

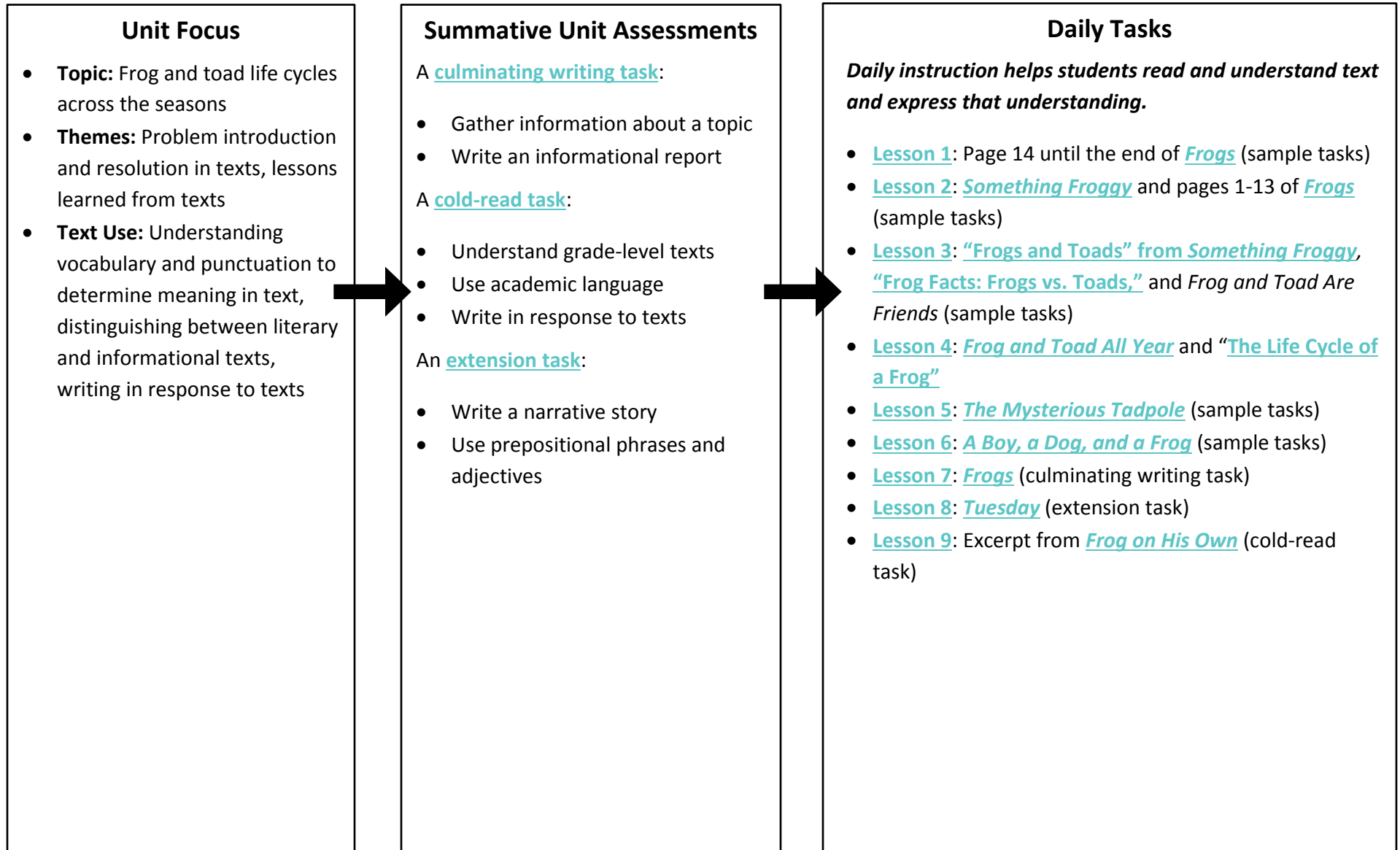
## UNIT: FROGS

<p><b>ANCHOR TEXT</b> <a href="#">Frogs</a>, Gail Gibbons (Informational)</p> <p><b>RELATED TEXTS</b> <i>Read-Aloud Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Frog and Toad Are Friends</a>, Arnold Lobel</li> <li>• <a href="#">Frog and Toad All Year</a>, Arnold Lobel</li> <li>• <a href="#">The Mysterious Tadpole</a>, Steven Kellogg</li> </ul> <p><i>Read-Aloud Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“Frog Facts: Frogs vs. Toads,”</a> KidZone</li> <li>• <a href="#">Something Froggy</a> from Wired@School, The Franklin Institute</li> <li>• <a href="#">“The Life Cycle of a Frog”</a><sup>1</sup> from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 93-96)</li> </ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Tuesday</a>, David Wiesner (Wordless Picture Book)</li> <li>• <a href="#">A Boy, a Dog, and a Frog</a>, Mercer Mayer (Wordless Picture Book)</li> <li>• <a href="#">Frog on His Own</a>, Mercer Mayer (Wordless Picture Book)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students gather information from a variety of texts to more deeply understand the connections between literary and informational texts. They build on knowledge of the seasons to focus on the life cycles of animals, specifically frogs and toads. Students explore how animals grow and change over time and describe that process in writing. Students gain knowledge of how and why characters interact throughout a story, the importance of punctuation for developing understanding, and the differences between literary and informational texts, culminating in their writing of both a narrative story and an informational report.</p> <p><b>Text Use:</b> Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts</p> <p><b>Reading:</b> <b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10</b></p> <p><b>Reading Foundational Skills:</b><sup>2</sup> <b>RF.1.3a-g, RF.1.4a-c</b></p> <p><b>Writing:</b> <b>W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</b></p> <p><b>Speaking and Listening:</b> <b>SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</b></p> <p><b>Language:</b> <b>L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 183:</b> Text Set and Unit Focus</p> <p><b>Page 184:</b> Frogs Unit Overview</p> <p><b>Pages 185-189:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 190:</b> ELA Instructional Framework</p> <p><b>Page 191:</b> Ongoing Foundational Skills</p> <p><b>Pages 192-209:</b> Text Sequence and Sample Whole-Class Tasks</p>
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<sup>1</sup> To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

<sup>2</sup> The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

## Frogs Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>3</sup>

This is a multiday assessment. Have students write a report about frogs after rereading the anchor text. **(RI.1.1, RI.1.2, RI.1.8, W.1.7, W.1.8)**

Have students respond to the following prompt: Using the book *Frogs* by Gail Gibbons and a vocabulary chart, write a report on frogs that includes information on each of these:

- frog eggs
- tadpoles
- frog enemies
- what frogs eat

The report should include illustrations to support your writing and words from the vocabulary chart. **(W.1.2, SL.1.5, L.1.6)**

A sample lesson with student work for this prompt is available [here](#).<sup>4</sup>

This sample process describes how to complete the task as described in the lesson above:

- It will take approximately two to three class sessions for students to complete their reports after rereading *Frogs* by Gail Gibbons.
- Allow adequate time for selecting and organizing notes, drawing, and writing (days 2-4).
- Begin projecting the section in *Frogs* about frog eggs. Have students read along and then select facts they learned and write them into their report.
- On the next day, project the section in *Frogs* about tadpoles. Have students read along and then select facts they learned and write them into their report.
- On the last day, project the rest of the book about frog enemies, what they eat, etc. Have students read along and select facts they learned and write them into their report.

