Introduction
1. Title: Friendship

2. Grade: First

3. Target Group: Mainstream class with integrated ELL students.


6. Goals:
   I want my students to know how to demonstrate comprehension from viewing, listening, reading the story Hop Jump.

   I want my students to know how to use picture clues to help them draw conclusions.

   I want my students to know that words make sense in the context and have appropriate letter/sound relationship.

   I want my students to know about the order in which things happen first, next, and last (story sequence.)
## Unit Content Goals

**Unit Title:** Friendship  
**Grade:** 1  
Mainstream class with integrated ELL students.

### Target Group:

<table>
<thead>
<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
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<tr>
<td><strong>Knowledge</strong></td>
<td>Students will know....</td>
<td>1. How to demonstrate comprehension from viewing, listening, reading the story <em>Hop Jump</em>.</td>
<td>Sequencing and drawing conclusions.</td>
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</table>
|              |          | 2. How to use pictures clues to help them draw conclusions.  
To know that words make sense in the context and have appropriate letter/sound relationship.  
To know about the order in which things happens first, next, and last (story sequence.) | |
| **Skills**   | Students will be able to... | 1. Share predictions and compare them to what actually happened in the story.  
2. Work in small groups to discuss the story.  
3. Use story clues and personal knowledge to draw conclusions. | |
|              |          | 4. Making predictions and drawing conclusions.  
5. Say the following rhyme, and emphasize the words with the phonogram -ego. | |
<table>
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<th>Unit Content Goals</th>
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<tr>
<td>7. Write about what Betsy will do and what the other frogs will do.</td>
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<tr>
<td>7. Extend the story. Students imagine that tomorrow Betsy decides that she wants to do something else that is different.</td>
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<table>
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<th>Attitudes/Awareness</th>
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<tr>
<td>Students will be aware...</td>
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<td>Of different reading strategies good readers use when they read a story.</td>
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<tr>
<td>Function</td>
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<td>Preview</td>
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Lesson 1
CONTENT OBJECTIVE: Students will know how to demonstrate comprehension from viewing, listening, reading the story Hop Jump.

LANGUAGE OBJECTIVE: Students will be able to preview, predict and retell the story Hop Jump.
Lesson Plan #1 (Modified)
Day 1

OBJECTIVE: Students will be able to preview, predict and retell the story Hop Jump.
(please write on black board – for day 1 and 2 lesson)

- All levels of ELL students will:
  1. Preview the story by building background knowledge and concepts.
  2. Actively listens to a read aloud of the story.
  3. Respond to the story Hop Jump.

- Most speech emergence and intermediate fluency students will:
  1. Reread the rhyme.
  2. Write or draw their predictions in their personal journals.
  3. Work in small groups to discuss the story.

- Some intermediate fluency students will:
  1. Share their predictions and compare them to what actually happened in the story.
  2. Write stories about another frog in Betsy's pond that does something different.
  3. Share their stories by reading them to the class.

GRADE: First

DURATION: 45 minutes

MATERIALS: Copies of Teacher's Edition and students anthology of the story Hop Jump, Signatures, Harcourt Brace 1997. Black board, chart paper, highlighters, markers, index cards, personal journals can be 1 subject notebooks, picture of a frog (either teacher made or store bought), leaves and activity sheet, paper, pencils, and crayons.

Before Reading
1. Building background knowledge and concepts. (10 minutes)

Modifications:
Talk with students about frogs. Have volunteers describe a frog. Talk with them about how frogs move. Invite students to move like frogs.

Pre-Production/Early Production:
- Point to the picture of the frog.
- Is this how a frog moves? (teacher creates the movement)

Speech Emergence:
- Describe how the frog looks.
- Show me how to crouch like a frog and then jump up.

Intermediate Fluency:
- Describe and compare the different kinds of frogs.
- Hop and leap around the classroom and make frog sounds as they move.
Modifications:
Display the following rhyme (on chart paper), and read it aloud. Invite students to reread the rhyme with you several times. Pre-production and early students can listen to the rhyme and join in if they want. You may want to drop actual leaves to help students visualize the word float.

I am a little frog.
But hopping is not for me.
I like to watch as leaves float down
And blow beneath the trees.

Leaping, turning, twisting-
Now, I’m moving in the breeze.
Instead of hopping, I’m dancing,
As pretty as you please!

2. Introduce vocabulary strategies. (20 minutes)
Modifications:
Write these concept words from “Hop Jump” on the board: float, leaping, turning, twisting, dancing, hopping. Read them aloud as you point to each one. Act out each word to help students understand its meaning. Once this activity has been completed these words can become part of your word wall.

Hands-on activity/Reread the rhyme. Play a game with the students. Distribute copies of the concept words on index cards (use the ones in back of this lesson or create your own). Tell students the following instructions. As students read the rhyme with you again they will listen for their word (which they are holding) and hop like a frog and say their concept word.

Pre-Production/Early Production:
- Students will come up to the chart paper and point to their concept word and also highlight the word and act it out.

Speech Emergence/Intermediate Fluency:
- Students will hop like a frog as they say their concept word.
- Students will act out their concept word as they say it.

3. Informal Assessment. (15 minutes)
Students will complete the activity sheet (pages # 6,7,8) according to their appropriate level. They will work with a partner and talk about the pictures.

Remind students what activity they did which was activate prior knowledge and concept and introduce vocabulary. On day 2 students will preview the story then read and retell the story Hop Jump.
frog
Concept Words
A. Work with a partner. Talk about the pictures. Draw a line from a picture to a sentence that describes the picture.

The frog is **leaping** to the other lily pad.

The frog is **turning** his head.

The frog is **hopping** near the pond.

The frog is **twisting** his body.

The frog is **dancing** with a friend.

The frogs like to **float** in the water.
Work with a partner. Talk about the pictures. Fill in the blank with the word that begins with the letter and make sense in the sentence. Draw a line from a picture to a sentence that describes the picture.

The frog is **l** to the other lily pad.

The frog is **t** his head.

The frog is **h** near the pond.

The frog is **t** his body.

The frog is **d** with a friend.

The frogs like to **fl** in the water.

leaping  hopping  dancing
turning  twisting  float
Intermediate Fluency
Hop Jump

with a partner. Talk about the pictures. Fill in the

with the word that make sense in the sentence. Draw

a line from a picture to a sentence that describes

the picture.

The frog is _______ to the other lily pad.

The frog is _______ his head.

The frog is _______ near the pond.

