Introduction
Content-Based Instructional Unit

1. **Title:** Frogs and Toads

2. **Grade:** Second

3. **Target Group:** Mainstream Class with Integrated ELLs

4. **Source of Written Reading Materials:**


5. **Source of Lessons:** Teacher Created Lessons

   Graphic Organizer from  

6. **Goals:**

   - I want my students to know what the main idea of a reading selection is.
   - I want my students to know how to use and compare details in a reading selection.
   - I want my students to know how to use text features to help them find important information quickly about their reading.
   - I want to my students to know the difference between frogs and toads.
Lesson 1
### PERFORMANCE INDICATOR GOALS

**Lesson #1; Using Text Features**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| 1. Students will be able to use text features to identify important text information.                  | 1. A) Students will work in groups and independently to orally explain how text headings help them know what they will read about.  
B) Students will work in groups and independently to orally produce ideas about a topic from the Contents page. |
| 2. Students will be able to ask and answer questions such as "who, what, when, where, why and how" to demonstrate understanding of key details in a text. | 2. A) Students will independently answer questions orally using the text to show that they understand how to locate text information.  
B) Students will work in pairs to write their own questions using a contents page.                     |

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will ask and answer questions independently about a topic from a contents page orally in small group discussion.</td>
<td>Students will ask and answer questions about a topic from a contents page orally in small group discussion by using phrases or short sentences.</td>
<td>Students will ask and answer questions about a topic from a contents page orally in small group discussion by using language and question/answer prompts provided by the teacher.</td>
<td>Students will answer questions about a topic from a contents page orally with a partner by pointing to words in a picture/word bank in response to teacher prompts.</td>
<td>Students will answer questions about a topic from a contents page with a partner by pointing to words in a picture/word bank in response to teacher prompts.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will write questions using the contents page of a book by working in groups.</td>
<td>Students will write questions using the contents page of a book by filling in the blanks with support from a word bank.</td>
<td>Students will write questions using the contents page of a book with support from sentence starters.</td>
<td>Students will write questions using the contents page of a book with support from a word/picture bank and sentence starters.</td>
<td>Students will write questions using the contents page of a book by arranging words/pictures into a sentence following a model.</td>
</tr>
</tbody>
</table>
# FUNCTIONAL/NOTIONAL CHART

**Lesson #1; Using Text Features**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Explain           | Using text headings of an informational book           | This chapter is about ____1____ because the heading says ____2____.       | 1. A frog’s life  
                   |                                                        |                                                             | Baby frogs  
                   |                                                        |                                                             | How frogs grow  
                   |                                                        |                                                             | How frogs stay safe  
                   |                                                        |                                                             | Frogs  
                   |                                                        |                                                             | Frog Protection  
                   |                                                        |                                                             | Frog colors  
                   |                                                        |                                                             | 2. Life Cycle  
                   |                                                        |                                                             | About Frogs  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Frogs are Cool  
                   |                                                        |                                                             | Complete  
                   |                                                        |                                                             | Sentences  
                   |                                                        |                                                             | Causation  
                   |                                                        |                                                             | Conjunction  
                   |                                                        |                                                             | because  
|                   |                                                        |                                                             | 1. Life Cycle  
                   |                                                        |                                                             | About Frogs  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Frogs are Cool  
                   |                                                        |                                                             | 2. A frog’s life  
                   |                                                        |                                                             | Baby frogs  
                   |                                                        |                                                             | Frogs  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Frog colors  
                   |                                                        |                                                             | 3. A life cycle  
                   |                                                        |                                                             | A frog  
                   |                                                        |                                                             | A tadpole  
                   |                                                        |                                                             | On page 4  
                   |                                                        |                                                             | On page 7  
                   |                                                        |                                                             | A prey  
                   |                                                        |                                                             | A Heading  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Wh-questions  
                   |                                                        |                                                             | Statements  
                   |                                                        |                                                             | Complete  
                   |                                                        |                                                             | Sentences  
                   |                                                        |                                                             | Future tense  
| Ask and Answer Questions | Using a contents page of an informational text | What will you read about in the chapter ____1____?  
                   |                                                        | In the chapter ____1____ I will read about ____2____.                | 1. Life Cycle  
                   |                                                        |                                                             | About Frogs  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Frogs are Cool  
                   |                                                        |                                                             | 2. A frog’s life  
                   |                                                        |                                                             | Baby frogs  
                   |                                                        |                                                             | Frogs  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Frog colors  
                   |                                                        |                                                             | 3. A life cycle  
                   |                                                        |                                                             | A frog  
                   |                                                        |                                                             | A tadpole  
                   |                                                        |                                                             | On page 4  
                   |                                                        |                                                             | On page 7  
                   |                                                        |                                                             | A prey  
                   |                                                        |                                                             | A Heading  
                   |                                                        |                                                             | Defense  
                   |                                                        |                                                             | Wh-questions  
                   |                                                        |                                                             | Statements  
                   |                                                        |                                                             | Complete  
                   |                                                        |                                                             | Sentences  
                   |                                                        |                                                             | Future tense  

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2
MODIFIED LESSON #1
Title: Using Text Features
Topic: Frogs and Toads
Lesson Duration: 1-2 Days

Note: Original lesson plan sections are italicized.

I. LESSON MATERIALS

Note: Understanding Text features is a separate lesson and needs to be taught prior to this lesson.

<table>
<thead>
<tr>
<th>Provided with Lesson Plan</th>
<th>Provided by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Projectable</em> or hard copy book Frogs and Toads, by Kira Freed</td>
<td></td>
</tr>
<tr>
<td>• Frog sounds link</td>
<td></td>
</tr>
<tr>
<td>• Student <em>copy of Table of Contents</em></td>
<td></td>
</tr>
<tr>
<td>• Modified student forms</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary visuals</td>
<td>• <em>Sentence strips</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Chart paper</em></td>
</tr>
<tr>
<td></td>
<td>• Realia (plastic toy frog)</td>
</tr>
</tbody>
</table>

II. ACTIVATING BACKGROUND KNOWLEDGE (5 min)

1) Play the frog sound on your computer from [https://www.youtube.com/watch?v=skh7uaNiw9U](https://www.youtube.com/watch?v=skh7uaNiw9U) as students settle for the lesson. Ask students: Which animal makes this sound “ribbit ribbit” and hops? Use gestures if necessary.

2) If students do not provide an answer, show them a toy frog and ask: What is this?

3) After students or teacher provides an answer, use the toy frog to show how it hops, then say “Hop” and “Jump”.

4) Ask a student or two to model hopping. Say “Show me how you hop.” Use gestures if necessary. Say “Jim (student name) is hopping like a frog.”

5) On chart paper, write the word frog in the center, then draw a circle around it. Ask: “What do we know about frogs?” Wait for a response, if none is given say “Frogs jump”, then write the word jump in a separate circle, connecting it to the middle circle. Begin creating a word web as visual (see example on page12).

6) If students do not provide additional frog information, ask questions to guide their thinking.
   - What color are frogs? (green, yellow, brown, blue, red)
   - What sound do they make? (ribbit or a different sound in another language)
   - Where do they live? (water, pond, forest)
   - How do they move? (hop, jump, swim)
7) Add new words to the web and note the level of background knowledge your students have. This will help you plan further vocabulary lessons if necessary.

