



Close reading plan

Frogs! by Elizabeth Carney

Created by Rosanne Field, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Frogs! by Elizabeth Carney		Where to Access Text http://www.amazon.com/National-Geographic-Readers-Elizabeth-Carney/dp/1426303920/ref=sr_1_1?ie=UTF8&qid=1398536488&sr=8-1&keywords=frogs+by+elizabeth+carney Public Library
Text Description			
Frogs! introduces the life of a frog. This book highlights various frogs that can be found around the world. The book labels many things including different colors of frogs, different food they eat, and their life cycle. This book has many nonfiction features: rich vocabulary, close-up photographs, clear labels, table of content, and a glossary.			
Quantitative			
Lexile and Grade Level	N/A, Read-aloud K-1		Text Length 24 pages with illustrations
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of the text, the life style of a frog, is shown throughout the text. It is arranged by topic rather than sequence. This story is about a frog's life with focus on how frogs have features that help them survive in their environment.		Text is arranged by topics that are separate from each other and can be read in any order. Clear labels, subheadings, diagrams, and photographs throughout the book support understanding characteristics and features of a frog and their life.	
Prior Knowledge Demands		Language Features	
Some knowledge about frogs and living things (live, grow, etc.). Basic understanding of nonfiction text features and what key details means.		This is informational nonfiction text that has some content-specific vocabulary. There is also a picture glossary included at the end of the text. Carney uses a variety of sentence structures including sequence and comparison sentences.	

Vocabulary	
Tier Two Words (General academic vocabulary)	Tier Three Words (Domain-specific words)
<p><i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i></p> <ul style="list-style-type: none"> • Hoarse • Croak • Enemies • Bulge 	<p><i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i></p> <ul style="list-style-type: none"> • Chains • Webbed • Clusters • Natural
<ul style="list-style-type: none"> • Habitat • Poison/poisonous • Living things • Tadpoles • 	<ul style="list-style-type: none"> • Gills • Gland
Potential Reader/Task Challenges	
<p>Each section provides a lot of new vocabulary and information through pictures and labels. Text content vocabulary can be challenging at times. The main idea of the text is to highlight the life of a frog. Based on class, students may or may not be able to sit through reading the entire text in one sitting.</p>	

Text-dependent questions		
Question	Standard alignment	Page of this document
Why do some frogs have bright colors?	RI.K.1	4
According to the diagrams and text on pages 22 and 23, how are frogs and toads different?	RI.K.3	8
What is a habitat and where are two habitats frogs can be found?	RI.K.4	10
How do the words and photographs connect to each other on pages 20-21?	RI.K.7	16
What is the main topic of the book <u>Frogs!</u> ?	RI.K.2	20

Target Standards

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)

Question 1

Question #1

Why do some frogs have bright colors?

Standard(s) covered:

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Example response that meets standard

The bright colors of a frog warn other animals that they are poisonous.

Look-fors

- Accurately answers the question naming why some frogs have bright colors.
- Identifying key details in words and photographs that show why frogs are bright colors.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:
Objective

In this lesson, you will learn to answer questions about key details by identifying words and photographs in a text.

Prior knowledge to review

Students should have a basic understanding that frogs are living things and what that means. They should also have knowledge of some nonfiction text features, what 'key details' means, and what a 'section' (part) of a text is. Students should also have experience with the think/pair/share activity.

