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| Title/Author: Frogs by Elizabeth Carney |
| Suggested Time to Spend: | 5 Days (Recommendation: two sessions per day, at least 20 minutes per day) |
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| Lesson Objective: |
| Students will be able learn, restate, and explain facts and details about frogs from an informational text. |

# 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

The big idea or key understanding: How can I use the informative features from the text to learn about frogs?

Synopsis

WHAT WAS THAT? That's the roaring burp of a bullfrog! SEE THAT? That's the slick, shiny skin of colorful little rainforest frogs! Alive with froggy facts, this book has the coolest photos to bring kids deep into the swampy world of our amphibian amigos.

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.*

# The Lesson – Questions, Activities, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures and features unique to this text (be text specific). Questions that address text-to-self or text-to-world connections - what we like to call text *inspired* questions or activities - should be held until after the children have really gotten to know the book.

This template is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks. Questions, Activities, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

* + Academic language exploration and learning (vocabulary and syntax)
	+ Speaking and Listening activities
	+ Writing activities
	+ Language activities and questions
	+ Creative performance tasks and activities that are text-specific or text-inspired
	+ Foundational reading skills reinforcement where appropriate

| **Questions/Activities/Vocabulary/Tasks[[1]](#footnote-1)** | **Expected Outcome or Response (for each)** |
| --- | --- |
| **Before reading*** To activate prior knowledge and to set a purpose for reading, play a recording of frogs croaking. (Many examples are available by searching the internet for “recordings of frogs.”) *What do you hear? Can you hear a croaking sound? Can you guess what we will be learning about? Yes, frogs, and that’s the title of this book!*
* **Preview the Table of Contents:** Often before we read informational text, we have questions that we would like to have answered. *Let’s take a peek at the Table of Contents to get a better idea about the topics in this book. Now what are some questions that you would like to have answered?* Keep the list of questions to use later.
* **Introduce a key feature for vocabulary development**: *In this book, there may be some new words that you might not know. Word boxes will explain what they mean, and here’s an example.* (Show page 7 with a box for habitat.) *Why do you think the author of this book calls these boxes “Ribbit!”?*

**FIRST READING:**Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | 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:*** Point out the headings and explain how to use them to determine main ideas: Look at the heading on page 8. What do you think the section will be about? Note the connection between the headings and the Table of Contents.
* Remind students about the “Ribbit!” word boxes, and model how to use the first one on page 7 to determine the meaning of habitat. For each new word box, guide children to engage in the same process.
* Point out the labels throughout the book. For example, direct the students to: Look at the labels on pages 12 and 13. What do those labels tell us? How would these labels help us if we wanted to learn more?
* Discuss how the pictures combined with the text help us understand more about frogs. Support students’ close observation of illustrations to learn new information. We have listed some examples. Encourage students to find other examples:
	+ On pages 14 and 15: How do the pictures and the text work together to help us understand how frogs catch bugs to eat? How does the ruler help us understand the information on that page better?
	+ On page 17: Look closely at the illustration. Can you figure out how much the goliath frog weighs?
	+ On pages 26-27: Notice that the information on these pages is numbered 1 through 4. Why do you think the illustrator did that?
	+ On pages 28-29: What has the illustrator done here to helps us understand the difference between frogs and toads. Read these pages carefully and share some ideas you find about how frogs and toads are different.
 | **For example:*** The title tells us that this section will deal with the sound that a frog makes: "croak".
* The labels tell us what kind of frog it is. That way we can investigate that type if we want to learn more.
* Image and text help us see that the frog's tongue can stretch to the stomach. Therefore, the frog can snatch the insect.
* Wow, almost 6.5 pounds!
* The illustrator wanted to show the order of a frog's life cycle.
* The frog's skin is moist and soft, and the frog's skin is dry and uneven.
* The frog has teeth in the upper jaw and the toad has no teeth.
* The frog has long legs to jump and the toad's legs are shorter.
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| **THIRD READING:**Refer back to the chart of questions generated before reading. Discuss the answers to some of the questions, encouraging students to refer back to the text to review what they have learned. | **Possible answers:**Depends on what the students asked before reading.**Writing**:Have students review the poster images on pages 30-31. Discuss how the author used illustrations and text to create the posters. Guide students to select their favorite frog in the book and create their own posters, including an image and text that explains an important or interesting fact about the frog. |
| FOURTH AND BEYOND:Provide questions and activities that go well with this section of the book. Make sure you lay out the activities with clear instructions to the teacher.Remember to pay attention to the vocabulary that shows uphere, to the pictures, and to hard or unusual sentences! You can ask about them in a question or make an activity or task that taps into the text in a unique way. |  |

# FINAL DAY WITH THE BOOK - Culminating Task

Prepare information about frogs in your area to share with the students. If possible, take students on a walk in a frog habitat. They can draw or write their observations about their local habitat. Refer back to Frogs! to compare and contrast the habitats described or photographed in the book with the one in your local area. Make a chart to illustrate the different types of frog habitats.

# 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 partof 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) |
| * Page [6] - Antarctica – the continent at the South Pole
* Page [24] - tadpoles – baby frogs
 | * Page [26] - gills – the body parts on the sides of a fish or tadpole through which it breathes
* Page [9] - croak – the deep, hoarse noise that a frog makes
* Page [7] - habitat – the natural place where a plant or animal live
* Page [21] - poison – something that can kill or hurt living things
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## 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.

410 L

2-3 band 420-820L

4-5 band 740-1010L

## Qualitative Features

Consider the four dimensions of text complexity below. For each dimension[[2]](#footnote-2), note specific examples from the text that make it more or less complex.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

The characteristics of the informational text allow readers to learn in this book all about the different types of frogs.

Alive with froggy facts, this book has the coolest photos to bring kids deep into the swampy world of our amphibian friends.

Information text: text features

Title: gives you a clue about the main theme of the text

Table of Contents: tells you where in the book you can find a particular topic

Header: gives you a clue about the main idea of ​​a part of the text or section

Photographs: show you what something looks like in real life

Subtitles: gives you information about the image

Main note: additional information at the top of the page

Footnote: additional information at the bottom of the page

Text with a rich academic vocabulary related to frogs.

Previous knowledge about frogs and different habitats around the world where frogs are found.

## Reader and Task Considerations

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

Develop previous knowledge about frogs and also how to use informational text features to use them to learn better from text.

How will this text help my students build knowledge about the world? Frogs are all over the world and students love to learn about these amphibians.

## Grade level

What grade does this book best belong in? It is appropriate for first grade.

1. The information on the left column was translated into Spanish by the original writer from the National Geographic Educator’s Guidelines. I copied the English text directly. Could this be considered plagiarism? [↑](#footnote-ref-1)
2. For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf> [↑](#footnote-ref-2)