

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 sequence of events
- Monitor their reading by asking questions
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

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

### WORD STUDY

Students will:

- Use plurals

### LANGUAGE

Students will:

- Recognize the sentence structures *This \_\_\_\_\_ will \_\_\_\_\_* and *This \_\_\_\_\_ can \_\_\_\_\_*
- Identify questions and answers

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with initial **r**-family blends

### FLUENCY

Students will:

- Read exclamation points

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

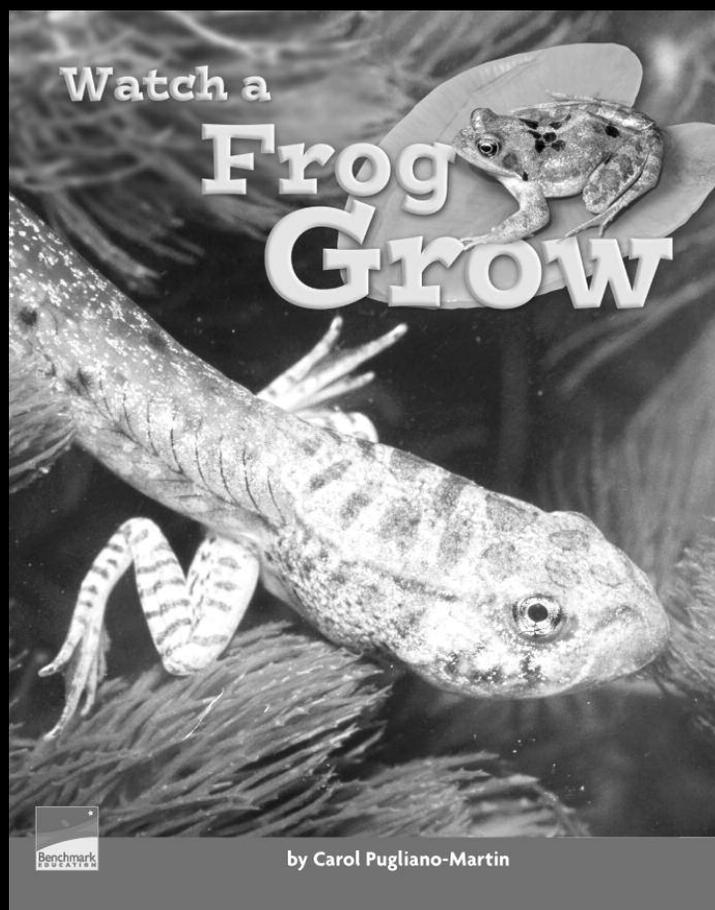
# Watch a Frog Grow

## 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)

## SCIENCE BIG IDEA:

Readers learn about the stages in the life cycle of a frog, from egg to tadpole to frog.



## Related Resources

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

### Early Explorers Partner

- *A Frog Someday* (Fiction, Level F/9)

### Early Comprehension Strategy Poster

- Identify Sequence of Events

### Text-Dependent Comprehension Resources

- *Watch a Frog Grow* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

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

Know	Want to Learn	Learned
have four legs have long back legs have no tail have big mouths say "ribbit" can hop live in ponds	What do baby frogs look like? Can frogs breathe in water?	

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book explains how a frog grows.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. 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 has the words **frog** and **grow**. The cover shows a tadpole and a frog. I think this book will tell how the tadpole grew into a frog.* Allow time for students to share their own predictions about the book.

## Make Connections and Build Background

- **Use Art** Give each student a pencil and sheet of paper. **Say:** *We will read a book about how frogs grow.* Sketch a simple drawing of a frog. Show your drawing to the group and **say:** *I know something about frogs. A frog has long legs.* Then ask students to draw their own frog pictures. Invite them to show their pictures to the group and tell something they know about frogs.
- **Use a Graphic Organizer** Draw a KWL chart on the board. Explain that **K** stands for *What I Know*, **W** stands for *What I Want to Learn*, and **L** stands for *What I Learned*. **Say:** *We shared some things we know about frogs. Now we will list our ideas on the chart.* Write students' responses in the **K** column of the chart. Then ask them what they want to find out about frogs. Write their questions in the **W** column of the chart. Finally, read the entries in both columns and ask students to echo-read.

