



Read to Be Ready plans for: Frogs on His Own - writing unit

ELA Standards:

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f) Write many common, frequently used words and some irregular words.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. b) Use singular and plural nouns with correct verbs in basic sentences. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives. j) Capitalize names of people and dates. k) End sentences with correct punctuation.
- 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal even order and provide some sense of closure.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
- 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.

Comprehension skill: character, setting

Phonics: diphthong ow/ou, syllables C+le

Grammar/Writing: commands

Unit Focus: narrative writing

Culminating Task: Write a narrative summary of the story, *Frog on His Own*

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	First 'read' of <i>Frog on His Own</i> . Each class has 5 copies of this text. Have small groups share a book as the class explores the first 'reading' of this book. First reading may even be a silent picture walk if you like. Then follow that with students taking turns giving a quick summary of one page. Use accountable talk in small groups as students discover different elements of the illustrations as related to telling the story.	Display these words for writing opportunities: Frog boy turtle Dog City Park spring summer seasons surprise Carriage **Add any other words the students may ask for when writing this week	<ol style="list-style-type: none"> 1. <i>What season is it, and what are the clues? What do you think the temperature is – hot, warm, or cold?</i> 2. <i>Where is the setting?</i> 3. <i>Is this a good setting for a frog? Why or why not?</i> 4. <i>How does the illustrator use facial expressions to help tell the story without words?</i> 	Assign students a page of the book to write a complete sentence (or more) explaining what is occurring on the page. After each child completes his/her sentence, scramble them up and see if students can put them in the correct order. **Teachers – please display books with pages turned to each of these illustrations for student reference during writing activity.	Please use the 5 copies of <i>Frog on His Own</i> in small groups at the teacher-table this week during centers to better explore the illustrations and their meanings. ***

T U E S D A Y	<p>Second reading of <i>Frog on His Own</i>. Once again, have students sit with a small group to share the 5 copies of the text as the teacher leads them through the story.</p> <p>At the end of every page or two ask for a very brief summary of what happened on that page. **Encourage being brief and to the point, hitting on the main idea of each illustration.</p>	<p>Display these words for writing opportunities: Frog boy turtle Dog City Park spring summer seasons surprise Carriage</p> <p>**Add any other words the students may ask for when writing this week</p>	<p>1. <i>Do you think that the boy was worried that his frog had gone off on his own? What clues are there in the story as evidence of your answer?</i> 2. <i>What happened in the beginning, middle and end of the story?</i> (lead the discussion to be concise)</p>	<p>In their writing journals, have students write an opening sentence for the beginning of their narrative.</p> <p>Examples: Frog goes on an adventure, Frog enjoys the park outing.</p>	<p>Small group work on peer editing of writing: Students will bring writing journals to small group. Each student will read aloud their writing prompt response from yesterday.</p> <p>*Use peer editing techniques such as Two Stars and a Wish, or place a clear protector sheet over each student's journal page and have peers edit one another's work using dry erase markers.</p>
W E D N E S D A Y	<p>https://app.discoveryeducation.com/learn/videos-2019/63b68ecb-9f27-4ba9-94fd-33dd56684da5/</p> <p>Show the video above and compare it to the book version.</p>		<p>Make a chart of the book version vs the video version. What was the same and what was different?</p>	<p>Create a flow map:</p> <p>What happened in the beginning, middle, and end of the story, <i>Frog on His Own</i>?</p> <p>Use time order words such as first, second, next, last.</p>	
T H U R S D A Y	<p>Reread the story <i>Frog on His Own</i> but this time use the sentences found on the R2BR site that correlate with each page.</p>	<p>Students will use their work from Tuesday and Wednesday to write their rough draft narrative. Use the form on the R2BR site. Tell students to write the letters correctly and neatly.</p> <p>Call students up individually as they complete portions of it and check for misspelled words, punctuation errors, etc. This is a must before tomorrow where they will write the final draft.</p> <p>Friday-Read the story again using the sentences provided. Ask students to reread their story from top to bottom looking for where they might be able to add an adjective (slimy frog, cute couple, etc.). Each student will share their story with a partner and ask the partner for anything that could be added.</p> <p>Write the final draft.</p>			
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