Steps to achieve objective	Think aloud for direct instruction
1) Find the section that helps answer the question.	<ul style="list-style-type: none"> • Hmm...the question asks why some frogs have bright colors. • Where in the text can I look to see why frogs have bright colors? (<i>Explore text reading up to page 16</i>) • STOP! Okay, I noticed on pages 16 and 17 the words 'bright colors'. • I will reread the sentence to see what this tells me about frogs and bright colors. • Okay, I also see a lot of photographs of bright frogs. I know I found the right section because I used the words, photographs, and page numbers.
2) Ask yourself, "What words and photographs help me answer this question?"	<ul style="list-style-type: none"> • Now I am going to look at this section to find photographs and words that tell why frogs have bright colors. • I am going to reread the sentences on page 16. • I see and hear the words bright colors when I reread the sentence. • I need to look closely at these pages to see if there are any other clues to tell why frogs have bright colors. • Now I am looking for clues the author used to tell why frogs have bright colors. • Here's something, the sentences and photographs told me that frogs are poison. The words on page 16 say "these frogs have poison in their skin" and photographs show brightly colored frogs. • I will check in the 'Ribbit' text bubble to learn what poison means. I will read this part to learn the definition of 'poison'. • Oh- poison means something that can kill or hurt living things. • These words also help me tell why frogs have bright colors. • On page 16, I see the words 'watch out'. It says colorful frogs may look pretty but they have poison in their skin. Next it tells me that the bright colors warn enemies not to eat them. • Using the definition, photographs, and words on pages 16 and 17, I can answer the question.
3) Answer the question using evidence from the text.	<ul style="list-style-type: none"> • Yeah...I can now answer the question! • I learned that some frogs have poison in their skin. The bright colors warn other animals not to eat them because they are poison.

Extension and practice

- Students in need of an extension activity can draw a picture and write a sentence to tell why some frogs are bright colors.
- Think/Pair/Share with a partner for struggling students; students think about how to answer the question and then share their idea with a partner.
- If students are struggling to locate key words in sentences-write the words on a card or chart for students to locate, and/or have students sound out and locate the first letter of each words. Follow the same procedure to look through the word to assure it is the word they are looking for.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (nonfiction and asking and answering questions about key details)

Objective: In this lesson, you will learn to answer questions about key details by identifying words and photographs in a text.

1. Find the section that helps answer the question.
2. Ask yourself, "What words and photographs helps me answer this question?"
3. Answer the question using evidence from the text.

Question 2

Question #2	According to the diagrams and text on pages 22 and 23, how are frogs and toads different?	
Standard(s) covered:	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Example response that meets standard		Look-fors
<p>The diagrams and text show the connection between frogs and toads. They show frogs and toads are different in many ways: (name 1-2 differences)</p> <ul style="list-style-type: none"> -Toads spend more time on dry land whereas frogs spend more time around water. -Frogs have teeth and toads do not. -Toads have dry bumpy skin whereas frogs have moist smooth skin. 		<ul style="list-style-type: none"> • Accurately answers the question naming ways a frog and toad are different. Students name 1-2 ways frogs and toads are different. • Understanding details from the text and acknowledging, with support, that key details can be found in both words and photographs.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn to describe connections between two pieces of information in a text by examining words and photographs.	

Prior knowledge to review	<p>Students should have a basic understanding that frogs are living things and what that means. They should have knowledge of nonfiction text features, and the meaning of ‘key details’, ‘diagram’, and ‘connection(s)’. They should also have an understanding of the word ‘difference’ and words to use when describing differences (same, similar, whereas, alike, different, ect.). Students should also have general knowledge of a frog and toad.</p>
Steps to achieve objective	Think aloud for direct instruction
1) Find the section that helps answer the question.	<ul style="list-style-type: none"> • Okay...first I need to think about what this question is asking me. The question asks what the diagrams and text on pages 22 and 23 teach about how frogs and toads are different. • So I ask myself: where in the text can I look to answer this question? The question says to look on pages 22 and 23 so I will find those pages and begin looking closely at the diagrams to see what they tell is different about frogs and toads. <i>(turn to pages 22 and 23 in the text)</i> • Great! I found pages 22 and 23. I know a diagram is a picture that has labels to name parts or an object of thing. On pages 22 and 23, I see two diagrams; one of a frog and one of a toad.
2) Ask yourself, “What in this section helps me answer the question?”	<ul style="list-style-type: none"> • I noticed an asking sentence on page 22. I will reread that sentence to see if it will help answer the question. • This question asks the differences between a frog and toad. Hmm...do these two diagrams show the difference between a frog and toad? Is that the answer to my questions? No, not yet, I will keep looking for more clues to help fully answer the questions. • I see in the diagrams the words ‘frog’ and ‘toad’. I also see two big photographs of a frog and toad in the middle of the two diagrams. • These features let me know that I am on the right pages in the text. • Now I will reread the sentences on page 23 and all the labels in both diagrams to see what they tell me about frogs and toads. Then I will need to think about the information and decide what the differences are. <i>(reread pages 22 and 23)</i> • While reading did I notice any clues? Where there any labels in the diagrams that were different? • From reading, I learned that toads are a type of frog but frogs and toad are different too. I can use the sentences and diagram to name ways they are the same and different. • All I have left to do is ask myself can I answer this question to tell what the diagram and words teach me about frogs and toads. • Yes, I can now answer the question.

