

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 530

Book Summary

Frogs and Toads is an engaging introduction to these amphibians. Illustrations and photographs support a well-organized text containing information about frogs and toads, including their life cycles, the differences between frogs and toads, and how frogs and toads defend themselves against predators.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Identify the main idea and supporting details
- Use the reading strategy of summarizing to understand the text
- Identify and use adjectives
- Recognize and understand the use of similes

Materials

Green text indicates resources available on the website

- Book—*Frogs and Toads* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details/summary, adjectives, similes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *ability, field guide, habitat, predators, prey, rodents*

Before Reading

Build Background

- Create a large word web on the chalkboard with the word *Frogs* in the center. Ask students to share what they already know about frogs. Write their responses on the spokes of the web. Then show students the cover of the book. Ask them whether they know the difference between a frog and a toad. Tell students that this is one of the many interesting things they will learn in this book. [Note: You may want to point out to students that this book is an example of an informational report written from a first-person point of view.]

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, and each section has its own main idea.
- Read pages 4 through 6 aloud to students. Model identifying the main idea and details.
Think-aloud: I know that the headings of sections sometimes identify the main idea. Each section contains details that support a main idea about frogs and toads. As I read the first section of this book, "I Found a Frog!" most of the sentences mention something about the author's experience with finding a frog. The author identified the frog in a book. She was so excited to see all the frogs in the book that she decided to learn more about them on the Internet. She learned that frogs are amphibians. I will underline this information. Based on what I've read, I think the main idea of the section is: The author was excited to find and learn more about the frog she found and other frogs.
- Write the main idea on the board. Ask students to identify the details from the book that support this main idea (she identified the frog in a field guide, she learned more about frogs and toads on the Internet, and so on).
- Create a main idea and details/summary chart similar to the one on the worksheet. Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue as to what the main idea is for that section.* Write the main idea and details of the first section of the book in the chart on the board.

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, and why*.
- Model summarizing the main idea and details from section one on the board.
Think-aloud: To summarize, I decide which information affects the meaning of the section that would be important to remember. To do this, I can identify the main idea and important details, and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: The author was excited to learn more about the frog she found and other frogs. She identified the frog in a field guide and learned more about frogs and toads on the Internet. She discovered that frogs and toads are amphibians.
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, reinforce the vocabulary words they will encounter in text.
- Model how to apply word-attack strategies. Have students find the bold word *prey* on page 9. Tell them to first look for a clue to the word's meaning in the sentence. Explain to students that in this book they will not always find a context clue in the sentence that contains the unfamiliar word, but that other information in the paragraph will give them clues.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have a volunteer read the definition for *prey* from the glossary.
- Have students follow along on page 9 as you read the sentence in which the word *prey* is found to confirm the meaning of the word. Repeat the exercise with the remaining content vocabulary words.

Set the Purpose

- Have students read the book to find more about frogs and toads. Remind them to underline important information, or details, in each section and to use that information to identify a main idea.

During Reading

Student Reading

- Guide the reading: Have students read to the end of page 8. Encourage those who finish before others to reread the text. When students are ready, discuss the important details they identified.
- Model identifying the main idea and details of the second section, titled “Life Cycle.”
Think-aloud: As I read the section titled “Life Cycle,” most of the sentences mention something about the stages a frog goes through from birth to adult. It begins as an egg and then grows into a tadpole. Then it grows lungs, legs, and arms. After that, its tail shrinks and it looks like a frog. At this point, it can move onto land. I will underline this information. Based on what I’ve read, I think the main idea of the section is: Frogs and toads go through certain stages as they grow from babies to adults.
- Write the main idea on the board. Ask students to identify details that support this main idea (frogs begin as eggs, the eggs hatch, the babies are called tadpoles, and so on). Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the introduction to the skill. Discuss and create the summary as a class and write it on the board. (Frogs and toads go through certain stages as they grow from babies to adults. They begin life as eggs. The babies that hatch are called tadpoles. Then the tadpoles grow lungs, legs and arms. Finally their tail shrinks, and they move onto land as adult frogs and toads.)
- ✎ **Check for understanding:** Divide students into groups. Assign each group the section titled “About Frogs.” Have them identify and underline important details in the section. Have students work with their group to identify the main idea from these details. Discuss their responses as a class and write a main idea for the section on the board.
- Ask students to write a brief summary of the section on a separate piece of paper. Have them share what they wrote.
- Ask students to read the remainder of the book. Remind them to think about the important details in the book so they can summarize the information as they read.
- ✎ Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book.
- **Independent practice:** Introduce, and explain, the [main-idea-and-details/summary worksheet](#). Have students write the main idea and supporting details for the section of the book titled “Defense” on their worksheet. If time allows, discuss their responses.


