

There Was an Old Lady Who Swallowed a Frog

by Lucille Colandro

Spring is in the air, and everyone’s favorite old lady is ready to celebrate! That zany old lady is back and with a serious case of spring fever! This time, she’s swallowing items to make the most of the season ... with a beautiful garden!

Create Successful Reading Habits

Academic language is a critical component of vocabulary development, oral language, and developing a student’s ability to read, think, speak, and write about a topic. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.* Students should engage in a variety of activities that purposefully support the development of their academic language. Inferential language instruction can be helpful when learning about figurative language because it supports a student’s ability to think critically, make inferences, connect ideas, and determine the deeper meaning of the text.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – ASSESSMENTS

Assessments measure what children have learned or are able to do. Assessments can be divided into two broad categories: **formal** and **informal** assessments.

Formal assessments are usually standardized; that is, they have been administered to a large sample of different students in a uniform, consistent manner.

- Norm-referenced tests compare students to their peers—how do they compare to other students their age or in the same grade?
- Criterion-referenced tests indicate if students have accomplished certain formalized academic objectives or benchmarks, such as state standards—which learning goals have they met?

Formal assessments are often used for **screening, diagnostic, or outcome/summative assessment** purposes.

Informal assessments are not standardized but can be used by teachers to make instructional decisions. Some examples of informal assessments include:

- running records
- timed readings
- teacher anecdotal records
- book logs
- informal reading inventories
- phonics surveys
- Informal assessments can be used for **progress monitoring** or **formative purposes**. Teachers use these to decide the next steps for instruction. Teacher-created assessments are also often used as **outcome measures** to determine if students have learned instructional objectives.

WORD WORK – ORTHOGRAPHIC MAPPING

Elkonin Boxes, also known as sound boxes, are an instructional method used to support children in segmenting and blending the sounds in a word. In this learning activity, students will use Elkonin Boxes to practice orthographically mapping words encountered in the text.

Automatic word reading happens through a process called orthographic mapping. **Orthographic mapping** involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. Orthographic mapping is the process students use to turn unknown words into known words.

- First, students look at the written word—the orthography (the spelling of the word).
- Then students learn how to break the word into individual phonemes—the sounds.
- Next, students blend the sounds together to form the spoken word through phonological recoding.

After multiple exposures to a particular word, the letter sequences become consolidated in long-term memory as a unit, and students are able to recall that word automatically.

To practice orthographic mapping, use Elkonin Boxes to help students map out the letter-sound connection in words.

Word list: dirt, hide, why, know, seeds, rain, water, frog, gloves

Explicitly model how to use Elkonin Boxes to orthographically map out words. Say:

- “The first word I’m going to sound out is *dirt*. The word *dirt* is in the book we are reading. I’m going to say each sound in the word and hold up a finger each time I say a sound.” Hold up one finger for each sound in /d/ /ir/ /t/.
- “I am holding up three fingers, so I am going to draw three boxes.” Make the sounds in the word as you draw each box.
- “I am going to put my finger under the boxes as I say each sound in the word *dirt*.” Put a finger under each box as you say each sound in /d/ /ir/ /t/.
- As you say each sound, write the letters for each sound in the boxes.
- “Now I’m going to write the word underneath so that it looks like a real word.” Write *dirt* underneath the boxes.
- “I will blend the sounds together to read the whole word, dirt.”

Repeat the activity with the remaining words on the list.

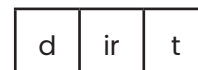
ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

- **Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).**

ELL and SWD suggestion:

Use magnetic letters or manipulative letter tiles to help students understand that there is a systematic relationship between letters and sounds. Use only the letters you need for the spelling pattern you are practicing.



TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

swallowed (title, p. 2): If someone **swallows** something, it goes down their throat and into their stomach. The first item that the old lady **swallows** is a frog.

gain (p. 10): If someone **gains** something, they have more of it, or they get something that they didn't have before. The old lady swallows the rain, but no one knows what she has to **gain** from doing it.

fog (p. 2): When someone is in a **fog**, they feel confused. The old lady is in a **fog** when she swallows the frog.

pardon (p. 28): When you **pardon** someone, you forgive them for something they have done that is wrong or not polite. The old lady asks to be **pardoned** when she burps.

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELL and SWD suggestion:

Reinforce students' understanding of vocabulary by asking them to generate synonyms for the new words they are learning. This allows them to interact with new vocabulary in a meaningful way. Assist ELL students in recognizing cognates in their native language that correspond to the meaning of the word in English.