III. INTRODUCE / REVIEW VOCABULARY (15 min)

VOCABULARY:

<table>
<thead>
<tr>
<th>Frog</th>
<th>Defense</th>
<th>Find</th>
<th>Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toad</td>
<td>Hop</td>
<td>Table</td>
<td>Contents</td>
</tr>
<tr>
<td>Cycle</td>
<td>Text</td>
<td>Page number</td>
<td></td>
</tr>
<tr>
<td>Life Cycle</td>
<td>Found</td>
<td>Tadpole</td>
<td></td>
</tr>
</tbody>
</table>

1. Use visuals to introduce vocabulary (page 8-10). Cut words to separate from pictures at different angles to make a puzzle. Distribute separated words and pictures to students.

2. Students will come to the chart paper to assemble the vocabulary puzzles (visuals, pages8-10) and create the classroom word wall. Students will have to figure out which pieces go together by matching the lines you cut.

3. Ask “What is this?” when pointing to each picture, then say “This is ___ (tadpole). Say ___ (tadpole). Have students repeat chorally each word after you model.

4. Use the words in sentences- model for students. Use gestures and pauses. Students may repeat sentences after you. Examples:

   - A frog is an animal that jumps.
   - A chart is like a table where you put words or pictures to explain.
   - Contents are what is inside a bag.
   - Text is something you can read or write.

5. Ask a few students to give you a sentence (or definition as modelled) with some of the words to see if they understand the concept. Use students who are native or fluent English speakers to serve as peer models. Guide students if necessary. Students may repeat sentences after the teacher or other students for further practice. Refer to modification chart below. Examples:

   - A frog is an animal.
   - A tadpole is a baby frog.
   - A cycle is like a circle.
   - Defense is to protect from getting hurt.

Gesture vocabulary words if necessary. Pause between vocabulary words and allow students to process the information.

6. In the table are additional vocabulary modifications per language proficiency level:
IV. LESSON PROCEDURE/MODEL (10 min)

1) Review displayed content and language objectives for this lesson.

2) Show the book *Frogs and Toads* to students. Read the title and ask “What will this book be about?”

3) If students do not offer an answer, give them a choice by saying: “Will this book be about frogs (pause) or pizza?” Use the toy frog to help students make a connection if they need further support. Then ask “How do you know?” If no answer is given, provide it. Model your thinking by saying: “I see a picture of a frog on the cover of this book. I see the words frogs and toads. (point to words) That makes me think that this book is about frogs and toads. Do I see a picture of a pizza? No! Do I see the word pizza? No! This book is not about pizza. (shake your head and gesture) This book is about frogs and toads. The title says Frogs and Toads.” Point to the title and say: “Title, say title.” Students repeat the word after you model.

4) Say:” Books have text features that help readers know what is in the book.”

5) Hand out student copies of the table of contents (modified forms, Appendix B). Offer the modified versions as a packet or single forms as needed.

6) Review text features on the contents page. Say: “Which text features do I see on this page? I see the table of contents. Everyone, point to the table of contents. Say table of contents.” Students point and repeat after you chorally.

7) Say: “I see chapter headings. Point and say chapter headings.” Model by pointing in the book and have students repeat the phrase after you.

8) Then say: “I see page numbers. Point and say page numbers.” Model by pointing in the book and have students repeat the phrase after you.

9) Next, say: “The table of contents tells me what I can read about in this book. The numbers tell me on what page in the book I can find that.” Point to each section while modeling.

10) Begin reading aloud the headings and page numbers. Model by slowly saying: “I found a frog, page 4. (pause) If I want to read about finding a frog, I go to page 4. One, two, three, four. Page four.” Use your fingers to count. Model counting the pages using your book.

12) Next, say: “What is on page 4? I found a frog is on page 4.” Point to the page and heading each time you ask.

13) Next, say: “What is on page 7?” Select a student to help answer the question. “Life cycle is on page 7”

V. PRACTICE ACTIVITY 1, TURN AND TALK (5 min)

1) Direct students to practice in groups or with a partner to ask each other questions using the sentence starter What is___? and answering them using their table of contents copy. Hand out expression starters to students (page 13) who need additional support with this activity.

2) Circulate among students to offer scaffolding based on the modifications below:

<table>
<thead>
<tr>
<th></th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: Ask and answer questions about the table of contents</td>
<td>Students ask and answer questions independently about what chapter corresponds to a page number.</td>
<td>Students ask and answer questions in group about what chapter corresponds to a page number using short phrases.</td>
<td>Students ask and answer questions with a partner about what chapter corresponds to a page number by using question/answer prompts provided by teacher (Appendix D).</td>
<td>Students answer questions about what chapter corresponds to a page number by pointing to words in response to teacher prompts.</td>
<td></td>
</tr>
</tbody>
</table>

VI. MODEL AND PRACTICE ACTIVITY 2, TALK THEN WRITE (10 min)

1. Call students to your attention. Display the sentence starter: This chapter is about ____ because the heading says ___. on sentence strips.

2. Model using the sentence starters with the table of contents. Again, point to the headings, table of contents and page numbers. Repeat the sentence starter and say: “This chapter is about finding a frog because the heading says I Found a Frog.”

3. Ask the question and model your thinking:” What is this chapter about? How do you know?”

4. Point to the second heading and say: “This chapter is about a frog’s life because the heading says Life Cycle.” Point to the sentence starter as you ask the question to signal to students that you are repeating a speech pattern they can follow.

5. Distribute expression phrases on page 14. Model another sentence while pointing to the sentence starter.

6. Ask a student to model. Say: “Who would like to tell me what they can see in the table of contents? “
7. Next, display the sentence starters: What will you read about in the chapter ____? and In the chapter ____ I will read about ____.

8. Model using the sentence starters with the table of contents. Point to the first heading as you say: "What will you read about in chapter I Found a Frog? In the chapter I Found a Frog I will read about how to find a frog."

9. Next, model another example with the sentence starter. Say: “What will you read about in the chapter Life Cycle? In the chapter Life Cycle I will read about a frog’s life.”

10. Now, model how to write a question, using the sentence starters as supports. On chart paper, begin writing: What will you read about in the chapter Life Cycle? Then, write the response. In the chapter Life Cycle I will read about a frog’s life.

11. Say to the students that they will practice talking and writing questions using the contents page.

12. Distribute the writing activity handouts for each proficiency level (pages 15-19).

13. Direct students to turn, talk and write with a partner or individually. Encourage students to use their supports.

14. Rotate among students to offer additional scaffolding and to monitor understanding.

VII. CHECK FOR UNDERSTANDING AND ASSESSMENT (5 min)

1) Ask a few students of varying proficiency levels to share what they practiced with their partner. Direct students to use their modified supports.

2) Ask thinking questions:
   Level 5: How do you know where to read about frog defense? Where can you read about the life cycle?
   Level 4: What is on page 7? What is this chapter about?
   Level 3: What is on page 7? I found a frog or life cycle? Life cycle is on page 7. What is on page 12?
   Level 2: Is I Found a Frog on page 7? What is on page 7?
   Level 1: Point to page 4. Point to the table of contents. Where is Life Cycle?
Defense

Hop

Tadpole

Found
Table

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>123</td>
</tr>
<tr>
<td>Row 2</td>
<td>456</td>
</tr>
<tr>
<td>Row 3</td>
<td>789</td>
</tr>
<tr>
<td>Row 4</td>
<td>012</td>
</tr>
<tr>
<td>Row 5</td>
<td>234</td>
</tr>
</tbody>
</table>

Text

Page number

Chart

Contents
Table of Contents

I Found a Frog! .................. 4
Life Cycle ........................ 7
About Frogs ..................... 9
Defense ......................... 12
Frogs Are Cool! ............... 15
Glossary ....................... 16
Index ......................... 16

Caption

Frogs have been on Earth longer than dinosaurs

Picture

Page Numbers for Chapters

Page number
WORD WEB VISUAL

Note: Use this visual to guide you while you create your own with your students. Words may vary. Students need to see how it is created when the teacher models so they can recreate it in the future.
EXPRESSION PHRASES
PART I

What is ________?
- on page 4
- on page 7
- on page 9
- on page 12
- on page 15
- on page 16

I found a frog
Life Cycle
About frogs
Defense
Frogs are cool
Glossary
Index

is
- on page 4
- on page 7
- on page 9
- on page 12
- on page 15
- on page 16
EXPRESSION PHRASES
PART II

This chapter is about 1 because the heading says 2.

