

Close Reading

Plus Writing Activities

Frogs By Gail Gibbons



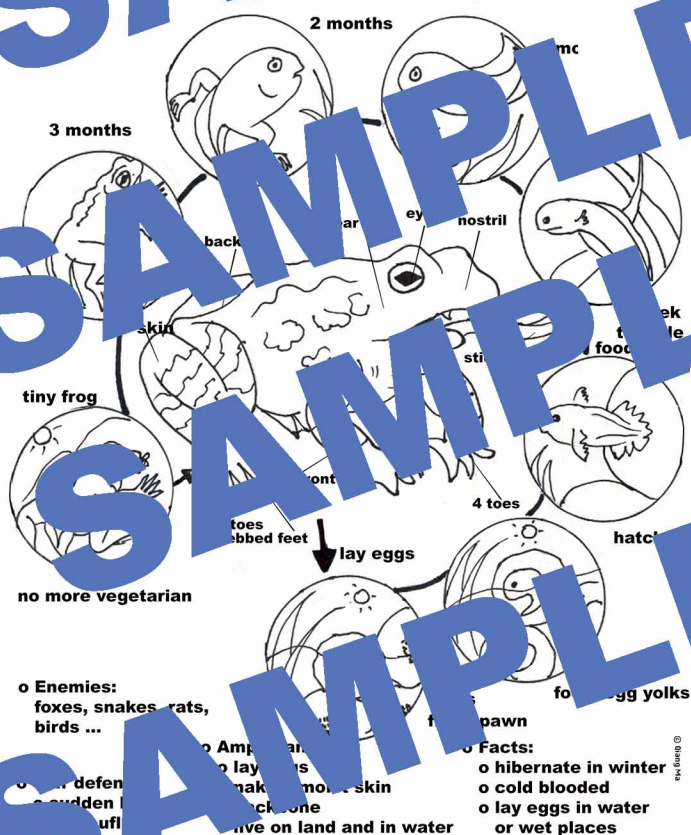
Teaching Animal Science through
Reading, Comprehension, Vocabulary,
Posters, and Reflection

Qiang Ma

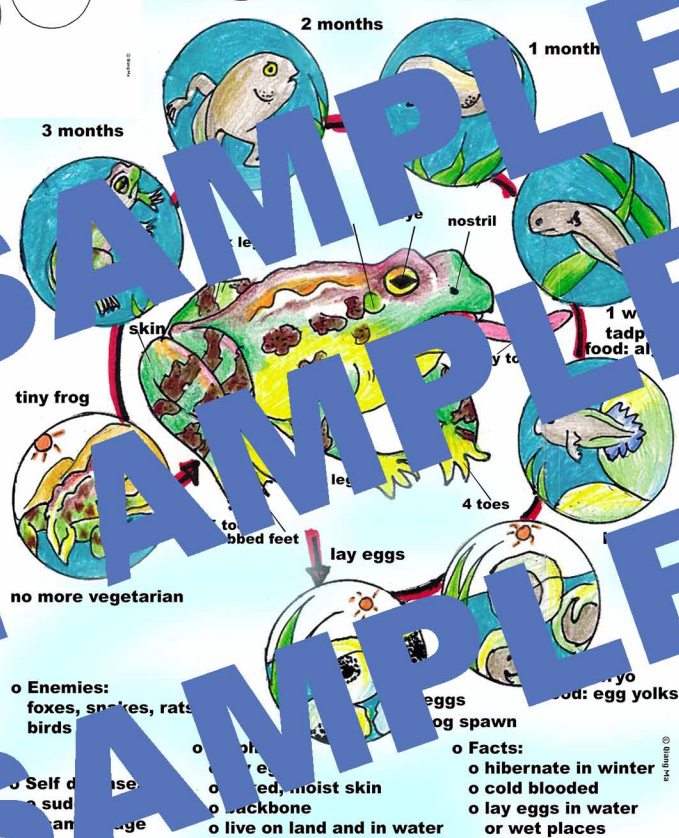




Frog Life Cycle



Frog Life Cycle



Frogs Close Reading Organizer

Title: _____

Colors to mark the passage _____

- Things to remember
- Circle the important words in the text.
 - Underline the topic sentence.
 - Star (*) - something is important.
 - Exclamation mark (!) - something new, something that is surprising.
 - Question mark (?) - unsure, don't understand it.

The main idea of these passages is to _____

What have you learned about frogs? _____

Colors to mark the passage _____

- Things to remember
- Colors to mark the passage:
- Highlight the title in yellow.
 - Underline topic sentence in green.
 - Circle the important words in red.
 - Use close reading symbols throughout text.
- CLOSE reading symbols:
- Check Mark (✓) - understands story
 - Star (*) - something is important
 - Exclamation mark (!) - something new, something that is surprising
 - Question mark (?) - unsure, don't understand it

The main idea of these passages is to introduce basic facts about frogs.

What have you learned about frogs? _____

I learned that the word amphibian comes from Greek language.

Frogs (1)

Frogs are amphibians. The word amphibian comes from a Greek word "two lives". An amphibian can live on land or in the water. It has two sets of eyes. One set is transparent so they can see through the water. They close these eyelids to protect their eyes. They use their very strong hind legs to leap. Most frogs can jump ten times their body length. They are very good at hiding.

