



Read Aloud
From Tadpole to Frog
 Read 2 of 3 (pages 18-29)

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 ask and answer questions with prompting and support about who, what, when, where and how. (R.4.K) I can understand 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

	<p>“learned” part of the chart at the end of the lesson)</p> <ul style="list-style-type: none"> ● KWLM Chart: Tadpoles and Frogs, from Day 1
<p>Opening 1 minute</p>	<p>Reintroduce the text and set a purpose for the read. <i>Today we’re going to continue where we left off in From Tadpole to Frog to gather new information and ask more questions!</i></p> <p><i>As I read today, pay attention to the new information you can learn from the details in the words and illustrations. 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 10 minutes page 18</p>	<p>Remind children of the routine for gathering new information that they began the previous day. <i>Wow, I had no idea that tadpoles don’t eat in the winter! I’m going to put a sticky note on that page, because I want to record it on the chart later. This information is also making me wonder something: Do frogs eat in the winter, even though the babies don’t?</i></p> <p><i>Let’s keep reading. Remember, if you want me to mark information with a sticky note, touch your nose!</i></p>
<p>pages 20-29</p>	<p>Following the same process as Day 1, pause to gather children’s learning while reading the text. Put a blank sticky note to flag information that captures key details worthy of recording later, or information that answers a question children asked. If a child stops to share learning that is not text-based, redirect them to the text.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share. <i>What is one new thing you learned today about tadpoles or frogs?</i></p> <p>Gather children back into the whole group to record learnings on the chart. <i>Wow! Wendy Pfeffer, the author of this book, really knows a lot about frogs! 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 2-3 new learnings on the chart, ensuring they are text-based key details. 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>								
<p>Closing 1 minute</p>	<p><i>We learned so much! Tomorrow we will closely read parts of this book again to learn even more about how tadpoles change into frogs.</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>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>								
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>What new learning did children identify during and after reading? Do children describe key details from the text when sharing new learning about tadpoles and frogs? Do children formulate questions using question words?</p>								
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1167 678 1234">Dramatization</td> <td data-bbox="678 1167 1406 1234">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="451 1234 678 1302">Blocks</td> <td data-bbox="678 1234 1406 1302">Children build block frogs.</td> </tr> <tr> <td data-bbox="451 1302 678 1409">Discovery Table</td> <td data-bbox="678 1302 1406 1409">Children explore water.</td> </tr> <tr> <td data-bbox="451 1409 678 1476">Art Studio</td> <td data-bbox="678 1409 1406 1476">Children paint frog life cycles in various media.</td> </tr> </table>	Dramatization	Children act out frog life cycles.	Blocks	Children build block frogs.	Discovery Table	Children explore water.	Art Studio	Children paint frog life cycles in various media.
Dramatization	Children act out frog life cycles.								
Blocks	Children build block frogs.								
Discovery Table	Children explore water.								
Art Studio	Children paint frog life cycles in various media.								

Notes