

For students reading at **Literacy Level F/9**, including:

- English-language learners
- Students reading below grade level
- First grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify characters and setting
- Compare and contrast
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

### GENRE STUDY

Students will:

- Recognize the characteristics of animal fantasy
- Determine the story's message

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary
- Develop robust (Tier Two) oral vocabulary

### WORD STUDY

Students will:

- Use compound words

### LANGUAGE

Students will:

- Recognize the sentence structures *I am \_\_\_\_\_* and *I do not have \_\_\_\_\_*
- Use possessives

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize CVCe long **o** words

### FLUENCY

Students will:

- Read with dramatic expression

### WRITING

Students will:

- Write to a picture prompt

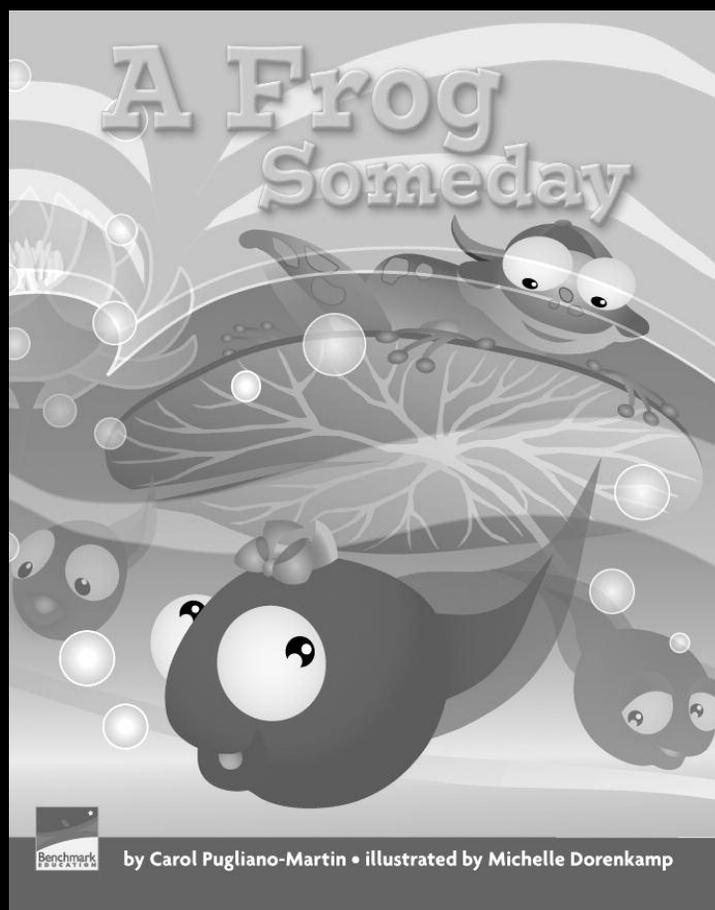
# A Frog Someday

## THEME: Animal Life Cycles

- Watch a Frog Grow (Level F/9)
- **A Frog Someday (Level F/9)**
- Watch a Butterfly Grow (Level H/13)
- Caterpillar Can't Wait! (Level H/13)

## GENRE/SUMMARY:

In this animal fantasy, a tadpole is in a hurry to grow up and be a frog like her big brother.



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## Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

### Early Explorers Partner

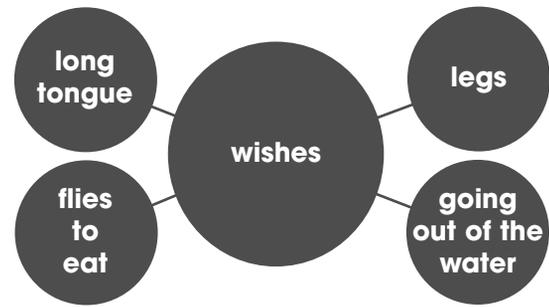
- *Watch a Frog Grow* (Nonfiction, Level F/9)

### Text-Dependent Comprehension Resources

- *A Frog Someday* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*



## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a tadpole that wants to be a frog. Read the title and author and ask students to echo-read. Invite them to tell what they see in the illustration. Repeat the process with the title page. Say: The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title says someday. The tadpole and frog both wear pink bows. I think the tadpole will imagine being this frog someday.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The animals in the story are called characters. Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then say: The setting is where the story takes place. What is the setting of the story?* Help students use the illustrations to determine that the story takes place in and around a pond.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **eggs, frog, hatch, legs, tadpole, tongue, flies, and water** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