The frog is _______ his body.

The frog is _______ with a friend.

The frogs like to _______ in the water.

leaping
turning
hopping
twisting
dancing
float
Lesson Plan #1 (Modified)
Day 2

Initiation: Reread the lesson objective (should still be on the board) – point as you read. Review with students what activity they did on Day 1. (5 minutes)

Before Reading

1. Previewing/Setting the purpose. (15 minutes)

Modifications:
Have students come to the rug with their reading book. Share the title and look through the illustrations on pages 116-125 (student’s anthology copies attached) with students. Then hold up pages 116-121 for all to see, and say
  • These are frogs.
  • This frog is Betsy.
  • Betsy watches the other frogs.
  • The frogs hop jump, hop jump.
  • The frogs always do the same thing.

Hold up pages 122-125 (student’s anthology copies attached), and say
  • Betsy watches some leaves float down.
  • The leaves are leaping, turning, twisting.
  • The leaves do different things.
  • Betsy tries to move like the leaves.
  • She cannot float in the air.
  • But she can do other things.
  • Betsy starts leaping, turning, and twisting.
  • Betsy calls it dancing.

Then ask children these questions:
  Pre-Production/Early Production:
  • Is this story about frogs?
  • Is one frog named Betsy?
  • Does Betsy watch other frogs or fish?
  • Does Betsy hop and jump or does she dance?

Speech Emergence:
  • What does Betsy watch right before she starts dancing?
  • How is Betsy moving when she dances?

Intermediate Fluency:
  • How are the leaves that Betsy watches different from the frogs that she watches?
  • Which do you prefer? Why?
Look at the illustrations on pages 126-140 (students anthology copies attached) with students. Then hold up pages 126-131 for all to see, point to the appropriate pictures, and say

- The other frogs come back.
- They hop jump, hop jump.
- There is no room for Betsy to dance.
- Betsy goes to find a place for dancing.

Hold up pages 132-140 for all to see, point to the appropriate pictures, and say

- The other frogs want to know about dancing.
- They go to see Betsy.
- They move their feet.
- They start dancing, too.
- One frog is still hopping.
- Betsy says there is room for dancing and hopping.

Then ask students these questions:

Pre-Production/Early Production:
- Does Betsy find a place to dance?
- Do the other frogs go to see Betsy dance?
- Do all of the other frogs dance with Betsy?

Speech Emergence/Intermediate Fluency:
- Why do the other frogs go to look for Betsy?
- What does Betsy say at the end of the story?
- Why do you think Betsy started dancing?

2. **Writing Predictions.** (15 minutes)

**Modifications:**
Ask students to go back to their seats and to take out their journals. They are going to write or draw predictions. Write the following question on black board – *Why do you think Betsy wanted to be like the leaves?* (If students are not sure of what to write or draw remind them of the discussion and illustration that was introduced during previewing of the story.)

Students at the Speech Emergence/Intermediate level will write their predictions in their personal journals. Students at Pre-Production/Early Production will draw their predictions.

During Reading
3. **Read aloud of the story Hop Jump.** (10 minutes)

**Modifications:**
Ask students to take out their reading books and to open up to the story Hop Jump on page 116-117 (write the page # on the black board). Give students these sets of instructions: Students are going to participate in an echo reading – the teacher will read first page then pause and students will read back what the teacher has read. Then hold up the pages and point to print as you read. Make sure students are also tracking print as they echo read. For Pre-Production/Early Production students can listen to the selection being read by having them seat at the rug with an English-fluent partner.
After Reading
4. Responding to the story. (10 minutes)

Modifications:
Checking Comprehension for understanding of the story. Ask students these questions:
Pre-Production/Early Production:
• Do the frogs in this story look like real frogs?
• Do real frogs dance or do they hop and jump?

Speech Emergence:
• What do the other frogs do at the beginning of the story?
• What does Betsy do that the other frogs do not do at first?

Intermediate Fluency:
• Do you think Betsy is happy that the other frogs joined her? Why or why not?
• If you were one of the frogs, would you wanted to dance with Betsy? Why or why not? (OL - Teacher’s Edition page T231 #2 question - What Do you Think?)

5. Appreciating the Literature. (15 minutes)

Modifications:
All Levels First, have students work in small groups to brainstorm some words that describe what they do when they dance. Ask the group to share their words. Record their suggestions on chart paper. Some samples of students’ words:
twist, turn, swing my arms, move my head, bend my knees, hop and jump.

Then, On the same chart paper, write the following sentence starter:
When I dance, I _____________ and _____________.

Then, model by reading the sentence and taking words from the list and inserting that word in the blanks. Point to the words as you read. Tell students that they will be writing the sentence starter and taking words from the list they created to complete the sentence. Finally, they will draw a picture to illustrate their sentence and if they want they can share with the class.

6. Summarize and Retell. (15 minutes)

Work with students to complete the story frame. Have the story frame on chart paper and ask students to help you complete it. Record their respond. (OL - Teacher’s Edition page T227 copies attached) Beginning ELL students will use story frame (page #13) with pictures from the story to help them make text comprehensible. Speech emergence and intermediate levels will have the story frame (page #14) without the pictures.
In the beginning,________
Next, Betsy________
Then, the frogs________
Now, the frogs________

Now have students use the story frame that is on chart paper to help them complete their individual activity sheet. Retell “Hop Jump”.

7. **Extending the story/Assessment. (15 minutes)**

**Modifications:**

**Dance Movements.** Pre-Production/Early Production- Teacher plays some music for students and invite them to pretend they are Betsy at the rug. Encourage them to dance to the music. Give them commands as they dance, *Start twisting. Now start turning like leaves. Now start leaping.* Then tell students to create their own dance move. After the dancing, ask children to describe the ways that they moved to the music.

**Writing Stories.** Speech Emergence/Intermediate Fluency students will write stories about another frog in Betsy’s pond that does something different, such as sing songs instead of dance or hop. Hand out writing activity sheet (attached page # 15), and have students complete the sentence and then draw their pictures. Students work can be display in the classroom.

8. **Closure**

Remind students of what their learning objective was to preview and predict and retell the story Hop Jump. Also remind students that these are reading strategies good readers use when they read a story.
Complete the story frame.

In the beginning,

Next, Betsy

Then, the frogs

Now, the frogs
Complete the story frame.

