



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

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. (a-g)
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. (a-f)
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. (a-c)
- 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. (a, b, d, e, f, g, j, k)
- 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (i, ii, iii, iv, v)
- 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. (i, ii)
- 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.RL.KID.1 & 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.RL.KID.3 Describe how characters in a story respond to major events and challenges. 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in 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.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 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.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 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.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.1 Write opinion pieces on topics or texts. (a-e)
- 2.W.TTP.2 Write informative/explanatory texts (a-c)
- 2.W.TTP.3 Write narratives recounting an event or short sequence of events. (a-c)
- 2.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.
- 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.
- 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
- 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

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: compare and contrast

Phonics: See pacing guide

Grammar/Writing: See Pacing Guide

Unit Focus: animal life cycles/habitats/classification/author's craft

Culminating Task: Students will write an opinion piece in the form of a letter

Text Set: The Mysterious Tadpole by Steven Kellogg

Last Week: Frogs by Gail Gibbons (R2BR book and also found in Reading Street Unit 4)

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
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M O N D A Y	1 st reading of <u>The Mysterious Tadpole</u> .	<ul style="list-style-type: none"> • example • Obedience • Suspiciously • Ordinary • Sensible • situation • astounding • Retrieve • pleaded • curious 	<p>1. <i>Who are the main characters in this story?</i></p> <p>2. <i>Were there familiar settings in the story? (school, home, town)</i></p> <p>3. <i>How did Louis get his new pet, and from what country did the pet originate?</i></p> <p>4. <i>What was unusual about Alphonse?</i></p> <p>5. <i>What needs did Alphonse have? (food, bodies of water to swim in)</i></p> <p>6. <i>What real animal does Alphonse resemble?</i></p> <p>7. <i>In what animal group do you think Alphonse belongs, and why?</i></p> <p>8. <i>Why do you think the author created the title, <u>The Mysterious Tadpole</u>?</i></p>	<p>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.</p> <p>Option 2: Create a flow map showing the beginning, middle, and end of today's story.</p> <p>**Look for students to be able to limit this retell of the story to the most important events, not an overly detailed retelling.</p>	<p>Independent and small group reading & research sources for this week:</p> <p>There are several Readworks.org articles available under the Topic of Frogs - 2nd grade - BCS R2BR weebly site</p> <ul style="list-style-type: none"> • A Frog's Life Cycle • A Frog's Life • The Life Cycle of a Frog • Amphibians and Reptiles - an article a day
T U E S D A Y	<p>2nd reading of <u>The Mysterious Tadpole</u>.</p> <p>Today, read from the beginning of the story through the page showing Alphonse in the indoor pool, waving good bye to Louis.</p>	<ul style="list-style-type: none"> • example • Obedience • Suspiciously • Ordinary • Sensible • situation • astounding • Retrieve • pleaded • curious 	<p>1. <i>Why did the teacher at first ask Louis to bring the tadpole back to school each week?</i></p> <p>2. <i>What kind of school did Alphonse go to and what does that mean? (obedience school)</i></p> <p>3. <i>Why did the teacher say that Alphonse could not return to school? (He was not turning into an ordinary frog.)</i></p> <p>4. <i>What does ordinary mean and how was Alphonse not ordinary? How did this create problems?</i></p> <p>5. <i>What was the main problem Louis encountered in trying to meet the needs of his new pet? (finding a pool large enough)</i></p> <p>6. <i>What were some of his solutions to this problem?</i></p> <p>7. <i>What did Louis's parents mean by "Be sensible"?</i></p>	<p>Why did Ms. Shelbert, the teacher, decide that Alphonse was not turning into an ordinary frog? Give evidence for your answer based on last week's book, <u>Frogs</u>, and this week's book, <u>The Mysterious Tadpole</u>.</p>	<p>Read Aloud of <u>The Mysterious Tadpole</u>: http://tinyurl.com/ybye2ea</p> <p>**This writing assignment would be a marvelous time to utilize Seesaw or some other form of publication so that students can record their responses - meets the standard for production and distribution of writing.</p>
W E D N E S D A Y	<p>3rd read aloud of <u>The Mysterious Tadpole</u></p> <p>Begin with a quick summary of yesterday's read aloud, and then read beginning on the page showing Louis and Alphonse in the pool with a platter of cheeseburgers next to pool. Read through to the end of the story.</p>	<ul style="list-style-type: none"> • example • Obedience • Suspiciously • Ordinary • Sensible • situation • astounding • Retrieve • pleaded 	<p>1. <i>How does the word 'retrieve' become important to the story?</i></p> <p>2. <i>Why do you think the author decided to have Louis call the Librarian for help?</i></p> <p>3. <i>What strong connections to the story line do you see in the illustrations on the page where the Librarian is calling the Uncle?</i></p>	<p>**Class/whole group activity with teacher modeling:</p> <p>Use a flow map to show how the author used the word <i>retrieve</i> in developing some of the main events. Make sure the events are in order.</p> <p>**Look for</p> <p>1. learned to retrieve in</p>	