3) Write and draw to answer the question and share.

- Yah! I can show my answer by writing and drawing a picture to match.
- I am going to show I understand what the two diagrams are showing on pages 22 and 23 through my writing and drawing.
- First I will draw a picture and then write a sentence or two to show the answer. (*Allow independent time to draw and write to express the answer*)
- When I am finished I will check my picture and sentence to be sure it shows my audience what I learned about the difference between frogs and toads and clearly answers the question.
- The last thing I need to do is share my work. I will share with the group.
- (*After share*) Let's think about what we drew and ask did we all show what the two diagrams and text on pages 22 and 23 taught us about the differences between frogs and toads?
- Lastly, I will check my picture to make sure it matches my sentences and answers the question completely!

Extension and practice

- If students are having difficulty, encourage students to work with a partner or teacher to discuss what they learned before writing and drawing.
- Students can use prior knowledge to think about what they know about connections between other animals. For struggling students, they can use this knowledge to help understand what a connection is and increase their understanding. For an extension, students can write about the new topic and make reference back to this text.
- A Venn Diagram can be used as a tool and extension to help show the difference between frogs and toads.
- As an extension, students can write more than two sentences to tell the differences along with a detailed picture.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (nonfiction and connections between information in text)

Objective: In this lesson, you will learn to describe connections between two pieces of information in a text by examining words and photographs.

1. Find the section that helps answer the question.
2. Ask yourself, "What in this section helps me answer the question?"
3. Write and draw to answer the question and share.

Question 3

Question #3	What is a habitat and where are two habitats frogs can be found?	
Standard(s) covered:	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	
Example response that meets standard		Look-fors
<p>A habitat is “the natural place where a plant or animal lives.”</p> <p>A habitat is wherever a frog lives.</p> <p>Frogs live in wet places. They like rivers, lakes, and ponds.</p> <p>Some frogs live in trees and even in the desert.</p> <p>Frogs can be found all over the world.</p>		<ul style="list-style-type: none"> • Accurately answers the question by clearly stating a habitat is where an animal lives. • Accurately identifies two habitats described in the text.
<p style="text-align: center;">If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</p>		
Objective	In this lesson, you will learn to answer questions about an unknown word by looking closely at words and photographs in the text.	

