

TEACHER READING GUIDE

*Red-Eyed Tree Frog or
Wood Frog*

written by Marilyn Easton

This book is from
the **Hot and Cold
Animals** series.



Essential Question: How do text features contribute to the reader's understanding of the text?

BOOK SNAPSHOT

Selected from the New Worlds
Reading Initiative Booklist

Text Type: Nonfiction

Genre: Informational

Themes/Topics: Animals

Lexile: 580L

**SKILLS ALIGNED WITH FLORIDA'S ELA
B.E.S.T. STANDARDS**

Word Work

ELA.2.F.1.3 (d)

Decode words with
common suffixes.

Vocabulary

ELA.2.V.1.1

Use grade-level academic
vocabulary appropriately.
(Tier 2)

Comprehension

ELA.2.R.2.1

Explain how text features
contribute to the meaning
of texts.

BUILDING BACKGROUND

- Share the following facts to build excitement for reading *Red-Eyed Tree Frog or Wood Frog*:
 - Frogs are **amphibians**. **Amphibians** are animals that live partly on land and partly on water.
 - Frogs can breathe through their skin. They shed their skin regularly, and some species eat it.
 - Frogs can lay thousands of eggs.
- Create a **KWL** chart. Discuss facts students already **Know** about frogs and what they **Want** to know about frogs.
- Revisit the **KWL** chart, and add facts to the **Learned** column.

STUDENT LEARNING TARGETS

Today I am:
identifying text features.

So that I can:
explain how text
features contribute to my
understanding of the
text.

WORD WORK – DECODE WORDS WITH COMMON SUFFIXES

Practice identifying **base words** and **suffixes** to help students decode unfamiliar words.

- **Base words** are single words that cannot be broken into smaller word parts and still have meaning.
- A **suffix** is a word part that is added to the end of a base word, like *-ly* in the word *friendly*. Suffixes have meaning and will change the meaning of the base word when added.

Review the terms *base word* and *suffix* with students.

- Display the word *eaten*.
- Say the word, and ask students to repeat it.
- Cover *-en* and say, "The base word in *eaten* is *eat*."
- Then cover the word *eat* and say, "The suffix is *-en*."
- Say, "I am going to blend the word parts to read the word *eaten*." Run your finger under the word as you read it.

Base Word		Suffix		Word
eat	+	-en	→	eaten

- Identify **base words** and **suffixes** to decode unfamiliar words from the text:

vanishing (p. 6)	powerful (p. 8)	smaller (p. 18)
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ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
d. Decode words with common prefixes and suffixes.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



prefer (p. 4): **Prefer** describes liking someone or something better than something else and being more likely to choose it. Red-eyed tree frogs can jump, but they **prefer** to climb.



capture (p. 20): When you **capture** something or someone, you catch them. Wood frogs use their long, sticky tongues to **capture** their meals.



access (p. 22): **Access** describes having a way or means of getting to something. Wood frogs have better **access** to more food options than red-eyed tree frogs.

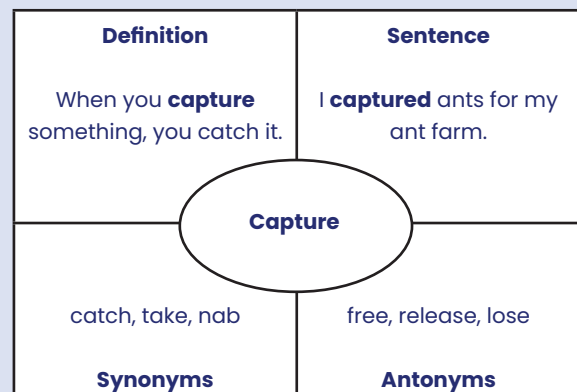


develop (p. 29): If something or someone **develops**, they grow or change over a period of time and usually become more advanced or complete. Tadpoles start with tails, but as they grow, they will **develop** legs.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Try This!

The **Fruyer Model** is a graphic organizer used to effectively teach targeted vocabulary. It focuses on studying one word at a time by relating the new word to the students' prior knowledge. It helps students to build deep, meaningful connections to the previously unknown word.



Vocabulary Extension Activity

Students will work in groups to complete Fruyer Models to reinforce their understanding of the vocabulary words.

READ FOR MEANING – TEXT FEATURES

ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.



Before:

Students will explain how **text features** contribute to the meaning of the text.

- Complete a picture walk to preview the text, activate prior knowledge, make connections, and set the purpose for reading.
 - As you preview the pages, identify the following text features: headings, photographs, captions, and maps.
 - A **heading** is a text feature that presents the title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.
 - A **photograph** is a picture taken with a camera that reflects actual objects, settings, or events. It is usually related to the topic of the text.
 - A **caption** is a text feature consisting of a title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.
 - A **map** is a representation of the earth's surface or part of it.



During:

Recreate the table below on the board or chart paper to record and display responses.

Model (I do): "Meet the Frogs"

- Read p. 4 – 5. Say:
 - "Meet the Frogs" introduces two different frogs: red-eyed tree frogs and wood frogs. The section also describes where each frog lives and what they eat."
 - "The heading, "Meet the Frogs," introduces the topic of the section. It prepares me for what the section is about. I know I am about to *meet* or learn about specific frogs."
 - "The photographs help me understand what the two frogs look like. I notice the captions have arrows pointing to what the photograph shows. The captions in this section label which frog is which. This will help me visualize the frogs as I read the rest of the text."

Heading	What is the section about?	How do the text features help you better understand the section?
"Meet the Frogs"	The section introduces two different frogs, the red-eyed tree frog and the wood frog, and describes where they live and what they eat.	Heading: The heading tells me that this section is introducing the frogs. Photographs: The photographs show what the two frogs look like. Captions: The captions help me identify which frog is which.

READ FOR MEANING – TEXT FEATURES

Guided Practice (We do): “Red-Eyed Tree Frog Close-Up” (p. 6 – 7), “Wood Frog Close-Up” (p. 8 – 9)

- Use the suggested prompts to guide students in explaining how text features contribute to the meaning of the text.
 - What is the heading of this section?
 - What is the section about?
 - What does the author want us to know?
 - What text features can you identify in this section?
 - How do each of these text features help you better understand what the section is about?

Guided Practice (We do): “Nothing to See” (p. 10 – 11), “Forest Treats” (p. 20 – 21)

- Students will work in groups of three to four to explain how text features contribute to the meaning of the text.

Independent Practice (You do): “Up and Down” (p. 22 – 23), “Tadpoles Transform” (p. 28 – 29)

- Students work independently to explain how text features contribute to the meaning of the text.



After:

- Discuss how text features contribute to the overall meaning of the text.
- Writing prompt:
Imagine you could be a red-eyed tree frog or a wood frog. Which one would you choose to be? Write one paragraph explaining your choice.
 - The paragraph will include:
 - a sentence stating the student’s choice;
 - one reason supporting their choice;
 - a detail from any text feature supporting their reason; and
 - a restatement of their choice.
 - For example,
 - I would want to be a red-eyed tree frog. Red-eyed tree frogs are colorful. They have red eyes, red toes, and blue sides (photograph). I would rather be a red-eyed tree frog than a wood frog.
 - Model forming a complete answer, and scaffold students’ writing as needed.

Cross-Curricular Connection

Red-Eyed Tree Frog or Wood Frog includes information about the frogs’ life cycles. This text supports the **Florida Next Generation Sunshine State Standards (NGSSS)** for science: **SC.2.L.16.1.**