

It's a Red-Eyed Tree Frog!

Reading Level: Grades K-1

Subject: Science

Materials

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- *It's a Red-Eyed Tree Frog!* Activity reproducible (optional) (p. 3 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic, and retell key details from a text.
- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

Targeted Reading Strategy

Summarize information from the text.

Academic vocabulary: rain forests, leaves, sticky, almost, scare, bodies, catch, insects, tongues, tadpoles, hatch

High-frequency words: live, on, the, in, these, their, need, every, day, can, up, then, over, down, new

Before Reading

Build Background Knowledge

- Ask students if they know the difference between frogs and toads. Ask them who has seen or touched a frog or toad. Have the students describe these experiences. Explain there are many different kinds of frogs and toads. Tell them that today they are going to read about the red-eyed tree frog.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about. Then have them think about why the author might have written this book. Have them think about the "who, what, when, where, why, and how" questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author's name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, will help them figure out the word we don't know. Sometimes readers need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students.

Skill Introduction

- Tell students that today they are reading about the red-eyed tree frog. They will learn new information and will be able to connect what they already know to expand their thinking. They should use the pictures to help them understand what the author is telling them about this type of frog.

Think-aloud: *It is important to think about what you already know about frogs as you learn more information from the reading. I know that frogs can be big and they can be small. I know that they can jump pretty far and that their back legs are used for the jumping power. I know that they have long tongues.*

During Reading

Check for Understanding

- Guide reading by asking students to read through page 12 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so all the students can read at their own pace. Model the targeted skill with a think-aloud.

Think-aloud: *I have been learning a lot of new information about the red-eyed tree frog, and I'm adding this information to what I already know about frogs. On pages 8 and 9, I learned that this kind of frog is very small. Although other frogs can be big, this type is not. This is an important fact to remember about the red-eyed tree frog. I also learned that the reason they have red eyes is to scare enemies away. This is a pretty interesting fact. Did you notice that when I was sharing this information, I used my own words and not the author's words? This is called retelling, or summarizing the information.*

- Have students finish reading the rest of the book. Remind them to continue looking for new information and adding it to what they already know. Have students think about how they will retell this information in their own words. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- Ask students to share any new information they have learned about red-eyed tree frogs in their own words. Create a list of ideas, or create a topic web on the board or on chart paper using the information they share. These ideas will help them later when they do the written assignment for summarizing text.

Word Work

- Explain to students that vowels can make more than one sound. Write the following words on the board, and have students read them aloud with you: *sell, get, seal, nest, leaves, need, meat, each, wet, very, forest, these, green*. As a group, decide if each word has the short or long /e/sound. Provide some anchor words, such as *red* for the short /e/ sound, and *tree* for the long /e/ sound.

Extension Activity

- Pass out copies of the *It's a Red-Eyed Tree Frog!* Activity reproducible (p. 3 of this guide). Students will be working with a partner to summarize what they learned and expand on their knowledge of red-eye tree frogs. Students will need to include at least three facts they learned from the book, and they must be in their own words. A student should explain his or her three facts to a partner. Partners will then have to summarize what they heard and write it down on the handout. They have to use their own words to retell what their partner just told them.

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: _____

It's a Red-Eyed Tree Frog! Activity

Work with a partner. Listen to your partner retell what he or she has learned from the *It's a Red-Eyed Tree Frog!* Use the ideas discussed in class to help you. Then write down what you learned in your own words to summarize.

Topic:

Fact 1:

Fact 2:

Fact 3:

I Wonder . . .

My favorite piece of information is . . .