In the beginning,

Next, Betsy

Then, the frogs

Now, the frogs
The frog likes to

Hop Jump

Name
Hop
Jump
by Ellen Stoll Walsh
“Here they come,” said Betsy.
"And there they go. Hop jump, hop jump. It's always the same," she said.
Betsy watched some leaves float down—leaping, turning, twisting—always different.
Then Betsy tried. She couldn’t float.
But soon she was leaping . . .

and turning . . .

and twisting.
“It’s called dancing,” she said.
But along came the other frogs, hop jump, hop jump.
And hop jump, hop jump, back they came again.
“Hey,” said Betsy.
“No room for dancing,”
said the frogs.
“Then I’ll find my own place,” said Betsy.
“For dancing only.”
Some frogs got curious.
Others went to see.
Before long their feet began to move.
Soon all the frogs were dancing.
All but one.

"Hey, no room for hopping," said the frogs.
“Oh yes, there’s room,” said Betsy.
“For dancing and for hopping.”
ELLEN STOLL WALSH

What made you write about frogs?

Where I grew up, there were woods and ponds. I liked to play there and watch the frogs. I began to draw and to write about frogs then.

How do you make your pictures?

First, I draw and cut out my frogs very carefully. I cut out the eyes, ears, arms, and often a leg one at a time. Then, I glue my frogs to thick paper.

Ellen Stoll Walsh
Descriptive Narrative

I chose a reading lesson because through literature students naturally be involved in activities that strongly promote language, literacy, and thinking. These are key components in engaging ELL students develop their language, social, and academics skills.

My first modification was use in the section of building background and concepts this is done before reading of the story. Instead of reading a poem first, like the original lesson had mention, I decided to use visual – the picture of a frog, which has a greater impact on ELL students. They are going to able to connect to the text real life experience of seeing a frog. The next set of modifications implemented was using a different rhyme from the original lesson. The reason I did this is because this rhyme had a lot of action words (hopping, float, twisting, and turning) that can be act out. I also suggest that while reading the rhyme for the first time teacher should allowed leaves to fall so students may see how leaves float. I used the same words as their concept words (vocabulary) instead of the vocabulary strategies from the original lesson. I thought the vocabulary strategies from the original lesson were hard for ELL students to visualize the meaning of the word and internalize it. The modified concept words were introduced in context (rhyme) then were used in isolation using a hands- on activity. ELL students need that visual, real-life demonstration in order to connect to text and make it comprehensible.

Other modifications that were implemented was during the previewing of the story and reading. The students are asked to bring their reading book to the rug area, the teacher models the reading strategies by holding her book and pointing to the illustrations and talking about the illustration. Teacher must talk at a slow pace using adequate pause so students have enough time to think about what they are seeing and hearing and what task needs to be accomplish. They need to internalize new information. Questions are asked at various ELL proficiency levels. So students are comfortable answering or just nodding their heads to yes or no questions. During the reading I decided to use an echo reading activity with speech emergence and intermediate fluency students are
comfortable using longer, more complex languages. For pre-production and early I had those students listen to another English-fluent reader read the story to them. Those students comfortable level is listening to the story – listening to the language being use and also filtering that language. Read aloud is a great opportunity into making text comprehensible. And also, a way of having students including ELL developed the love of reading.

Other modifications that were implemented into the lesson were in the section of responding to the literature. Again questions were asked at appropriate proficiency levels. Students were group together to come up with a list of words that describe what they do when they dance. The reason I had them work together in all the same level is because they will be able to listen to and interact with their peers. The last modification was extending the story activity. I chose to have speech emergence and intermediate fluency write their stories because they have the social and academic language skills to complete a sentence starter without any additional support. While I had pre-production and early production listen to music and show me how they dance. This was a great assessment tool seeing if students had grasped the understanding of twisting, turning, and leaping and if they were able to connect the story to their personal experience.

I base my lesson on a lot of teacher to student, student to teacher, and student to student authentic discussions. Authentic discussion has the potential of helping certain aspects of language development because it can result in hearing new vocabulary and grammar. Teachers and students discuss stories; teachers are able to provide information that makes texts more comprehensible and to relate stories to students’ experiences, which makes the text more interesting and authentic to the reader.
Lesson 2
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<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae Expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>identify</td>
<td>Naming words that end -s often name more than one.</td>
<td>Is one ___ hopping?</td>
<td>Asking sentence</td>
<td>Frog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two ___ are sitting?</td>
<td>Nouns</td>
<td>Frogs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How the words are the same?</td>
<td>singular noun</td>
<td>Both have frog in them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How the words are different?</td>
<td>plural noun</td>
<td>Frogs ends in s.</td>
</tr>
<tr>
<td>Understand</td>
<td></td>
<td>Where is one ___?</td>
<td></td>
<td>Bird, birds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where are two ___?</td>
<td></td>
<td>Cat, cats</td>
</tr>
</tbody>
</table>
CONTENT OBJECTIVE: Students will understand that some naming words name more than one.

LANGUAGE OBJECTIVE: Students will identify and understand that naming words that end in –s often name more than one.
Lesson Plan #2 (Modified)

OBJECTIVE: Students will identify and understand that naming words that end in -s often name more than one. (please write on black board and point and read aloud to students)

- All levels of ELL students will identify words that have the -s ending.
- Most speech emergence and intermediate fluency students will identify the base words in words that have the -s ending.
- Some speech emergence and intermediate fluency students will read words made by adding -s to the base words.

GRADE: First

DURATION: 50 minutes


1. Initiation. (10 minutes)

Modifications:
To introduce the concept of one and more than one, hold up the picture and point to the frog. Have students look at the picture. Ask these questions about the picture and write students’ responses on the board:

(First picture to show is on page # 22 in back of the lesson)
Pre-Production/Early Production:
- Is one frog hopping?
  (use your finger to show amount)

Speech Emergence/Intermediate Fluency:
- How many frogs are hopping?

(Second picture to show is on page # 23 in back of the lesson)
Pre-Production/Early Production:
- Two frogs are sitting?

Speech Emergence/Intermediate Fluency:
- How many frogs are sitting?

Point to students’ response and reread. Circle the words frog and frogs. Ask students how the words are the same (both have frog in them) and how are they different. (frogs ends in s). Teacher then tells students that they can add the ending -s to some naming words to make them mean “more than one.”
2. Teach and Model. (15 minutes)
   Modifications:
   Begin a chart like the following. Having all levels of ELL students name animals, and write each animal name in the first column.

