



### About the Book

Text Type: Fiction/Fantasy    Page Count: 12    Word Count: 80

#### Book Summary

*Tadpole Teasing* uses a simple story and silly illustrations to address the serious issues of teasing and respecting others' differences. In this story, Taddy the tadpole begins to transform into a frog and the other tadpoles make fun of him for being strange. Once they begin to transform into frogs as well, they realize that Taddy isn't odd after all. Students can learn about analyzing characters and quotation marks while reading about an important social lesson.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand text
- Analyze character
- Discriminate short vowel /o/ sound
- Identify short vowel o
- Recognize and use quotation marks
- Identify and choose synonyms

#### Materials

Green text indicates resources are available on the website.

- Book—*Tadpole Teasing* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Analyze character, short vowel o, quotation marks worksheets
- Discussion cards



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

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *are, said, the*
- Content words:

Story critical: *frog* (n.), *grew* (v.), *like* (prep.), *odd* (adj.), *strange* (adj.), *tadpole* (n.)

### Before Reading

#### Build Background

- Write the word *tease* on the board. Read it aloud and then have students read it with you. Ask them to discuss with a partner the meaning of the word. Explain that *to tease* means *to make fun of another person*.
- Ask students to think about a time when they were teased by other kids or a time when they saw someone else being teased. Have them think about how being teased makes a person feel (angry, sad, embarrassed), and have them make a face to show that emotion.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Tadpole Teasing*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Retell**

- Explain to students that effective readers stop now and then while they are reading to retell in their minds what is happening in the story.
- Explain to students that when people retell a story or event, they explain the details in order so that the retelling makes sense.
- Model retelling using a familiar tale.  
*Think-aloud: If I were to retell the story of The Princess and the Pea, this is how I would begin: Once upon a time, a prince wanted to find a wife who was elegant and graceful, a perfect princess. His mother introduced him to many princesses, but he always found something wrong with them. One talked too loud, and one was too bossy. A different princess was not pretty enough for him, and another one was too grouchy. One stormy night, a woman showed up at their castle gate. She was soaked with the rain, and cold and hungry. They took her in, to dry her off and feed her supper. The young woman claimed that she was a princess. For the first time, the prince truly liked a girl. His mother, the queen, though, was worried. She thought the bedraggled girl they found in the rain couldn't possibly be a real princess. She decided to give her a test.*
- Continue retelling in detail to the end of the story. Invite volunteers to share information to help complete the retelling.
- Have students place sticky notes on pages 5, 7, 10, and 12. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Analyze character**

- Explain to students that *characters* are the people or animals in the story; in this story, all of the characters are animals. Explain that characters, like people, have feelings, thoughts, and actions. Explain to students that *character traits* are details such as appearance, emotions, and actions that describe the characters.
- Ask students to think of details that describe one of their parents. Remind them to think about what their mom or dad looks like, what they like to do, how they act when they are at home, how they might be feeling at work, and so on. Write the following words on the board: *Feelings, Thoughts, Appearance, and Actions*. Ask students to share two details about their parent with a partner. Invite volunteers to share one detail with the class, and record the detail under the appropriate heading on the board.
- Model how to analyze character.  
*Think-aloud: On the cover of the book, I see a bunch of tadpoles, and one of them has four legs. He is green and spotted, and he looks unhappy. He is bigger than the others. He is frowning. The other tadpoles are laughing at him. They look mean. This picture tells me a great deal of information about the characters in the book. I see that the tadpole in front is green and big. I see that he is feeling sad. These words describe what the tadpole looks and feels like, so they are character traits.*
- While speaking, demonstrate on the board how to make a character web. In the center circle, write the word *Taddy*. Explain to students that *Taddy* is the name of the main character, or the most important character, in the book. He is the tadpole in front. Fill in some of the outer

circles with the words *green* and *big* and *sad*. Explain to students that this drawing is a *character web*, and it will help them keep track of character traits. Encourage students to look for other character traits that describe Taddy as they read.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *How many tadpoles are on this page? A tadpole is a baby frog.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *strange* on page 5 and say: *I am going to check the picture and the beginning of the word and think about what word makes sense in this sentence. In the picture, Taddy is alone and the other tadpoles are giving him mean looks. Taddy has legs and they have none; he is different from them. The tadpoles say that Taddy is this word. When I look at the first part of the word, it starts with the /s/ sound. However, the word different starts with the /d/ sound, so that can't be the word. I know that when people are different from us, we might consider them strange or unusual. The word strange starts with the /s/ sound. The sentence makes sense with this word. The word must be strange.*