- **Preview Vocabulary, Photographs, and Text and Graphic Features** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you discuss the photographs. Also talk about the **pond, water, legs, lungs, air, and tail**, and make sure students can pronounce each word. In addition, point out the following text and graphic features:  
 (Pages 4–5) **Say:** *This book has **captions**. The captions are under the photographs. Captions tell us about the photographs. Sometimes captions give us new information.*  
 (Page 7) **Say:** *This photograph has **labels**. Labels name things in the photograph.*

- Preview Sentence Structures** For students who need additional support, write “This \_\_\_\_\_ will \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in this book. Page 16 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Ask:* *Can you frame another sentence on this page that has a “This \_\_\_\_\_ will \_\_\_\_\_” structure? Assist as needed, and then read the sentence aloud and ask students to echo-read. Repeat the process with “This \_\_\_\_\_ can \_\_\_\_\_” on page 4.*
- Use Graphophonic Cues** **Say:** *Another word in this book is **back**. Say the word **back**. What letters do you expect to see after the **l**? Allow time for students to respond, assisting as needed. Then ask them to find the word **back** on page 9. Say:* *Search all the way through a word to help you when you read. Repeat the process with the word **still** on page 13.*
- Scaffold Spanish-Language Speakers** Say the word **air**. **Ask:** *Does **air** sound like a word you know in Spanish? (Allow time for students to respond.) The word **air** sounds like the Spanish word **aire**. **Air** and **aire** mean the same thing. The words look similar, too. Write the word **air** on the board and ask students to locate it on page 11 in the book. Repeat the process with **in** on page 4 and **en**. Then point out that the words **to** and **too** on page 11 sound like the Spanish word **tu**, but they do not mean the same thing. Repeat the process with **see** on page 4 and **sí**. Finally, invite students with other first languages to share their cognates.*

## 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?	pond	4
Syntactic	You read “Now the tadpole use its lungs.” Let’s read that together and make it sound right.	Now the tadpole uses its lungs.	10
Semantic	What do you see in the picture that would make sense in this sentence?	frog	15

## Set a Purpose for Reading

- Direct students’ attention to the KWL chart. **Say:** *Now it’s time to whisper-read the book. Read to learn how frogs grow.*

## Use the Graphic Organizer to Summarize

- **Ask** students to think about their reading. **Ask:** *Can you answer any questions in the **W** column of our chart? (Allow time for students to respond, assisting as needed.) What did you learn about frogs? Record appropriate responses in the **L** column of the KWL chart. Choral-read the entire chart. Then ask students to use the graphic organizer to tell a partner about the book.*

Know	Want to Learn	Learned
have four legs have long back legs have no tail have big mouths say "ribbit" can hop live in ponds	What do baby frogs look like? Can frogs breathe in water?	Frogs begin as eggs. Baby frogs are called tadpoles. Tadpoles start breathing air with their lungs.

## Reading Strategy Mini-Lesson: Ask Questions

- **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 ask questions before, during, and after reading. I will turn back to page 4. The text on this page says: "This frog lives in a pond." I asked myself a question about the text. I wanted to know whether a frog can really live in water. I found the answer in one of the captions on the page. The first caption says: "This frog can live in water." Now I know this frog can live in the water in a pond. When I looked at the photograph on page 4, I asked myself a different kind of question: "What kind of plant is the frog sitting on?" The book doesn't answer this question. I will have to find the answer another way.*

- **Guide** Ask students to turn to page 6. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder what the black dots in the eggs are? Did the book answer your question? How did you find the answer? Did you have a question about the page that wasn't answered in the book? What is it? How can you look for an answer to your question? After students share any additional questions, invite them to tell how asking questions helped them better understand page 6.*