#### **Teacher Notes:**

- *Students are asked to write an informational report about different topics they have learned about throughout the unit. (W.1.2) The completed writing should use words from the unit vocabulary chart, including descriptive words and phrases. (L.1.1f, L.1.6)*

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<sup>3</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

<sup>4</sup> [http://schools.nyc.gov/NR/ronlyres/8209508D-1B0D-4730-ABBE-3225611E13E8/0/NYCDOEG1LiteracyFrogs\\_Final.pdf](http://schools.nyc.gov/NR/ronlyres/8209508D-1B0D-4730-ABBE-3225611E13E8/0/NYCDOEG1LiteracyFrogs_Final.pdf)

- Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide [sentence frames](#)<sup>5</sup> for students who need help writing complete sentences. (Sentence frames for this task are available at the link above.) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Frog and toad life cycles across the seasons</li> <li>• <b>Themes:</b> Problem introduction and resolution in texts, lessons learned from texts</li> <li>• <b>Text Use:</b> Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Gathering information about a topic</li> <li>• Writing an informational report</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> <li>• <a href="#">Lesson 7</a> (use this task)</li> </ul>

<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

## COLD-READ TASK<sup>6</sup>

Have students view a selected section of *Frog on His Own* by Mercer Meyer. (**Teacher Note:** Students may view either the wordless picture book or the video available through [DiscoveryEducation.com](http://DiscoveryEducation.com).<sup>7</sup>) Then **have them answer** a combination of multiple-choice and constructed-response questions<sup>8</sup> about the text and in comparison to the other texts in the unit. Students should be expected to write a response to at least one of the questions. (**L.1.1a-j, L.1.2a-e, L.1.6**) Provide **sentence frames**<sup>9</sup> for students who need help writing complete sentences. Sample questions:

1. Read aloud the following questions for students to answer orally: “Describe the main characters in this story. Are the main characters friends? How do you know?” (**RL.1.1, RL.1.3**)
2. Read aloud the following questions for students to answer in writing: “What problem(s) does the frog encounter in this story? What could the frog say or write to resolve his problem(s)?” (**RL.1.1, RL.1.2, RL.1.3, RL.1.7**)
3. Read aloud the following question for students to answer in writing: “What descriptive words or phrases would you include if you were retelling this story?” (**RL.1.1, RL.1.3, RL.1.4, RL.1.7, L.1.1f, L.1.6**)
4. Read aloud the following question for students to answer orally: “What in this text could happen in real life? What is not real?” (**RL.1.1, RL.1.5, RL.1.7, RI.1.9, W.1.8**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Frog and toad life cycles across the seasons</li> <li>• <b>Themes:</b> Problem introduction and resolution in texts, lessons learned from texts</li> <li>• <b>Text Use:</b> Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts</li> </ul>	This task focuses on: <ul style="list-style-type: none"> <li>• Understanding grade-level texts</li> <li>• Using academic language</li> <li>• Writing in response to texts</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (use this task)</li> </ul>

<sup>6</sup> **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

<sup>7</sup> <http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog>

<sup>8</sup> Ensure that students have access to the text as they are testing.

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

## **EXTENSION TASK**<sup>10</sup>

1. Review the book *Tuesday*. Tell students, “We are going to write a class book for what might happen if frogs flew to our school on a Wednesday.”
2. As a class, ask students to brainstorm what could happen if the frogs flew to the school on a Wednesday. **(SL.1.1a-c, SL.1.4)** Record these ideas on chart paper or using a projection device.
3. Assign, or let students choose, an idea from the chart. Have each student create an illustration and write an exclamatory sentence using interjections to go with the illustration. If time allows, work with students to type their exclamation. **(W.1.6, SL.1.5, L.1.1j, L.1.2b)**
4. As a class, sequence the completed illustrations following the schedule for the school day (e.g., the frogs might fly through the cafeteria at lunch before flying through the playground at recess). Then create the text of the story through **shared writing**.<sup>11</sup> **(W.1.3, W.1.7)**
5. Focus students on expanding sentences using prepositional phrases and adjectives (e.g., If students say, “The frogs fly on their lily pad,” model how to expand the sentence to say, “After they fly through the classroom, the frogs soar on their floating lily pad through the cafeteria.”) **(L.1.1f, i, j; L.1.6)**
6. Compile the pages into a class book to be placed in the classroom library or to display on a class bulletin board.

### **Teacher Notes:**

- *Students are asked to create a page for a class book in which they illustrate one idea of what might happen if frogs flew to the school on Wednesday. The illustration should also include an appropriate exclamatory sentence. (W.1.3) The completed writing should use words from the vocabulary dictionary, including frequently occurring prepositions and adjectives. (L.1.1f, j; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide **sentence frames**<sup>12</sup> for students who need help writing complete sentences and using interjections. The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

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<sup>10</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Frog and toad life cycles across the seasons</li> <li>• <b>Themes:</b> Problem introduction and resolution in texts, lessons learned from texts</li> <li>• <b>Text Use:</b> Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Writing a narrative story</li> <li>• Using prepositional phrases and adjectives</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>13</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>





## ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

There are three core skills to build at the beginning of the year in first grade:

1. Knowing and applying word analysis skills in decoding grade-appropriate words (e.g., decoding words with /ch/, /th/, /sh/, /wh/, /ai/, /ea/, /y/, /oa/, and /oo/; regularly spelled one-syllable words; and words with inflectional endings, such as -ing, -ed, and -es)
2. Demonstrating reading fluency and expression when reading grade-appropriate texts
3. Using context to confirm or self-correct word recognition and understanding in grade-appropriate texts

Teachers must determine when and what is taught based on their specific student needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult additional sources for support in teaching the skills (e.g., [Tier 1 reading foundational programs](#),<sup>14</sup> [Florida Center for Reading Research](#),<sup>15</sup> [Building the Foundation from the Center on Instruction](#),<sup>16</sup> and [Phonemic Awareness in Young Children: A Classroom Curriculum](#),<sup>17</sup> or basal textbooks).

**Instructional Note:** Most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the [ELA Instructional Framework](#)<sup>18</sup> for additional information.