		<ul style="list-style-type: none"> curious 	<p>4. <i>Looking at those same illustrations, why do you think the Librarian came up with the suggestion about finding the sunken pirate ship?</i></p> <p>5. <i>Why do you think the author chose to send Louis's parents on a vacation?</i></p> <p>6. <i>Why do you think the writer ended the story with another gift from the uncle? (could lead to a new story about a huge bird pet)</i></p>	<p>obedience school training</p> <p>2. Was able to retrieve the Librarian's purse from the pool</p> <p>3. The Librarian then thought of Alphonse retrieving the treasure chest</p> <p>4. The treasure then allowed them to build a large pool for Alphonse.</p>	
T H U R S D A Y	<p>Today's focus will be on a comparison of Alphonse to real tadpoles and a comparison of Alphonse to the Loch Ness Monster.</p> <p>**Show the brief video on the Loch Ness Monster and read aloud the information found in the PDF regarding the Loch Ness Monster.</p> <p>*Students will refer to information in the story <i>Frogs</i> by Gail Gibbons as well as the readworks.org articles listed as resources in far right column in the Monday row.</p>	<p>Tier 2 words to highlight in the discussions today:</p> <ul style="list-style-type: none"> Mysterious Suspicious Curious astounding ordinary sensible 	<p><i>What factual information have we learned about the physical description of tadpoles and the life cycle of frogs? (review)</i></p> <p><i>What have we learned about Alphonse and the Loch Ness Monster that is similar to the factual information and different from the factual information?</i></p> <p><i>Do you believe that the Loch Ness Monster is real or fiction?</i></p> <p><i>Based on what we've learned about life cycles, do you think that Alphonse might have been hatched from an egg or born alive? Give evidence for your thinking.</i></p> <p><i>What do you think Alphonse's parents might have looked like as adults?</i></p>	<p>Draw a picture of Alphonse with his mother and father, and include the details of the habitat in which they would have found all of their needs.</p> <p>Label your illustration to clearly show how their needs are met in the habitat.</p>	<p>Research on the Loch Ness Monster – see PDF with Loch Ness info on BCS R2BR weebly page under 2nd grade – Frogs</p> <p>2 ½ min. History.com video about the Loch Ness Monster– http://tinyurl.com/y75wgxrg</p>
F R I D A Y	<p>Students will need access to the story, <i>Frogs</i> by Gail Gibbons, writing journal entries from this unit on Frogs, and today's 4 points of what an author considers when selecting the title for a book.</p> <p>Display the book, <i>The Mysterious Tadpole</i>, for reference as well.</p>		<p><i>How do you think an author goes about selecting the title for his/her book?</i></p> <p><i>Teacher, make a class chart of student responses.</i></p> <p>Explicit teaching: <i>*When creating a book title, an author should make sure the title is:</i></p> <ol style="list-style-type: none"> attention grabbing memorable informative (gives idea of what book is about) easy to say <p><i>Do you think that the title <i>Frogs</i> was a good choice by Gail Gibbons? Why or why not? Does it meet the 4 criteria listed above?</i></p> <p><i>Do you think the title <i>The Mysterious Tadpole</i> was a good choice by Steven Kellogg? Why or why not? Does it meet the 4 criteria listed above?</i></p> <p><i>Would it be more difficult to create the title for a fiction or a non-fiction book?</i></p>	<p>Write a letter to Steven Kellogg, the author & illustrator of <i>The Mysterious Tadpole</i>, sighting reasons as to why his title creation for the book was or was not a good choice.</p> <p>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.</p> <p>Teachers should look for:</p> <ul style="list-style-type: none"> 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 	<p>*Information on selecting a book title credited to: bookinthebag.com blog by Tucker Max, titled "Picking the Perfect Book Title".</p>

				<ul style="list-style-type: none">• a fictional version Understanding of the thinking involved in creating a book title	
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