1. A frog's life
   Things about frogs
   How frogs grow
   How frogs stay safe
   Frog colors

2. Life Cycle
   About Frogs
   Defense
   Frogs are Cool

What will you read about in the chapter 1?

In the chapter 1 I will learn about 2.

1. I found a frog
   Life Cycle
   About Frogs
   Defense
   Frogs are Cool

2. Finding a frog
   A frog's life
   Frogs
   Frog colors
   Cool things
WRITING ACTIVITY
LEVEL 5

Directions: Use the Table of Contents to write questions 🤔 about each chapter.

MY QUESTIONS: What 🤔 will you read about.....?

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

Answer the questions:

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________
WORD BANK

<table>
<thead>
<tr>
<th>I Found a Frog</th>
<th>Defense</th>
<th>About Frogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Cycle</td>
<td>read</td>
<td>Frogs Are Cool</td>
</tr>
</tbody>
</table>

Directions: Use words from the word bank to complete the questions about the Table of Contents.

1. ____ will you ____ about in the chapter ____________________________?
2. ____ will you ____ about in the chapter ____________________________?
3. ____ will you ____ about in the chapter ____________________________?
4. ____ will you ____ about in the chapter ____________________________?
5. ____ will you ____ about in the chapter ____________________________?

Copy 3 questions:

1. ____________________________
2. ____________________________
3. ____________________________
WRITING ACTIVITY
LEVEL 3

WORD BANK

<table>
<thead>
<tr>
<th>I Found a Frog</th>
<th>Defense</th>
<th>About Frogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Cycle</td>
<td>Frogs Are Cool</td>
<td></td>
</tr>
</tbody>
</table>

Directions: Use words from the word bank to complete the questions about the Table of Contents.

1. What will you read about in chapter___________________________?

2. What will you read about in chapter___________________________?

3. What will you read about in chapter___________________________?

4. What will you read about in chapter___________________________?

5. What will you read about in chapter___________________________?

Copy 3 questions:

1.__________________________________________________________

2.__________________________________________________________

3.__________________________________________________________
Directions: Use words from the word bank to complete the questions about the Table of Contents.

1. What __________ will you read about in chapter ________________?

2. What __________ will you read about in chapter ________________?

3. What __________ will you read about in chapter ________________?

4. What __________ will you read about in chapter ________________?

Copy 2 questions:

1. __________________________________________________________

2. __________________________________________________________
What will you read about in chapter I Found a Frog?

What will you read about in chapter Life Cycle?
MODIFICATION CHOICES

~Narrative~

The lesson plan for Lesson 1 changed drastically since it was first written. There are not many parts still left from the original lesson plan. The reason is that while attending the course on Content-based instruction of English Language Learners I realized that my approaches to instruction were not appropriate for my students’ learning and language proficiency levels. There were insufficient modifications and visual supports for my language learners to be able to meet the objectives. The instructional material was too broad and the text was not modified. I decided re-write the entire lesson plan to make it more comprehensible for all learners.

I began by cutting back on what I wanted the students to learn in one lesson and thought about the most important objectives. Then, I amplified the students’ experience with those objectives. “Less is more” became my mantra.

With a gained better understanding of language objectives and a functional language focus I was able to create meaningful and challenging opportunities for student discourse, with content in mind, while also including steps to teaching English through content. Therefore, I included background and vocabulary activities, visual vocabulary supports for both conversation activities and written activities, I modified the text students would read and the writing worksheets. I also included an assessment and questioning strategies to really challenge the students.

Now, the lesson plan is much easier to read and follow. You can find each section easily due to numbered procedures and procedure headings, your materials are right at the end of the lesson, in sequence of use, there are activities for all language proficiency levels, and the materials can become part of your classroom wall for students to use as a reference.
Lesson 2
PERFORMANCE INDICATOR GOALS

Lesson #2; Main Idea and Details

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to find details for the main idea of a topic.</td>
<td>1. Students will describe details of a main topic independently or in groups.</td>
</tr>
<tr>
<td></td>
<td>2. Students will explain the stages of a frog's life cycle in sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will describe the stages of a frog's life cycle using details from a text independently or in pairs.</td>
<td>Students will describe the stages of a frog's life cycle using details from a text by using sentence starters in pairs.</td>
<td>Students will describe the stages of a frog's life cycle using details from a text by answering with 1-2 words to teacher questions with visual supports.</td>
<td>Students will describe the stages of a frog's life cycle using details from a text by pointing to pictures in response to teacher questions.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Students will write the stages of the frog life cycle by using details from a text with a word bank independently.</td>
<td>Students will write the stages of a frog's life cycle with a word bank and sentence starters.</td>
<td>Students will write the stages of a frog's life cycle with picture supports and a word bank.</td>
<td>Students will write the stages of a frog's life cycle with picture supports.</td>
<td>Students will circle the stages of a frog's life cycle in sequence by using visuals from a text.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Words/Phrases</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<td>-------------</td>
<td>---------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Using details of a text</td>
<td>One detail is that <em><strong>1</strong></em>_. Another detail is that <em><strong>1</strong></em>_.</td>
<td>1 Frogs lay eggs Tadpoles breathe with gills Tadpoles grow arms and legs Tadpoles get lungs The tail shrinks Frogs live on land</td>
<td>Verbs Complete sentences Capitalizing sentences Plural nouns</td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>Stages of a frog life cycle</td>
<td><em><strong>2</strong></em>_ there is the <em><strong>3</strong></em>_.</td>
<td>2 First Next Then Last 3 Eggs Tadpole Froglet Adult frog</td>
<td>Verbs Complete sentences Capitalizing sentences Plural nouns Superlatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em><strong>2</strong></em>_ the <em><strong>4</strong></em>_</td>
<td>4 Frogs lay eggs in water Tadpoles hatch Tadpoles breathe with gills Tadpoles grow arms and legs Gills change into lungs The tail shrinks Frogs move on land</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODIFIED LESSON #2
Title: Main Idea and Details

Topic: Frogs and Toads

Lesson Duration: 1-2 Days

Note: Original lesson plan sections are italicized.

