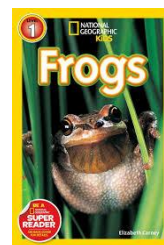


Unit 2: Animals and Habitats


WEEK 1 Day 4



**Read Aloud**  
***Frogs***  
Read 1 of 2 (pages 3-15)

<b>Big Ideas</b>	Animals need food, water, and air to survive. 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 animals need to survive?
<b>Content Objectives</b>	I can retell familiar texts with prompting and support, including details about who, what, when, where and how to learn information about how frog's bodies help them survive. (R.5.K.a) I can retell key details of text with prompting and support, including the main topic to learn information about how frog's bodies help them survive. (R.5.K.b) I can identify texts that provide information and use text features and illustrations to learn information about how frog's bodies help them survive. (R.8.K.b) With prompting and support, I can describe the relationship between illustrations and the text to learn information about how frog's bodies help them survive. (R.11.K.a) With prompting and support, I can describe the relationship between the text and what person, place, thing or idea the illustration depicts to learn information about how frog's bodies help them survive. (R.11.K.c)
<b>Language Objective</b>	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.

Read Aloud U2 W1 D4

	(SL.2.K.a)																		
<b>Vocabulary</b>	<p><b>habitat:</b> the place where animals live</p> <p><b>warn:</b> to let someone know about possible danger</p> <p><b>survive:</b> to stay alive</p>																		
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Frogs</i>, Elizabeth Carney</li> <li>• chart paper, marker, and Informational Text Features sheets</li> </ul> <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Informational Text Features</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center; color: orange; font-weight: bold;">Table of Contents</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Splash!</td><td style="text-align: right;">Page 4</td></tr> <tr><td>Croak!</td><td style="text-align: right;">Page 8</td></tr> <tr><td>Frog Food</td><td style="text-align: right;">Page 12</td></tr> <tr><td>Every Size and Color</td><td style="text-align: right;">Page 16</td></tr> <tr><td>Watch Out!</td><td style="text-align: right;">Page 20</td></tr> <tr><td>Frog Babies</td><td style="text-align: right;">Page 24</td></tr> <tr><td>Toads Are Frogs, Too!</td><td style="text-align: right;">Page 28</td></tr> <tr><td>Super Frogs!</td><td style="text-align: right;">Page 30</td></tr> <tr><td>Picture Glossary</td><td style="text-align: right;">Page 32</td></tr> </table> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: 2em; color: orange; font-weight: bold;">Croak!</p> <p style="font-size: 0.8em;">heading</p> <p>Look at this frog croaking! Some frogs' throats puff up when they make sounds. Each type of frog makes its own sound.</p>  <p style="font-size: 0.8em;">photograph</p> </div> </div> </div>	Splash!	Page 4	Croak!	Page 8	Frog Food	Page 12	Every Size and Color	Page 16	Watch Out!	Page 20	Frog Babies	Page 24	Toads Are Frogs, Too!	Page 28	Super Frogs!	Page 30	Picture Glossary	Page 32
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<b>Opening</b> 1 minute	<p>Introduce the text.</p> <p><i>Today we are going to read another informational book called Frogs. It has some of the same information as From Tadpole to Frog, but it is organized very differently. Wendy Pfeffer wrote her informational book like a story. Our book today is written as a report.</i></p> <p>Set a purpose for the read.</p> <p><i>While we read today, I want you to pay attention to how the author, Elizabeth Carney, uses something called text features to organize the information. We will use the text features to find information about how frogs use their special bodies to <b>survive</b>, which means to stay alive.</i></p>																		
<b>Text and Discussion</b> 10 minutes page 3	<p>Introduce informational text features.</p> <p><i>This page is the table of contents, our first new text feature. See—it's here on our Informational Text Features chart [reference the chart]. The table of contents is a list of the sections in the book. Each section is a different subtopic—different information about</i></p>																		