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<sup>14</sup> <http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>

<sup>15</sup> <http://www.fcrr.org/studentactivities/kg.htm>

<sup>16</sup> <http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>

<sup>17</sup> <http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

**Unit Note:** The first three to four weeks of school are used to establish routines and classroom organization. Teachers will likely not begin this unit until those have been established. Read books with students that have content well suited for the beginning of school (e.g., *First Day Jitters* by Julie Danneburg [RL.K.10, RI.K.10]). (Sample questions: “Why won’t Sarah get out of bed? Were you surprised at the end? Let’s look back through the pictures. Can we figure out who Mrs. Hartwell/Sarah is before the end?”) Conduct [shared writing](#)<sup>19</sup> activities, such as class books. Create various [anchor charts](#).<sup>20</sup>

**NOTE ABOUT THE LESSONS:** Throughout this unit, students build knowledge about vocabulary, frogs, and fantasy and reality. Students progressively build knowledge using the following tools throughout the unit.

- **Unit Vocabulary Dictionary:** Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- **Frogs Chart:** Create a class Frogs chart with four columns: (1) Part of a Frog (Noun), (2) Trait (Adjective), (3) Use/Purpose (Verb), and (4) Additional Details (Prepositional Phrase). Have students keep track of the various words used to refer to frogs and begin to understand more complex sentence structure. Begin in Lesson 1.
- **Fantasy versus Reality Chart:** Create a class chart of details and events that occur in the stories that could not really happen. As evidence and facts are discovered through reading informational texts, complete a second column of the chart that explains how the class knows the event could not really happen, citing where the information is found. Begin in Lesson 3.

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>21</sup></p> <p>Page 14 until the end of <a href="#">Frogs</a>, Gail Gibbons</p>	<p><b>TEXT DESCRIPTION:</b> This informational text begins with a detailed description of the life cycle of a frog. After the stages of development, more general information about frogs is provided.</p> <p><b>TEXT FOCUS:</b> This text provides an overview of and general factual information about frogs.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b></p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-Reading:</b> Have students share with a partner what they know about frogs prior to reading the text.</li> </ul>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>20</sup> <https://www.pinterest.com/sweney/writing-anchor-charts/>

<sup>21</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Model for students how to engage in conversation with a partner by being an active listener, taking turns, responding to a partner’s comments (e.g., “I did not know that. How did you learn that?” etc.), and providing them with <b>sentence frames</b><sup>22</sup> for their discussion. For example: “One thing I know about frogs is that frogs _____.” And “I heard you say _____ (restate the fact provided by the student’s partner).” <b>(SL.1.1a, c; SL.1.3, SL.1.6)</b></li> <li>○ As necessary, provide students with various illustrations, pictures, and/or objects related to frogs as a stimulus.</li> <li>○ Then have each pair share their information with the class. Prompt students to respond to what each pair shared similar to what was done in pairs. For example, students might restate the information, determine who in the class shared similar information, ask questions about the new information (e.g., “How did you learn that?”), or identify interest in a topic (e.g., “That makes me want to know more about _____.”). <b>(SL.1.1b, SL.1.4)</b></li> <li>○ Record the shared details on a class chart. While writing the facts, model for students, when appropriate, proper capitalization; punctuation; and spelling known words, words available in the classroom, and words that can be spelled through analogies. <b>(L.1.1b, c, f, h, j; L.1.2a, b, c, d)</b></li> <li>● <b>First Reading:</b> Read aloud the excerpt without interruption. <ul style="list-style-type: none"> <li>○ Allow time at the end of the reading for students to ask questions about the text and share any new learning about frogs, including terminology and details in the text. <b>(RI.1.1, RI.1.2, RI.1.4, SL.1.2)</b></li> <li>○ As students share, display or project the page where the information is located, prompting students to identify how they gained the information. <b>(RI.1.7)</b></li> <li>○ Add the new details to the class chart in a different color ink to signify that the information came from a different source. <b>(W.1.8)</b></li> </ul> </li> <li>● <b>Second Reading:</b> Read aloud the excerpt and display or project the text, so students can interact with the text features included in the book. <ul style="list-style-type: none"> <li>○ While reading, draw students’ attention to the text features and model how information about frogs can be acquired through the text features and illustrations.</li> </ul> </li> </ul>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE																												
	<ul style="list-style-type: none"> <li>○ Refer to details on the class chart and model how the information gained is presented within the words and/or pictures of the text. (RI.1.5, RI.1.6, RI.1.7)</li> <li>● <b>Third Reading:</b> Read aloud and stop at various points to engage students with the text to demonstrate their understanding. <ul style="list-style-type: none"> <li>○ Ask students: “Frogs belong to a class of animals called amphibians. Why are frogs amphibians? Is this a good name for frogs?” (RI.1.1, RI.1.4, SL.1.2)</li> <li>○ Ask students: “We are warm-blooded. Our temperature stays around 98.6 degrees Fahrenheit, no matter if it is warm or cold outside. What does it mean that frogs are <i>cold-blooded</i>? (RI.1.1, RI.1.4, SL.1.2) Considering that frogs are <i>cold-blooded</i> animals, why might they <i>hibernate</i> in the winter?” (RI.1.1, RI.1.3, RI.1.4)</li> <li>○ Work with students to understand the connection between the various frog body parts and their uses. (RI.1.1, RI.1.3) <ul style="list-style-type: none"> <li>▪ Create a class Frogs chart with four columns: (1) Part of a Frog (Noun), (2) Trait (Adjective), (3) Use/Purpose (Verb), and (4) Additional Details (Prepositional Phrase).</li> <li>▪ Reread the page that describes the process frogs use to hunt and catch their food. Then have students identify the various parts discussed, what makes them useful, how they are used, and any additional details that explain where or how the body part is used in that way. (RI.1.1, RI.1.2, RI.1.8)</li> <li>▪ Repeat this process for the remaining pages in the text.</li> </ul> </li> </ul> </li> </ul> <table border="1" data-bbox="548 894 1871 1300"> <thead> <tr> <th>Part of Frog (Noun)</th> <th>Trait (Adjective)</th> <th>Use/Purpose (Verb)</th> <th>Additional Details (Prepositional Phrase)</th> </tr> </thead> <tbody> <tr> <td>Eyes</td> <td>Big</td> <td>See prey</td> <td></td> </tr> <tr> <td>Tongue</td> <td>Long, sticky</td> <td>Darts out and catches prey</td> <td></td> </tr> <tr> <td>Hind legs</td> <td>Powerful</td> <td>Push</td> <td>Through the water</td> </tr> <tr> <td>Hind legs</td> <td>Strong</td> <td>Leap</td> <td>On land</td> </tr> <tr> <td>Skin glands</td> <td>Poisonous</td> <td>Protect frogs</td> <td></td> </tr> <tr> <td>Skin color</td> <td></td> <td>Hides frogs</td> <td>From enemies</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ Explain to students that each column on the chart represents a part of speech and that the parts work together to create a sentence.</li> </ul>	Part of Frog (Noun)	Trait (Adjective)	Use/Purpose (Verb)	Additional Details (Prepositional Phrase)	Eyes	Big	See prey		Tongue	Long, sticky	Darts out and catches prey		Hind legs	Powerful	Push	Through the water	Hind legs	Strong	Leap	On land	Skin glands	Poisonous	Protect frogs		Skin color		Hides frogs	From enemies
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	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Discuss with students the role of each column in the sentence and create a sentence from the various rows. Rearrange the order of the words as necessary, add any articles or additional details, verify subject-verb agreement, and use proper punctuation. <b>(L.1.1b, c, d, f, h, i, j; L.1.2b)</b></li> <li>○ Ask students to demonstrate how frogs catch their food or prey by acting it out. <b>(RI.1.1, RI.1.2, RI.1.4, SL.1.4, SL.1.5)</b></li> <li>○ Display the illustrations from the excerpt and ask students to retell the key ideas about frogs. <b>(RI.1.1, RI.1.2, RI.1.7)</b></li> </ul> </li> <li>• <u>Word Work</u>: Build a class unit vocabulary dictionary that students can rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use a similar process throughout the unit for building the unit vocabulary dictionary. <ul style="list-style-type: none"> <li>▪ Say each word being studied and offer a student-friendly definition. <b>(RL.1.4)</b></li> <li>▪ Project the sentence in the text where the word is used and read the sentence aloud.</li> <li>▪ Discuss as a class how the word is used in the sentence to determine its part of speech. <b>(L.1.4a)</b></li> <li>▪ Use the word in another sentence.</li> <li>▪ Ask a question about something familiar that uses the word so students can make real-life connections with the meaning of the word. <b>(SL.1.1b, L.1.5c)</b></li> <li>▪ Ask a few student volunteers to orally produce a sentence using the word. <b>(SL.1.6)</b></li> <li>▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. <b>(SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6)</b></li> <li>▪ Gather each page from the pairs and combine them into a single dictionary. <b>(W.1.7)</b> Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. <b>(RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c)</b></li> </ul> </li> <li>○ For the excerpt from <i>Frogs</i>, focus on adding the following words to the unit vocabulary dictionary: <i>dive, powerful, protect, sheltered, motionless, enemies, sudden, escape, mature, role, balance, nature, and control</i>. Create a separate chart for specific scientific terminology, including <i>amphibian, webbed, transparent, vibrate, hibernation, and camouflage</i>.</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Independent Writing</u>: Have students write a sentence about a single frog body part using the chart created during the third reading.</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Ask students to select a frog body part and explain in one written sentence how that part is used to help the frog.</li> <li>○ Provide <a href="#">sentence frames</a><sup>23</sup> for students who need help writing complete sentences, such as: The _____ (adjective) _____ (noun) _____ (verb) _____ (prepositional phrase).</li> <li>○ Students should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. <b>(L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6)</b> The sentences should be capitalized and punctuated correctly. <b>(L.1.2a, b, c)</b></li> <li>○ Ask students to add an illustration to their sentence. <b>(SL.1.5)</b></li> <li>○ Compile the sentences and illustrations into a class book to be placed in a classroom library for students to read on their own. <b>(RI.1.10, RF.1.3a-g, RF.1.4)</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Note for Small-Group Writing:</b> Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. <b>(W.1.5)</b></li> </ul>
<p><b>Lesson 2:</b></p> <p><a href="#">Something Froggy</a> from Wired@School, The Franklin Institute</p> <p>Pages 1-13 of <a href="#">Frogs</a>, Gail Gibbons</p>	<p><b>TEXT DESCRIPTION:</b> <i>Frogs</i> gives a detailed description of the life cycle of a frog from egg to adult. The web story, <i>Something Froggy</i>, tells of a bullfrog named Frederick. The focus for this lesson is the link to metamorphosis found on page 4 of the story.</p> <p><b>TEXT FOCUS:</b> These two texts provide students with information about the life cycle of a frog. The web story is much simpler and less detailed than <i>Frogs</i>, which gives much more detail in the text and illustrations. These will provide an opportunity for the students to become familiar with the life cycle and to become aware of the different ways the same information can be presented. <b>(RI.1.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● <b>Pre-Reading:</b> Review class notes taken during Lesson 1. Ask students to recall facts about frogs they learned in Lesson 1.</li> <li>● <b>First Reading:</b> Read aloud pages 1-3 of <i>Something Froggy</i>, projecting the text for students to follow along. <ul style="list-style-type: none"> <li>○ Prompt students to direct the reading and interact with the text by asking them which features to click on and read. <b>(RI.1.5)</b> Ask students how the features support the written text.</li> </ul> </li> </ul>

