



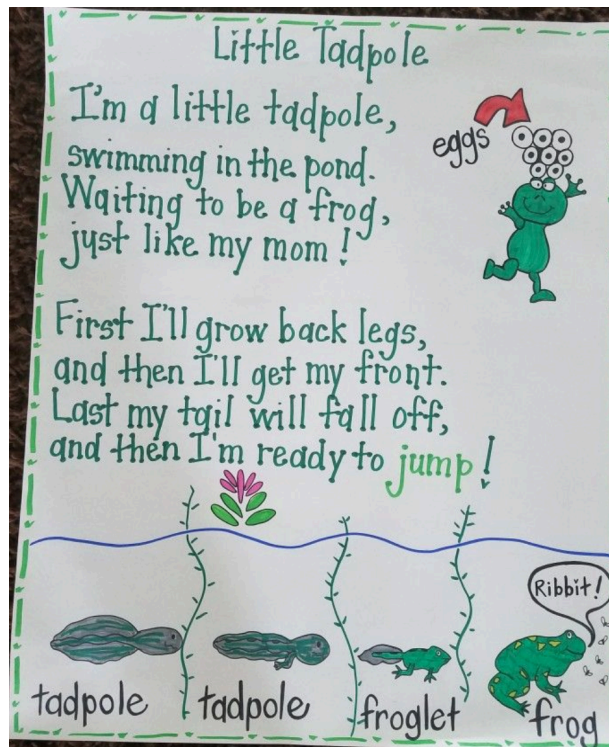
Title: <i>The Life Cycle of a Frog</i>	Author: Bobbie Kalman & Kathryn Smithyman
Genre/Unit: Informational	Warm Up: <i>Little Tadpole</i> (author unknown)

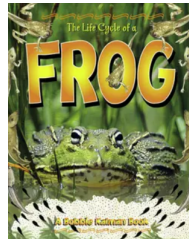
More than just detailing the life cycle of a frog, this book explains the dangers to frogs from pollution, pesticides, and the destruction of their habitat. The easy-to-understand text is complemented by beautiful photographs. This book is a part of a series.

Vocabulary

Tier 2 Word	Page	Student Friendly Definition (kids.wordsmyth.net, collinsdictionary.com, ldoceonline.com)
fascinating	6	able to hold your interest and attention
return	8	to come back to a place or circumstance where you have already been
survive	12, 24	to continue to live even if there was a serious threat to one's life
avoid	20, 25	to keep away from or keep from happening
vanish	29	to disappear quickly from sight

Warm Up Poem:





Reading

Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk. * a Tier 3 word that is connected to the topic	JOYcabulary Getting students to own their words: speaking, reading, and writing.
Before Reading	<p>What do you already know (or think you know) about frogs? Let's jot that on a chart (place each idea on a sticky note so they can be arranged later). Then, as we read, we can confirm what we know, correct any misconceptions, and add to our knowledge.</p> <p>Let's start with the cover: What do you notice? I'm also noticing the stages a frog goes through around the photograph. Why do you suppose the illustrator chose to do that? The back cover does the same thing, but this time it uses an illustration, not a photograph. We see more of the frog and its habitat, so what new things do you notice?</p>	habitat
During Reading	Table of Contents: Let's study the table of contents to get ourselves ready to learn. What do you notice about the sequence, or order, that the authors used for their chapters. Does this order and structure help you learn more easily? Why?	
P. 4 - 9	These first few chapters give us some basic information about frogs. Let's check our chart to see if we got anything wrong. Can we add something new?	fascinating return
P. 11 - 21	This section of the book teaches us about the stages a frog goes through as it grows from egg to frog. What facts fascinated you?	survive avoid
P. 22 - 25	Now the frog is all grown up. What new things have we learned about how a frog survives?	survive avoid
P. 26 - 32	Are you now able to tell the difference between a frog and a toad? How have we humans put frogs in danger? How can we help them?	vanish

After Reading	Wow! We learned many new things about frogs! How might we group our notes to make our chart more organized? Let's revise by moving our sticky notes into groups that make sense. Let's give each group a title, just like the authors did.	
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Extensions

Writing

- Closely examine the structure of the book: chapter titles and subheadings. How did they help the reader to learn? Is this something we can add to our informational writing?
- Text features: labels, captions, sidebar, glossary, and index.
- Different text structures: description, compare/contrast, problem/solution, etc.

Vocabulary

- bold print for Tier 3 words
- glossary
- defining words within a sentence

Other titles you may enjoy:

Bullfrog at Magnolia Circle (Smithsonian's Backyard) - Deborah Dennard
The Case of the Vanishing Golden Frogs: A Scientific Mystery - Sandra Markle
Frogs & Toads - Bobbie Kalman & Tammy Everts
Poison Dart Frogs Up Close - Carmen Bredeson
Flashy Fantastic Rain Forest Frogs - Dorothy Hinshaw Patent

We wish you a month filled with blooming vocabulary & JOY!

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