

1st Module 1 - Frog & Toad Life Cycles across the seasons

Students gather information from a variety of texts to more deeply understand the connections between literary and informational texts. They build on knowledge of the seasons to focus on the life cycles of animals, specifically frogs and toads. Students explore how animals grow and change over time and describe that process in writing. Students gain knowledge of how and why characters interact throughout a story, the importance of punctuation for developing understanding, and the differences between literary and informational texts, culminating in their writing of both a narrative story and an informational report.

Big Ideas:	Essential Questions:
Problem introduction and resolution in texts	Why do authors write stories?
Lessons learned from texts	What changes do different seasons cause?
Frog & toad life cycles across seasons	What do characters do when there is a problem?
Writers tell make believe stories that have characters, setting, and events	
Seasonal weather changes occur each year	
Offspring are very much alike, but not exactly, like their parents and like one another	
Most living things need water, food, and air	
All kinds of living things have offspring, usually with two parents involved	
Performance Task: (Informational Report) Students write a report about frogs after rereading the anchor text.	Using the book <i>Frogs</i> by Gail Gibbons and a vocabulary chart, write a report on frogs that includes information on each of these: • frog eggs • tadpoles • frog enemies • what frogs eat (RI.1.1, RI.1.2, RI.1.8, W.1.7, W.1.8) Students are asked to write an informational report about different topics they have learned about throughout the unit. (W.1.2) The completed writing should use words from the unit vocabulary chart, including descriptive words and phrases. (L.1.1f, L.1.6)
Extension Task: (Narrative Story)	Review the book <i>Tuesday</i> . Write a class book for what might happen if frogs flew to our school on a Wednesday. Shared Writing (W.1.3, 1.7)
Cold-Read Task: Use academic language to respond to text	Have students view a selected section of <i>Frog on His Own</i> by Mercer Meyer. (Teacher Note: Students may view either the wordless picture book or the video available through DiscoveryEducation.com .) Then have them answer a combination of multiple-choice and constructed-response questions about the text and in comparison to the other texts in the unit.
Answer Orally -	Describe the main characters in this story. Are the main characters friends? How do you know?" (RL.1.1, RL.1.3)
	What in this text could happen in real life? What is not real?" (RL.1.1, RL.1.5, RL.1.7, RI.1.9, W.1.8)
Answer in Writing -	What problem(s) does the frog encounter in this story? What could the frog say or write to resolve his problem(s)?" (RL.1.1, RL.1.2, RL.1.3, RL.1.7)
	What descriptive words or phrases would you include if you were retelling this story?" (RL.1.1, RL.1.3, RL.1.4, RL.1.7, L.1.1f, L.1.6)

Module Standards (Connected to Performance & Extension Task)

RL	RI 1.1, 1.2, 1.8	W 1.2, 1.3, 1.7, 1.8	SL	L
Standards			Learning Targets	
RI.1.1 Ask and answer questions about key details in a text.			• I can ask questions about important details in a text	
			• I can answer questions about important details in a text	
RI.1.2 Identify the main topic and retell key details of a text.			• I can tell what the text is about	
			• I can tell what I learned from the text	
RI.1.8 Identify the reasons an author gives to support points in a text.			• I can tell what the author wants me to know	
			• I can tell how the words the author used helped me understand	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			• I can write about a real topic including some facts	

<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • I can write about the order of things that happened in a book I read or heard • I can use words that show order
<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> • I can investigate things I am interested in, with others. • I can write about things I learn • I can find facts • I can write a book with my classmates
<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can answer questions in my writing • I can find answers to my questions in many different ways