<sup>23</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Encourage students to make connections between their notes and <i>Something Froggy</i> by asking them to orally explain what is happening in the pictures. For example, on page 1, ask students to describe the frog body using words from the class chart in Lesson 1. For example, “The frog’s skin color looks like leaves to hide him from his enemies.” <b>(SL.1.1b, SL.1.2, SL.1.4, SL.1.6, L.1.6)</b></li> <li>● <b>Second Reading:</b> Read aloud the entire text of <i>Something Froggy</i>. <ul style="list-style-type: none"> <li>○ Prompt students to direct the reading and interact with the text by asking them which features to click on and read. <b>(RI.1.5)</b> Ask students how the features support the written text.</li> <li>○ Encourage students to make connections between the class notes and the content of <i>Something Froggy</i> by asking them to orally describe and/or explain what is happening in the various pictures. For example, on page 1, ask students to explain how Froggy catches his prey after viewing the short visual demonstration (e.g., “Froggy sticks out his long, sticky tongue to catch his food.”). Ensure that students use words from the class chart in Lesson 1. <b>(SL.1.1b, SL.1.2, SL.1.4, SL.1.6, L.1.6)</b></li> <li>○ Add any words or rows to the Frogs chart from Lesson 1.</li> </ul> </li> <li>● <b>Student Practice:</b> Divide the class into pairs and have each pair create a visual of the frog life cycle using illustrations. <b>(RI.1.1, RI.1.2, SL.1.5)</b> <ul style="list-style-type: none"> <li>○ As necessary, project page 4 from <i>Something Froggy</i> for students to use as a reference when creating their visual image.</li> <li>○ Display the <a href="#">frog life cycle</a><sup>24</sup> from <i>Something Froggy</i>. Work with students to complete the graphic electronically. Read aloud the description of each stage.</li> <li>○ Have each pair revise their graphic (as necessary) to make sure they include each stage from <i>Something Froggy</i> and incorporate more detail into their drawings to differentiate each stage from the next visually.</li> </ul> </li> <li>● <b>Fourth Reading:</b> Read aloud pages 1-13 of <i>Frogs</i> by Gail Gibbons without interruption. <ul style="list-style-type: none"> <li>○ Prior to reading each page, have students explain what the text will most likely be about using the illustrations and the knowledge gained from <i>Something Froggy</i>. <b>(RI.1.7, RI.1.9)</b> For each prediction made, ask students what they are basing their prediction on. <b>(RI.1.6)</b></li> <li>○ After reading, ask students: How are the two texts the same? How are the two texts different? Do we think the information is accurate? What do we learn in one text that we did not learn in the other text? <b>(RI.1.9)</b></li> </ul> </li> </ul>