Reflect on the Reading Strategy

- Review with students the main idea and details identified for the section titled “Defense.”
- **Independent practice:** Have students write a summary using the information from the section titled “Defense” on their main idea and details/summary worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned many interesting facts about different types of frogs and toads. Now that you know this information, why do you think it is important to catalog and keep track of the different types of frogs and toads (for example, in a field guide)?

Build Skills

Grammar and Mechanics: Adjectives

- Choose an object in the room or at random and make a list of ways to describe it. (For example: The table is *long*, *wooden*, *flat*, and so on.)
- Write the following sentence on the board: *Have you ever seen an unusual animal out in nature?* Point out the noun *animal* in the sentence and underline it. Ask students to identify a word that describes the animal (*unusual*).
- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective can help the noun *tell which one, how many, and what kind*.
- Write the following sentences on the board: *It turns out I saw a wood frog. They don't make their own body heat. Tadpoles look like little fish.*
- Have individual students come to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes.

 **Check for understanding:** Have students identify and circle all the adjectives on page 9. Have them underline the noun that each adjective describes. Discuss students' answers as a group. Ask volunteers to identify whether each adjective describes which one, how many, or what kind.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

Word Work: Similes

- Have students turn to page 5. Read the following sentence from the "Do You Know?" box aloud: *The biggest one is as big as a dinner plate.*
- Write the phrase *as big as a dinner plate* on the board. Explain to students that the phrase is an example of a *simile*. Point out that authors use similes to make their writing more vivid and enjoyable by comparing one thing with another by using the words *like* or *as*. For example, instead of just saying the frog was big, the author compares it to a dinner plate. This helps readers to create a clear and enjoyable mental image.
- Have students turn to page 14. Have them locate the simile (*like a balloon*). Ask students to explain what the author is comparing (how the tomato frog puffs up to a balloon).
- **Check for understanding:** Ask students to work with a partner to create their own simile. Have them write it on a separate piece of paper. Invite them to share their simile with the class.
- **Independent practice:** Introduce, explain, and have students complete the [similes worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Ask them to share what they thought was the most interesting fact about frogs or toads.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources on frogs and toads and allow individuals or pairs of students to choose one type of frog or toad to research further. Have them gather such information such as: what the frog or toad looks like, where it lives, what it eats, its life cycle, and its predators. Have students report their findings in a presentation format of their choice.

Elements of Nonfiction Connection

Review with students the information in the “Do You Know?” boxes throughout the book and the chart on page 11. Discuss the purpose for incorporating these types of features in the book (to provide clarification and elaboration of the photograph and information on nearby pages; to draw conclusions about information presented in the main body of the text). Ask students to explain why it might be beneficial to examine and understand these nonfiction elements in the text as they read. Then read with students each of the jokes in the book. Discuss with them why having prior knowledge about the topic of frogs and toads is important for understanding and finding the humor in each of the jokes. Discuss with students the possible intent of the author for including these jokes in the book.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- identify the main idea and supporting details to better understand the text through discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words
- accurately identify adjectives in text during discussion and on a worksheet
- correctly recognize and understand the use of similes during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**