<table>
<thead>
<tr>
<th>One</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frog</td>
<td>frogs</td>
</tr>
<tr>
<td>Cow</td>
<td>cows</td>
</tr>
<tr>
<td>Duck</td>
<td>ducks</td>
</tr>
<tr>
<td>Dog</td>
<td>dogs</td>
</tr>
<tr>
<td>Cat</td>
<td>cats</td>
</tr>
</tbody>
</table>

   Give each student blank flash cards. Say the following instructions: For pre-production/early production students will draw a picture of an animal showing one (frog, cow, duck, dog, cat). Speech emergence/intermediate fluency students they will draw and write the animal name that means “more than one.”

   Once they have completed with their pictures and writing, students will come up to the chart paper and tape their picture of the frog next to the word that means one in the first column. Then students with the picture and the name of the animal that means more than one will come up and tape their flash card in the second column.

3. Practice Activity. (15 minutes)
   Modifications:
   Students at all levels of proficiency will be creating a flip-book (an example of a flip book is attach at the end of lesson.) Organize students into small groups. For each group make a set of word cards with picture on index for the following known words: bird, duck, finger, and dog (word cards are attach). Also, hand out to each student in the group construction paper folded in half vertically and the top piece only cut into four parts. Students in their group will read their word cards and talk about what they need to add to the end of the word to make it mean more than one. Then ask them to draw and write on the front cover the 1st word card then on the flip side they will draw and write the 1st word card showing “more than one.”

4. Informal Assessment. (10 minutes)
   Modifications:
   Students will complete the activity sheet (pages 24, 25, 26) according to their appropriate proficiency level on their own.

5. Closure.
   Write frog on the board and ask students whether it means “one” or “more than one.” Then ask how students would change the word frog to make it mean “more than one.” (add s) Write frogs next to frog.
frogs

A naming word can name more than one. Sometimes naming words add an 's' to name more than one.
frog
A naming word can name one.
A naming word can name **one**.

A naming word can name **more than one**. Some naming words add **s** to name more than one.

Write the words to complete the sentences.

1. One ___________ is in the water.
   *frog, frogs*

2. I see two ___________ in the water, too.
   *duck, ducks*

3. Look! A ___________ is jumping into the water.
   *dog, dogs*

4. Now there are ___________ in the water.
   *three, four*
A naming word can name one.
A naming word can name more than one. Some naming words add s to name more than one.

Write the words to complete the sentences.

1. One ____________ is in the water.
   frog  frogs

2. I see two ____________ in the water, too.
   duck  ducks

3. Look! A ____________ is jumping into the water.
   dog  dogs

4. Now there are ____________ in the water.
   three four
   3  4
   animal  animals
A naming word can name one.
A naming word can name more than one. Some naming words add s to name more than one.

Write the words to complete the sentences.

1. One __________ is in the water.
   frog   frogs

2. I see two ______________ in the water, too.
   duck   ducks

3. Look! A __________ is jumping into the water.
   dog    dogs

4. Now there are ______________ in the water.
   three four

   animal   animals
Descriptive Narrative
Lesson#2

Sheltered instructions strategies that were use to modified the lesson were as follow: Lesson objective varied expectation for varied language levels in order to provide opportunity to engage in making meaning. The lesson is age appropriate for first grade students. Supplementary materials that were use to contextualize the lesson teacher made pictures to show one frog, more than one frogs – visuals. Hands-on manipulatives. Using the flash cards with the picture and the word. It also showed students when the word was one or more then one because they had the visual. Chart paper was also used to apply the new skill once its completed it will become a form of bulletin board, students can refer back to it to guide them through the lesson, another form of visual. Students also create a sense of ownership because they helped create the bulletin board. Through out the lesson a lot of hands-on activity were used to make meaning comprehensible at all levels of proficiency. Developing vocabulary was used through out the lesson- students had the picture and the word, they were able to see it and read it. And if students are in pre-production/early they were able to see the picture and listen to the word. Interaction was increase between students because they worked in small groups to create their flipbook. Students helped each other with reading the word cards and talk about what they need to add to the end of the word to make it mean more than one. By increasing interaction among students the teacher decreases the amount of teacher speech, you walk around and listen in the groups. Students are using language, as they are actively engage in making meaning comprehensible.
Lesson 3
Lesson #3
Functional/Notional Chart
Julissa Crespo
FLA 518

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae Expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>The relationship between letters and sounds.</td>
<td>Meg and leg_._. How are these two words similar? What word rhymes with beg?</td>
<td>Conjunction Interrogative sentence noun</td>
<td>Sound the same Rhyme Rhyme Meg, leg, peg, keg</td>
</tr>
</tbody>
</table>
CONTENT OBJECTIVE: Students will know that words make sense in the context and have appropriate letter/sound relationship.

LANGUAGE OBJECTIVE: Students will be able to identify the relationship between letters and sounds using words with phonogram –eg.
Lesson Plan #3 (Modified)

OBJECTIVE: Students will identify the relationship between letters and sounds using words with phonogram -eg.

- All levels of ELL students will identify words that contain a specific phonogram.
- Most speech emergence and intermediate fluency students will identify words that rhyme.
- Some intermediate fluency students will read words with the -eg pattern.

GRADE: First

DURATION: 50 minutes


1. Initiation. (10 minutes)
   Introduce the rhyme to students through a read aloud sitting on the rug. Tell students that they are going to be listening to a special sound at the end of the word (-eg). Attach a sticky note at the top corner on the chart paper. Tell students that when they hear that sound to signal thumbs up.

   My dog named Meg  
   Has one white leg.  
   The other three are brown.  

   My dog named Greg  
   Has one brown leg  
   The other three are white.

   Meg or Greg?  
   Greg or Meg?  
   Tell me which is which – I beg!

2. Teach and Model: (15 minutes)
   Modifications:
   With a high lighter – highlight the words Meg and leg (first and second line). Repeat the rhyme and invite students to join in. Pre-production and early can just listen and join in when they feel comfortable. Say the words Meg and leg again, and have students tell how they are alike (they rhyme.) Have students come up and highlight other words that rhyme with Meg and leg. Pre-production and early can just highlight the word. Speech emergence and intermediate fluency can highlight the word and also read them. Read the rhyme again but do not say the rhyming words. Pause to let students say them for you. (Remember that all the rhyming words are highlighted)
3. **Practice Activity.** (15 minutes)

**Modifications:**
Make eight dog biscuit word cards (page 31). Write beg/leg, Meg/mug, Meg/peg, leg/peg, leg/wag, peg/wag, peg/tug, beg/Greg, beg/peg. Organize students into small groups. Each group will receive eight dog biscuit. Students of all language proficiency levels are working together in various groups with English-fluent speakers. Each student will also receive an activity sheet to write down their pair of rhyming words. Ask each group to read their word biscuits, pre-production and early can listen to other students as they read. They will create two piles. One of word biscuits that rhyme and the other pile of word biscuits that doesn’t rhyme. Walk around and have student’s read their pile of words that rhyme, encourage them to help each other if they are having problem reading a word. Once meaning is negotiated have students write their pair of words that rhyme on the activity sheet (page 32).