<sup>24</sup> [http://web.archive.org/web/20140514100222/http://learn.fi.edu/fellows/fellow9/jun99/p-page\\_one.shtml](http://web.archive.org/web/20140514100222/http://learn.fi.edu/fellows/fellow9/jun99/p-page_one.shtml)

TEXT SEQUENCE	TEXT USE																							
	<ul style="list-style-type: none"> <li>• <b>Word Work:</b> Continue building a class unit vocabulary dictionary that students can rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use a similar process to that used Lesson 1.</li> <li>○ For <i>Something Froggy</i> and this excerpt from <i>Frogs</i>, focus on adding the following words to the unit vocabulary dictionary: <i>cluster/clusters/clump, surface, ripples, coverings, warmth, slimy, mass, slippery, protecting, depending, wiggle, appear/disappeared/disappear, and shed.</i> <b>(L.1.4a, L.1.4b, L.1.4c, L.1.5d)</b> Create a separate chart for specific scientific terminology, including <i>metamorphosis, survive, eggs, egg yolk, embryos, tadpoles, hatch, vegetarians, and carnivores.</i> <b>(RI.1.4)</b></li> </ul> </li> <li>• <b>Fifth Reading:</b> Reread pages 1-13 of <i>Frogs</i> by Gail Gibbons. <ul style="list-style-type: none"> <li>○ While reading, stop and ask students questions about the text for them to demonstrate understanding. <b>(SL.1.2)</b> Encourage students to ask questions about the text by providing <b>question stems or conversation starters</b><sup>25</sup> and developing a routine to ensure that all students are participating in the question asking and answering. <b>(SL.1.1a-c, SL.1.3)</b> <ul style="list-style-type: none"> <li>▪ Ask students: “Where do frogs lay their eggs? Why?” Discuss the meaning of <i>among</i> and <i>otherwise</i> with students. Describe how each is used in the text to explain connections between ideas. <b>(RI.1.1, RI.1.2, RI.1.3, RI.1.4, L.1.6)</b></li> <li>▪ Ask students: “What does it mean that the frogs ‘break free into the water’? What is the scientific terminology for that action?” <b>(RI.1.1, RI.1.4)</b></li> <li>▪ Ask students: “As tadpoles’ tails grow smaller, what grows <i>bigger</i>?” <b>(RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8)</b></li> <li>▪ Work with students to continue filling out the Frogs chart begun in Lesson 1.</li> </ul> </li> </ul> </li> </ul>																							
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TEXT SEQUENCE	TEXT USE			
	Skin glands	Poisonous	Protect frogs	
	Skin color		Hides frogs	From enemies near the pond
	Eggs	Slippery	Cannot be eaten	
	Tadpoles		Hatch	From their eggs
	Tails		Wiggle to swim	
	Gills	Feathery, outside	Get air	For the tadpole
	Gills	New	Take oxygen	Inside the tadpole From the water

- Ask students questions about the chart. Focus on sorting the words into different categories, demonstrating shades of meaning, and defining the different stages of the frog life cycle by defining what makes a tadpole different from a frog. **(L.1.5a, b, d)**
  - **Shared Writing:** Engage students in daily writing and grammar instruction. Conduct a **shared writing**<sup>26</sup> task. Display page 4 of *Something Froggy* and a class version of the frog life cycle. Ask students to add written descriptions to the class chart using information from *Frogs*. **(RI.1.1, RI.1.2, RI.1.3, RI.1.8, RI.1.9, W.1.2, W.1.7, W.1.8)** For example, the text from illustration 2 is: “In a few days a tadpole grows inside the egg. A tadpole is a baby frog.” Students can add from the appropriate page in *Frogs* that they are called *embryos* and eat their egg yolks.
    - Use a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. **(W.1.6, L.1.1a)**
      - Guide their writing while students write the parts they know, practicing spelling and conventions. **(L.1.2a-e)**
      - Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. **(SL.1.6; L.1.1b, c, d, e, f, h)**
      - Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences using conjunctions and prepositional phrases as necessary, including using transitions from the text that signal order, such as *then, again, or at last*. **(W.1.5; SL.1.1a, b; L.1.1g, i, j)**

<sup>26</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ During the shared writing task, model using classroom resources (e.g., class notes, unit vocabulary dictionary) to improve the vocabulary of the written response. <b>(L.1.6)</b></li> </ul> </li> <li>○ When the writing is complete, point to the words and read aloud the sentences simultaneously with the students. <b>(RF.1.3b, e, f, g; RF.1.4a)</b></li> <li>○ Study the writing. Ask students to identify the distinguishing features of each sentence, count the number of syllables in multisyllabic words, analyze the final -e and common vowel team conventions representing long vowel sounds, and verify that singular and plural nouns have matching verbs. <b>(RF.1.1a; RF.1.3c, d; L.1.1c)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Student Writing</u>: Divide the class into pairs or small groups. Display the shared writing response showing the sequenced stages of metamorphosis (egg, small tadpole, full-grown tadpole, small frog, mature frog). Assign the pairs a stage to write their own description of what occurs, drawing on information gained from <i>Frogs, Something Froggy</i>, and class notes. <b>(RI.1.1, RI.1.2, RI.1.3, W.1.8)</b> <ul style="list-style-type: none"> <li>○ Provide each pair with a sheet of paper with a frame similar to the following:</li> </ul> </li> </ul> <div data-bbox="779 805 1640 1442" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Stage of the frog life cycle: _____</p> <p>Illustration:</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin: 5px 0;"></div> <p>Description: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Provide <a href="#">sentence frames</a><sup>27</sup> for pairs who need help writing complete sentences and organizing their descriptions. <b>(W.1.2, L.1.1j)</b></li> <li>○ Prompt the pairs to use words from the various classroom resources to help with writing. <b>(L.1.6)</b></li> <li>○ Pairs should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. <b>(L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6)</b> The sentences should be capitalized and punctuated correctly. <b>(L.1.2a, b, c)</b></li> <li>○ Ask students to add an illustration to their descriptions. <b>(SL.1.5)</b></li> <li>○ Compile the pages into a class book to be placed in a classroom library for students to read on their own. <b>(RI.1.10, RF.1.3a-g, RF.1.4)</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Note for Small-Group Writing:</b> Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. <b>(W.1.5)</b></li> </ul>
<p><b>Lesson 3:</b></p> <p><a href="#">“Frogs and Toads”</a><sup>28</sup> from <i>Something Froggy</i></p> <p><a href="#">“Frog Facts: Frogs vs. Toads,”</a> KidZone</p> <p><a href="#">Frog and Toad Are Friends</a>, Arnold Lobel</p>	<p><b>TEXT DESCRIPTION:</b> “Frogs and Toads” and “Frog Facts: Frogs vs. Toads” both provide information about the differences between frogs and toads. <i>Frog and Toad Are Friends</i> contains five short stories about two friends, Frog and Toad, who have consistent character traits throughout the stories.</p> <p><b>TEXT FOCUS:</b> Use the two informational texts to provide information for students prior to reading <i>Frog and Toad Are Friends</i>. Ask students to describe the differences between the two animals (frog and toad). <b>(L.1.5b)</b> In <i>Frog and Toad Are Friends</i>, the two main characters have consistent traits throughout the stories. Read the texts aloud and focus questioning and discussion on these recurring traits.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to both informational texts read aloud. Then they engage in a class discussion about the differences between frogs and toads. Then students listen to “Spring” read aloud from <i>Frog and Toad Are Friends</i>. They engage in various activities with the text focused on comparing fantasy and reality based on the information students gained from reading informational texts about frogs. Students also focus on the importance of punctuation in understanding sentences.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● <u>First Reading:</u> Read both informational texts to students.</li> </ul>