## Make Connections and Build Background

- **Use Pictures and Drama** Display the tadpole and frog on the title page of *A Frog Someday*. Point to the correct illustration as you **say:** *We will read a book about a tadpole. The tadpole does not like being a tadpole. The tadpole wants to grow up and be a frog. Close the book and say: I will pretend I am a frog. A frog eats flies with its long tongue. Pretend to do so. Then invite students to tell what they know about frogs. Encourage them to act out their ideas as well.*
- **Use a Graphic Organizer** Revisit the illustrations on the title page. Then draw a circle on the board and write the word **wishes** in the center. Read the word, and then **ask:** *What do you think a tadpole wishes for?* As students respond, create a concept web about a tadpole's wishes. Then read each word and ask students to echo-read.

- **Preview Sentence Structures** For students who need additional support, write *I am \_\_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words **I am** are in the book. Page 5 has a sentence with the words **I am**.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite students to turn to page 6. **Ask:** *Can you frame a sentence with the words **I am**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, ask them to locate and read the sentence structure on page 10. Finally, repeat the process with *I do not have \_\_\_\_\_* on pages 5 and 8.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **long**. Frogs have **long** tongues. What letters do you expect to see after the **ll**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **long** on page 4. **Say:** *Search all the way through a word to help you when you read. Repeat the process with the word **just** on page 5.*

- **Scaffold Spanish-Language Speakers** Say the word **in**. **Ask:** *Does **in** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **in** sounds like the Spanish word **en**. **In** and **en** mean the same thing. The words look similar, too.* Write the word **in** on the board and ask students to locate it on page 16 in the book. Repeat the process with **no** on page 7 and **no** in Spanish. Then point out that the word **to** on page 9 sounds like the Spanish word **tu** but does not mean the same thing. Finally, invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students' attention to the wishes web. **Say:** *Now it's time to whisper-read the book. Read to find out what the tadpole wishes for.*

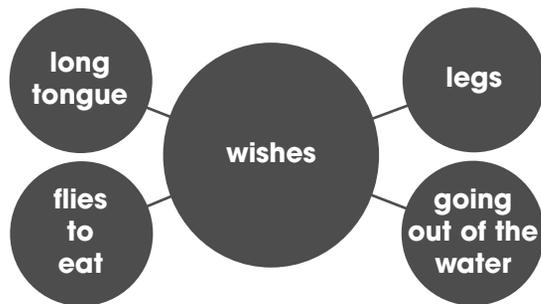
## Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	strong	8
Syntactic	Think about the book's sentence structure. Use the structure to make this sound right.	Now I am having fun.	12
Semantic	What do you see in the picture that would make sense in this sentence?	fish	6

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Ask:** *What does the tadpole wish for? Look at our web. Do we need to add any wishes? Add any new ideas from the story that students suggest, and then choral-read the web. Ask students to use the graphic organizer to tell the story to a partner.*



## Genre Study

- **Say:** *This story is an animal fantasy. You could see real animals like the tadpole and the frog. But fantasy means some things could not happen in real life. What parts of this story are fantasy? Guide students to mention that the tadpole and the frog talk to each other, the frog wears a cap, and the tadpole wears a bow.*
- **Say:** *Animal fantasy stories have themes. A theme is like a message from the author. I notice in A Frog Someday that the tadpole wants to grow up quickly. The tadpole's big brother tells her to wait—she will be a frog someday. Is the tadpole's brother right? (Yes, in time she does become a frog.) **Say:** *The theme for A Frog Someday could be "listen to good advice." The author uses the characters to send readers a message. The author is telling us to listen to good advice, too.**

## Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*

- **Model Say:** *I want to make sure I understand what I read. One way is to retell the important parts of the story. I will turn back to page 4. First I will read the page: "Today I saw my big brother, the frog, catch flies. My big brother stuck out his long tongue. He ate a fly!" Now I will say this part of the story in my own words: The tadpole's big brother is a frog. The frog catches flies with his long tongue.*
- **Guide** Ask students to turn to page 5. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *What do you see? What is this page about? What does the tadpole say about herself? What could you tell about the tadpole in your own words?*
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retell what you've read** monitor-reading strategy.

## Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Find It! questions. **Say:** *The answer to a Find It! question is in the book. You can find the answer if you know what to look for. The answer is in one place.**
- **Model** Use the *Find It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Find It! question. First I will read the question: "I am more like a . . . than a frog." I need to look for important words in the question. These words will tell me what to look for in the book. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the words **more, like, than, and frog.** On page 6, I read, "I am more like a fish than a frog." This sentence has all the words I'm looking for. The sentence answers the question.*

- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

## Build Comprehension: Compare and Contrast

- **Explain** Create an overhead transparency of the “A Frog Someday” graphic organizer on page 8, or draw it on the board. **Say:** *Stories have characters. Characters are alike in some ways. Characters are different in other ways. Telling how characters are alike is called **comparing**. Telling how characters are different is called **contrasting**. Good readers compare and contrast characters to better understand the story.*
- **Model Say:** *Let’s figure out some ways the characters in A Frog Someday are different. On page 4, I read about the frog. The frog has a long tongue. He catches flies to eat. I will write this information under **Frog** on the graphic organizer. On page 5, I read about the tadpole. The tadpole does not have a tongue. She cannot eat flies. I will write this information under **Tadpole** on the graphic organizer. Now I will look for some ways the frog and tadpole are alike. They are brother and sister, so they belong to the same family. I see in the illustrations they both have big eyes. I will write this information under **Both** on the graphic organizer.*
- **Guide Say:** *Let’s find others ways the frog and tadpole are alike or different. Look at page 6. What can the frog do that the tadpole cannot do? (Allow time for students to respond, assisting if needed.) Yes, the frog can go out of the water. The tadpole cannot go out of the water. Where should I write about this on the graphic organizer? (Again allow time for students to respond.) That’s right. I will write about the frog in the first column and the tadpole in the second column.*

- **Apply** Ask students to work with a partner to find other ways the frog and tadpole are alike and different. If more support is needed, utilize all or part of the “Guide” process on page 7 (both go through the same stages), page 8 (the frog has legs, the tadpole does not), and pages 7 and 16 (both tell young tadpoles, “You will be a frog someday”). Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name _____ Date _____		
Compare and Contrast		
Frog	Tadpole	Both
has long tongue	does not have a tongue	belong to same family
catches flies to eat	cannot eat flies	have big eyes
can go out of water	cannot go out of water	go through same stages
has legs	does not have legs	

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**Teacher Tip** Use Benchmark Education Company’s K–2 Early Comprehension Strategy Poster Set to provide additional instruction in comparing and contrasting. Use BEC’s *Comprehension Strategy Assessment* books to assess students’ ability to compare and contrast in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *A Frog Someday* to read to family members. Encourage students to work with a friend or family member to tell about a time they were eager to grow up so they could do something older kids could do. Invite students to share their stories with the group.

## Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Tell something you already knew about frogs or tadpoles.
- Think about the theme of the story. Tell about a time someone gave you good advice.
- Act out the story with a partner.
- Would you rather be a frog or a tadpole? Draw a picture that explains why.
- Write about your favorite character in the story.
- Write about a connection you made to the story.

## Write to a Picture Prompt

- **Analyze Characters' Feelings** Tell students they will describe the feelings shown by a character in the story. Then they will write about the feelings. **Say:** *I like the pictures in this book. I like to look at the characters' faces to figure out their feelings. Look at page 6. I will describe the characters: The frog looks happy. I think he likes jumping. The tadpole does not look happy. I think she wishes she could jump like the frog. What do you notice about the characters' faces? How would you describe the characters' feelings?* Allow time for students to respond.

**Ask:** *Which picture do you like best? How would you describe the characters' feelings in that picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the characters' feelings in the picture you chose. Now write about the feelings. After you are finished, read your description to a partner.*

## Write to a Text Prompt

- **Describe the Setting** **Say:** *Think about the setting in the story. Then describe the setting in your own words. When you are finished, read your description to a partner.*

## Phonics: CVCe long o

- Ask students to locate the word **close** on page 9. Write **close** on the board. Explain that often a vowel followed by a consonant and final **e** is long. Cross out the final **e** and underline the **o** as you **say:** *The letter "e" at the end of the word is silent. The e doesn't make a sound. It signals a long vowel in the middle, though. It makes the o say its own name.* Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **tadpole** (page 5) and **hope** (page 11).
- Ask students to brainstorm words with the long **o** sound. Acknowledge all correct responses, and record those that have the CVCe pattern in a list on the board. Read each word aloud, inviting students to echo-read.
- **Say:** *I will tell you a riddle. You will guess which word answers the riddle. I will underline the long o in the word on the list. Then you will know you guessed correctly.* Model the process using one of the words, such as *I am a flower. I smell sweet. Bees and people love me. What am I?* (rose) Invite each student to make a riddle and circle the **o** in the matching word.

## Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to the life of a frog: **eggs, frog, hatch, legs, tadpole, tongue, flies, and water.** Ask students to act out the stages in the life of a frog (egg, tadpole, frog) and use the words as they describe what the frog can and cannot do at each stage.
- **Robust Oral Vocabulary** **Say:** *In the story, the tadpole is **envious**. **Envious** means wanting something someone else has or wanting to do what someone else can do. The tadpole in the story is **envious** because the frog has a tongue and legs. The tadpole is **envious** because the frog can eat flies and get out of the water. Say the word with me: **envious**. A boy admires the prize a classmate won. A girl likes her cousin's clothes better than her own. Now, tell about a way you were **envious**. Start by saying, "I was **envious** when \_\_\_\_." (Allow time for each student to respond, assisting if needed.) Let's try to use the word **envious** many times today. We can use the word at school and at home.*

## Word Study: Compound Words

- **Model Say:** *Authors sometimes use compound words when they write. A compound word is made of two smaller words put together. I see a compound word on page 5: I **cannot** eat flies. The word **cannot** is a compound word. Write the word **cannot** on the board. Draw a line under each part as you **say**: The words **can** and **not** make the compound word **cannot**.*
- **Guide** Invite students to read page 7 with you. **Ask:** *Which word is a compound word? (someday) What two words make the compound word **someday**? (some, day) Write the word **someday** on the board. Draw a line under each part as you and students say **some** and **day**.*
- **Apply** Write these compound words on the board: **underwater, goldfish, butterfly, bullfrog, shoreline, lifetime**. Read them aloud and ask students to echo-read. Then invite partners to name the parts of one of the compound words.

## Language Development: Possessives

- **Model Say:** *Some nouns are possessive. Possessive means something belongs to someone or something else. A possessive noun has an apostrophe and letter **s** at the end. Let's turn to page 8 and read the first sentence together: "My brother's legs are strong." The apostrophe and letter **s** at the end of the word **brother** make a possessive. The legs belong to the brother. Ask students to point to the apostrophe and letter **s** in their books and echo-read the phrase "brother's legs." **Say:** *I can use phrases like "brother's legs," too. Point to students and objects as you model oral sentences, such as: **Carrie's shirt** is pink. **Hani's book** is on the table. **Frank's chair** is next to mine.**

- **Guide** Invite students to turn to page 7 and read the first sentence aloud. **Ask:** *Which word is a possessive? (tadpole's) How do you know? (The word is a noun that ends with an apostrophe and the letter **s**.) Write the phrase "tadpole's life" on the board and circle the apostrophe and letter **s**. **Ask:** *What belongs to the tadpole? (life)**
- **Apply** Ask students to find another possessive on page 14 (**Mom's**) and explain what belongs to Mom (*new eggs*). Then invite student partners to make up sentences using the possessive **Mom's**.

## Fluency: Read with Dramatic Expression

- **Say:** *In fiction books, characters say things. We can tell when characters are talking. We look for quotation marks around the characters' words. Point out the quotation marks on page 7. Then ask students to find other quotation marks on pages 9, 11, 15, and 16. **Say:** *Good readers think about the story while they read. Good readers think about what the characters are saying. Then they try to talk like the characters in the story.**
- Ask students to turn to page 7. First, read the tadpole's and the frog's words flatly, with no expression. Discuss how this makes the listener feel. Then read the page again using an agitated, unhappy voice for the tadpole and a serious, soothing voice for the frog. Ask students to echo-read.
- Ask students to turn to page 9. Choral-read the page with them using a patient, encouraging voice.
- Invite students to take turns rereading *A Frog Someday* with a partner. Remind them to talk like the characters in the story.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Compare and Contrast

<b>Frog</b>	<b>Tadpole</b>	<b>Both</b>