Independent practice activity, speech emergence and intermediate fluency students make silly rhymes about Meg and Greg, the dog from the rhyme. Tell them to use their rhyme word activity sheet to help them. Then have them illustrate their rhymes. Pre-production and early production will receive sentences strips from the rhyme. Students will have to complete a word in the sentence by adding -eg at the end.

- My dog named M____
- Has one white I ____

4. **Informal Assessment.** (10 minutes)

**Modifications:**
Students will complete the activity sheet (pages 33, 34, 35) according to their appropriate proficiency level. They will work with a partner to help each other with reading the sentences. Pre-production and early production students will benefit from listening to the sentences so they can key in to the words with the -eg ending.

5. **Closure.**

Go back and reread the rhyme from the beginning of the class. This time tell students to stand up when they hear a word that has the sound -eg at the end of a word. Then have them reread the highlighted words only and reinforce which words rhyme.
Word Biscuits

beg/leg  Meg/mug

Meg/peg  leg/peg

leg/wag  peg/tug

beg/Greg  beg/peg
Rhyming Words
Write down the pair of rhyming words.

[Diagram of dog bones with spaces for writing]
A. Write the word that best completes each sentence.

beg  Meg  leg

1. My friend __________ has a dog.

2. Her dog can __________.

3. It likes to put one __________ in your hand.

B. Write each word in its matching shape.

beg  peg
A. Write the word that best completes each sentence.

1. My friend ____________ has a dog.

2. Her dog can ____________.

3. It likes to put one ____________ in your hand.

B. Write each word in its matching shape.

beg    peg
A. Write the word that best completes each sentence.

beg
Meg
leg

1. My friend _____________ has a dog.

2. Her dog can _____________.

3. It likes to put one _____________ in your hand.

B. Write each word in its matching shape.

beg  peg
Descriptive Narrative
Lesson#3

Sheltered instructions strategies that were used to modify the lesson were as follow: Lesson objective varied expectation for varied language levels in order to provide opportunity to become engaged in the learning process. The lesson is age appropriate for first grade students this will also enable students to become engaged in learning. Content and language objectives were stated in order to understand what is the skill that they are going to be working with. Supplementary materials that were used to contextualized the lesson were through a variety of activities. Visuals – for example: a rhyme was introduce on chart paper, on a sticky note I wrote (-eg) and placed it top of the corner of the rhyme and told students when they hear me say and come to words that had this sounds and letters at the end of the word/d, signal thumbs up. A lot of pointing as you read the poem and make sure when you come to those word /eg/ sound is stretch. By highlighting rhyming words you are also developing key vocabulary for students to make comprehensible input. Small groups activity to increase interaction between students. Students of all language proficiency levels work together with native English-fluent speakers. They will have hands-on manipulatives of the word biscuit. They will read to each other the pair of words and find out from each other if they rhyme or not. Through this activity you are also re-enforcing key vocabulary. The words used in the activity are the ones that were introduce in the rhyme. The activity is student centered, students are taking an active role in the process in completing the task. Differentiate independent activity base on language proficiency level. Intermediate and speech emergence students are asked to create silly rhymes about Meg and Greg (going back to rhyme on chart – visual, reinforcement of vocabulary). Pre-production and early were given sentence strips from the rhyme. They had to fill in –eg to complete the word in the sentence. This allowed for all students at various proficiency levels an opportunity to engage in the learning on their own.
Lesson 4
## Lesson #4
### Functional/Notional Chart

**Julissa Crespo**

**FLA 518**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae Expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use clues</td>
<td>To draw conclusion.</td>
<td>Betsy is____.</td>
<td>Describing words-adjectives</td>
<td>Happy, sad, proud, excited, enthusiastic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How does Betsy feel when she is dancing?</td>
<td></td>
<td>Enjoyment, happy, cheerful, Satisfied, comfortable</td>
</tr>
<tr>
<td>Use personal knowledge</td>
<td>You go to bed when you are____?</td>
<td>Past-tense verb</td>
<td></td>
<td>Tired, sleepy</td>
</tr>
</tbody>
</table>
CONTENT OBJECTIVE: Students will know how to use pictures clues to help them draw conclusions.

LANGUAGE OBJECTIVE: Students will be able to use clues and personal knowledge to draw conclusions.
Lesson Plan # 3 (Modified)

OBJECTIVE: Students will use clues and personal knowledge to draw conclusions.

- All levels of ELL students will use personal knowledge to draw conclusion.
- Most speech emergence and intermediate fluency students will use picture clues to draw conclusions.
- Some intermediate fluency students will use clues in the text to draw conclusions.

GRADE: First

DURATION: 50 minutes


1. Initiation. (10 minutes)
   Modifications:
   Draw conclusion about feelings. Have students look at the picture on page 40. Ask students the following questions:

   Pre-Production/Early Emergence:
   - Is Betsy happy?
   - Point to the picture of Betsy.

   Speech emergence/Intermediate Fluency:
   - How does Betsy feel when she is dancing?
   - How do you know that?
   - What clues in the book helped you draw that conclusion?

   Create a web on chart paper of the different vocabulary words students used to describe how Betsy felt when she dance.
2. Teach/Model: (15 minutes)
Modified:
On chart paper write the following:

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>animal</td>
<td>hops</td>
</tr>
<tr>
<td>Branch</td>
<td>trunk</td>
<td>green</td>
</tr>
<tr>
<td>Feet</td>
<td>head</td>
<td>hands</td>
</tr>
<tr>
<td>Wet</td>
<td>drops</td>
<td>no sun</td>
</tr>
</tbody>
</table>

(Student draw picture next to the clues)

Read a line at a time and give students enough wait time to think. Students in speech emergence and intermediate fluency need to use these clues to draw conclusions about what is being described. Ask students to come up and draw picture of something that the clues can be describing. Also have them highlight the word or words that helped them draw their conclusion. For pre-production and early production teacher can place picture alongside of each clues to help them draw conclusions. Point out to students of all proficiency level that some clues could lead to more than one acceptable conclusion.