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<sup>28</sup> [http://web.archive.org/web/20140514100222/http://learn.fi.edu/fellows/fellow9/jun99/p-page\\_one.shtml](http://web.archive.org/web/20140514100222/http://learn.fi.edu/fellows/fellow9/jun99/p-page_one.shtml)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• <b>Class Discussion:</b> Ask students to determine the similarities and differences between the frogs and toads by creating a class H-chart or Venn diagram comparing the features of frogs and toads. (<b>Teacher Note:</b> Depending on available resources, make a bulletin board–size chart for students to glue or tape their individual descriptions in the appropriate place. Another option is to use a pocket folder. If none of these resources are available, create a chart on the board or using a projection device, and record the descriptions as students share them.) <ul style="list-style-type: none"> <li>○ Create sentence strips or index cards that contain adjectives and descriptions, using the words from the various classroom resources. For example: “slimy skin,” “can live away from water,” and “lays eggs in water.” (<b>L.1.1f</b>)</li> <li>○ Provide each student with a sentence strip or card. Ask each student to individually read aloud the adjective or phrase, and then ask the class, “Where does this description go?” (<b>RF.1.3a-g, RF.1.4a-c, SL.1.1a-c, SL.1.2, SL.1.6</b>)</li> <li>○ Ask the class to determine where the sentence strip or card will go on the chart. Then have the individual student place the description in the appropriate place on the chart or diagram. (<b>L.1.5b, L.1.6</b>)</li> </ul> </li> <li>• <b>First Reading:</b> Read aloud “Spring” from <i>Frog and Toad Are Friends</i> without interruption.</li> <li>• <b>Second Reading:</b> Reread “Spring” aloud. While reading, project or display excerpts from the text for students to engage with both the illustrations and the text.</li> <li>• <b>Class Discussion:</b> Stop at various points during the second reading to ask students questions to demonstrate understanding of the text. (<b>SL.1.1a-c, SL.1.2</b>) <ul style="list-style-type: none"> <li>○ While reading the text, ask students to point out times when Frog or Toad have a problem or are in trouble and consider the following: <ol style="list-style-type: none"> <li>1. Which character has the problem or is in trouble? What is the problem and how do you know? (<b>RL.1.1, RL.1.3</b>)</li> <li>2. Have you or someone you know ever had a similar problem? (<b>SL.1.4</b>)</li> <li>3. How does the problem get resolved for the character and for you? (<b>RL.1.1, RL.1.2</b>)</li> <li>4. How do you know (e.g., text, language, illustrations, personal experiences)? (<b>RL.1.1, RL.1.7</b>)</li> <li>5. What are the differences between Frog and Toad in the text? (Create a class character chart for the two characters, comparing and contrasting their traits.) (<b>RL.1.1, RL.1.3, RL.1.9</b>)</li> <li>6. What do the stories teach us about solving problems and friendship? (<b>RL.1.1, RL.1.2</b>)</li> </ol> </li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Focus students on noticing how punctuation can help makes their responses to the questions clearer. <ul style="list-style-type: none"> <li>▪ Provide a lesson on punctuation (quotation marks, exclamation marks, question marks, and commas in a series). Focus the lesson on how changing the punctuation changes how a sentence is read aloud or how not paying attention to the punctuation when reading can make the sentences confusing. <b>(L.1.1j, L.1.2b, L.1.2c)</b> Also, include an explanation of how quotation marks open and close to distinguish when different characters are talking in a story. <b>(RL.1.6)</b></li> <li>▪ Project or display excerpts from “Spring” and read them aloud to model for students the use of punctuation in the text. Identify the difference in characters by using a different voice when reading the dialogue.</li> <li>▪ Have students practice reading aloud different sections of “Spring” using expression based on the punctuation. <b>(RL.1.10, RF.1.4b)</b></li> </ul> </li> <li>○ Ask students to consider how “Spring” reflects information gained from the various informational texts read previously. For example: <ul style="list-style-type: none"> <li>▪ Why is Frog excited about the warmer weather? What has he been doing all winter? <b>(RL.1.1, R.1.3)</b></li> <li>▪ Why does Toad not want to wake up? <b>(RL.1.1, RL.1.3)</b></li> <li>▪ Look at the illustrations of Frog and Toad. Do the illustrations accurately show the differences between a frog and a toad? <b>(RL.1.1, RL.1.7)</b></li> </ul> </li> <li>○ Then begin the Fantasy versus Reality chart. <ul style="list-style-type: none"> <li>▪ Ask student to identify details in “Spring” that do not really happen (e.g., Frog and Toad are talking to each other.) Record those details on the left side of a <a href="http://freeology.com/wp-content/files/twocolumnchart.pdf">two-column chart</a>.<sup>29</sup> Label the left column “Fantasy.” <b>(RL.1.1, RL.1.5)</b></li> <li>▪ Ask students to explain how they know those details are not real, by identifying what frogs and toads do in reality (e.g., Frogs croak and make different sounds by forcing air out of their lungs). Record those details on the right side of the chart. Label the right column “Reality.” Make sure to ask for and include in the right column from which source students learned their facts (e.g., <i>Frogs</i> by Gail Gibbons or <i>Something Froggy</i>). <b>(RL.1.1, RL.1.5, W.1.8)</b></li> </ul> </li> <li>● <u>Third Reading</u>: Read aloud the other stories from <i>Frog and Toad Are Friends</i>. While reading, project or display excerpts from the text for students to engage with both the illustrations and the text. Repeat a similar process for the other stories as</li> </ul>