I. LESSON MATERIALS

<table>
<thead>
<tr>
<th>Provided with Lesson Plan</th>
<th>Provided by Teacher</th>
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</thead>
<tbody>
<tr>
<td>• <em>Projectable</em> or hard copy book</td>
<td>• <em>Sentence strips</em></td>
</tr>
<tr>
<td>Frogs and Toads, by Kira Freed</td>
<td>• <em>Chart paper</em></td>
</tr>
<tr>
<td>• Concept visuals</td>
<td>• <em>Markers</em></td>
</tr>
<tr>
<td>• Student copy of <em>Table of Contents</em></td>
<td></td>
</tr>
<tr>
<td>• Modified student forms</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary visuals</td>
<td></td>
</tr>
<tr>
<td>• Sequencing word cards</td>
<td></td>
</tr>
</tbody>
</table>

II. INTRODUCE VOCABULARY (7 min)

<table>
<thead>
<tr>
<th>VOCABULARY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>Eggs</td>
</tr>
<tr>
<td>Detail</td>
<td>Breathe</td>
</tr>
<tr>
<td>Adult</td>
<td>Lungs</td>
</tr>
<tr>
<td>Gills</td>
<td>Life Cycle</td>
</tr>
</tbody>
</table>

1. Prepare chart paper. Use visuals to introduce vocabulary (page 8-10). Cut words to separate from pictures at different angles to make a puzzle. Distribute separated words and pictures to students.

2. Students will come to the chart paper to assemble the vocabulary puzzles and create the classroom word wall. Students will have to figure out which pieces go together by matching the lines you cut.

1. Ask: “What is this?” when pointing to each picture, then say “This is ____ (life cycle). Say ____ (life cycle). Have students repeat chorally each word after you model.

3. You may model sentences or ask students to give you examples for each word.
III. ACTIVATING BACKGROUND KNOWLEDGE (5 min)

1) Display the picture of the playground on page 11 and ask: “What is this?”
2) IF no answer is given, scaffold by asking:” What do you see? Where is this? What do we do here?” or provide answer.
3) Next, point to the smaller pictures on page 11 of the swing, slide, etc. and for each ask the students what it is. Point to each picture and word, and then have students repeat them chorally.
4) Say:” Big playground, small swing.” Use hand gestures to show the big idea and then details (small).

IV. LESSON PROCEDURE (15 min)

1. Review content and lesson objectives.
2. Review last lesson by saying:” Last time we learned about the Table of Contents and chapter headings of a book. The table of contents and headings are text features that help us know what the book is about. What the book is mostly about we call the MAIN IDEA” Use gestures or point to visuals and sentence starters from previous lessons or word walls if necessary.
3. Say: ”Today we will learn about the main idea and details. The main idea is what a text is mostly about, the big picture, the most important thing, the “gist” of something. Look!” Point to the picture of the playground on page 11. Pause frequently to allow students to process all the information.
4. Next, say: “The main idea is like a big picture. Everyone say big picture.” Students repeat chorally. Stretch your arms out and give a motion to the words. Have the students repeat the motion with the words “Big picture”. The motion should signify something big.
5. Say:” The big picture here- use the motion when you say it- is the playground, but the playground has many small things that we can call details. Say details.” Students repeat chorally. Use a hand gesture to show something small. Every time you say details use this gesture and encourage students to do it, as well.
6. Ask: “What details can you see on the playground?” If no answer is given, provide it by pointing to the smaller pictures that show the slide, the swing, and so on.
7. Next, say:” Just like in this playground, when we read a book there are big ideas and small details. The big idea or main idea is the big picture. Details are the small parts. Let’s see what this looks like if we make a web.”
8. Begin creating a word web such as the example on page 31. Write Playground in a circle in the middle and ask student to come and write other words, using the playground visual. Students may come up with other words, which you add to your web.
9. When completed, show the Main Idea/Details Concept visual on page 13. Point to each picture of the playground and match them with words Main Idea or Details to decontextualize the concept.

10. Say: "Now, let's see how we can do this when we read. Let's find the main idea and details of Frogs and Toads.

11. On the projector, display the Table of Contents for Frogs and Toads.

12. Say:” The chapter headings tell me the big picture, the main idea. The chapter Life Cycle will mostly be about the life of frogs. Let's find the details.” Use hand gestures and point between the playground visual and table of contents if necessary.

13. Distribute a copy of the chapter Life Cycle or the modified version of the chapter to students (Page 14-17).

14. Read aloud and point to vocabulary visuals for clarification. Make frequent pauses to allow students time to process information.

15. Read a second time and begin creating a word web with details from the text that will describe the stages of a frog's life cycle. Say and ask: “The big idea is the frog life cycle. What details did I find?” Details may be:

   Frogs lay eggs.  
   Tadpoles breathe with gills.  
   Tadpoles grow arms and legs. 
   Tadpoles get lungs.  
   The tail shrinks.  
   Frogs live on land.

16. If no answer is given, guide students to find the first thing that happened (eggs). As you read, continue filling words into the web in a sequence.

![Image of a word web]

V. ACTIVITY 1, TURN AND TALK (7 min)

1) Model how to explain the life cycle details you just arranged into the word web. Use and distribute expression starters (page 18-19) to students. Example: One detail is that frogs lay eggs. Another detail is that...etc.

2) Say: “Turn to your partner and talk about the details in our word web.”

3) Distribute visual supports to various ELs so that they can successfully complete this activity. Use visuals and sentence starters on page 18-21. Also, use the chart below for additional activity modifications.
<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Life Cycle word web to discuss details with a partner.</td>
<td>Use the Life Cycle word web to discuss details with a partner by using sentence starters.</td>
<td>Use the Life Cycle word web to discuss details with a partner by answering with short phrases.</td>
<td>Use the Life Cycle word web to discuss details with a partner by using 1-2 word responses and pictures.</td>
<td>Use the Life Cycle word web to discuss details with a partner by pointing to pictures.</td>
</tr>
</tbody>
</table>

**VI. MODEL AND PRACTICE ACTIVITY 2, TURN AND TALK (8 min)**

1. Display sequencing word cards on the board or chart paper (page 20). Read the cards out loud: “First, next, then, last) while pointing to them. If students do not know order of sequencing, you may call 4 students to the board and let them hold the sequencing cards for the rest to see the meaning of first and last.

2. Display frog life cycle cards (page 20) out of order.

3. Refer to the text and/or word web of the details, then say: “What happens first?” Use gestures and visuals. Guide students to help you order the life cycle stages in the correct sequence.

4. Model describing the life cycle in complete sentences: “First, frogs lay eggs in water. Next, the tadpoles hatch and breathe with gills. Then, the froglets grow arms and legs. Last, the adult frog moves to land.” (refer to the functional/notional chart on page 2).

5. Allow students to turn and talk to practice describing the stages to a partner orally. Different levels of ELs may use sentence starters and visual supports on pages 18-21.

6. After turn and talk is completed, model how to write the life cycle stages.

7. Next, students complete the writing activity based on language proficiency. Use forms on pages 22-26.

**VII. LESSON WRAP UP AND ASSESSMENT (5 min)**

1. To assess and review the lesson, ask a few students to share their writing and describe the life cycle stages orally.

2. Using thumbs up or thumbs down as a way of quickly assessing students’ knowledge, or full responses, ask questions from lower to higher difficulty:
   - § Point to what happens first in a frog’s life cycle.
➢ Put the picture of the adult frog next to the word last.
➢ Is the egg the first step in the life cycle?
➢ What does this word say?
➢ What happens after the tadpoles hatch?
➢ How many steps of the life cycle are there?
➢ Which happens first: the froglets’ tail shrinks or they grow arms and legs?
➢ Describe the life cycle of a frog.
➢ How do the froglets change?
➢ How are froglets similar or different from adult frogs?
VOCABULARY VISUALS

Adult

Main Idea

Details

Gills
Lungs

Breathe

Eggs

Froplet
Shrink
Land
Tail
BIG IDEA AND DETAILS CONCEPT VISUAL

BIG IDEA:

Playground

DETAILS:

Swing  Big slide  Ladder  Small slide
BIG IDEA AND DETAILS
WORD WEB

Swing

Big slide

Ladder

Small slide

.........
MAIN IDEA AND DETAILS
Concept Visual

MAIN IDEA

DETAIL

DETAIL

DETAIL

DETAIL
The Life Cycle of Frogs

They grow!