3. Practice Activity. (15 minutes)
Modified:
Pre-production and early production
Write the following words on word cards: happy, sad, tired, surprised, scared (page 41). All the word cards will have picture next to the word. Read the words with students. Then put the words in a bag. Have volunteers choose a word and act it out. Have other students use the clues to guess the word. Continue until everyone gets a turn acting out the word.

Speech emergence and intermediate fluency
Write the following groups of sentences on sentence strips.

1. I jumped up and down. I wanted to have a pet. Now I had my very own dog.
2. “I’m going to bed,” said Pat. “I have had a long day.”

Have students work with a partner and read each group of sentences. Ask how the person in each sentence feels —write the feeling word next to the sentence. Then underline what clues in the sentence helped draw their conclusions.

4. Informal Assessment. (10 minutes)
Modified:
Students will complete the activity sheet (pages 42, 43, 44) according to their appropriate proficiency level. Students will work with a partner to help each other with the reading of the sentences.

5. Closure.
Share the following information with students. Readers can use story clues and what they already know to draw conclusions about how characters in a story act and feel. Knowing how to draw conclusions helps a reader to better understand a story.
"It's called dancing," she said.
Read the clues and answer the questions.

1. An animal is in the water.
   It eats bugs.
   It can hop and jump.
   It can’t fly.
   Is it a fish, a duck, or a frog?  

   How do you know?  It eats bugs.
   Write another clue.

2. This animal likes water.
   It can be in the water and out of the water.
   It can fly.
   It has two feet.
   Is it a bee, a duck, or a frog?  

   How do you know?  It can fly.
   Write another clue.
Read the clues and answer the questions.

1. An animal is in the water.
   It eats bugs.
   It can hop and jump.
   It can't fly.
   Is it a fish, a duck, or a frog?

2. This animal likes water.
   It can be in the water and out of the water.
   It can fly.
   It has two feet.
   Is it a bee, a duck, or a frog?
Read the clues and answer the questions.

1. An animal is in the water.
   It eats bugs.
   It can hop and jump.
   It can't fly.
   Is it a fish, a duck, or a frog? _____________
   How do you know? ____________________________

2. This animal likes water.
   It can be in the water and out of the water.
   It can fly.
   It has two feet.
   Is it a bee, a duck, or a frog? ________________
   How do you know? ____________________________
Sheltered instructions strategies that were use to modified the lesson were as follow: Lesson objective varied expectation for varied language levels in order to provide opportunity to become engage in the learning process. The lesson is age appropriate for first grade students this will also enable students to become engage in learning. Content and language objectives were stated in order to understand what is the skill that they are going to be working with. Supplementary materials that were used to contextualized the lesson were through a variety of activities. Graphic organizer – web of vocabulary words students used to describe how the character felt in the story. Differentiate questioning level base on language proficiency level. Pre and early productions question elicits on answer respond or pointing to the picture. Speech and intermediate fluency questions are higher level of thinking students are using greater amount of language. A lot of pointing as you read their web of vocabulary words. Students work with partners to complete the activity sheet. This allowed peer support among students which results in comprehensible input. They will have hands-on manipulatives of feeling words with picture. Teacher reads the word with students and shows them the picture of the feeling, and then the student needs to act out that feeling, this is an example of realia. Which also activates their prior experience of having felt sad, happy, tired, surprised and, scared. You’re providing students with the opportunity to engage and also understand the skill that was learned. Reinforcement of vocabulary is continued throughout the lesson as students act out their words and go back and see the web that was created early in the lesson. Students work with a partner to complete an activity sheet. Students take roles as a reader and listener and talk with each other in order to negotiate meaning.
Checklists
Unit: Friendship
Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Interrogative sentences</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Action words</td>
<td>1</td>
</tr>
<tr>
<td>Verbs – past tense (adding –ed)</td>
<td>1,4</td>
</tr>
<tr>
<td>Singular noun</td>
<td>2</td>
</tr>
<tr>
<td>Plural nouns</td>
<td>2</td>
</tr>
<tr>
<td>Conjunction</td>
<td>3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview</td>
<td>1</td>
</tr>
<tr>
<td>Predict</td>
<td>1</td>
</tr>
<tr>
<td>Retell</td>
<td>1</td>
</tr>
<tr>
<td>Identify</td>
<td>2,3</td>
</tr>
<tr>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Use clues</td>
<td>4</td>
</tr>
<tr>
<td>Use personal knowledge</td>
<td>4</td>
</tr>
</tbody>
</table>
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 1. Visuals (Realia, Manipulatives, Gestures)</td>
<td>9, 10, 13</td>
<td>20, 21, 22, 23</td>
<td>20, 21</td>
<td>35, 36</td>
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<tr>
<td>I. 2. Model (Instructions, Processes)</td>
<td>4, 7, 10</td>
<td>20, 21</td>
<td>35, 36</td>
<td></td>
</tr>
<tr>
<td>I. 3. Activate Background Knowledge</td>
<td>1, 11</td>
<td>20, 21</td>
<td>20, 21</td>
<td>35, 36</td>
</tr>
<tr>
<td>I. 4. Negotiate Meaning/Check Understanding</td>
<td>1, 2</td>
<td>20, 21</td>
<td>35, 36, 40</td>
<td></td>
</tr>
</tbody>
</table>

| II. Make Text Comprehensible | |
|------------------------------|---------|---------|---------|---------|
| II.1. Graphic Organizers | 12, 13 | 24 | 32 | 35 |
| II.2. Develop Vocabulary | 2, 3, 9, 10, 11 | 19, 20, 21, 22, 23 | 29, 30, 31 | 37, 38 |
| II.3. Simplify Written Text | 9, 10, 11 | 19, 20, 21, 22, 23 | 29, 30, 31 | 37, 38 |

| III. Make Talk Comprehensible | |
|-----------------------------|---------|---------|---------|---------|
| III.1. Graphic Organizers: Listening Guides | 4, 10 | 24 |
| III.2. Frame Main Ideas | 12 | 21 | 30 | 39 |
| III.3. Pace Teacher’s Speech | 3, 4, 9 | 20, 21 | 29, 30, 35, 36 |

