

FABULOUS FROGS

by **MARTIN JENKINS** illustrated by **TIM HOPGOOD**

COMPREHENSION FOCUS

Retelling
Identify Key Words

STANDARD CORRELATION

Identify the main topic and retell key details of a text.



SEL CONNECTION
Growth/Academic
Mindset

PREPARE

Please refer to the page numbers provided by the publisher for this lesson. Place a sticky flag on the following pages: 11, 17, 19, 23, and 27.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

A key word is an important word like the name of something or an action word. After we read a section of text, if we stop and choose a key word, it will help us remember the key details about a topic. Choosing a key word after reading a bit of text helps us remember the important details. We can then use the key words to help us retell the text.

STEP 2

INTRODUCE THE NEW BOOK

The topic of this book is frogs. There are more than 5,000 different kinds of frogs. Let's read to find out some interesting facts about frogs.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

After I read aloud a few pages, I will stop, and we will think about what we learned on those pages. Then we will think of a key word or words and add them to the chart to help us remember what we've learned about frogs.



What is something you wonder about frogs? It is helpful to let our brain wonder about things as we read. Turn to a partner and tell them something you are wondering about frogs. Now we will see if any of our questions get answered as we read.

Read pages 8–11. Think aloud and say, *On these pages, it tells us that some frogs are huge and some frogs are tiny. There are different-size frogs. I am going to add the key words huge and tiny to the chart.*

Read pages 12–17. *On these pages, I learned frogs can jump really far. Some jump 16 feet! Some look like they are flying. I will add the key word jump to the chart to help me remember this fact.*

Read pages 18–19. *Wow, frogs can be very colorful. Turn and talk with your partner about a key word that will help you remember what you learned on this page. Listen to the partner pairs, and then share some of their ideas (colorful, poisonous). Add the words to the chart.*

Read pages 20–23. *Turn and talk with your partner about other key words that will help you remember what you learned on these pages. Listen to the partner pairs, and then share some of their ideas (eggs, throat, water). Add the words to the chart.*

Read pages 24–27. After you finish reading, have students pick a key word and use it to tell a partner about one of the frogs in the book. Model first. For example: *Some frogs are huge and even eat other frogs.*



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of one frog they learned about, and then write the key word to go with the frog. Display the pictures on the wall.

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STEP
1

REVIEW THE BOOK

Use the key words from the chart to retell key details students learned about frogs.

STEP
2

GENERATE THE SENTENCE(S)

Have students help you generate a sentence using the key words from the anchor chart.

Possible sentence: *Some frogs are huge, and some are tiny.*

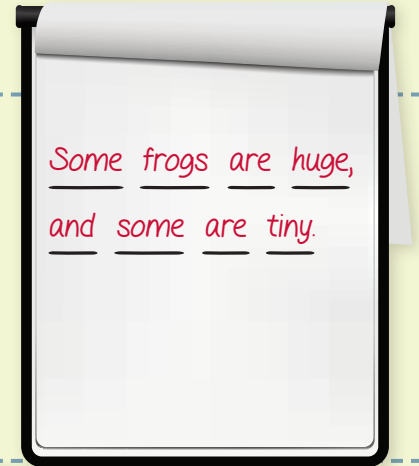
STEP
3

INTERACTIVE WRITING

Let's write, Some frogs are huge, and some are tiny. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP
4

EXTEND AND CONNECT THE LEARNING

After reading other informational texts aloud, track key words and have students retell what they learned about a topic using those key words.