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read their page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **ask questions** monitor-reading strategy. Then say: *You can ask yourself questions anytime you read. Remember to ask questions to help you understand.*

## Answer Text-Dependent Questions

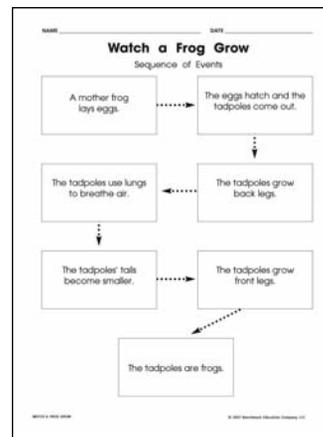
- **Explain** Remind students that they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering *Find It!* questions. **Say:** The answer to a *Find It!* question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.
- **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: "The tadpoles live in . . ." I need to look for important words in the question. These words 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 **tadpoles** and **live**. Now I will look back in the book. Page 8 says: "The tadpoles live in the water." This sentence has the words **tadpoles** and **live**. Put your finger on this sentence. The sentence answers the question. The answer makes sense. I have found the answer in the book.
- **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: Identify Sequence of Events

- **Explain** Create an overhead transparency of the "Watch a Frog Grow" graphic organizer on page 8 or draw it on the chalkboard. **Say:** Nonfiction books sometimes tell about things that happen in a particular order, or sequence. Good readers pay attention to the sequence of events. This helps readers better understand the information.
- **Model Say:** Let's figure out the sequence of events in *Watch a Frog Grow*. We need to start at the beginning. On page 6, I see the word **First**. This is a clue word that tells us what happens first. First, a mother frog lays eggs. I will write about this in the first box on the graphic

organizer. Now I will read on to see what happens next. Page 8 has the word **Then**. This is a clue word that tells us what happens then. Then the eggs hatch and the tadpoles come out. I will write about this in the second box on the graphic organizer.

- **Guide Say:** Let's find out what happens next. Look on page 9. What happens to the tadpoles? (Allow time for students to respond, assisting if needed.) Yes, the tadpoles grow back legs. Growing legs is the next event in the sequence. Let's add this event to the graphic organizer.
- **Apply** Ask students to work with a partner to find the remaining events mentioned in the book. Remind them that a sequence happens in order, so they will need to turn the pages to find each event. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.



**Teacher Tip** Use Benchmark Education Company's K–2 Early Comprehension Strategy Poster Set to provide additional instruction in identifying sequence of events. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to identify sequence of events in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Watch a Frog Grow* to read to family members. Encourage students to work with a friend or family member to draw a series of pictures that show the three major stages in a frog's life. Invite students to bring their pictures to share 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.

- Use the photographs in the book to retell the information to a partner.
- Tell something you learned about frogs. Start with "Frogs can \_\_\_\_\_."
- Tell about another book you have seen about frogs.
- Draw a picture of a frog and label its parts.
- Write a new caption for one of the photographs.
- Write about what you thought was most important in the book.

## Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to describe the pictures in interesting ways, too. On page 5, I see a picture of a frog. I will describe the frog: "The frog has long, skinny back legs. The frog leaps into the water with a splash!" What do you notice about the picture? How would you describe the picture?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the picture you chose. Now write your description. After you are finished, read your description to a partner.*

## Write to a Text Prompt

- **Retell** **Say:** *Think about your favorite part of the book. Then write about your favorite part in your own words. When you are finished, read your retelling to a partner.*