Prior knowledge to review	Students need to know what key words and details are in a text and have practiced locating each. Students need to know that bold print is used to identify new vocabulary. They should have an idea of nonfiction features and knowledge of book parts.
Steps to achieve objective	Think aloud for direct instruction
1) Find the section of the text that has the unknown word from the question.	<ul style="list-style-type: none"> • Hmm...first I need to think about what this question is asking me. The question asks what a habitat is and to name two habitats a frog lives in from the text. • I need to look through the text to find the word habitat. Habitat starts with the letter ‘H’, I can search for the letter ‘H’ to help me locate the word habitat. • Let’s see if I can find the word habitat. (Look through the text focusing on the words, stop when located on page 7) • Stop, I found the word habitat. It is in the sentences and at the top of page 7 in the orange and red box.
2) Ask yourself, “What words and photographs will help me answer this question?”	<ul style="list-style-type: none"> • Now I am going to look for words that teach me what the word habitat means. Let me reread the sentence that is in the orange and yellow box at the top of page 7. • In the box, I see a sentence that may help me learn the definition of a habitat. It is “The natural place where a plant or animal lives”. • Hmm...let’s see if there are any other sentences on these pages that can also help. • I see at the bottom of page 7, “Wherever they live, that’s their habitat.” • On these two pages I can also see the word ‘live’ many times. This gives me another clue. • Okay, I can use the sentences and other word clues to answer the first part of the question. • Now I need to name two habitats of a frog. • Great, I think I can also use these pages to answer the second part of the question, name two habitats in which a frog lives. • I notice words and photographs that show and tell places a frog can live. • On pages 6 and 7 I see four pictures of frogs. On frog is on a lily pad, one is sitting on a branch, one is in the water, and the other is in dirt. These questions are showing me different habitats of a frog. • Excellent, I have the answers to this question.

<p>3) Answer the question using evidence from the text.</p>	<ul style="list-style-type: none">· I reread pages 6 and 7, explored words and photographs so I am ready to answer the question using details from what I have learned in the text.· Using the words and pictures as clues, I know that habitat means the natural place where a plant or animal lives. Two places a frog can live are in wet places and in the desert.
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Extension and practice

- Students can draw a picture and label a picture to define **habitat** using ideas from photographs and words in the text. Students can also draw and label to show two habitats of a frog.
- For enrichment, students can write sentences to answer both parts of the question and create a detailed picture to support their writing.
- For students having difficulty finding key words and photographs that will lead them to answer this question, encouraged them to work with a partner to locate and then discuss their findings. Students will locate words to tell the meaning of a **habitat** and then point to photographs that show two habitats to discuss with a partner. Phonics skills may need to be reviewed.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (nonfiction, ask and answer questions about unknown words)

Objective: In this lesson, you will learn to answer questions about an unknown word by looking closely at words and photographs in the text.

1. Find the part of the text that has the unknown word from the question.
2. Ask yourself, "What words and photographs will help me answer this question?"
3. Answer the question using evidence from the text.

Question 4

Question #4	How do the words and photographs connect to each other on pages 20-21?	
Standard(s) covered:	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	
Example response that meets standard		Look-fors
The words and photographs teach how a tadpole grows and changes to become a frog.		<ul style="list-style-type: none"> • Accurately answers the question stating how the words and photographs connect on pages 20 and 21 in the text.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn to identify the connection between photographs and words by looking closely at the words and photographs.	

Prior knowledge to review	<p>Students should have a basic understanding of numbers and what ‘order’, ‘sequencing’ and ‘environment’ means. They should have practice in sequencing events and activities as well as exploring words and photographs to see if there is a connection between them. Students need to know what a photograph is, how ideas can be presented using photograph and words put together as well as what a ‘text box’ is. They should also have a basic idea that living things grow and change.</p>
Steps to achieve objective	Think aloud for direct instruction
1) Look closely at pictures and words that help answer the questions.	<ul style="list-style-type: none"> • I need to begin by thinking about what this question is asking and where I can look in the text to help me answer the question. • So, I ask myself, “where in the text can I look?” I can look back at the question to see if it gives me any clues on to where I can look. • The question says to look on pages 20 and 21. I will turn to these pages to look for the answer. (<i>turn to pages 20 and 21</i>) • Great, I found pages 20 and 21! • I see photographs, words and numbers on these pages • These must be the photographs, words and numbers I will use to answer the question. • I see four photographs across pages 20 and 21, these are the pictures I need to explore. • I know this because I see photographs, words and numbers put together. • I need to look closely at the photographs and reread the text around the four photographs on these pages.