| IV. Engage: Opportunities for Output | |
|-----------------------------------|---------|---------|---------|---------|
| IV.1. Teacher Questioning and Response Strategies: Instructional Conversations | 3, 4, 9, 10, 11, 12 | 20, 21 | 29, 30 | 35, 36 |
| IV.2. Small Group Work (including Info Gap Activities) | 4, 10, 11 | 21 | 30, 31 | 39, 41 |
| IV.3. Meaningful, real-life activities; Students as Researchers | 4, 12 | 24, 25, 26, 27 | 29, 30, 31, 34 | 41, 42, 43, 44 |

| V. Engage at Appropriate Language Proficiency Levels | |
|-----------------------------------------------|---------|---------|---------|---------|
| V.1. Use questions appropriate for language levels in conversations, activities, assessments | 3, 4, 7 | 20, 21 | 29, 30 | 35, 36 |
| VI. Literacy/Academic Development | |
|---------------------------------------------|---------|---------|---------|---------|
| VI.1. Allow use of L1 for planning and conceptualizing | 4, 10, 11 | 21 | 30 | 39 |
| VI.2. Lots of real oral and written language | 3, 4, 6, 7 | 20, 21 | 29, 30, 31, 34, 40 | 41, 42, 43, 44 |

**Page 81a**
Original Lessons
LESSON PLAN #1

OBJECTIVE: Students will demonstrate reading behaviors through reading and responding to the story Hop Jump.

GRADE: First

DURATION: 45 minutes

Day 1
Before Reading

• Building background and concepts T200
  Share a poem. Read the poem with children. Then have children tell about other things they can do. Reread the poem, and invite them to substitute things they can do.

  Just Watch
  Watch how high I'm jumping.

  Watch how far I hop.

  Watch how long I'm skipping,

  Watch how fast I stop!

• Introduce vocabulary strategies: T200
  Display the words on chart paper. Discuss their meaning and have them used in sentences.

• Cueing Systems T201
  Have children read new vocabulary. Write the words and story on the board. Encourage children to read words they know.

  Cover all but the first letter of the word watched, and have children read the rest of the first sentence. Ask children to think of words that would make sense in the sentence. For each word, ask these questions.

  Does the word begin with the sound for w?
  Does the word make sense in the sentence?

  Uncover watched, and have children read the word. Remind children to use letter sounds and sense to figure out new words as they read the rest of the story.

• Informal Assessment
  Independent work- practice book, pages 38-39
Day 2

Before Reading

- Strategy Focus: Sequencing T202
  Review with children some of the things good readers do when they read.

- Previewing/Setting Purposes T203
  Have children read the title on pages 116-117. Then read aloud the name of the author/illustrator. Help children identify Betsy in the pictures on pages 116-125. Ask what they think Betsy is doing, and what they think Betsy and the other frogs will do next. Have children tell their predictions or write or draw pictures of them in their personal journals. Then help children set their purpose for reading.

During Reading

- Read Aloud T202-203
  Read “Hop Jump” aloud. Pause to invite children to make and confirm predictions about the story. Ask children if they like Betsy, and why or why not.

- Strategic Reading T212-213
  Modeling a strategy – sequencing/making predictions.

- Strategic Reading T218-219
  Applying a strategy – Sequencing/confirming predictions.

- Strategic Reading T224-225
  Modeling a strategy – making predictions/drawing conclusions.

After Reading

- Returning to the Predictions/Purpose T226
  Have children share their predictions and compare them to what actually happened in the story.

- Checking Comprehension T231
  What Do You Think?

- Appreciating the Literature T226
  Have children work in small groups to discuss the story. Provide questions like the following to stimulate discussion:
  Did you like Betsy? Do you think she likes herself? Why or why not?
• Summarize and Retell T227
  Work with children to complete the story frame. Then have them use the story frame to retell "Hop Jump." See practice book page 40.

• Extend the Story T227
  Have children imagine that tomorrow Betsy decides that she wants to do something else that is different. Ask them to write about what Betsy will do and what the other frogs will do.
I watched frogs hop one day. The frogs were all on the same rock. I sat in my own place – on a log. I could see the frogs move up and down. Before long, frogs were all over the place!

I will go back to watch the frogs again soon. But now I am going to move my feet as the frogs did. Look at me! I’m dancing.
Ellen Stoll Walsh

THEME: FRIENDSHIP

Special Friends

In “Hop Jump,” children will read about a special friend who likes to try different things. Children will begin to think about how friends can be similar in some ways and different in others but still be special friends to each other.

SELECTION SUMMARY

Genre: Fantasy

The frogs are always hopping and jumping, and Betsy wants to do something different. She watches some leaves and can’t float, but she can leap and tu can dance! The other frogs say the dancing, so Betsy finds her own place. The other frogs are curious and go to other frogs but one are dancing. Betsy says she can dance all day. 

“I Can” by Mari Evans

“l can do anything” is the message of a poem that expresses the power of “I CAN” and “I WANT TO!”
### Integrated Lesson Planner

