

Written by Barbara Flores, Elena Castro, and Eddie Hernandez
Illustrated by Michael Ramirez

8 pages, 110 words

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- recognize previously solved words when encountered again later in the text
- use commas to support phrasing
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text follows a clear sequence
- text includes some repetitive phrasing

High-frequency Words:

a, from, an, the, in, it, with, like, does, have, and, to, no, can, on

Phonics:

- vowel digraph: **ea**

Common Core Standards:

- RE.1.1, RE.1.2, RE.1.3, RE.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

- *El renacuajo* [See back page](#)

Guided Reading with

The Tadpole

Guided Reading Level: G

DRA Level: 11

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Michael Ramirez

Overview: Do you know how a tadpole becomes a frog? Read this book to find out.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you seen a frog before? Where?
- What do you know about how frogs start out? How do they change?
- Have you ever seen a tadpole? Where? What did you notice about it?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Tadpole.*"
- Ask children to predict whether the book will be fiction or nonfiction.
- Show the back cover and read the copy. Ask children to predict what happens as a tadpole grows into a frog.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the diagram on the title page. Read it together.



Ask them to look through the book and describe how the tadpole changes from one page to the next.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: a, from, an, the, in, it, with, like, does, have, and, to, no, can, on.
- With varied sentence structures, the text describes the life cycle of a frog. It includes a diagram on the title page that summarizes the different phases.
- Content specific vocabulary includes: hatches, eggs, breathes, gills, lungs.

Reading the Book

1. Set a purpose by telling children to read the book to find out how a tadpole changes to become a frog.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?



- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore how the ideas are presented in sequence. Ask students to think about what makes sense based on the sequence of events.

- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about how the tadpole became a frog

2. Ask questions like:

- What does a tadpole look like at first? What does it do?
- How does the tadpole’s body help it live in the water?
- How does a tadpole change? How long does it take?
- Why can a frog live on land, but a tadpole can’t?
- Look back at the diagram on the title page. Why do you think it’s shaped like a circle?
- What did you learn from the illustrations?



- Where might you see a lot of frogs or tadpoles?
- How does the story show time passing?
- What do you think happens next after the tadpole becomes a frog?
- How are the tadpole and frog similar? How are they different?
- Do you think frogs can live (or do live) in your community? Why or why not?

Second Reading

- 1. Have children reread the book in a whisper voice or to a partner.**
- 2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Have students turn the book into a short performance by acting out the frog life cycle phases using simple puppets. Or, have students use puppets or picture cards to teach someone else about a frog's life cycle using information they learned from the book.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the frog cycle.

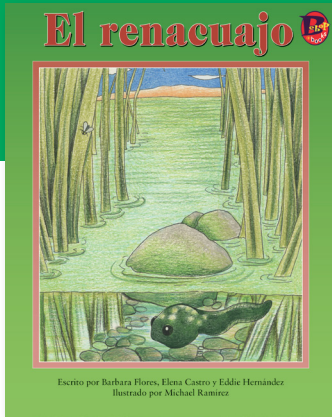
Mathematics: Add pictures to a calendar to show students how long "after a few weeks" and "after a few more weeks" might look. Pick a sample "hatch date" and project when a tadpole would become a frog.

Science: Show students illustrations of tadpoles and frogs at different stages of the life cycle. Ask them to label different features (number of legs, gills/lungs, tail/no tail) using information from the book.

Ask students to brainstorm additional questions about tadpoles and frogs. Learn more by reading other nonfiction titles or viewing websites or online videos. Compile information gathered on a class chart.

Learn more about the life cycles of other living things (e.g., butterflies and other insects, chickens, plants), and compare findings to the information presented about frogs

Social Studies: Learn about types of frogs indigenous to your region, and types found in other places. Look at a map to find out about where different types of frogs can be found.



Guided Reading Level: H
DRA Level: 14

Guided Reading with El renacuajo

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun support

The following parts of the renacuajo (tadpole) are listed: las agallas, rabito, dos patitas, cuatro patitas, pulmones

Print the different parts on individual index cards to coincide with the activity in the Verb support section of this guide.

Verb support

The following actions that the renacuajo (tadpole) does are provided in the book: **sale** de su huevito, **nada y come** hasta que muy grande se pone, **empieza a cambiar**, **le han crecido** cuatro patitas, **respira** con pulmones, **se ha convertido** en una rana

Print the different actions with the verbs in bold on individual index cards.

Present the images from the book and have students work together to reorder the illustrations. Then, students can match the different body parts on the word cards with the appropriate picture as well as the different actions that the renacuajo (tadpole) does in order.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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