pouring – raining really hardforecasts – to tell a prediction about something that may occurprediction – educated guessabilities – skills to do something system – a set of things that works togetherhovering – to hang, linger above a certain placeaccurate – [to be right, precise, correctprepared – to be ready forpuzzled – to be confused, baffled, perplexed, at a lossrechecked – to check again |

Sample Text Evidence Chart

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| **What tools do they use to make predictions?** | **What prediction was made (inference)?** | **How did they prepare for the weather?** |
| Froggy used weather tools (thermometer and barometer. | It would be sunny for the birthday party. | Had out door birthday party. |
| Froggy used meteorologist | It would be nice out side | Kids decided to wear shirt sleeves and pants |
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Extension learning activities for this book and other useful resources

* Add weather prediction to the morning routine
* Add emotion to helper chart to track how different weather can make you feel. Researchers have found that when students have command of emotional language and strategies to help regulate when needed, you see improvements in academic performance and a decrease in aggressive behaviors. Website: ruler.yale.edu
* Students observe weather cues and weather tools in order to make predictions for what to wear the next day, providing evidence to support their ideas. *Note: This is particularly supportive of English Language Learners.*
* Further discussions about the way the character problem solved in this story- if this is the way they would solve the problem and why/why not?
* Make some of the weather tools and using them to record/monitor the weather (wind socks, thermometers, and rain gauge, etc.)
* Visit the Regnery Kids website to get further activities to support this book <http://regnery.com/books/freddy-the-frogcaster/>

Note to Teacher

* This text would be a great supplement to the weather science kit/unit.
* This text should be paired with an informational text on weather, so students can activate/develop background knowledge about the content and specific weather vocabulary. One suggestion is *Weather Words and What They Mean*, by Gail Gibbons.
* Include weather cards/words with visual supports would be a great scaffold to help students learn difficult vocabulary.
* These words will be taught by reading the paired (*Weather Words and What They Mean*, by Gail Gibbons) text ahead of time. When students hear these words during this read aloud, they will be familiar. These words are content specific (Tier 3) so not much time will be spent during this book. Teachers may want to chart the Tier 3 words and have them accessible to students to refer back to.
	+ *meteorologist – a person who observes the weather*
	+ *big heaps – puffy clouds, that look like cotton candy*
	+ *flat and hazy – clouds that are small, like a blanket*
	+ *wispy and curly – clouds that are thin and high above*
	+ *thermometers – a tool used to measure the temperature*
	+ *barometers – tool used to measure atmospheric pressure*
	+ *weather vane – tool used to observe the direction of the wind*
	+ *humidity – the amount of moisture in the air*
	+ *thunderstorms – a storm with lightning, thunder, and usually rain and wind*
* Forecasting may become a part of the daily classroom routine, so the posted responses can act as anchor charts to help remind students of tools and senses that they can use when they are making weather predictions.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

451-550

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

* Making educated predictions about weather using tools and senses.
* Identifying the problem
* Internal – Community needs weather to be prepared (e.g. picnic)
* Dialogue between characters-relationships

 Vocabulary –

* + big heaps, hazy, wispy, hovering, prediction, accurate, prepared, puzzled,
	+ rechecked seeing your breath (figurative language)
	+ pouring outside (figurative language)

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* Weather vocabulary – heavy content specific language
* Weather Words and What They Mean, by Gail Gibbons (prior to narrative Read Aloud)
* Science Kits (Weather)

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*This text is challenging for students for many reasons. One reason is the heavy content knowledge that is needed in order to understand the story. Children have to be familiar with weather words and tools. In addition, the author uses some figurative language that can be tricky for E.L.L. students and some native English speakers. This text is difficult also because the narrative structure. The story is takes place over a period of time and consist of dialogue between characters. In order for students to understand they will have to be able to decipher which character is talking. Finally, the reason this text may be challenging is because the author’s lesson is not explicitly stated, so the students will have to read it several times and have opportunities to work with the text in order to see what the other is trying to teach the reader.*

How will this text help my students build knowledge about the world?

*The text will build knowledge for students because it will give them access to rich vocabulary, help to build their knowledge of weather, and support them in making educated predictions about their own weather choices.*

1. **Grade level**

What grade does this book best belong in? *1st Grade*

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