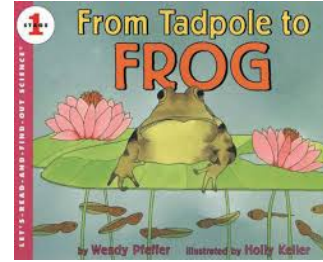






WEEK 1 Day 1



Read Aloud
From Tadpole to Frog
 Read 1 of 3 (pages 1-17)

Big Ideas	All animals grow and change over time. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Question	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can ask and answer questions with prompting and support about who, what, when, where and how. (R.4.K)
Language Objective	I can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.2.K.a) I can show understanding and use question words (interrogatives) (e.g. who, what where, when, how). (L.1.K.c)
Vocabulary	creatures: animals in a habitat hibernate: sleep through the winter carefully: to do something with care and attention
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● <i>From Tadpole to Frog</i> vocabulary cards ● blank sticky notes (used to mark information recorded in the “learned” part of the chart at the end of the lesson)

- chart paper and markers
Prepare the following KWLM chart.

KWLM Chart: Tadpoles and Frogs			
What we Know	What we Wonder	What we Learned	What we want to know More about
			

Opening
5 minutes

Introduce the text.

This is a nonfiction book called From Tadpole to Frog. Nonfiction means it will teach us information. On the cover, I see tadpoles swimming under these lily pads and a frog sitting on top of this big lily pad. What do you think the author, Wendy Pfeffer, and the illustrator, Holly Keller, will teach us about tadpoles and frogs in this book?

Harvest a few ideas.

You all used details on the cover to predict what we might learn about!

Set a purpose for the read.

Our new unit is called Animals and Habitats. We are going to learn about how animals live and change in their habitats, the places where they live. To help us organize our learning, we are going to record our thoughts here on this chart.

Here [point to the chart], I am going to write what we already know about tadpoles and frogs.

Here [point to the chart], I am going to write what we want to know about tadpoles and frogs. I'm going to write our wonderings.

Turn and Talk with a partner. What do you think you already know about tadpoles and frogs?

Harvest 3-4 ideas to record.

Read Aloud U2 W1 D1

	<p>If a child shares a misconception, record it, and emphasize that we <i>think</i> we know these things and that the text might teach us something else. The misconception can be revisited on the third day.</p> <p><i>What are you wondering? Be sure to share your wondering in a question. For example, I'm wondering, Why don't tadpoles have legs?</i></p> <p>Model referring to the image of the tadpole on the cover as a way to generate a question.</p> <p>If no one mentioned in the "know" column that tadpoles are baby frogs, record a question like "How are tadpoles and frogs related?" Elicit 3-4 questions from the group and record them in the chart.</p> <p><i>As I read today, pay attention to the details in the words and pictures to see if you learn any new information about tadpoles and frogs. Some new information might answer our questions, and some might not. Put a finger on your nose while I'm reading if you are learning something new!</i></p>
<p>Text and Discussion 8 minutes page 6</p>	<p>Begin reading the text. As you read, stop to gather children's learning. Put a blank sticky note on pages of the text where you stop, in order to flag information that captures key details worthy of recording later, or information that answers a question children asked (see the example in the teacher script for page 11).</p> <p><i>Hibernate means to sleep through the winter. I see in the illustration that the frogs are sleeping in the mud.</i></p> <p>Refer to the vocabulary card.</p>
<p>page 8</p>	<p><i>Males are frogs that are born with boy body parts.</i></p> <p><i>Mates are animals that have eggs or babies together.</i></p>
<p>page 10</p>	<p><i>Females are frogs that are born with girl body parts.</i></p>
<p>page 11</p>	<p>Read the first two sentences ("In about ten days the eggs hatch. The pond comes alive with thousands of tiny tadpoles."), and pause.</p> <p><i>I just read some new information. Let me re-read that.</i></p> <p><i>I didn't know that tadpoles hatch out of eggs that frogs lay! I see that tadpoles are baby frogs! I'm going to put a sticky note on that page to remember to write that on our chart in the column, "What We Learned."</i></p>

	Refer to the chart, but do not record now.		
page 15	<i>The author asks us to look carefully in the water. That means we need to look closely and with lots of attention!</i>		
pages 17	<i>Wow, it's so interesting that the tadpoles look like leaves! I can't believe that hundreds of tadpoles were born!</i>		
Key Discussion and Activity 6 minutes	<p>Record new learning in the KWLM Chart.</p> <p><i>Let's go back to the pages that are marked with sticky notes. These are places where we found information related to your questions, or where we learned something new about tadpoles or frogs.</i></p> <p>Record 1-2 new learnings in the L column. These can be recorded in the form of sketches with labels, or with bulleted phrases. Record the page number next to the new information learned.</p> <p>Invite children to share additional questions.</p> <p><i>Reading about a topic often makes us have more questions than we started with! Did our reading today make anyone think of new questions?</i></p> <p>Elicit 2-3 questions and prompt children to refer to the details from the text that inspired their questions. A second adult can record the questions, or they can be recorded later, to save time.</p>		
Closing 1 minute	<i>Tomorrow we will continue reading this book and see what else we learn about tadpoles and frogs!</i>		
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what where, when, how).</p>		
Ongoing assessment	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What knowledge about the topic do children enter the lesson with?</p> <p>What new learning did children identify during and after reading?</p> <p>Do children reference details from the text when sharing ideas?</p> <p>Do children formulate questions using question words?</p>		
Center Activities	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Dramatization</td> <td>Children act out frog life cycles.</td> </tr> </table>	Dramatization	Children act out frog life cycles.
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	Blocks	Children build block frogs.
	Discovery Table	Children explore water.
	Art Studio	Children paint frog life cycles in various media.

Notes