	<p><i>frogs, and here it tells us the page number where we can find that information.</i></p> <p><i>For example, if I wanted to read about what frogs eat, I would go to the section called “Frog Food” on page 12.</i></p> <p>Turn to page 12 to show how the heading on the page matches the table of contents.</p> <p><i>Let’s read the first 3 sections: “Splash!,” “Croak!” and “Frog Food.”</i></p> <p>Point to the sections in the table of contents.</p>
page 4	<p><i>As I read, listen for the kinds of habitats frogs live in. The title of this section is “Splash,” which gives us a clue about one of their habitats!</i></p>
page 7	<p><i>What kinds of habitats do frogs live in?</i></p> <p>Elicit a few ideas and prompt as needed.</p> <p><i>I’m noticing in this photograph that the frog’s body has special feet to help it live in its habitat—trees! I also see a label that says this is the red-eyed tree frog [point to the photograph and label].</i></p>
page 8	<p><i>The next section is titled “Croak!” The title of a section is called the heading. A heading names what the section will be about.</i></p> <p>Read the section.</p>
page 9	<p>Before reading the section, introduce the new text feature.</p> <p><i>Here is another label, a word that matches the picture, [point to “Coqui Frog”] that tells me this frog is called the Coqui. The Coqui is famous in Puerto Rico. Touch your nose if your family is from Puerto Rico! Maybe some of you can ask your families about the Coqui. Let’s read to find out why this frog is called the Coqui.</i></p>
page 10	<p><i>The author said that frogs make noise to <b>warn</b> other frogs of danger. What do you think this means?</i></p> <p><i>Wow, their bodies sure do help them survive!</i></p>
pages 12-13	<p><i>I see the heading is “Frog Food,” so I know this section is about [invite children to chime in]...that’s right! What frogs eat.</i></p> <p><i>Before we read the words, let’s use the photographs to learn about some of the things frogs eat. I want you to look carefully at these three photographs.</i></p> <p><i>What are some things frogs eat, and how do you know?</i></p> <p>Harvest a few responses based on key details in the photographs.</p> <p><i>Photographs are a really helpful text feature in informational books.</i></p>

<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p><i>Let's practice using what we learned today about informational text features.</i></p> <p>Turn back to page 9. <i>What text feature here tells me the name of this frog?</i></p> <p>Invite a child to come point to the label.</p> <p><i>That's right—this label tells me it's called a Coqui! Remember that the Coqui is called a Coqui because it says, "Co-kee!"</i></p> <p>Invite children to Think, Pair, Share. <i>How does the photograph of the Coqui show how its body helps it make a special sound?</i></p>
<p><b>Closing</b> 3 minutes</p>	<p>Close the lesson by connecting the text to the genre that children will explore during Writing lessons in this unit. <i>Frogs is a type of text called a report. A report is an informational text organized in subtopics. When we read this type of book, we don't have to read the whole thing to understand it, and we don't have to read it in order. We can read the sections, or subtopics, we want, in whichever order we want.</i></p> <p>Turn to the table of contents. <i>We haven't read these sections: "Watch out!" or "Frog Babies." Which section do you think we should read tomorrow if we want to learn about the frog's life cycle?</i></p> <p><i>That's right—"Frog Babies!" I will leave this book in our library so that you can look at other sections today during Stations and Centers. Remember, you can use the text features to learn new information.</i></p>
<p><b>Standards</b></p>	<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.a</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</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>SL.2.K.a</b> 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><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. Do children use the text features and photographs to learn information and gather key details?</p>								
<p><b>Center Activities</b></p>	<p>During Centers, children might revisit the KWLM chart about frogs. They might research information related to one of their questions, or draw pictures of their learning to add to the L column.</p> <table border="1" data-bbox="451 852 1406 1163"> <tr> <td data-bbox="451 852 680 926"><b>Dramatization</b></td> <td data-bbox="680 852 1406 926">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="451 926 680 989"><b>Blocks</b></td> <td data-bbox="680 926 1406 989">Children build block frogs.</td> </tr> <tr> <td data-bbox="451 989 680 1094"><b>Discovery Table</b></td> <td data-bbox="680 989 1406 1094">Children explore water.</td> </tr> <tr> <td data-bbox="451 1094 680 1163"><b>Art Studio</b></td> <td data-bbox="680 1094 1406 1163">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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**Notes**



Read Aloud U2 W1 D4