But it's amazing what happens as just like fish, and they live in water.

They move onto land. I saw some shrimp, so the time their tails are gone, legs and then arms. Later, their tails like other land animals. They grow new lungs so they can breathe air.

Their gills disappear, and they grow legs.

I also learned that most frogs and toads lay jelly-covered eggs in the water. The babies that hatch are called tadpoles and look like little fish. Tadpoles breathe with gills, like fish.
The Life Cycle of Frogs:

1. Frogs lay eggs in water.
2. Tadpoles hatch from the eggs.
3. Tadpoles breathe with gills like fish.
4. Tadpoles grow lungs. Then, they grow arms and legs.
5. They grow arms and legs. Then, the tail shrinks. They are now a frog and go on land.

First:

Last:

MODIFIED TEXT LEVELS 2.3
I also learned that most frogs and toads lay jelly-covered eggs in water. The babies that hatch are called tadpoles and look like little fish. Tadpoles breathe with gills, just like fish, and they live in water. But it's amazing what happens as they grow!

Their gills disappear, and they grow lungs so they can breathe air. They grow legs and then arms. Later, their tail shrinks. By the time their tails are gone, they move onto land. I saw some very cool photos of the life cycle of frogs and toads.
ACTIVITY 1 Expression Starters
Turn and Talk

One detail is that _____1____. Another detail is that ___1____.

1
Frogs lay eggs
Tadpoles breathe with gills
Tadpoles grow arms and legs
Tadpoles get lungs
The tail shrinks
Frogs live on land

One detail is that _____1____.

1
Frogs lay eggs
Tadpoles breathe with gills
Tadpoles grow arms and legs
Tadpoles get lungs
The tail shrinks
Frogs live on land
**Frog Life Cycle**
Expression Starters

1. First
   - **Eggs**
   - **Tadpole**

2. Next
   - **Froglet**

3. Then
   - **Frog**

4. Last

First
- EGGS

FROGLET
SEQUENCING CARDS

Cut to display for lesson or use as visuals for student activities.

First   Next
Then    Last
ACTIVITY 2 Expression Starters
Turn and Talk

2 there is the 3.

2 First Next Then Last

3 Eggs Tadpole Frogllet Adult frog

2 the 4

2 First Next Then Last

4 Frogs lay eggs in water Tadpoles hatch Tadpoles breathe with gills Tadpoles grow arms and legs Gills change into lungs The tail shrinks Frogs move on land
WRITING ACTIVITY
Level 5

Directions: Write the steps in the frog life cycle. Use the word bank to write 4 sentences.

WORD BANK

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>hatch</td>
<td>breathe</td>
<td>with gills</td>
<td>frogs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eggs</td>
</tr>
<tr>
<td>Tadpoles</td>
<td></td>
<td></td>
<td>tail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>shrinks</td>
</tr>
<tr>
<td>Froglet</td>
<td>frogs</td>
<td>grow up</td>
<td>move</td>
</tr>
<tr>
<td></td>
<td>grow up</td>
<td></td>
<td>on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>land</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>gills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>into</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lungs</td>
</tr>
</tbody>
</table>

1. _______________________________________

2. _______________________________________

3. _______________________________________

4. _______________________________________
WRITING ACTIVITY
Level 4

Directions: Write the steps in the frog life cycle. Use the word bank.

WORD BANK

Frogs lay eggs  Tadpoles hatch  Froglet grows
arms and legs  frog loses the tail and moves on land

1. First,

2. Next,

3. Then,

4. Last,
WRITING ACTIVITY
Level 3

Directions: Write the steps in the frog life cycle. Use the word bank.

WORD BANK

frog loses the tail and moves on land
the froglet grows arms and legs
frogs lay eggs  tadpoles hatch

1. First, ____________________________________________

2. Next, ___________________________________________

3. Then, __________________________________________

4. Last, ___________________________________________
WRITING ACTIVITY
Level 2

Directions: Write the steps in the frog life cycle.

1. First, frogs lay eggs.

2. Next, tadpoles hatch.

3. Then, the froglet grows arms and legs.

4. Last, frog moves on land.
WRITING ACTIVITY
Level 1

Directions: Circle the steps in the frog life cycle. Trace the words in blue.

1. First,

2. Next,

3. Then,

4. Last,
MODIFICATION CHOICES

~Narrative~

Lesson 2 underwent many modifications throughout this course. It began as a single page lesson plan that included many assumptions. When being an effective teacher, one cannot assume that students have certain knowledge. With this in mind, I approached the new lesson plan as if everything I was teaching was either new information or it was based on something I knew I already introduced.

Whenever necessary, I included on-going assessments for the teacher, so she can monitor how much further support her students need with the lesson. The rest of the material covers extensive visuals, building background knowledge and creating shared history, providing opportunities to negotiate meaning, converse about content, content is accessible and amplified, there are pauses and time built in for students to be able to process the new information, written activities can serve as further assessment and engage the student in accountable work, and peer support is utilized for additional opportunities.

In this new and improved lesson plan each learner is working and comprehending the content. Each student has the ability to engage in conversation about the topic, and each student is learning important academic concepts that will help them in every grade level.

Also, the improved lesson plan is much easier for the teacher to read. The lesson has sections which are clearly labelled, the procedures are numbered, the materials are right at the end of the lesson, and throughout the lesson plan there are notes to guide the teacher in finding the corresponding pages. This lesson plan is as clear and effective to the teacher as it is to the students.
Lesson 3
### PERFORMANCE INDICATOR GOALS