<sup>29</sup> <http://freeology.com/wp-content/files/twocolumnchart.pdf>

TEXT SEQUENCE	TEXT USE
	<p>described above under Class Discussion. Continue to discuss the problems in the stories, determining character traits, comparing and contrasting the experiences of Frog and Toad, and filling out the Fantasy versus Reality chart.</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Write excerpts from <i>Frog and Toad Are Friends</i> on sentence strips, chart paper, or using a projection device. Leave out critical punctuation. Add in different punctuation and have students read aloud how the changed punctuation alters the meaning of the text. <b>(RF.1.4b, SL.1.1a-c, SL.1.4, SL.1.6, L.1.2b, L.1.2c)</b> For example, from page 11, change the statement made by Toad to “Come back again and wake me up at about half past May! Good night, Frog!” and discuss how changing the punctuation from periods to exclamation points changes the way a reader interprets Toad’s feelings about the situation.</li> </ul>
<p><b>LESSON 4:</b></p> <p><a href="#">Frog and Toad All Year</a>, Arnold Lobel</p> <p>“<a href="#">The Life Cycle of a Frog</a>”<sup>30</sup> from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 93-96)</p>	<p><b>TEXT DESCRIPTION:</b> <i>Frog and Toad All Year</i> contains five short stories of the adventures the two friends have through the seasons of the year. <b>(Teacher Note:</b> The text <i>From Tadpole to Frog</i> by Wendy Pfeffer provides good information about how frogs and tadpoles behave, grow, and change through the seasons and would be a good text to pair with <i>Frog and Toad All Year</i> instead of “The Life Cycle of a Frog.” There is an illustration on page 10 that might be considered questionable to show students at this age. If teachers choose to use the book, though, they can cover the illustration with paper or the text can be read without showing the illustration. A guided reading lesson for <i>From Tadpole to Frog</i> is available <a href="#">here</a>.<sup>31</sup>)</p> <p><b>TEXT FOCUS:</b> Similar to the previous lesson, these texts provide an opportunity for students to compare a fictional text to an informational text focused around the seasons. In kindergarten, students learned about the various seasons and how animals respond. Students build on that knowledge in this unit by focusing on the actions of frogs within each season and how the frog’s life cycle occurs across the seasons. Use a similar process for reading and understanding <i>Frog and Toad All Year</i> as was used in Lesson 3. Focus on comparing and contrasting the experiences of Frog and Toad and comparing their actions across the season to the descriptions in “The Life Cycle of a Frog.” <b>(RL.1.5, RL.1.9)</b> Provide students with a four-section chart labeled with the four seasons to summarize through shared writing key details from <i>Frog and Toad All Year</i>. <b>(RL.1.3)</b> Add details to the four seasons chart from “The Life Cycle of a Frog” and personal experiences. Then assign student groups one of the four seasons. Ask the groups to compare and contrast in writing <i>Frog and Toad All Year</i>, “The Life Cycle of a Frog,” and personal experiences in the seasons: “In [season], Frog and Toad.... In [season], real frogs and toads.... In [season], we....” <b>(W.1.2)</b></p>
<p><b>LESSON 5:</b></p> <p><a href="#">The Mysterious Tadpole</a>, Steven</p>	<p><b>TEXT DESCRIPTION:</b> A young boy gets a “tadpole” as a birthday gift from his uncle from Scotland. As it grows, it becomes more and more apparent that this is not an ordinary tadpole.</p> <p><b>TEXT FOCUS:</b> This text provides an opportunity for students to use what they have learned about tadpoles from the informational</p>

<sup>30</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

<sup>31</sup> <http://hercules.gcsu.edu/~cbader/5210SPED/Guidedexample.htm>

TEXT SEQUENCE	TEXT USE										
Kellogg	<p>texts and be “experts” on the subject.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students listen to the text read aloud, and then work with vocabulary. They listen to the text read aloud again and engage in several activities to demonstrate understanding of the story. Finally, students write a letter to the author explaining their opinion about the title of the story.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud the text. Project or display the text so students can engage with the illustrations. While reading, provide students a way to indicate when they begin thinking that the “tadpole” is not growing into a frog or a toad, and ask them to explain how they arrived at their decision.</li> <li>• <b>Word Work:</b> Continue building a class unit vocabulary dictionary that students can rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use a similar process to that used in Lesson 1.</li> <li>○ For <i>The Mysterious Tadpole</i>, focus on adding the following words to the unit vocabulary dictionary: <i>mysterious, collection, eager, out of control, ordinary, sensible, situation, donated, bellowed, astounding, meanwhile, pleaded, and convinced</i>. <b>(RL.1.4, L.1.4a, L.1.5d)</b></li> </ul> </li> <li>• <b>Second Reading:</b> Reread the text aloud and have students summarize the events using a Somebody-Wanted-But-So chart. <b>(RL.1.1, RL.1.2)</b></li> </ul> <table border="1" data-bbox="552 950 1864 1269"> <thead> <tr> <th data-bbox="552 950 814 1003">Somebody</th> <th data-bbox="814 950 1077 1003">Wanted</th> <th data-bbox="1077 950 1339 1003">But</th> <th data-bbox="1339 950 1602 1003">So</th> <th data-bbox="1602 950 1864 1003">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="552 1003 814 1269">Louis</td> <td data-bbox="814 1003 1077 1269">To keep Alphonse</td> <td data-bbox="1077 1003 1339 1269">Alphonse outgrew or wasn’t welcome at every place he stayed (the sink, the bathtub, the high school swimming pool)</td> <td data-bbox="1339 1003 1602 1269">Louis and Ms. SeEVERS came up with a plan to get money to buy a parking lot and build a swimming pool for Alphonse</td> <td data-bbox="1602 1003 1864 1269">Alphonse located the treasure, and Louis and Ms. SeEVERS built the pool for Alphonse</td> </tr> </tbody> </table> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Class Discussion:</b> During one of the subsequent readings, stop at various moments to ask students questions about the text to demonstrate their understanding. <b>(SL.1.1a-c, SL.1.2)</b> <ul style="list-style-type: none"> <li>○ Ask students to identify the problems the characters encounter in the text and describe how they are solved. <b>(RL.1.1,</b></li> </ul> </li> </ul>	Somebody	Wanted	But	So	Then (optional)	Louis	To keep Alphonse	Alphonse outgrew or wasn’t welcome at every place he stayed (the sink, the bathtub, the high school swimming pool)	Louis and Ms. SeEVERS came up with a plan to get money to buy a parking lot and build a swimming pool for Alphonse	Alphonse located the treasure, and Louis and Ms. SeEVERS built the pool for Alphonse
Somebody	Wanted	But	So	Then (optional)							
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TEXT SEQUENCE	TEXT USE
	<p><b>RL.1.2)</b> What other ways could Louis have solved his problems? (<b>RL.1.3, SL.1.4</b>)</p> <ul style="list-style-type: none"> <li>○ At the end of the story, ask students to consider what might happen with the egg from Uncle McAllister based on how the situation with Alphonse turned out. (<b>RL.1.1, RL.1.7</b>)</li> <li>○ Continue to complete the Fantasy versus Reality chart.</li> <li>○ Create a class H-chart or Venn diagram comparing Alphonse with a real tadpole using evidence from the texts and illustrations of the unit. (<b>RL.1.1, RL.1.3, RI.1.1, RI.1.9, W.1.8</b>)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● <b>Student Writing:</b> Divide the class into pairs. Have each pair respond in writing to the following prompt: “Is <i>The Mysterious Tadpole</i> a good name for the book? Write a letter to the author saying why you think the title is or is not a good title based on the events of the story.” (<b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, W.1.8</b>) <ul style="list-style-type: none"> <li>○ Provide <b>sentence frames</b><sup>32</sup> for pairs who need help writing complete sentences and organizing their letter. (<b>W.1.1, L.1.1j</b>) For example: <p style="margin-left: 40px;">Dear Mr. Kellogg,</p> <p style="margin-left: 40px;">We think <i>The Mysterious Tadpole</i> is a _____ title for the story because _____.</p> <p style="margin-left: 40px;">Sincerely,</p> </li> <li>○ Prompt the pairs to use words from the various classroom resources to help with writing. (<b>L.1.6</b>)</li> <li>○ Pairs should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (<b>L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6</b>) The sentences should be capitalized and punctuated correctly. (<b>L.1.2a, b, c</b>)</li> <li>○ <b>Note for Small-Group Writing:</b> Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (<b>W.1.5</b>)</li> </ul> </li> </ul>
<p><b>LESSON 6:</b></p> <p><a href="#"><i>A Boy, a Dog, and a Frog</i></a>, Mercer Mayer</p>	<p><b>TEXT DESCRIPTION:</b> This wordless picture book tells the story of how a boy, who already has a dog as a pet, catches a frog to also be his pet. There is also a video version of these stories available at <a href="#">DiscoveryEducation.com</a><sup>33</sup> for teachers who have access to that resource.</p>

