

WEEK 2 Day 1

Read Aloud “Amphibians”

Read 1 of 1

Big Idea	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 use key details from poetry to learn information about a topic. (R.4.K)
Language Objective	I can use the words in the text to figure out the meaning of the word “amphibian.” (R.7K, L.4.K)
Vocabulary	amphibian: a creature that breathes underwater and on land salamander: a small creature with a thin, smooth body, four legs, and a tail toad: a creature that looks like a frog, with dry bumpy skin grand: special in a fancy way
Materials and Preparation	<ul style="list-style-type: none">• “Amphibians” slides Make a copy of the slides, for marking key details.• projector and screen
Opening 1 minute	Introduce the text and set a purpose for the read. <i>Today’s read aloud is not from a book! Today we are going to read a poem. It’s the same type of text we’ve been reading in Shared Reading. We don’t know the author of this poem, but it must have been someone interested in amphibians!</i> <i>We are going to read this poem to learn a new word. You might already know what this word means. If you do, I will have a special</i>

	<p><i>job for you—don't shout out the meaning just yet. The word is "amphibian." Your job is to listen to the poem and pay attention to the details that teach us what "amphibian" means. After reading the poem, we will be able to define the word "amphibian!" To define a word means to explain the meaning of a word.</i></p>
<p>Text and Discussion 12 minutes</p> <p>Read 1: lines 1-12</p>	<p>Read through the poem fluidly, with expression.</p>
<p>Read 2: stanza 1 (lines 1-4)</p>	<p><i>Let's look at the first stanza, this first section of the poem, and collect some key details that teach us what an amphibian is.</i></p> <p>Read lines 1-4. <i>What details, or information, taught you about amphibians? I'm going to mark the information you think is important.</i></p> <p>Elicit children's ideas and prompt as needed to pull out information. Highlight the important information on the copy of the slides.</p> <p><i>That's right! The poet says that amphibians live on water or land, so now we know that amphibians live both in water and on land.</i></p>
<p>stanza 2 (lines 5-8)</p>	<p>Reread lines 5-8. <i>There's some new information here about amphibians. Which animals are amphibians? Let's name them all together while I point to the words in the poem.</i></p> <p>Have children chorally chant the animal names.</p> <p>Invite children to observe the images of amphibians in the slides. <i>Let's look at some amphibians. Salamanders are small creatures with a thin, smooth body, four legs, and a tail. Toads are a type of frog with dry, bumpy skin and shorter legs for walking on land. We read about them in Frogs.</i></p>
<p>stanza 3 (lines 9-12)</p>	<p>Reread lines 9-12 with emphasis; then invite children to chime in for a second read:</p> <p><i>Living in water, Or living on land, Being an amphibian Must be grand!</i></p>

	<p>Invite children to turn and talk. (Note that a Turn and Talk is different than Think, Pair, Share because the class does not come back together for a whole group share.)</p> <p><i>Now that we've read the whole poem, how would you teach a K1 student what an amphibian is? What would you tell them? Turn and talk with your partner.</i></p> <p><i>I heard you say that amphibians are frogs, salamanders, and toads who live on water and land. Readers use lots of different types of text, like poems, to learn new information and new words!</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>The author, the poet, used the word "grand" in this poem.</i></p> <p>Reread the line with "grand." "Grand" means excellent or exciting.</p> <p>Invite children to Think, Pair, Share. <i>Why do you think the poet thinks it would be grand to be an amphibian? Use information from the poem, as well as from our frog books, to support your ideas.</i></p> <p><i>We can use information from a text to think about an author's choices, like why the poet chose the word "grand."</i> <i>Give a thumbs up or down to show whether you agree or disagree with the poet.</i> <i>If you disagree, why don't you think it would be grand to be an amphibian?</i></p> <p>Encourage children to use text-based learning and accurate information to support their opinions.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned a new word just by reading this poem! The information from this poem will come in handy tomorrow when we read Fish is Fish by Leo Lionni. Some of the characters in that story have some learning to do about amphibians.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>How do children engage in the partner discussions? Do children identify the specific details that show the meaning of the word "amphibian"?</p>

	<p>Are children’s partner discussions relevant to the prompt? How do children participate in Shared Reading routines, such as choral reading?</p>	
<p>Center Activities</p>	<p>Dramatization</p>	<p>Children create a pond.</p>
	<p>Art Studio</p>	<p>Children paint life cycles of frogs.</p>
	<p>Blocks</p>	<p>Children build an aquatic habitat.</p>
	<p>Discovery table</p>	<p>Children explore water.</p>

Notes