Frogs are cold-blooded. This means their body temperature is the same as the outside temperature.

Frogs don't hunt for food. Their big eyes are on top of their heads so they can see all the way around. They stay very still. When something flies or crawls nearby, their long, sticky tongues dart out to catch it. They swallow their food whole.

Frogs have enemies. Foxes, snakes, rats, birds and other creatures eat frogs when they can catch them. A sudden leap is a quick escape from danger. For protection, some frogs have skin glands that make them poisonous. Sometimes their skin color hides them from enemies. This is called camouflage.

CROAK! Frogs make different sounds. Often, male frogs call to their mates. They pull air into air sacs at their throats. The air sacs expand to make sounds. When frogs force the air out of their air sacs and into their lungs, the vocal cords which vibrate to make sounds. They make different different things. Sometimes frogs are very loud.

Where it is cold in the winter, the frogs go to sleep. Sometime they sheltered hollows. Often frogs dig into the muddy bottom of a pond. sleep covered with mud. They stay completely motionless. This is called hibernation. When the sun begins to warm up the ground and the frogs come out of hibernation. They are healthy and hungry.

Frogs play an important role in the balance of nature. They keep control by eating so many of them.

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The main idea of these passages is to _____

What have you learned about frogs? _____

I learned that the word amphibian comes from Greek language.

Text Dependent Questions (1)

What does the word amphibian mean in Greek?

Why don't frogs hunt for food?

How do frogs protect themselves from danger?

Why do frogs play an important role in the balance of nature?

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Frogs (2)

It is springtime at a pond. A jelly like cluster of eggs floats among waterweeds at the pond's surface. These eggs are the beginning of frog clump of eggs is called frog spawn. Frogs lay their eggs in water or wet places. Otherwise, the eggs could dry up and die. These eggs do not have shells inside jellylike coverings. As they float, the jelly lets the sun's warmth on the eggs inside. Not all the eggs will survive. Most of the time the large of eggs is too slippery and too big to be eaten. This is nature's way of protection. But some of the smaller clusters of eggs will be eaten by creatures living in or near the pond.

The dark centers of the eggs slowly grow into frog embryos. The embryos grow until they look like small tadpoles. Tadpoles are frog babies. As they grow, they feed off their own egg yolks.

The tadpoles grow until they are big enough to break free into the water. It can take from three days to three weeks for this to happen, depending on what kind of frogs they will become. One by one the tadpoles hatch from their eggs. They each have a head, tail and body. The tadpoles wiggle their tails to swim. The tadpoles breathe by getting air from the water through feathery outside gills. As they swim, they eat very small plants that stick to larger water plants. These tiny plants are called algae.

Now the tadpoles are one month old. Their outside gills have disappeared. Their inside gills are still there. Their tails are wide swimming. Something wonderful begins to happen. At the base of their appear. This is where their hind frog legs are growing.

At two months old the tadpoles dart about the pond as they eat. vegetarians. Vegetarians only eat plant life. The tadpoles get bigger. No hind legs. Behind their heads bulges appear where their front legs are gr tails become smaller. The tadpoles' gills inside their bodies are gone. T lungs to use for breathing. Now and then, they wiggle to the surface to breathe in air.

Text Dependent Questions (2)

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Vocabulary

amphibian

camouflage

hibernation

shelter

embryos

algae

Vocabulary

amphibian

camouflage

hibernation

shelter

embryos

algae

Getting Started: Frog Close Reading

1. It is suggested to get the following items ready.

Items needed	Teacher	Student
The Book <u>Frogs</u> by Gail Gibbons	V	
Lesson Plan	V	
Vocab Poster	V * Teacher can blow the original black and white sample into a poster.	
Info Organizer	V	V
Blank Paper for Drawing on Day 1	V	V
2 Reading Passages (Facts & Life Cycle)	V	V
2 Text Dependent Questions Sets	V	V
Vocabulary	V	V
1 Frog Black Line Drawing Set	V	
1 Frog Color Drawing Set	* Teacher can blow the original black and white sample into a poster and color it.	* Students may create the poster in groups by using teacher's sample
Teacher Finished Sample Package: <ul style="list-style-type: none"> • Frog Color Drawing with labels • Vocab Poster with Post-it notes • Info Organizer completed • 2 Reading Passages with marks • 2 Text Dependent Questions Sets with answers • Vocab Sheet with answers 	* I tried to type as much as possible for you to read easily. In real time, you are going to hand write to model for your students.	
Sharpie	V	V
Crayon/Markers	V	V
Post-It	*	

V: must, *: optional

2. Read the lesson plan.
3. Look at the finished sample works included.
4. Photocopy 7 page package (1 Empty Circle page, 1 Info Organizer, 2 Reading Passages, 2 Text Dependent Questions Sets, and 1 Vocab Sheet) for students. Make an extra set for the teacher to use.
5. The lesson is designed as cross curriculum among ELA, Science/Animal/Amphibian, and Fine Arts using close reading and GLAD strategies.

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Credits

I draw all the clipart myself for all the products in my store.

Thank you so much and I hope you enjoy this lesson.