<table>
<thead>
<tr>
<th><strong>READING</strong></th>
<th><strong>WRITING</strong></th>
<th><strong>LISTENING/SPEAKING/VIEWING</strong></th>
<th><strong>CROSS-CURRICULAR CONNECTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Background and Concepts</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Real-Life Connection</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Extend the Story</strong></td>
<td><strong>Falling Leaves</strong></td>
<td><strong>Frogs</strong></td>
</tr>
<tr>
<td>✓ Key Words</td>
<td>✓ <strong>Minilesson</strong></td>
<td><strong>Types of Dance</strong></td>
<td><strong>How Frogs Jump</strong></td>
</tr>
<tr>
<td>✓ Strategic Reading</td>
<td><strong>Naming Words for Animals, Places, and Things</strong></td>
<td><strong>Fun with Friends</strong></td>
<td><strong>What Floats?</strong></td>
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<tr>
<td>✓ Sequencing</td>
<td><strong>Conventions of Print</strong></td>
<td><strong>Idea Bank</strong></td>
<td><strong>Frogs’ Ears</strong></td>
</tr>
<tr>
<td>✓ <strong>Minilessons</strong></td>
<td><strong>Quotation Marks</strong></td>
<td><strong>Frog Jokes</strong></td>
<td><strong>Tadpoles</strong></td>
</tr>
<tr>
<td>✓ Final Consonants: /z/z, /s/s, /f/f, /g/g</td>
<td><strong>Dashes</strong></td>
<td><strong>A Listening Game</strong></td>
<td><strong>Frogs’ Eyesight</strong></td>
</tr>
<tr>
<td>✓ Digraphs /ch/ch, /tch/</td>
<td><strong>Summary and Retell</strong></td>
<td><strong>Creative Movement</strong></td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>✓ Sequence (Review)</td>
<td><strong>Frog Frame</strong></td>
<td></td>
<td><strong>Where Frogs Live</strong></td>
</tr>
<tr>
<td>✓ Contractions: ’ll, ’m</td>
<td></td>
<td></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
<td></td>
<td><strong>Sing a Song</strong></td>
</tr>
<tr>
<td>“I Can”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ <strong>Checking Comprehension</strong></td>
<td></td>
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<tr>
<td>✓ Intervention Strategies</td>
<td></td>
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<tr>
<td><strong>Real-Life Reading</strong></td>
<td><strong>Writer’s Workshop</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Kinesthetic</strong></td>
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<tr>
<td><strong>Reading Road Signs</strong></td>
<td><strong>Class Story</strong></td>
<td><strong>Group Talk</strong></td>
<td><strong>Catch the Wind</strong></td>
</tr>
<tr>
<td><strong>Rereading for Fluency</strong></td>
<td><strong>Grammar</strong></td>
<td><strong>Oral Language</strong></td>
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<tr>
<td><strong>Vocabulary Workshop</strong></td>
<td><strong>One and More Than One</strong></td>
<td><strong>An Animal Poem</strong></td>
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<tr>
<td>✓ Reviewing Key Words</td>
<td>✓ <strong>Spelling</strong></td>
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<td></td>
<td><strong>Words with -eg</strong></td>
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<tr>
<td><strong>Comprehension</strong></td>
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<tr>
<td><strong>Drawing Conclusions</strong></td>
<td><strong>Science</strong></td>
<td><strong>ONGOING CENTER ACTIVITIES</strong></td>
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<tr>
<td>(Introduce)</td>
<td><strong>Write about frogs</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Social Studies</strong></td>
<td>From Tadpole to Frog</td>
<td><strong>Math</strong></td>
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<tr>
<td></td>
<td><strong>Write about water</strong></td>
<td></td>
<td><strong>Frog Facts</strong></td>
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<td><strong>Social Studies</strong></td>
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<td>Bodies of Water</td>
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<td><strong>Art</strong></td>
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<td>Frog Puppets</td>
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<td>Ongoing Theme Project: Checkpoint 5</td>
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</table>
**Cooperative Reading**

**Small Group**

**Partner Reading**

**Hop**

**Tips for Classroom Management**

Read and remember what I read and ask, then listen and write.

Children like to talk about what happens next! Next, have the children in the spot I think, discuss the order in which things happen. When I read a spot, I think.

Sequence

When I read a story, I think.

Support focus:

Strategic Reading
Jump

by Ellen Stoll Walsh

Setting Purposes
Pre-reading
Here they come, said Betsy.
It's always the same, she said.

"And there they go. Hop! Jump, hop! Jump!"

WHERE DO FROGS JUMP? How children invent the connection onle 225 (9) Articles, two words, it...
Cooperative Reading

and twisting.

... and turning.

But soon she was leaping.

and turning.

Warm friends.

Cooperative Reading

and twisting.

... and turning.

But soon she was leaping.

Warm friends.
In Fros, frogs live in ponds and lakes. They breathe through their skin and lay eggs in water. Some species, like the African bullfrog, can survive in both water and land environments. This adaptation helps them avoid predators and find food more easily.

Why do frogs live in ponds and lakes?

Frogs need moist environments to survive. Ponds and lakes provide the ideal habitat because they offer a stable water source and a variety of food sources.

African bullfrog

The African bullfrog is one of the largest species of frogs, reaching up to 30 cm in length. They are known for their loud croaking sounds and can be found in a variety of habitats, including forests, swamps, and even urban areas.

Biology of the African bullfrog

These frogs have a distinctive appearance with large eyes, a broad body, and long legs. They are primarily nocturnal and spend most of their time under rocks, logs, or other cover during the day.

Books about African bullfrogs

The African bullfrog is a fascinating species with a rich history. Books such as "The African Bullfrog: A Guide for Children" by Jane Goodall provide an engaging introduction to this important species and its role in the ecosystem.

In conclusion, understanding the unique features and habitats of frogs, such as the African bullfrog, helps us appreciate the diversity of life on our planet. By studying these organisms, we gain insights into the complex interactions within ecosystems and the importance of biodiversity.

References:

- "Frogs: A Global Overview," Nature Conservancy, 2018
Remind children that they often hop and jump. Here children look at animals around their homes to see what they look like. Draw pictures of the animals and share their observations at school.
And hop, jump, hop, jump, back they came again.
<table>
<thead>
<tr>
<th>she will</th>
<th>&quot;Then I'll find my own place,&quot; said Betsy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>shell</td>
<td>&quot;For dancing only.&quot;</td>
</tr>
</tbody>
</table>
Before long their feet began to move.
Soon all the frogs were dancing.

Real-Life Connection

Music Connection

Cooperative Reading
Remind children that at the beginning of the story, one frog was dancing and the others were hopping. Ask children why the others dancing.
Frog Frame

Ella Stoll Walsh

What made you write about frogs?

Where I grew up, there were woods and ponds. I liked to play there and watch the frogs. I began to draw and to write about frogs then.

How do you make your pictures?

First, I draw and cut out my frogs very carefully; I cut out the eyes, ears, arms, and often a leg one at a time. Then, I glue my frogs to thick paper.

Ella Stoll Walsh grew up in a family of artists. She never thought of becoming a writer of children's books until her son was three years old. It was while she was reading to him that she decided she wanted to write her own children's books. She has since written and illustrated several children's books.
What do you think?

CHECKING COMPREHENSION

How do you do something new, too?

Now you can let "Besty" show you

Informal Assessment

RESPONSE

(Responses will vary)

What does Besty do next?

Would you have wanted to dance in that dress?

If you were one of the boys,

1. How do you think Besty felt

2. If you were one of the girls,

(Checkpoint: The general language of the story includes words and phrases such as "dancing," "dress," and "dance," suggesting a narrative about a dance and a dress.)
Practice Book Page 1

**Teach Model**

Grammar

One and More Than One

Hands

Teach Model Language

Grammar

One and More Than One

Hands

Teach Model Language

Grammar

One and More Than One

Hands

Teach Model Language

Grammar

One and More Than One

Hands