Extension Activity: Create a vocabulary notebook with students to keep track of all the new vocabulary words they are learning. Students will use the notebook to record each word and draw a picture that represents the word. Teachers can also use the notebook to have students draw synonyms, antonyms, or other important vocabulary features. If you are able, provide a small incentive like a sticker or a classroom shout-out to encourage students to use the word in the correct context in their everyday language.

READ FOR MEANING – SEQUENCE OF EVENTS

ELA.2.R.1.4: Identify rhyme schemes in poems.

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

- Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

ELA.2.R.3.2: Retell a text to enhance comprehension.

- a. Use main story elements in a logical sequence for a literary text.

Before:

Tell students that they are going to identify rhyming words in the story *There Was an Old Lady Who Swallowed a Frog*.

- Ask Students:
 - “What do you know about rhyming words?”
 - “Can you give me an example of two words that rhyme?”
 - “What do you notice about the illustration on the front cover?”
 - “How do you think the frog is feeling? Why?”

During: Rhyming Activity

Tell students that as you read, they will practice identifying rhyming words, and write them on their whiteboards or piece of paper.

Model (p. 2):

- Read the page.
- Display the sentence(s) that have the rhyming words on the board:
 - I don’t know why she swallowed the frog. She was in a fog.
- Say, “When I read this sentence, I hear two words that rhyme.”
- Underline the words frog and fog.
- Say, “The words frog and fog rhyme because they have the same ending sound, /og/.”

Teacher Led Guided Practice (p. 3, 6):

- Read the page.
- Display the sentence(s) that have the rhyming words on the board:
 - It didn’t hurt to swallow that dirt. (p. 3)
- At high speeds, she swallowed the seeds. (p. 6)
- For each sentence ask students to identify the two words that rhyme, and ask them to record them on paper or a whiteboard.
- Using a turn and talk, ask students to explain why the two words rhyme while you check their understanding.
- Invite students to share out what words they picked as rhyming words, and provide feedback as needed.

Guided Practice with Partners (p. 10, 16, 18)

- Use completion prompts to have students identify the rhyming word used in the story, and write it on their whiteboard or paper.
- Read pages 10 - 18 with your students.
- Reread the following sentences. Ask students to work together to identify the two words that rhyme, and write them on their paper or whiteboard.
 - What did she gain by swallowing the rain? (p. 10)
 - It was so fun, right? To swallow the sunlight. (p. 16)
 - Oh, how she loves to swallow her gloves. (p. 18)
- During this time, students are practicing using their phonemic awareness to identify the words that rhyme.
- You may have to reread each sentence a few times while students listen, discuss, and record the two rhyming words on their paper.
- After reading each sentence, ask:
 - What two words in this sentence rhyme?
 - Which two words have the same ending sound? Listen carefully as I read.
- As students work with their partners, walk around to check their understanding of the task.
- Invite groups of students to share which words they identified and why.

Independent Practice (p. 26, 27 - 30)

- As they read, students will independently identify the words that rhyme by completing the sentence stems provided.
 - The word *mistake* rhymes with _____ (rake).
 - The word *pardon* rhymes with _____ (garden).

READ FOR MEANING – SEQUENCE OF EVENTS

Additional During Reading Questions:

- What is the first thing the old lady swallows? (p. 2)
- Would you ever eat a frog? Why or why not?
- Why is it a mistake when the old woman swallows the rake? (p. 26)
- Have you ever had an upset stomach after eating? What did it feel like? (p. 26)
- Why does the old woman spill out a garden after swallowing all the objects? (p. 29 - 30)

After: Sequence of Events

Students will retell the story by sequencing the events using signal words. Students will use the word bank to determine which signal word best fits the sentence. **The signal words can be used more than once.** Students can practice applying sequencing vocabulary by working with a partner. Partner groups can work with other partner groups to read their sentences, check their work, and make changes as needed.

Word Bank

First

Then

Before

Next

After

Finally

_____ the old lady swallows a frog.



_____ the old lady swallows dirt.



_____ she swallows some seeds.



_____ she swallows the rain.



_____ she swallows the sunlight.



_____ she swallows the gloves.



_____ she swallows the rake.



_____ the old lady burps, and she spits out a garden.



ELL and SWD suggestion:

Help students retell a story by using picture cards that students can manipulate and place in the order that events happen in the text. Use a retelling mat to guide students in organizing the picture cards to accurately retell the sequence of events. You can also use simpler signal words such as first, second, third, etc.