



**Read Aloud**  
***From Tadpole to Frog***  
 Read 3 of 3

<b>Big Ideas</b>	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.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Content Objectives</b>	<p>I can retell familiar texts with prompting and support, including details about who, what, when, where and how. (R.5.K.a)</p> <p>I can retell key details of text with prompting and support, including the main topic. (R.5.K.b)</p> <p>With prompting and support, I can describe the relationship between illustrations and the text to recount a frog’s life cycle. (R.11.K.a)</p> <p>With prompting and support, I can describe the relationship between the text and what person, place, thing or idea the illustration depicts to recount a frog’s life cycle. (R.11.K.c)</p> <p>I can use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1)</p>
<b>Language Objective</b>	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts to talk about the life cycle of frogs. (L.6.K)
<b>Vocabulary</b>	<p><b>creatures:</b> animals in a habitat</p> <p><b>hibernate:</b> sleep through the winter</p> <p><b>carefully:</b> to do something with care and attention</p>

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● <i>From Tadpole to Frog</i> vocabulary cards</li> <li>● KWLM Chart: Tadpoles and Frogs, from Days 1 and 2, markers</li> <li>● blank sticky notes</li> </ul>
<b>Opening</b> 1 minute	<p>Review the text and new learning. <i>Wendy Pfeffer and Holly Keller have helped us gather information about the way tadpoles grow into frogs. Let's look at what we have learned so far.</i></p> <p>Review the "What we Learned" column of the KWLM chart, highlighting any learning that connects to the life cycle.</p> <p>Set a purpose for the read. <i>Even though we learned a lot, I want to learn even more about the frog's life cycle, how it changes from a tadpole to a frog. So today we aren't going to read every page. We are going to stop at the pages that give us specific information about its life cycle. We are going to use the illustrations and the words to recount, or retell, the frog's life cycle.</i></p>
<b>Text and Discussion</b> 10 minutes pages 10-11	<p>Model using the illustration to describe key details. <i>This is where the frog life cycle begins. In the illustration I can see the eggs clinging, or sticking, together. I can see how the eggs hatch and that the tiny tadpoles swim into the water.</i> [Point to specific details in the picture.]</p>
pages 12-15	Do a quick picture walk and invite children to look closely without reading the text.
pages 16-17	<p>Read the text and invite children to use the illustration to describe key details. <i>What do you notice about the tadpoles on these pages? What do they look like?</i></p> <p>Elicit a few ideas and prompt children to use the words and illustrations to describe the tadpoles.</p>
pages 18-19	<p><i>What did the words on this page teach us about how the tadpoles behave?</i></p> <p>Elicit a few ideas and prompt as needed by rereading the text.</p> <p><i>Get ready for a big change on the next page!</i></p>
pages 20-21	<p>Read the text and pause for children to look closely at pages 20-21.</p> <p><i>What change do you notice?</i></p> <p>Prompt children to use the words and illustration to describe the changing tadpoles.</p>

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	<p><i>What does it mean that “tiny hind legs begin to sprout?”</i></p>
pages 22-23	<p>Read the text and invite children to make connections between the words and illustration.</p> <p><i>It says that tiny front legs begin to show. Can someone come up and point to how the illustration shows that?</i></p> <p><i>Wow—now they have lungs! That’s what people use to breathe! When they were tadpoles, they had gills, like fish, to breathe underwater. They sure are changing a lot!</i></p>
pages 24-26	<p><i>I’m going to read the text, and I want you to think about what change is happening.</i></p> <p>Elicit ideas and prompt as needed by rereading the text.</p> <p><i>On page 26 I see a frog! That means that the full life cycle has happened.</i></p>
<b>Key Discussion and Activity</b> 8 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>You are going to recount the frog’s life cycle using words we learned from the text. Partner A will begin with the first stage in the life cycle; then Partner B will share the next stage.</i></p> <p>Gather children back a whole group to record learning on the chart.</p> <p><i>Now that you’ve recounted the life cycle to your partner, what do you think we should add to the “Learned” part of the chart?</i></p> <p>Add 1-2 learnings to the KWLM chart.</p>
<b>Closing</b> 1 minute	<p><i>As we’ve been reading over the last few days, we didn’t find answers to some of the questions we recorded. What do you think we should do?</i></p> <p><i>We can learn more by doing research using books about frogs and the internet! We will have an opportunity to do this in Centers, and tomorrow we’ll read a new text about frogs!</i></p>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

	<p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>								
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children recount key stages of the life cycle?  Do children use some key vocabulary from the text?  Do children take turns in the retelling with their partner?</p>								
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 842 721 911"><b>Dramatization</b></td> <td data-bbox="721 842 1408 911">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="451 911 721 980"><b>Blocks</b></td> <td data-bbox="721 911 1408 980">Children build block frogs.</td> </tr> <tr> <td data-bbox="451 980 721 1050"><b>Discovery Table</b></td> <td data-bbox="721 980 1408 1050">Children explore water.</td> </tr> <tr> <td data-bbox="451 1050 721 1119"><b>Art Studio</b></td> <td data-bbox="721 1050 1408 1119">Children paint frog life cycles in various media.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.	<b>Blocks</b>	Children build block frogs.	<b>Discovery Table</b>	Children explore water.	<b>Art Studio</b>	Children paint frog life cycles in various media.
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