

### Strand: Life Science

### Theme: Animal Life Cycles

**Purpose for Reading:** To develop understandings of the life cycle of frogs.

**Comprehension Strategies:** Determining importance, extracting information, summarizing, recognizing chronological and sequential order, setting a purpose for reading.

#### Vocabulary

*Dictionary Words:* eggs, frogspawn, gills, tadpole

*Vocabulary Words:* amphibians, long bodies, strong legs

*High-Frequency Words:* after, all, an, get, has, have, her, little, new, now, of, out, some, that, their, them, then, they, two, with, your

#### Before Reading

- Read the title and invite students to talk about what they see in the cover photo. *What are the black things called? What are they floating inside? How do you think the eggs would feel?* Have students look carefully at the photo to notice that the eggs are squashed together and against the plants. Discuss the term *life cycle*.
- Read the title page together and encourage students to talk about the photo. *What looks interesting or unusual about this frog?*
- Ask students why they think the author wrote this book. *What do you think you will find out from this book?* Record students' predictions on the board.

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe what the frog looks like at each stage of the life cycle. Ask questions such as, *How do you think tadpoles breathe? What do frogs breathe?*

#### Take a Photo Walk

- Pages 4–5: Invite students to look at this photo and describe what they see. Read the caption and ask students to find the eggs. Have them describe their colour, size and any other observations. Ask whether the male or female lays the eggs.
- Pages 6–7: Have students look at the photo and read the caption. *What are these? What do you notice about the colour? What can you see inside?*
- Pages 8–9: Invite students to look at the photo and talk about what they see. Read the caption and discuss what a tadpole is. *What sort of bodies do tadpoles have? What colour are they? Are all tadpoles black? Where could you find out?*
- Pages 10–11: Ask students to notice what has happened to the tadpole. Read the caption and label. Discuss what gills are for. *What other animals have gills? What do gills do? What do tadpoles breathe?*
- Pages 12–13: Invite students to look at this photo and describe the changes they notice. Read the caption and discuss the ways this tadpole is starting to look like a frog.
- Pages 14–15: Ask students to look at the picture on page 15 and think about what it shows. Invite responses and ask students where they think the life cycle begins.

## Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Revisit students' pre-reading predictions. *Were your predictions correct?* Mark off the predictions that were correct and make a new column to show additional information that students learned from the book. Ask students to think about what the author wanted them to learn about frogs. *How do you think the author feels about frogs?*
- Build knowledge of the life cycle sequence. Have students walk through the book to identify the stages from egg to frog: *frogspawn, tadpoles, tadpoles with legs, tadpoles with legs and gills, frogs*. Prompt with questions such as, *What happens first? Then what? What next? What happens last?*
- Draw a diagram on the board to show the life cycle of a frog. Have students make one sentence to summarize each stage. Write the sentences on the diagram.

### Vocabulary and Word Recognition

- Have students find the word *out* on page 3. Have students read aloud the two sentences containing this word. Write the word on the board. Ask students to think of sentences containing the

word *out*. Write the sentences on the board. Invite individuals to write the word *out* in the sentences.

- Have students find a word that contains *-out* on page 4. Have students identify the word *about* and say it aloud. Have them think of another word that contains *-out*. Write the words *about* and *shout* on the board. Tell students that finding a part you know is a useful way to solve new words.

### Oral Language

- Have students work in pairs. Have them summarize each of the stages of the life cycle in one sentence.

### Writing

- Have students choose one stage of the life cycle and write two facts about it.

### Creative Extension Activities

- Have students use modelling clay or dough to model each stage of the life cycle.
- Have students look at the flow chart on page 15. Have them make their own flow chart to show the life cycle of a frog.
- Have students paint a lily pad and cut it out. Have them make a frog to sit on top.

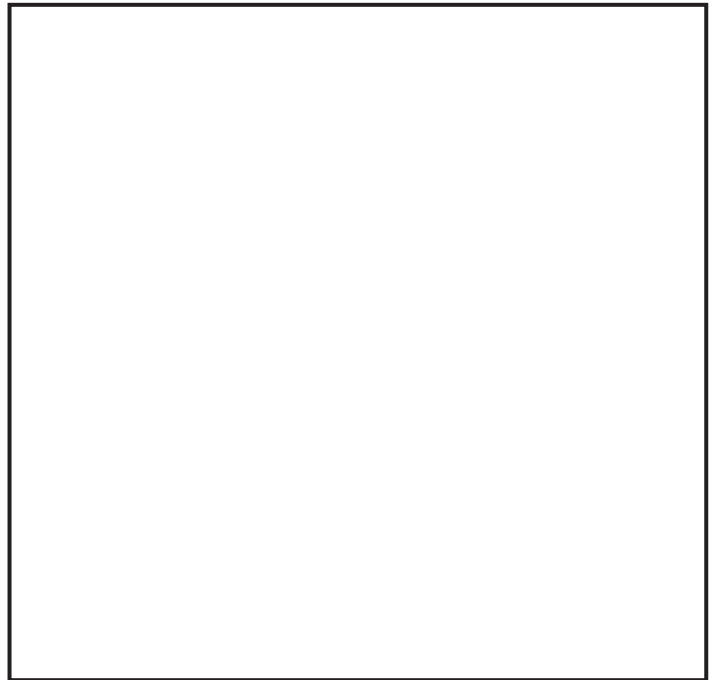
### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Read and draw.

A frog's eggs are little black dots with clear jelly around them. The eggs stick together and float in the water.



At about six weeks the tadpole has four legs and a tail. It has lost its gills and breathes air.



Name: \_\_\_\_\_

Look at page 15 of the book. Read and draw.