Lesson #3; Compare and Contrast

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to compare and contrast details to see how something is</td>
<td>1. a) Students will discuss the differences and similarities of frogs and toads.</td>
</tr>
<tr>
<td>the same or different.</td>
<td>b) Students will list frog and toads characteristics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/ Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking-</strong> Describe the differences and similarities of frogs and toads</td>
<td>Students will describe</td>
<td>Students will describe</td>
<td>Students will describe</td>
<td>Students will describe</td>
<td>Students will describe</td>
</tr>
<tr>
<td></td>
<td>the stages of a frog’s</td>
<td>the stages of a frog’s</td>
<td>the stages of a frog’s</td>
<td>the stages of a frog’s</td>
<td>the stages of a frog’s</td>
</tr>
<tr>
<td></td>
<td>life cycle using details</td>
<td>life cycle using details</td>
<td>life cycle using details</td>
<td>life cycle using details</td>
<td>life cycle using</td>
</tr>
<tr>
<td></td>
<td>from a text independently</td>
<td>from a text by using</td>
<td>from a text by using</td>
<td>from a text by using</td>
<td>details from a text</td>
</tr>
<tr>
<td></td>
<td>or in pairs.</td>
<td>sentence starters in pairs.</td>
<td>phrases in pairs.</td>
<td>answering with 1-2 words</td>
<td>pointing to pictures</td>
</tr>
<tr>
<td><strong>Writing-</strong> Write the differences and similarities of frogs and toads.</td>
<td>Students will write the</td>
<td>Students will write the</td>
<td>Students will write the</td>
<td>Students will write the</td>
<td>Students will cut</td>
</tr>
<tr>
<td></td>
<td>differences and similarities of frogs and toads using a word bank with a partner</td>
<td>differences and similarities of frogs and toads using a word bank and picture supports</td>
<td>differences of frogs and toads using a word bank and picture supports</td>
<td>differences of frogs and toads using picture supports</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Words/Phrases</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-------------</td>
<td>---------------</td>
<td>--------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Describe  | Describe frog and toad characteristics | The _1_ has _2_. | 1  
Frog  
Toad  
2  
Smooth skin  
Slimy skin  
Long back legs  
Short back legs  
Webbed feet  
No webbed feet  
Eggs in groups  
Eggs in chains  
3  
Lives in dry places  
Lives in wet places  
Climbs trees  
Lives on the ground  
Uses color to protect itself | Adjectives  
Nouns  
Plural nouns  
Irregular plural nouns  
verbs  
Complete sentences  
Capitalization  
Punctuation |
| Discuss   | Discuss similarities and differences between frogs and toads with a partner or in a group. | What is _1_ is that _2_ have _3_.  
and _1_ have _3_. | 1  
Different  
Similar  
The same  
2  
Frogs  
Toads  
3  
Smooth skin  
Slimy skin  
Long back legs  
Short back legs  
Webbed feet  
No webbed feet  
Eggs in groups  
Eggs in chains  
Four legs  
Babies in eggs | Adjectives  
Plural nouns  
Compound sentences  
Punctuation  
Capitalization |
MODIFIED LESSON #3
Title: Comparing and Contrasting
Topic: Frogs and Toads
Lesson Duration: 1-2 Days

Note: Original lesson plan sections are italicized.

I. LESSON MATERIALS

<table>
<thead>
<tr>
<th>Provided with Lesson Plan</th>
<th>Provided by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selection from <em>projectable</em> or hard copy book <em>Frogs and Toads</em>, by Kira Freed</td>
<td>• Dry erase markers</td>
</tr>
<tr>
<td>• Concept visuals</td>
<td>• <em>Chart paper</em></td>
</tr>
<tr>
<td>• Modified student forms and text</td>
<td>• Realia: fabric or items that are smooth, rough, slimy, bumpy, wet, dry, short, long</td>
</tr>
<tr>
<td>• Vocabulary visuals</td>
<td>• Two large Hoola-hoops</td>
</tr>
<tr>
<td>• Frog and toad pictures</td>
<td>• Venn Diagram realia: all yellow and long items such as banana, pencil, marker, ball, bag, toy, ruler, stick, etc.</td>
</tr>
<tr>
<td>• Egg pictures</td>
<td>• Small baskets or containers</td>
</tr>
</tbody>
</table>

II. INTRODUCE VOCABULARY (7 min)

VOCABULARY:
similar  wet  dry  smooth  rough  bumpy  slimy
short   long   webbed  different  group  chain

1. Introduce new vocabulary with realia for different textures the students will feel with their hands.
2. Arrange materials of various textures and vocabulary cards next to them on a large table. Label baskets or containers with adjectives from the vocabulary list.
3. Allow students to touch the items. Then, tell the students that you will call out an adjective and they will bring one item from the table, then drop it in the labelled baskets (or containers).
4. Call students to settle in an area, then review the vocabulary words with visual cards (page 11-13). Students repeat chorally after you. Place the vocabulary words on a word wall. Leave the realia around the room so the students have access to it. Use the picture of frog eggs on page 8.
III. ACTIVATING BACKGROUND KNOWLEDGE (7 min)

1) Place the two Hoola-hoops on the floor to create a Venn diagram. Let them overlap each other to create a section in between where similarities will be sorted.

2) Show students the Venn diagram realia. Say: “We have two big hoops. In one, we will sort things that are yellow. In the other, we will sort things that are long.”

3) Hold out each item and ask students: “Is it yellow or long? Is it both yellow AND long?” Sort accordingly or ask students to sort.

4) Ask: “What do you notice? How are these things different? How are they the same? Which items are same? Why? How are they similar?”

5) Tell students: “When we look for what is the same and what is different, we compare and contrast. Everyone say compare. Everyone say contrast. To compare and contrast we use this kind of chart, called a Venn diagram.”

6) Show students a paper version of a Venn (page 18). Ask: “What do we put in this space?” Show the side spaces and middle space for differences and similarities. Use gestures and visuals.

IV. LESSON PROCEDURE AND ACTIVITY 1 (15 min)

Note: Review materials prior to lesson. Some materials need cutting before hand.

1) Review content and language objectives for the lesson.

2) Say: “Today we will use our book to find what is the same, similar, and what is different between a frog and a toad.” Show a picture of a frog and a toad (page7).

3) Ask: “What do we see when we look at a frog and a toad? They look pretty similar, don’t they? I see they both have eyes on top of their heads. They both sit on their back legs, they have a large mouth. Maybe they both hop. They both have brownish colors. I don’t know too much about frogs and toads. They look the same to me. So, to learn more about frogs and toads I will use a book. I will read the book to find out more information. Then, I will make a Venn diagram to compare and contrast frogs and toads.”


5) Write the words FROG and TOAD on chart paper in two columns or use the T-chart on page 9. Then, using the chart on page 11 of the book, have students sort the animal phrase strips (page 10) under each animal to match the chart on page 11. The strips have to be cut apart.

6) When completed, have students repeat chorally after you read each description.
V. ACTIVITY 2, TURN AND TALK (5 min)

1. Direct students to talk to their partner about the differences between frogs and toads. Distribute expression starters (page 16). Model first. You may write these expressions on sentence strips or on the board. Refer to the Functional/Notional Chart on page 2.

VI. ACTIVITY 3, VENN DIAGRAM (15 min)

1. Display a large Venn on the board of chart paper. Label one side for frogs and the other for toads. You may use two different colors to mark the diagram circles to show the different animal category, and a third color to mark what they will have in common.
2. Say: “Now we will create a Venn diagram using the information from the book. In the space for frogs we will put what we learned from the book about frogs. In the space for toads we will put what we learned for toads.”
3. Use the T-chart you created (page 9) or the book page 11 (page14 in this lesson plan) to fill into the Venn. Read aloud each difference and have students repeat chorally after you. Leave the similarities empty.

VII. ACTIVITY 4, TURN AND TALK (7 min)

1. Model how to discuss the differences using a compound sentence. Refer to the Functional/notional chart on page 2 and use the expression phrases (you may hand them out at this point so students can follow your model with a visual).
2. Direct students to talk to their partner. Students use Expression phrases on page17.
3. Next, say: “What about similarities? What do you see that they have the same?” Wait for students to respond or ask scaffolded guiding questions depending on language proficiency:
   - Are they big or small?
   - How many legs do they have?
   - Do they have a call? Are they loud or quiet?
   - Do they live in a forest or desert?
   - How do their babies hatch?
   - What do they eat?
4. Fill in the similarities based on student output.
VIII. WRITING ACTIVITY (15 min)

1. Direct students to create their own Venn. Hand out copies of the diagram on page 18 and modified writing activity pages19-21. Students may complete any of the writing activity modified pages they feel confident doing. This will also be your way of assessing their proficiency progress. Assist students as necessary when completing the writing activity.

IX. ASSESSMENT AND WRAP-UP (5 min)

1. To assess student knowledge, ask:” What did you find that is different about frogs and toads?”
2. Direct students to refer to their Expressions starters on page16-17 and model the discussion.
FROG VERSUS TOAD

Frog

Toad
FROG EGGS VERSUS TOAD EGGS

Frog eggs in a group

Toad eggs in a chain
## T-CHART

**COMPARE and CONTRAST**

<table>
<thead>
<tr>
<th></th>
<th>FROG</th>
<th>TOAD</th>
</tr>
</thead>
</table>

*Image of a frog on the left and a toad on the right.*
TO USE WITH T-CHART:
Comparing frogs and toads: Cut strips to use in activity during lesson procedure, along with T-chart

smooth, slimy skin
live in wet places
long back legs
webbed feet
lay eggs in groups
dry, bumpy skin
live in dry places
short back legs
no webbed feet
lay eggs in chains
VOCABULARY VISUALS

Similar, same

Short

Long

Dry
Different
Rough
Bumpy
Slimy
Webbed
Smooth

Groups

Wet

Chain
Do you know the differences between frogs and toads? Here’s what I learned from a book at the library.

<table>
<thead>
<tr>
<th>Frogs</th>
<th>Toads</th>
</tr>
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<tbody>
<tr>
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- Smooth
- Slimy
- Wet
- Long
- Webbed
- Eggs
- Groups

- Dry
- Bumpy
- Short
The __1__ has __2__.
The __1__ __3__.

1
   Frog
   Toad
2
   Smooth skin
   Slimy skin
   Long back legs
   Short back legs
   Webbed feet
   No webbed feet
   Eggs in groups
   Eggs in chains
3
   Lives in dry places
   Lives in wet places
   Climbs trees
   Lives on the ground
   Uses color to protect itself
TURN AND TALK
Activity 4

What is ___1___ is that ___2___ have ___3___,
and ___1___ have ___3___.

1
Different
Similar
The same

2
Frogs
Toads

3
Smooth skin
Slimy skin
Long back legs
Short back legs
Webbed feet
No webbed feet
Eggs in groups
Eggs in chains
Four legs
Live in woods
Babies in eggs
Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
WRITING ACTIVITY
Level 3

Directions: Write the differences between frogs and toads. Use the Word bank.

Word bank

- Smooth
- Slimy
- Dry
- Bumpy skin
- Dry places
- Short back legs
- Eggs
- Chains
- No webbed feet
- Webbed feet
- Long back legs
- Wet places
- Eggs
- Groups
WRITING ACTIVITY
Level 2
Directions: Write the differences of frogs and toads. Use the word bank.

WORD BANK

- Live in Dry places
- Dry Bumpy skin
- Short back legs
- No Webbed feet
- Live in wet places
- Webbed feet
- Long back legs
- Smooth Slimy skin
- Lay Eggs in Groups
- Lay Eggs in Chains
Cut and paste the differences of frogs and toads.

<table>
<thead>
<tr>
<th>FROG</th>
<th>TOAD</th>
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<tbody>
<tr>
<td>Live in <strong>Dry places</strong></td>
<td>Live in <strong>wet places</strong></td>
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<td>No <strong>Webbed feet</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Webbed feet</strong></td>
</tr>
<tr>
<td>Long back legs</td>
<td><strong>Smooth</strong></td>
</tr>
<tr>
<td>Lay <strong>Eggs in Groups</strong></td>
<td>Lay <strong>Eggs in Chains</strong></td>
</tr>
</tbody>
</table>
MODIFICATION CHOICES

~Narrative~

The current Lesson 3 is much different than its original version; in fact, they are completely different. I realized that I was making too many assumptions about my students in the original lesson, so I decided to re-write all 3 of my lessons. I ended up with a much clearer product that is easy for a teacher to follow and better modified for students to succeed.

I asked myself what the most important concept was that I wanted to teach. Venn diagrams are a very useful visual tool that is repeatedly utilized in many grades. Comparing and contrasting is a skill that is widely used in reading and life in general, so I focused greatly on exposing the students to this concept.

In the new Lesson 3 you will find step by step directions on how to teach the content. There are many hands-on activities, opportunities to build shared history about vocabulary and content, visuals to support every language learner, higher order thinking questions that are text dependent, objectives are aligned to the Common Core and there are functional language charts that every language learner can access during discussions. The lesson pacing is more appropriate to allow processing time. With this new lesson plan, both students and teacher can be successful in mastering the concepts and objectives.
Checklists
# Unit: Frogs and Toads

## Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1,2</td>
</tr>
<tr>
<td>Plural nouns</td>
<td>2,3</td>
</tr>
<tr>
<td>Complete sentences</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Compound sentences</td>
<td>3</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Capitalization of sentences</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Questioning sentences</td>
<td>1</td>
</tr>
<tr>
<td>Simple sentences</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Verbs</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Causation</td>
<td>1</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>1</td>
</tr>
<tr>
<td>Wh- Questions</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Superlatives</td>
<td>2</td>
</tr>
<tr>
<td>Adjectives</td>
<td>3</td>
</tr>
<tr>
<td>Statements</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Future tense</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Describe</td>
<td>2,3</td>
</tr>
<tr>
<td>Ask Questions</td>
<td>1</td>
</tr>
<tr>
<td>Answer Questions</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>3</td>
</tr>
<tr>
<td>Narrating a sequence</td>
<td>2</td>
</tr>
<tr>
<td>Elaborating on details</td>
<td>2, 3</td>
</tr>
<tr>
<td>Discuss topics</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Communicate ideas</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
# Sheltered EL Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED FEATURES</th>
<th>PRESENT IN LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contextualize Lesson</td>
<td>L1-Pg 3, L2-Pg 4</td>
</tr>
<tr>
<td>1.A. Build &amp; Activate Background Knowledge</td>
<td>L1-Pg 4, L2-Pg 4</td>
</tr>
<tr>
<td>1.B. Develop Vocabulary</td>
<td>L1-Pg 5, L2-Pg 4</td>
</tr>
<tr>
<td>1.C. Use Visuals, Gestures, &amp; Realia</td>
<td>L1-Pg 4, L2-Pg 4</td>
</tr>
<tr>
<td>1.D. Create Opportunities to Negotiate Meaning</td>
<td>L1-Pg 5, L2-Pg 4</td>
</tr>
<tr>
<td>2. Make Academic Text Comprehensible</td>
<td>L1-Pg 2, L2-Pg 1</td>
</tr>
<tr>
<td>2.A. Use Graphic Organizers Intentionally</td>
<td>L1-Pg 4, L2-Pg 4</td>
</tr>
<tr>
<td>2.B. Modify Written Text</td>
<td>L1-Pg 3, L2-Pg 4</td>
</tr>
<tr>
<td>2.C. Amplify Number of Activities per Text</td>
<td>L1-Pg 4, L2-Pg 4</td>
</tr>
<tr>
<td>3. Make Talk Comprehensible</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>3.A. Pace Teacher’s Speech</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>3.B. Use Listening Guides</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>3.C. Use Word Walls</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>3.D. Frame Main Ideas</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>3.E. Check for Understanding</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>4. Change Traditional Classroom Talk</td>
<td>L1-Pg 4, L2-Pg 5</td>
</tr>
<tr>
<td>4.A. Practice Instructional Conversations</td>
<td>L1-Pg 4, L2-Pg 5</td>
</tr>
<tr>
<td>4.B. Ask Big Questions and Signal “Listening” in Responses</td>
<td>L1-Pg 4, L2-Pg 5</td>
</tr>
<tr>
<td>5. Engage at Appropriate Language Proficiency Levels</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>5.A. Vary Question Techniques Based on Students’ Proficiency Levels</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>5.B. Challenge Students to Produce Extended Academic Talk</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>6. Give Students Voice</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>6.A. Model Language for Oral and Written Production</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>6.B. Use Small Group/Pair Work to Elicit Student Talk; Students as Researchers</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
<tr>
<td>6.C. Respond to Student’s Voice – Writing and Error Correction</td>
<td>L1-Pg 3, L2-Pg 5</td>
</tr>
</tbody>
</table>

Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program

Prepared by Dr. Lorrie Verplaetse & Manisa Ferraro
Original Lessons
### ORIGINAL LESSON #1

<table>
<thead>
<tr>
<th><strong>Reader’s Workshop</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS</strong></td>
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</table>
| RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  
RI.2.1 Ask and answer such questions as *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |
| **Student Objectives** |
| Good readers ask themselves questions about the text so they can better understand what they are reading about.  
Good readers use text features so they can find important information about the text quickly. |
| **Teacher Objectives** |
| I want my students to know how to use text features to help them find important information quickly about their reading. |
| **Materials**          |
| Projectable book, Copy of Table of Contents, Informational books, chart paper, markers, sticky notes |

<table>
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<tr>
<th><strong>Lesson Procedure</strong></th>
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<tbody>
<tr>
<td>Review objectives for the lesson. Read the title of the book. <em>What will this book be about?</em> (Frogs and Toads) <em>How do you know?</em> Explain to students that a non-fiction informational book has text features such as a Title and a Table of Contents that help readers know the important information the book will be covering. Display the Table of Contents page and hand out a copy to each student. Explain what the numbers and titles (Headings) mean and how to use this feature in a book. <em>What information can I find on page 4? How do you know?</em> Model how to answer the question and point to the information. Model how to ask yourself “Wh” questions. <em>Where can I learn about frog defense? What is defense?</em> (protection, football analogy) Ask more questions to see if students understand how to use the Table of Contents. <em>How does the Table of Contents help me know information the book will tell me?</em> Create a T-chart graphic organizer with students using a Heading from the Contents page and brainstorm ideas. Example: Frog Life Cycle (which was previously studied with butterflies)- <em>What might I learn on this chapter?</em> (Stages of a frog’s life from baby to adult.) Now, let’s see if we were correct. Turn to the page for the selected Heading. Point to the heading on top of the page that matches the Chapter title on the Contents page. Point to the page number that matches the number on the Contents page. Read aloud and ask questions about the text to see if the group’s predictions were correct. <em>What do we call a frog baby?</em> (tadpole) Direct students to practice using text features on their own to help them figure out the information the book will give them on each topic by asking themselves “Wh” questions.</td>
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<tr>
<th><strong>Independent/Guided Practice</strong></th>
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<tr>
<td>Students use a copy of the Table of Contents from the Frogs and Toads book and make their own T-chart organizer for one heading (with teacher as whole group). Students use their own informational text and the Table of Contents feature to ask themselves questions and predict answers about the text while reading independently. Students use sticky notes to write down their ideas using the Table of Contents. Students share their finding during circle time when lesson objectives are reviewed.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td>Observations, discussion, anecdotal notes, student notes, conferring</td>
</tr>
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Lesson #1

Table of Contents

I Found a Frog! .................. 4
Life Cycle ........................ 7
About Frogs ....................... 9
Defense .......................... 12
Frogs Are Cool! ................. 15
Glossary ......................... 16
Index ............................ 16

Frogs have been on Earth longer than dinosaurs.
Life Cycle

I also learned that most frogs and toads lay jelly-covered eggs in water. The babies that hatch are called tadpoles and look like little fish. Tadpoles breathe with gills, just like fish, and they live in water. But it’s amazing what happens as they grow!
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<tr>
<td>Review lesson objectives. Last time we learned how to use text features. <strong>Which text features did we learn about? Explain, what does the Table of Contents tell me?</strong> <strong>How do Headings help me?</strong> (they tell me what the chapter will be about) The Headings give me clues about the main idea of the text. Explain to students that the main idea is what the text is mostly about, the big picture, the “gist”, not the little parts. Give an example using yourself: The main idea of me is that I am a girl, or woman. The little parts or details would be that I love gardening or swimming, that I have long hair, etc. Headings in an informational book help us to know what the chapter will be mostly about. <strong>What will the chapter on frog defense on page 12 be mostly about?</strong> (How frogs protect themselves) Let’s see! Turn to the corresponding page and read aloud to confirm predictions. Point to page number and heading that match to what was seen in the Contents page. <strong>What is this chapter mostly about? What is the main idea? What is the most important information of this chapter?</strong> (Frogs and toads have ways to protect themselves against predators.) Explain new vocabulary by asking questions through a close-read. <strong>How do frogs protect themselves? What is another word to say blending in?</strong> (camouflage) Explain the difference between main idea and details. Create a T-chart with Heading and Main Idea. Direct students to practice asking themselves questions before reading a chapter by using text features and thinking about the main idea. Review what the main idea is and how headings give us an idea of what the chapter will be about.</td>
</tr>
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</table>
Lesson #2

This frog wasn't able to escape.

Defense

I was sad to learn that frogs and toads are food for many other animals. Bats, snakes, birds, and rodents all hunt them. But frogs and toads have clever ways to stay safe from animals that might try to eat them.

What happens when frogs park illegally? They get toad away.

12
Some frogs and toads, like the wood frog I saw, are the same color as their habitat. This is called blending in. It allows them to hide better from predators.

Some kinds of frogs are so poisonous that just touching their skin is deadly. These frogs are brightly colored to warn predators to stay away.
## ORIGINAL LESSON #3

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| **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.  
**RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. |
| **Student Objectives** |
| Good readers ask themselves questions about the text so they can better understand what they are reading about.  
Good readers compare details to see how something is the same and different. |
| **Teacher Objectives** |
| I want my students to know how to use and compare details in a reading selection.  
I want to my students to know the difference between frogs and toads. |
| **Materials** |
| Frogs and Toads book, Venn diagram on chart paper and student copies |
| **Lesson Procedure** |
| Review lesson objectives. Explain the difference between main idea and details (learned in previous lessons).  
**What will the main idea of this book be?** (frogs and toads, how they are different)  
**What will some details in this book be?**  
**How can I know and what can I use to get some clues about the main idea and details in this book?** (Look at the Table of contents, Headings). Introduce a Venn diagram and how to use it to organize information when comparing similarities and differences of two things.  
**Where will differences be in the Venn diagram?**  
**Where will similarities (the same) be?** Read aloud from the book about frogs and toads. Use the close reading strategy to analyze details in the text. Ask students to listen to the reading and find what frogs and toads have the same or different so you can write in the diagram. Point to the headings and ask what clues they give you about each section before reading it.  
**Which details is the author giving me to compare these two animals?**  
(Frogs have smooth skin, toads have bumpy skin.) Create the Venn diagram with students. Ask students questions to review some similarities and differences between frogs and toads using the Venn diagram. Direct students to use their text page to create a Venn diagram on their own, using details from the selection. |
| **Independent/Guided Practice** |
| Students use a text selection to input information into a Venn diagram.  
Students are encouraged to create their own Venn diagram with information they find in their own informational text when comparing two items. Students share their findings during circle time when objectives are reviewed. |
| **Assessment** |
| Observations, discussion, anecdotal notes, Venn diagrams, conferring |
Do you know the differences between frogs and toads? Here's what I learned from a book at the library.

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Venn Diagram
Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.