<p>2) Ask yourself “What ideas are the words telling me?”</p>	<ul style="list-style-type: none"> • I need to look closely at the photographs and reread the text around the four photographs on these pages. • The first photograph, labeled number one I see tadpoles labeled with a part of their body that reads g-i-l-l-s, gills. The caption tells me that first they breathe underwater with gills. The orange vocabulary box at the bottom of the page retells me what gills are. (<i>read box</i>) • The next photograph is labeled with a number two. Here I see a close-up photograph of a tadpole. The caption teaches they grow lungs and can now breathe air. • Number three is on page number 21. Here I see something that looks more like a frog than what I saw earlier in the text. This tells me that next frogs grow legs. Legs help frogs hop and swim in the environment they live. • In the last photograph, labeled number four, I see a small frog that has a little tail. This tells me that they will lose their tails in three months and then look like a grown up frog. • Okay, so it looks like the words and photographs tell how a tadpole grow, change and getting bigger. • Also, I see a small frog, it looks like these photographs are showing how a tadpole grows to turn into a grown-up frog. • This is the main idea and purpose for these numbered photographs and words. This is how the words and photographs on these pages are connected. • So, the idea of these photographs is to show how a tadpole grows and changes to become a frog.
<p>3) Ask “How do the photographs connect to what the words are saying?”</p>	<ul style="list-style-type: none"> • Now I need to think about how these photographs are connected to the text. • The photographs show a tadpole as it grows and changes to become a frog. The tadpole grows bigger as it grows lungs, legs, and lose their tails to become a frog. • These photographs and words tell me that a tadpole is a baby frog. • Now know that the numbers on each photograph tells the order of how a tadpole turns into a frog, a frog’s life cycle. • The words are telling me key details about how the tadpole changes in each step, steps 1-4. • I think the words tell me what grows and changes and the numbers tell me the order of the steps. The photographs help me see how a tadpole turns into a frog in my mind. • Now that I have had a chance to examine and reread, I need to think about how the photographs and words connect. • I will go back to the first photographs and words to see if this will help me. • I see the labeled photograph supports what I have read. The photograph shows tadpoles with labels pointing to their gills and the words tell me what they need gills for. • From rereading and looking closely at the photographs I learned the photographs and words work closely together to teach facts about how a tadpole grows and changes.

4) Write the answer on a sticky note to share.

- Excellent, I have answered the question. I will show my answer by writing my idea on a sticky note to share.
- First, I will write down the words from each photograph and the number that went with the photographs to remember what each photograph was teaching.
- Then I will write down how the numbers and photographs connect.
- I know that the numbers and photographs go together or connect to show how a tadpole grows and changes to become a frog.

Extension and practice

- Struggling students would benefit from picture cards highlighting photographs from the text in isolation. Labels for each photograph can be rewritten to show one or two words for struggling readers.
- Struggling students could work in pairs to explore, locate, and discuss relationship between the words and photographs. Sharing a discussion with peers about the text can be helpful.
- Students in need of an extension can explore pages 10 and 11 to determine the author's purpose and connection between photograph and words on other pages; following the same process of this lesson activity.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

Objective: In this lesson, you will learn to identify the connection between photographs and words by looking closely at the words and photographs.

1. Look closely at pictures and words that help answer the questions.
2. Ask yourself "What ideas are the words telling me?"
3. Ask "How do the photographs connect to what the words are saying?"
4. Write the answer on a sticky note to share.

Question 5

Question #5 What is the main topic of the book Frogs!?

Standard(s) covered: RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Example response that meets standard
Look-fors

The main topic is frogs have parts (features) that help them survive in their environment.

- Accurately identifies the main topic of the book *Frogs!* (Frogs grow and change to adapt and survive in their habitat).

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective In this lesson, you will learn how to identify the main topic of a text by reviewing the text and asking yourself, “what is the book mostly about?”