### Set the Purpose

- Have students retell the story in their mind as they read; remind them to analyze the characters by paying attention to their thoughts, feelings, appearance, and actions.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Taddy*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling.  
**Think-aloud:** *On page 5, I see a sticky note, and that reminds me that I need to stop and retell. This story is about Taddy the tadpole. At first, Taddy is like all the other tadpoles. One day, though, he begins to grow back legs. The other tadpoles tease him by telling him he is strange, and Taddy feels sad. This is what has happened in the story up to page 5.*
- Point out that your retelling uses both the pictures and the text to create the retelling—only the picture shows that Taddy is sad.
- Have students think about everything they have read and retell the story in their minds. Remind them to retell events in the correct order. Ask students to work with a partner to retell in their own words the first part of the story.
- Review the character web on the board. Have students discuss with a partner other character traits that describe Taddy. Encourage them to think about how Taddy feels and what he does, and not just how he looks.
- Invite students to share their character traits. Record them in the character web on the board.
- **Check for understanding:** Have students read to the end of page 7. Ask students to retell what they have read so far to a partner. Invite volunteers to share their retellings.
- Create a new character web on the board, but leave the one describing Taddy. In the center circle of the new character web, write the words *the other tadpoles*. Have students discuss with their partner character traits that describe the other tadpoles. Call on random students to share one trait, and record it in the character web.
- Have students read the remainder of the book. Remind them to stop every time they see a sticky note and retell the story in their minds, making sure to tell events in the right order.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## 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 Reading Strategy

- Retell in detail the events of the story after the sticky note on page 10.  
*Think-aloud: I have been retelling the story in my mind as I read. After the sticky note on page 10, I read two more pages to finish the story. I retold the ending of the story in my mind. After the other tadpoles began to grow legs, they knew that Taddy was not odd, and they told him so. They told him that he was just growing faster than them. Taddy was now a full grown frog. Suddenly, the tadpoles were excited to have legs. They wanted to be a frog, just like Taddy. Taddy wasn't sad anymore, he was happy and proud to be a frog.*
- Have students retell the story in their mind from the beginning. Ask them to draw pictures that represent their retelling. Have them use their pictures as a guide as they retell the story to a partner. Encourage students to think about the correct order of events in the story. Invite volunteers to retell the story to the class.

## Reflect on the Comprehension Skill

- Discussion:** Complete the character web on the board by having volunteers share final character traits about Taddy. Review the character web and ask students to think about everything they learned about Taddy, on the basis of the traits recorded. Have students work in groups to create a verbal description of Taddy. Invite groups to share their description with the rest of the class.
- Independent practice:** Erase the character webs from the board. Introduce, explain, and have students complete the [analyze character worksheet](#). If time allows, discuss their responses.
- Enduring understanding:** In this book, Taddy was teased because he was different from the other tadpoles. What made the tadpoles stop teasing Taddy? Should they have teased him in the first place? How should we treat people that are different than us?

## Build Skills

### Phonological Awareness: Short vowel /o/ sound

- Say the word *frog* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the short vowel /o/ sound.
- Read pages 11 and 12 aloud to students. Have them tap their desk when they hear a word that contains the short vowel /o/ sound. Explain to students that the short vowel /o/ sound is like the sound a person makes when saying *ah* to the doctor.
- Say the word *hot* aloud to students, emphasizing the short vowel /o/ sound, then say the word *hat* aloud, emphasizing the short vowel /a/ sound. Ask students to share with a partner how the words are different. Point out that vowel sounds are very important in words, because a different sound means a different word.
- Check for understanding:** Say the following words aloud, one at a time, and have students repeat them: *hip, nod, cat, cot, hot, leg, log, and pop*. Have students raise their hand every time they hear a word that contains the short vowel /o/ sound.