## Phonics: Initial r-family blends

- Ask students to locate the word **frog** on page 4. Write **frog** on the board. Explain that the two sounds at the beginning of the word—**/f/** and **/r/**—are blended together to make **/fr/**. Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. **Say:** *The word **frog** begins with an r-family blend. Another consonant blends with the letter "r" to start the word.* Repeat the process with **grow** on page 5, **breathe** on page 11, and **front** on page 13.
- Ask students to brainstorm words that begin with the above **r-family** blends as you record them on index cards. Then spread the cards out in a pocket chart or on a table. Read each word, inviting students to echo-read.
- **Say:** *We can sort the cards using the r-family blend at the beginning of each word.* Hold up a card with an initial **/fr/** word on it, such as **frame**. **Say:** *Find the other words that begin like **frame**.* Repeat the process for each blend. Once all the cards are sorted, invite each student to select a pile and think of one more word to add.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **eggs**, **frog**, **hatch**, **hop**, **swim**, **tadpole**, and **pond** on index cards. Ask volunteers to draw illustrations for the words on another set of cards. Place the word cards in a pocket chart or on a table. Show the picture cards one at a time. Ask students to find the word that names the picture, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched with their pictures.

## Word Study: Plurals

- **Model Say:** *Authors sometimes use plurals when they write. Plural means “more than one.” I see a plural word on page 5: “How do frogs grow?” The word **frogs** is a plural. I can tell because **frogs** has the letter “s” at the end of the word **frog**. Write the words **frog** and **frogs** on the board. Draw a line under each word as you use it in a sentence: I see one **frog** in the photograph on page 5. I see two **frogs** in the photograph on page 6.*
- **Guide** Invite students to read the first sentence on page 6 with you. **Ask:** *Which word is plural? (eggs) What letter is added to the word **egg** to make the plural word **eggs**? (“s”) Write the words **egg** and **eggs** on the board. Draw a line under each word as students say it with you. Then invite a volunteer to circle the letter “s” in **eggs**.*
- **Apply** Ask students to find plurals on pages 7 (**dots**), 8 (**tadpoles**), 9 (**legs**), and 10 (**lungs**). If more support is needed, utilize all or part of the “Guide” process.

## Language Development: Questions and Answers

- **Model Say:** *Sometimes nonfiction books have questions. We recognize a question by the question mark at the end. Let’s turn to page 4 and read the first sentence together: “What do you see?” The sentence has a question mark at the end. I know the author is asking a question. Sometimes the author wants the reader to answer the question. This time the author answers the question in the text. What is the answer to this question? Allow time for students to respond. **Say:** *I can ask and answer questions, too. Listen to each question. Use your finger to make a question mark in the air. Then listen to the answer:*  
*What time does school start? (Pause) School starts at 8 o’clock.*  
*What book did we read? (Pause) We read Watch a Frog Grow.*  
*What will I eat for a snack? (Pause) I will eat an apple for a snack.**

- **Guide** Invite students to read page 5 with you. Ask the following questions, allowing time for students to respond to each one: *Does the author ask a question? How do you know? Does the author answer the question? What is the answer?*
- **Apply** Ask students to find another question in the book and read it to a partner. If more support is needed, utilize all or part of the “Guide” process on pages 7, 9, 10, 12, and 14.

## Fluency: Read Exclamation Points

- **Say:** *Sometimes nonfiction books tell about amazing or exciting things. The author might show something is amazing or exciting by using an exclamation point. Our voices sound different when we are excited or amazed. We speak a bit faster and our voices move to a higher pitch. Good readers say exclamations faster and higher, too. Saying exclamations faster and higher helps the readers show that something is exciting or amazing. It helps listeners understand that something is exciting or amazing, too.*
- Ask students to turn to page 7. First, read the page in a flat voice. Discuss how this makes listeners feel. Then read the page again, saying the exclamation more quickly and in a higher pitch. Ask students to echo-read.
- Ask students to turn to page 8. Choral-read the page with them, using a faster, higher voice for the exclamation.
- Invite students to take turns rereading *Watch a Frog Grow* with a partner. Remind them to speak faster and use a higher pitch when they read a sentence ending with an exclamation point.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Watch a Frog Grow

Sequence of Events