Prior knowledge to review Students should have a basic understanding of what ‘main topic’ means and tools to discover. They should know the meaning of the word ‘connection’ and ‘features’. They should also have knowledge of nonfiction text features. Students should what ‘key details’ are and how to recall nonfiction text to discover the main topic.

Steps to achieve objective	Think aloud for direct instruction
1) Skim the text and locate key facts and details.	<ul style="list-style-type: none"> • This question is asking me to think about the entire text to determine what the main idea is, the author’s point for writing this text. • Where do I need to look to answering this question, where can I find the main topic of the text? • I will need to use prior reading and what I remember from examining the photographs. • First, I will skim and reread headings along with photograph labels. This will help review what I have learned. • I will look for key facts and details that I learned about frogs to see if I notice any connections. (<i>go back into the text</i>) • Okay, while looking back at photographs and headings, I will begin to think about what the author is trying to teach. • I know the title is <u>Frogs!</u> I can tell from the title this text is about frogs but I do not know yet what this text is teaching about frogs. • Hmm...so, I will need to keep looking and see what else I notice. • On pages 4-7, I see a photograph of frog in their habitat. The words tell me frogs live all over the world in wet places like rivers, lakes, and ponds. • I will keep exploring by naming photographs and words on each pages (<i>explore the rest of the text to name other facts learned</i>). • Great! I have named words and explained photographs that help me learn the main idea. • I remember we learned about a frog’s habitat, how a frog lives in its environment, what a frog eats, how big or small a frog could be, the different colors a frog can be and what the colors mean, how a tadpole grows and changes to become a frog, and how a frog and toad are the same and/or different. • I have now skimmed the entire text again and located many key details and facts that will help me answer this question.
2) Ask yourself, “What do all of these ideas tell me about the text?”	<ul style="list-style-type: none"> • Okay, I know this book is about frogs. • I will put together photographs and the words to see how they connect and what they are telling me. • I learned the different features and life style of a frog: the photographs and words are telling me that frog’s live in a habitat and that they have different things that help them. For example, the croaking sound they make and their bright colors they are to scare away enemies. • Now, I will continue to recall information I learned from the text to help me think of the answer to this question. • Hmm...the text also tells what frogs like to eat, how small or big they can be, how tadpoles are baby frogs that grow and change to adapt to their environment, and how a frog and toad have different body parts that help their survive in their different habitats. • Great, I’ve got it! After putting everything I can tell the main idea of this text. • The photographs and words teach me about a frog’s life: where a frog lives (their habitat), what a frog eats, how a frog and toad are same and different, how a tadpole turns into a frog, and different parts of a frog that helps them survive in their habitat. • I can name the main idea from the text with evidence from photographs and words to support my answer.

<p>3) Share the main idea with a partner.</p>	<ul style="list-style-type: none"> · Now, I am going to share the main idea of the text with a partner. · I will tell a partner the main topic of this text is the life of a frog and how a frog survives in their habitat. I will also share details that support my answer. For example, this text tells about a frog, how they adapt to their environment, what it needs to survive, and how a tadpole grows and changes to become a frog. The photographs, words and title connects to tell the main topic.
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Extension and practice

- Struggling students would benefit from picture cards from the text to highlight important parts and details without having to reread the text.
- Struggling students could also work in pairs to explore, locate, and discuss words and photographs that lead to the main topic. A facilitated discussion around key details and facts can assist struggling students.
- Students in need of an extension can add to the end of the story. They can research more about frogs and use new facts learned to write more to the text about frogs.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (nonfiction and explaining main idea and retelling key details)

Objective: In this lesson, you will learn how to identify the main topic of a text by reviewing the text and asking yourself, “what is the book mostly about?”

1. Skim the text and locate key facts and details.
2. Ask yourself, “What do all of these ideas tell me about the text?”
3. Share the main idea with a partner.