### Phonics: Short vowel o

- Write the word *frog* on the board and say it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *frog*.

- Have students practice writing the letter o on a separate piece of paper while saying the short vowel /o/ sound.
- **Check for understanding:** Write the following words on the board: *odd, sad, big, pot, mom, sun, jog, bag, and not*. Read them aloud with students, and have them decide with a partner which words contain the short vowel /o/ sound. Invite volunteers to come to the board and circle the words with the short vowel /o/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel o worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Quotation marks

- Have students read page 5 aloud with you. Ask students to identify the words that the tadpoles are saying out loud. Draw some quotation marks on the board, and ask students to point to the marks on the page.
- Explain that these punctuation marks are called *quotation marks*. Point out that characters speak to each other just like people do, and explain that quotation marks are *the signals that mark off words the characters are speaking aloud*.
- Have students read along as you read page 7 aloud. Have students point to the quotation marks on the page. Ask students to call out the words that are being spoken by the characters. Have students identify to a partner the speaker (*the tadpoles*).
- Explain to students that another clue is the word *said*. The word *said* indicates that a character is saying something, or speaking. It also shows what character is speaking. Have students point at the word *said* on page 7. Explain to students that since the words *the other tadpoles* are joined with the word *said*, we know the tadpoles are the ones speaking. Point out that if a character is asking a question, the word *asked* might be used in place of the word *said*.
- Write several sentences of dialogue on the board, without quotation marks. Have students point to where the quotation marks should go. Invite volunteers to come to the board and add the quotation marks. Have new volunteers come to the board and underline the word *said* or the word *asked*.



**Check for understanding:** Have students find and circle all the quotation marks in the story, and underline the speaker.

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

### Word Work: Synonyms

- Have students turn to page 5. Read the following phrase aloud: *You are strange*. Write the phrase on the board.
- Have students turn to page 7 and read the following phrase aloud: *You are odd*. Write the phrase on the board, and underline the words *strange* and *odd*.
- Have students discuss with a partner the meaning of the words *odd* and *strange*. Invite volunteers to share their definition of the words. Point out that both words have a similar meaning: *to be different or unusual*.
- Explain to students that words that have similar meanings are called *synonyms*. Have students think of synonyms for the following words: *big, new, quick, nice, small, and angry*. Discuss with students why a writer would want to use synonyms.
- **Check for understanding:** Write several simple sentences on the board, using one word that has obvious synonym choices. Underline that word. For example, the following sentence: *He is a tall boy*. Have students work with a partner to choose a synonym for the underlined word, and rewrite the sentence on a separate sheet of paper. Have students repeat the process for all of the sentences.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the story to someone at home.

## Extend the Reading

### Fantasy Writing and Art Connection

Have students think of a story where the characters are all animals. Remind them that characters have thoughts, feelings, and actions, just like people. Guide students to think about a plot and setting. Have students share their story with a partner. Ask students draw a picture that comes from that story. Have them think about what the characters might be saying to each other in that picture. Have students dictate or write two sentences of dialogue that go along with their picture.

### Science Connection

Read and discuss some nonfiction books about frogs and their life cycle. Guide students in drawing a sequence that presents the frog's life cycle from tadpole to full grown frog, and have them label the stages with small sentences or phrases, written or dictated.

### 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:

- consistently retell the story to understand text
- accurately analyze characters during discussion and on a worksheet
- consistently discriminate short vowel /o/ sound during discussion
- correctly identify and write the letter symbol that represents the short vowel /o/ sound during discussion and on a worksheet
- accurately use quotation marks during discussion and on a worksheet
- properly identify and choose synonyms during discussion

### Comprehension Checks

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