Read to Be Ready plans for: Frogs - 2nd grade  Week 1

**ELA Standards:**

2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f) Recognize and read grade-appropriate irregularly spelled words.

2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Print legibly in manuscript; write many upper and lowercase letters in cursive.

2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.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. f) Produce, expand, and rearrange simple and compound sentences.

2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.

2.RI.KI.7 Identify and explain how illustrations and words contribute to and clarify a text.

2.SLCC.2 Recount or describe key details or ideas from a text read aloud or information presented orally, or through other media.

2.W.TTP.2 Write informative/explanatory texts a) Introduce a topic. b) Use facts and definitions to provide information. c) Provide a concluding statement or section.

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.

**Science:**

2.LSI: From Molecules to Organisms: Structures and Processes

i) Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and see, find, and take in food, water, and air.

ii) Obtain and communicate information to classify animals (vertebrates- mammals, birds, amphibians, reptiles, fish, invertebrates-insects) based on their physical characteristics.

iii) Use simple graphical representations to show that species have unique and diverse life cycles.

2.LS2: Ecosystems: Interactions, Energy, and Dynamics

2) Predict what happens to animals when the environment changes.

2.LS3: Heredity: Inheritance and Variation of Traits

i) Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms.

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<th>Phonics</th>
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<td>compare and contrast</td>
<td>See pacing guide</td>
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**Grammar/Writing:** See Pacing Guide

**Unit Focus:** animal life cycles/habitats/classification

**Culminating Task:** Written report describing major changes that occur during the life cycle of a frog.

**Text Set:** Frogs by Gail Gibbons (R2BR book and also found in Reading Street Unit 4) - The Mysterious Tadpole by Steven Kellogg

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<th>Discussion Questions</th>
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<th>Resources/Small group instruction ideas</th>
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| M | **"** shared reading of Frogs by Gail Gibbons
| W | This book is found within the Reading Street Unit 4 book. Each student will be able to view the text for shared reading.
| O | There is a separate R2BR book of this same title on your R2BR cart to use because it has additional pages not included in the R.S. books.
| N | **Prior to reading create a class K-W-L chart about frogs.
| D | **Today’s first read will be teacher modeling of how to read Tier 2 words:
| Y | Jellylike
| | Spawn
| | Embryos
| | Gills
| | Algae
| | Oxygen
| | Bulges
| | Vegetarians
| | Lungs
| | Shed
| | Amphibian
| | Cold-blooded
| | transparent
| | Camouflage
| | Vibrate
| | Hibernation
| | herpetologist
| | Is this week’s story fiction or nonfiction, and how do you know?
| | Looking at our K-W-L chart, let’s check off the things under KNOW that appeared in the book.
| | Now let's see if any of our WANT TO KNOW questions were answered.
| | Are there new questions you have?
| | Now let’s add to the LEARNED column.
| | What are the stages of the life cycle of a frog?
| | Egg - to embryo - to tadpole - to frog
| | Using a tree map to write about the 4 stages in the life cycle of a frog. | Use the Reading Street leveled readers during small group instruction:
| | • A Frog’s Life
| | • Frog Friends
| | • The Wonderful World of Birds


## Day 1

2nd shared reading of *Frogs*. Today the students will read along with the teacher from student books, focusing on the vocabulary as it appears in the story.

### Explicit teaching of the following vocab words today:
- Jellylike
- Spawn
- Embryos
- Gills
- Algae
- Oxygen
- Bulges
- Vegetarians
- Lungs
- Shed
- Amphibian
- Cold-blooded
- Transparent

### Day 2

**Today’s read aloud:** The teacher will read aloud from the R2BR copy of the book, which is the complete book – with added information about frogs.

Begin reading on the page that begins, "Frogs have enemies." and read to the end.

### Explicit teaching of the following vocab words today:
- Camouflage
- Vibrate
- Hibernation
- Herpetologist

### Day 3

**Today’s read aloud:** The teacher will read aloud from the R2BR edition today.

Read through the first time with few pauses, using a student book. Do NOT use the separate R2BR edition today.

### What are some special characteristics of each stage?
For instance, in the egg stage the eggs are surrounded by a jelly like substance.

### Day 4

How were frog eggs described? How does being jellylike help the eggs? What is the other name for frog eggs?

Frogs belong to a class of animals called amphibians. Why are frogs called amphibians? Is this a good name for frogs? What other animals can be called amphibians? (toads, salamanders, newts)

We are warm-blooded. Our temperature stays around 98.6 degrees Fahrenheit, no matter if it is warm or cold outside. What does it mean that frogs are cold-blooded?

Where is the oxygen found that frogs need at each stage of the life cycle?

When are frogs no longer vegetarians and why?

In what different way did the author choose to tell us about the difference between frogs and toads? (labeled illustrations)

### Day 5

Imagine that frogs became extinct. What would happen to the balance of nature? Draw an illustration of the food chain, and then put an X on frogs. Write about the consequence to that habitat.

Begin the class video: http://tinyurl.com/jnovo5t

Very brief video of life cycle of frogs: http://tinyurl.com/jnovo5t

Create a double bubble map to compare tadpoles and frogs.

Write a paragraph comparing tadpoles and frogs. Begin with an opening sentence, followed by detail sentences, and then end with a closing sentence.

Begin the class video: http://tinyurl.com/jnovo5t

2½ minute video on amphibians: http://tinyurl.com/zv32jku
**Teachers** - quickly draw a food chain showing the interdependence of the sun, plants, and animals. Sun - grass - insects - frogs - snakes - hawks

What kind of habitat would have this food chain? (forest, pond)

What would happen if frogs became extinct?

What would happen if there were too many frogs?

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<tr>
<td><strong>Shared reading of Frogs by Gail Gibbons using the student books.</strong></td>
<td><strong>Students will reread the Reading Street story of Frogs by Gail Gibbons. This could be independent reading, partner reading, or small group shared reading.</strong></td>
<td><strong>Review the vocabulary cards from this week, making sure they are posted to be clearly seen for today’s writing task.</strong></td>
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| Pause and discuss information related to:  
  - Body changes  
  - Dietary changes  
  - Water to land changes  
  - Differences between frogs & toads | Review the expectations for writing a report in 2nd grade based on the 2nd grade writing rubric:  
Write a report about frogs utilizing the text and the tree map from yesterday.  
Using the book Frogs by Gail Gibbons and the vocabulary cards, write a report on frogs that includes information on each of these major areas of change in the life cycle of a frog:  
- Body  
- Diet  
- Where they live | **Use today’s writing response as a writing grade.**  
The BCS 2nd grade writing rubric can be found on the BCS weebly page:  
http://tinyurl.com/yavew7gp  
**To meet the standard of using a variety of tools to produce and publish writing, students should record themselves reading their reports using a program such as Seesaw, or any other format.** |
| **Jellylike  
- Spawn  
- Embryos  
- Gills  
- Algae  
- Oxygen  
- Bulges  
- Vegetarians  
- Lungs  
- Shed  
- Amphibian  
- Cold-blooded  
- transparent** | **Look at the illustrations on pages 84-85 in your student books (Frogs by Gail Gibbons). What is the author’s purpose for these two pages?**  
If these are the differences between frogs and toads, what would you note as the similarities?  
The three major areas of change in the frog life cycle are body, diet, and where they live.  
What are the body changes?  
What are the diet changes?  
What are the changes in where they live?** | **Create a tree map to list details related to the following 3 major areas of change in the life cycle of a frog:**  
- Body  
- Diet  
- Where they live  
**This tree map will be used for tomorrow’s end-of-week writing task.** |