<sup>32</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>33</sup> <http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog>



TEXT SEQUENCE	TEXT USE
	<p><b>TEXT FOCUS:</b> This wordless story offers an opportunity for students to focus on speaking and listening skills to express themselves clearly and expressively within the structure of a story.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students view the text several times and respond to the illustrations. Then they discuss what might be happening in the illustrations and work together to retell the story using improved vocabulary based on lessons in class. Finally, students work in groups to write several sentences of text for the story and share it with the class.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Class Discussion:</u> There is an extremely limited amount of language in this text, so allow students to view the story multiple times. Each time, ask students to explain what the characters are doing and why they think they are doing it. Ask students to expand upon what others have said. (RL.1.1, RL.1.3, RL.1.7, SL.1.1a-c, SL.1.3, SL.1.4, SL.1.6) Provide <a href="#">answer frames or conversation starters</a><sup>34</sup> to encourage students to respond to each other and invite others into the conversation.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Word Work:</u> Have students orally tell the story (in sections at first) as it is viewed. (RL.1.2, RL.1.7) For each section, create a class list of words that can be used instead of repetitive words that they might use when telling the story. (L.1.5a, c, d; L.1.6) <ul style="list-style-type: none"> <li>○ Have students orally retell the story again in partners or small groups, using the words from the class list. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6, L.1.6)</li> <li>○ Add any new words from the list of words to the unit vocabulary dictionary.</li> <li>○ Specifically highlight prepositions and transitional words that students can refer to and use as the story is told to enhance the detail of the story. Discuss with students how adding these words and phrases increases the interest of the story. (L.1.1g, i, j)</li> <li>○ During subsequent viewings of the text, have students focus their attention on the frog and what it might be thinking. Record their answers on the board or using a projection device. Demonstrate the use of exclamations and introduce interjections. (L.1.1j, L.1.2b) (<b>Teacher Note:</b> A video from <i>Schoolhouse Rock!</i> on interjections is available <a href="#">here</a>.<sup>35</sup> This can support the lesson on interjections.) Then view the sections of the text again and ask students to be the voice of the frog, reading aloud the various exclamatory statements or interjections written as a class. (RL.1.6, RF.1.4b, SL.1.6)</li> </ul> </li> </ul>

<sup>34</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>35</sup> <http://www.youtube.com/watch?v=YQ0696UHWrc>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <b>Student Writing:</b> Divide the class into small groups. Assign each group a section of the story. Have the groups write two or three sentences of the story, using words from the class list and including at least one exclamation and/or interjection. Then have the groups read their text in order to the class while projecting the illustrations of the original text. <b>(RL.1.1, RL.1.2, W.1.3, W.1.5, SL.1.4, SL.1.6, L.1.1a-j, L.1.2a-e, L.1.6)</b></li> </ul>
<p><b>LESSON 7:</b></p> <p><a href="#">Frogs</a>, Gail Gibbons</p>	<p><b>TEXT DESCRIPTION:</b> This informational text begins with a detailed description of the life cycle of a frog. After the stages of development, more general information about frogs is provided.</p> <p><b>MODEL TASK</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 8:</b></p> <p><a href="#">Tuesday</a>, David Wiesner</p>	<p><b>TEXT DESCRIPTION:</b> One Tuesday evening, frogs gain the ability to fly on their lily pads. The pictures tell the experiences they have throughout the night.</p> <p><b>TEXT FOCUS:</b> This story provides the opportunity for students to tell a story clearly with detail and description in their own words. Because there is an extremely limited amount of text but incredibly expressive and detailed illustrations, this text can support students in expanding their vocabulary. Encourage students to explain their reactions as they are shown the story initially. Then review the illustrations closely to locate additional detail and describe more completely what is happening throughout the story. For each illustration, create a class list of words that can be used instead of repetitive words that they might use when telling the story (e.g., replace <i>flying</i>, <i>smiling</i>, and <i>fun</i> with <i>soaring</i>, <i>mysterious</i>, and <i>journey</i>). <b>(L.1.5a, c, d)</b> Then have students orally tell the story in partners or small groups, using the words from the class list. <b>(RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6, L.1.6)</b> Add any new words from the list of words to the unit vocabulary dictionary. Write the text for the story as a class or have small groups write the text for one or two pages in the text. <b>(W.1.3, W.1.7)</b> <b>(Teacher Note:</b> This could be an opportunity to teach subject-verb agreement, verb tense, inflectional endings, and prepositions. Provide students with a minimal script with targeted errors for them to edit and expand in small groups or through shared writing.) <b>(W.1.5, L.1.1a-j, L.1.2a-e, L.1.6)</b></p> <p><b>MODEL TASK</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 9:</b></p> <p>Excerpt from <a href="#">Frog on His Own</a>, Mercer Meyer</p>	<p><b>TEXT DESCRIPTION:</b> Students may view either the wordless picture book or the video available through <a href="#">DiscoveryEducation.com</a>.<sup>36</sup></p> <p><b>MODEL TASK</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>

<sup>36</sup> <http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog>