Read to Be Ready plans for: Frogs/The Mysterious Tadpole 2nd grade

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.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.

2.SL.CC.2 Recount or describe key ideas or details 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.LS1: From Molecules to Organisms: Structures and Processes

1) 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.

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

3) 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 1) 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.

Comprehension skill: realism and fantasy   **Phonics:** vowels aw, au, augh, al

Grammar/Writing: contractions   **Unit Focus:** animal life cycles/habitats/classification

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

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	1st shared reading of Frogs by Gail Gibbons. Your copy of this book has additional pages not included in the R.S. book. **Prior to reading create a class K-W-L chart about frogs.	Tier 2 words: • 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 What are some special characteristics of each stage? For instance, in the egg stage the eggs are surrounded by a jelly like substance.	Using a tree map provide details for each of the 4 stages of a frog's life cycle. Use the completed tree map to write about the 4 stages in the life cycle of a frog.	Refer back to the story Frogs as a reference if needed

T U E S D A Y	2nd reading of Frogs.		How do frogs protect themselves? (leap, skin glands, camouflage) How do frogs produce sound, and why do they make sounds? (understanding that vibrations produce sounds is a 2nd grade Science standard) Considering that frogs are cold-blooded animals, why might they hibernate in the winter? What does a herpetologist do? Do you think that the author could be a herpetologist? Why or why not? The last page tells us that frogs have an important role in the balance of nature. What does 'balance of nature' mean? **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?	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.	Very brief video of life cycle of frogs: http://tinyurl.com/jnovo5t
W E D N E S D A Y	1st Reading of The Mysterious Tadpole After reading the story, begin a discussion about which story was realistic and which story was fantasy.	• example • obedience • suspiciously • ordinary • sensible • situation • astounding • retrieve • pleaded • curious •	Who are the main characters in this story? Were there familiar settings in the story? (school, home, town) How did Louis get his new pet, and from what country did the pet originate? What was unusual about Alphonse? What needs did Alphonse have? What real animal does Alphonse resemble? In what animal group do you think Alphonse belongs and why? Why do you think the author created the title, The Mysterious Tadpole? Why did the teacher at first ask Louis to bring the tadpole back to school each week? What kind of school did Alphonse go to and what does that mean? Why did the teacher say the Alphonse could not return to school? What does ordinary mean and how was Alphonse not ordinary? How did this create problems? What was the main problem Louis encountered in trying to meet the needs of his new pet? What were some of his solutions to this problem?	Option 1: Give each student 5 index cards. Ask them to illustrate a part of the story on each card and then have a partner try to place them in order. On the back of the cards the student-creator should write the numerical order for self-checking. Model for them that the first card is the beginning, the 5th card is the ending, and the 3 other cards are for middle events. Option 2: Create a flow map showing the beginning, middle, and end of today's story. **Look for students to be able to limit this retell of the story to the most important events, not an overly detailed retelling.	2 ½ minute video on amphibians: http://tinyurl.com/zv32jku

			What did Louis' parents mean by "be sensible"?		
T H U R S D A Y	2nd reading of The Mysterious Tadpole		How does the word 'retrieve' become important to the story? Why do you think the author decided to have Louis call the Librarian for help? What strong connections to the story line do you see in the illustrations on the page where the Librarian is calling the Uncle? Looking at those same illustrations, why do you think the Librarian came up with the suggestion about finding the sunken pirate ship? Why do you think the writer ended the story with another gift from the uncle?	Why did Ms. Shelbert, the teacher, decide that Alphonse was not turning into an ordinary frog? Give evidence for your answer based on Frogs, and The Mysterious Tadpole.	
F R I D A Y	Research on the Loch Ness Monster – see PDF with Loch Ness info on BCS R2BR weebly page under 2nd grade – Frogs 2 ½ min. History.com video about the Loch Ness Monster- http://tinyurl.com/y75wgxrg Today's focus will be on a comparison of Alphonse to real tadpoles and a comparison of Alphonse to the Loch Ness Monster.		How do you think an author goes about selecting the title for his/her book? Teacher, make a class chart of student responses. **Explicit teaching:** *When creating a book title, an author should make sure the title is: 1. attention grabbing 2. memorable 3. informative (gives idea of what book is about) 4. easy to say Do you think that the title Frogs was a good choice by Gail Gibbons? Why or why not? Does it meet the 4 criteria listed above? Do you think the title The Mysterious Tadpole was a good choice by Steven Kellogg? Why or why not? Does it meet the 4 criteria listed above? Would it be more difficult to create the title for a fiction or a non-fiction book?	Write a letter to Steven Kellogg, the author & illustrator of The Mysterious Tadpole, sighting reasons as to why his title creation for the book was or was not a good choice. Use evidence learned from the fiction and nonfiction selections read during this unit of study on frogs as well as information on what an author should consider when choosing a title. Teachers should look for: • Use of vocabulary words from this 2-week unit • Use of facts related to a frog's development • insight into the difference between a real tadpole and a fictional version • Understanding of the thinking involved in creating a book title	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. Information on selecting a book title credited to" bookinthebag.com blog by Tucker Max, titled "Picking the Perfect Book Title."