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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:Frogsby Elizabeth Carney | **Synopsis of Text:**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 friends.  |
| Related Text 1:The Busy PondDescriptive (nonfiction), 89 words, Spanish Level E (Grade 1), Lexile 220L <https://www.readinga-z.com/books/leveled-books/book/?id=951&langId=1>  | **Synopsis, highlighting related learning:**In *The Busy Pond*, a boy sees many animals and plants when he goes to the pond. He notices what each animal is doing and what the plants look like. Repetitive text, high-frequency words, and supportive pictures make this book perfect for emerging readers. |
| Related Text 2:Frog Is HungryFantasy (fiction), 89 words, Spanish Level E (Grade 1), Lexile 140L <https://www.readinga-z.com/books/leveled-books/book/?id=950&langId=1>  | **Synopsis, highlighting related learning:**A boy takes his pet frog outside. Frog decides he is hungry. He tries several things before he finds the right kind of frog food. Supportive pictures and high-frequency words make this humorous book perfect for emerging readers. |
| Related Text 3:Slithery and Slimy Informational (nonfiction), 451 words, Spanish Level K (Grade 2), Lexile 550L <https://www.readinga-z.com/books/leveled-books/book/?id=182&langId=1>  | **Synopsis, highlighting related learning:***Slithery and Slimy* provides an informative introduction to reptiles and amphibians, and the features that distinguish each group. Students will enjoy photographs of exotic frogs, snakes, lizards, turtles, and more. |
| Related Text 4:Frogs and ToadsInformational (nonfiction), 668 words, Spanish Level M (Grade 2), Lexile 590L <https://www.readinga-z.com/books/leveled-books/book/?id=1016&langId=1>  | **Synopsis, highlighting related learning:***Frogs and Toads* is an engaging introduction to these amphibians. Illustrations and photographs support a well-organized text containing information about frogs and toads, including their life cycles, the differences between frogs and toads, and how frogs and toads defend themselves against predators. |

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| **Optional Supporting Resources** |
| National Geographic Educator’s Guide<https://www.rif.org/sites/default/files/Support_Materials/ng-readers-ed-guide-v1.pdf> | **Description/rationale for inclusion:**National Geographic for children offers other non-fictional books and guides to go with the books. Therefore, as students begin to explore other animals or phenomena, these books and guides are perfect informational texts for the learning process. |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Students use the graphic organizer to determine if the elements of the frog's story are hungry. Once students complete the elements of the story, ask them to make groups of 3 or 4, and ask them to answer the discussion questions to gain clarity in understanding the text. |
| Text Type 2: Informative | **Description of task:**Students have the opportunity to use four different informational texts about frogs. Students could write an article about the use of knowledge and the annotations they might have made through their readings. Students would address the following in their articles:What do they look like?What do they eat?Where they live?Describe their life cycle.Other interesting facts |
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