

Read to Be Ready plans for: Frogs- Week 3 (Where Are My Animal Friends? as partner text) - 1st Grade

RL1.1 & RI1.1- Ask and answer questions about key details in a text. RL1.3 Describe characters, settings, and major events in a story, using key details.
 RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 RI1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 RI1.7 Use the illustrations and details in a text to describe its key ideas.
 RI1.10. With prompting and support read informational texts appropriately complex for grade 1.
 FS1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 FS1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 CL1.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking CL1.2.a. Capitalize dates and names of people. b. Use end punctuation of sentences.
 GLE0107.10.1 Investigate the effect of the sun on land, water, and air.
 GLE0107.5.1 Investigate how plants and animals can be grouped according to their habitats.

Comprehension skill: Prior Knowledge & sequencing **Phonics:** Comparative endings & dge /j/
Grammar/Writing: Contractions with *not* & sequencing words **Unit Focus:** animals adaptations/seasons/temperature/frogs/woodland habitat
Culminating Task: Write a brief summary of the story, Frog on His Own

Text Set: Frog on His Own by Mercer Mayer Where Are My Animal Friends? By William Chin
 Leveled Readers: Seasons Change; Spring Rose, Winter Bear; Weather or Not

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center idea
M O N D A Y	<p>First read of Where Are My Animal Friends? – have students follow in their Reading Street books as the teacher completes the first read, modeling fluency and emotion.</p> <p>**Explain how this story was written in the form of a play, to be performed by 5 characters. Each character's voice is separated on the pages into paragraphs of what they each say.</p>	<ul style="list-style-type: none"> Right (correct) Spring Winter Budge Pardon me Edge Seasons <p>Review these words and have them posted also for writing opportunities:</p> <p>Bear raccoon Hummingbird squirrel Caterpillar butterfly Chrysalis Hibernation migration temperature</p>	<ol style="list-style-type: none"> What season is it, and what are the clues for this? What did we know about caterpillars that helped us figure out what happened to caterpillar? What did Hummingbird do to survive the cold winter weather? (migration) What did Bear do to survive the cold winter weather? (hibernation) Last week we learned what frogs do in cold winter areas. What was that? (refer back to picture in <u>Frogs</u> by Gail Gibbons – hibernation) How are squirrel and raccoon alike? 	<p>Write about the different ways that animals from our story, <u>Where Are My Animal Friends</u>, survive the cold winter season. Also include a sentence about how frogs survive during cold winter weather.</p>	<p>Explicit instruction:</p> <ul style="list-style-type: none"> Comparative endings – er, es Phonics: dge /j/ Contractions with not Sequencing words (first, next, then, last, before, after, in between, etc.) <p>Seasons Temperature Animal adaptations Woodland habitat</p>

T U E S D A Y	First 'read' of <u>Frog on His Own</u> . Each class has 10 copies of this text. Have partners share a book as the class explores the first 'read' 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 partner talk to 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	1. What season is it, and what are the clues? What do you think the temperature is - hot, warm, or cold? 2. Where is the setting? 3. Is this a good setting for a frog? Why or why not? (Student answers should relate to what they learned last week about frogs and their needs) 4. How does the illustrator use facial expressions to help tell the story without words?	Sit with a partner and use the book to create sentences that could be used for either the page where the frog surprises the picnicking couple, or the page where the frog is staring at the little boy sitting next to the pond. You are the author writing words for the illustrations. (Make sure students know to write in their journals not in the book)	Small group work on phonics, vocabulary, sequencing Independent reading of <u>Where Are My Animal Friends?</u> in centers. The leveled readers from this story would also be wonderful for independent reading this week.
W E D N E S D A Y	Second read of <u>Frog on His Own</u> . Once again, have students sit with a partner to share the 10 copies of the text as you lead them through the story. At the end of each page or two pages ask for a brief, very brief summary of what happened on that page. **Encourage being brief and to the point, hitting on the main idea of each illustration.	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 **Today, review the words displayed and remind students to refer to the words when working on their writing prompt.	1. Was the boy worried that his frog had gone off on his own? What clues are there in the story as evidence of your answer? 2. What happened in the beginning, middle and end of the story? (lead the discussion to be concise - see starred section in next column)	1. What happened at the beginning of the story, <u>Frog on His Own</u> ? 2. What was the main idea of the events that happened throughout the middle of the story? 3. How did the story end? **Teachers - The purpose of this writing activity is to help students become more concise about retelling a story. Instead of retelling each action we want the students to summarize the middle part of the story - such as: frog had many misadventures. Great group discussion of what would be the main idea of the happenings in the middle of the story.	Small group work on reading fluency - use leveled readers and/or the Reading Street story <u>Where Are My Animal Friends</u> , for shared reading instruction - choral reading, echo reading, highlight inflection of voice, obeying stop signs at end of sentences, etc.

T H U R S D A Y	Teacher will read aloud from the leveled reader: <u>Weather or Not</u> , beginning on page 10 – about groundhogs.	Refer to and review all of the words posted from this week's unit.	1.What special day did we learn about 2 weeks ago? (Groundhog Day) 2.Did the groundhog see his shadow, and what did that mean? 3.Is that a true predictor of weather? 4.What are the real signs that the weather and the seasons are changing? 5. What do frogs do during rain and sun? 6.How do animals cope with the change from fall into winter?	How can watching animals help us learn about the change of seasons?	Small group work on peer editing of writing. Students will bring writing journals to small group. Each student will read aloud the teacher-selected writing prompt from Monday, Tuesday, or Wednesday of this week. Use techniques such as 2 Stars and a Wish or writing papers placed in clear protectors and edited with dry erase markers by peers.
F R I D A Y	Divide class into groups of 5, assigning a part from the story, <u>Where Are My Animal Friends?</u> , to each of the 5 group members. The groups will then assist members of their group with reading the story. *For time management purposes the groups are all doing this at the same time in different parts of the classroom. If time allows they can later read/perform (very expressively) to another group.	Refer to and review all of the words posted from this week's unit.	Take a picture walk through both <u>Where Are My Animal Friends</u> and <u>Frog on His Own</u> . Have students choose which story was their favorite, and then explain the culminating task.	Culminating task: Write a brief summary of the story, <u>Frog on His Own</u> or <u>Where Are My Animal Friends?</u> . Use sequencing words to tell about the beginning, middle and ending of the story. **provide ample time for students to write. **Make sure that the sequencing words are posted in the room as a reminder of starting each sentence differently.	Assessment of skills as needed