



WEEK 1 Day 5

Read Aloud
Frogs
 Read 2 of 2 (pages 24-27)

Big Idea	All animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Question	How do animals grow and change over time?
Content Objectives	<p>I can retell familiar texts with prompting and support, including details about who, what, when, where and how to tell what I have learned about frogs and the life cycle of a frog. (R.5.K.a)</p> <p>I can retell key details of text with prompting and support, including the main topic to tell what I have learned about frogs and the life cycle of a frog. (R.5.K.b)</p> <p>With prompting and support, I can describe the relationship between illustrations and the text by using details from text features, such as photographs, to recount key details about the frog 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 use details from text features, such as photographs, to recount key details about the frog life cycle. (R.11.K.c)</p> <p>I can gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults to draw and write about what I learned about frogs. (W.1.K.b)</p>
Language Objective	I can use scientific words and phrases from informational text acquired through conversations, reading and being read to, and responding to texts to explain what I learned about frogs. (L.6.K)

Read Aloud U2 W1 D5

Vocabulary	<p>habitat: the place where animals live</p> <p>poison: something that can kill or hurt living things</p> <p>gills: body parts used for breathing underwater</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Frogs</i>, Elizabeth Carney ● KWLM: Tadpoles and Frogs chart, from Days 1-3 ● blank paper without lines ● Informational Text Features chart, from Day 4 ● chart paper <p>Prepare the Unit Question Chart with the Unit Question: How do plants and animals grow and change over time?</p>
Opening 1 minute	<p>Review the text and set a purpose for the read.</p> <p><i>Do you remember which section we decided we were going to read today? That’s right—“Frog Babies!” Let’s use the table of contents to find out what page we need to go to.</i></p> <p><i>Today we will use the text features to help us learn information about the frog life cycle. Let’s look at our chart to remind ourselves of the text features that can help us learn new information.</i></p> <p>Quickly review the Informational Text Features chart.</p> <p><i>Then, you’ll have an opportunity to communicate what you’ve learned about frogs this week through talking, drawing, and writing.</i></p>
Text and Discussion 5 minutes page 24	<p><i>Right away, before I even begin reading, I can see that the photograph and label here can teach us a lot about frog babies! This is a close-up photo that allows us to see the tiny tadpoles while they are still in the eggs.</i></p> <p><i>This label says, “Red-Eyed Tree Frog Eggs.” These eggs remind me of the frog eggs that were clinging together in our other book about frogs! Look closely—what can we learn about frog eggs from this photograph?</i></p> <p>Elicit a few ideas and prompt children to notice the details in the picture.</p> <p>Read pages 24 and 25.</p>
page 26	<p><i>Before I read this, look closely at the photographs.</i></p> <p><i>What do these photographs teach us about the frog’s life cycle?</i></p> <p><i>Wow, I heard a lot of you talking like scientists! Let’s read the page to see if the words add to our understanding.</i></p>

	<p>Read the full section, including captions. At “gills,” pause to check for understanding.</p> <p><i>What other animal has gills? That’s right—fish!</i></p> <p><i>Picture number 2 says “They grow lungs for breathing air.” Humans also have lungs for breathing. As tadpoles grow, they lose their gills, but become able to breathe underwater and on land. Just like we learned yesterday, animals’ bodies are made in special ways to help them survive.</i></p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Invite children to analyze the text features.</p> <p><i>Why did the author label the photographs with numbers 1 through 4? What did you learn from the text features and photographs on pages 26 and 27?</i></p> <p>Invite children to write about new learning.</p> <p><i>Today, instead of me writing our new learning on our chart [reference the chart], you are going to begin to draw and label a picture that shows what you have learned about frogs this week. Before you write, you will share your learning with a partner to get your ideas ready.</i></p> <p>Invite children to Think, Pair, Share to orally rehearse their ideas.</p> <p><i>What did you learn about frogs this week that you want to draw and write about?</i></p> <p>After children orally rehearse, have them move to tables to begin to draw and write about their learning. Encourage children to begin to label with beginning sounds. Children will continue their writing and drawing in the Writing Station the following week.</p>
<p>Closing 1 minute</p>	<p><i>You can finish your frog drawings during Stations, and you might choose to paint the frog’s life cycle in the Art Center!</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Introduce the Unit Question Chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: How do animals grow and change over time? At the end of each week, we’ll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children’s input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: frogs change from eggs, to tadpoles, to frogs; humans and frogs both change from babies to adults.</p>

<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.1.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K-LS1-1 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>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of how to use the text features and photographs to learn new information?</p> <p>What information about frogs do children communicate during their oral rehearsal before drawing and writing?</p> <p>Observe children’s drawing and writing during Stations.</p> <p>What do children communicate about frogs through their drawing and writing?</p> <p>How do children’s drawings and writing extend from and connect with what they communicate orally?</p>						
<p>Center Activities</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="448 1608 1406 1850"> <tr> <td data-bbox="448 1608 678 1677">Dramatization</td> <td data-bbox="678 1608 1406 1677">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="448 1677 678 1747">Blocks</td> <td data-bbox="678 1677 1406 1747">Children build block frogs.</td> </tr> <tr> <td data-bbox="448 1747 678 1850">Discovery Table</td> <td data-bbox="678 1747 1406 1850">Children explore water.</td> </tr> </table>	Dramatization	Children act out frog life cycles.	Blocks	Children build block frogs.	Discovery Table	Children explore water.
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Notes