

# 1<sup>st</sup> GRADE

# Rooted in READING APRIL



- Farfallina and Marcel  
by Holly Keller
- Wangari's Trees of Peace  
by Jeanette Winter
- Thunder Underground  
by Jane Yolen
- I Don't Want to Be a Frog  
by Dev Petty

by Amy Lemons and Katie King

# UNIT 9: APRIL

BOOK:	READING:	CC:	GRAMMAR:	CC:	PHONICS:	CC:
Farfallina and Marcel	Character Action and Dialogue	RLI.3 RLI.7	Rhyming Words	L.I.2. D	-aw/au patterns Blend: shr	RF.I.2B RF.I.3 RF.I.3.A RF.I.3.B
Wangari's Trees of Peace	Central Idea and Evidence	RII.7	Compound Sentences	L.I.I.J	-ew pattern Blend: thr	RF.I.2B RF.I.3 RF.I.3B
Thunder Underground	Analyzing Poetry	RLI.4	Poetic Devices	RL.I.I O	-oi/oy pattern Blend: spl	RF.I.2B RF.I.3 RF.I.3B
I Don't Want to Be a Frog	Persuasive Text Analysis	RLI.3 RLI.5	Contractions	L.I.4, L.I.2. E	-y ending Blend: review	RF.I.2B RF.I.3 RF.I.3B RF.I.3.C

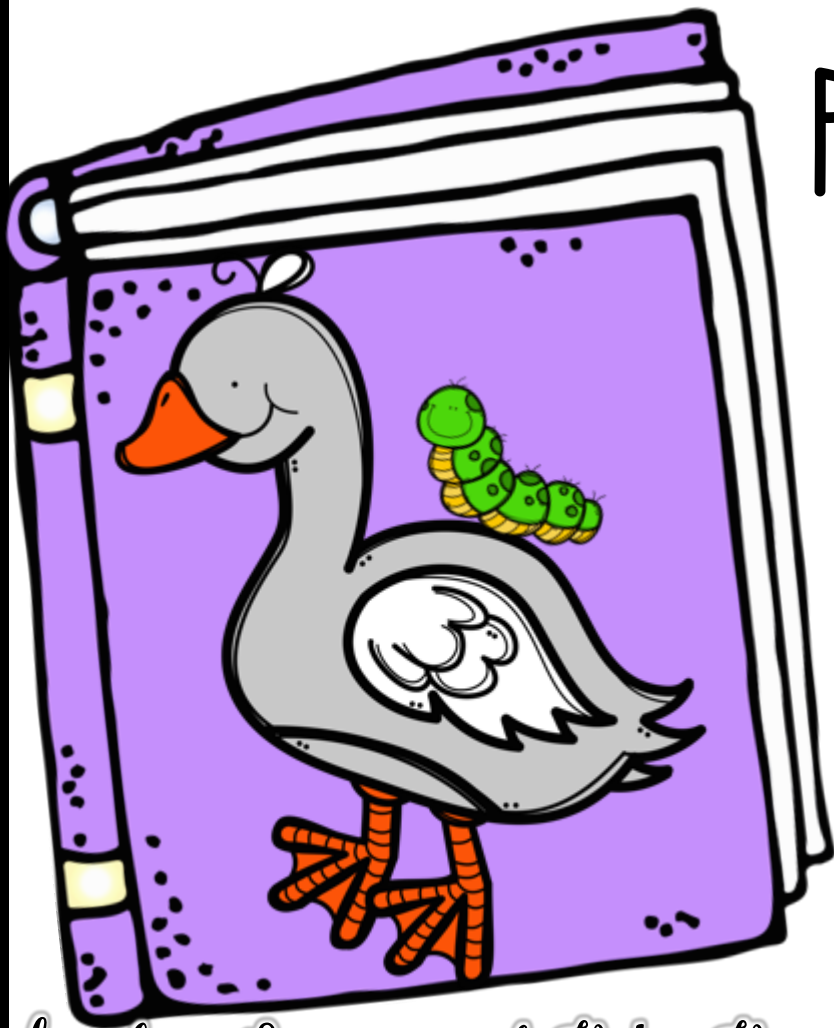
# UNIT 9: APRIL

BOOK:	READING:	TEKS:	GRAMMAR:	TEKS:	PHONICS:	TEKS:
Farfallina and Marcel	Character Action and Dialogue	1.8A	Rhyming Words	1.9B, 1.2Ai	-aw/au patterns Blend: shr	1.2Bi, 1.2Bii 1.2Biii 1.2Ci 1.2Cii 1.2Ciii
Wangari's Trees of Peace	Central Idea and Evidence	1.7C 1.9Di	Compound Sentences	1.11Di	-ew pattern Blend: thr	1.2Bi, 1.2Bii 1.2Biii 1.2Ci 1.2Cii 1.2Ciii
Thunder Underground	Analyzing Poetry	1.9B	Poetic Devices	1.9B, 1.2Aii	-oi/oy pattern Blend: spl	1.2Bi, 1.2Bii 1.2Biii 1.2Ci 1.2Cii 1.2Ciii
I Don't Want to Be a Frog	Persuasive Text Analysis	1.9C 1.9E	Contractions	1.2Biv	-y ending Blend: squ	1.2Bi, 1.2Bii 1.2Biii 1.2Ci 1.2Cii 1.2Ciii

**1<sup>st</sup> GRADE**

*Rooted in* **READING**

**APRIL**



Farfallina  
and  
Marcel  
by Holly  
Keller

*by Amy Lemons and Katie King*



# COMPREHENSION



**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

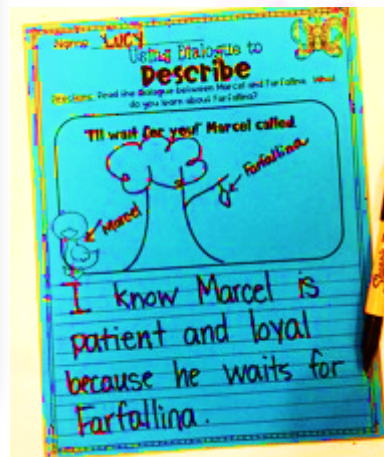
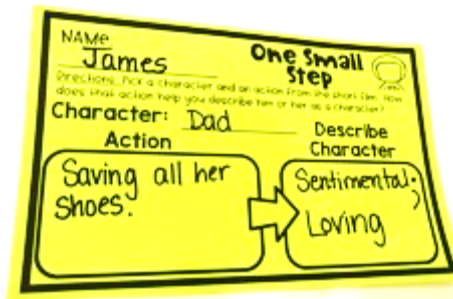


**Digital Anchor Charts:** Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.



**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

## Check for Understanding: Reading Passage Comprehension Check



# ANCHOR CHART

## LET'S TALK ABOUT CHARACTERS

**ACTION:** Looked for Marcel every day

**ACTION:** Fluttered around

**TRAIT:** Patient - waited by the tree

**TRAIT:** Happy - loved being able to see

**TRAIT:** soft feathers

**ACTION:** Didn't fly too fast so he wouldn't lose her

**ACTION:** Grew into a butterfly

**TRAIT:** Colorful

**ACTION:** Played hide & seek

**TRAIT:** Friendly - played together

**ACTION:** Went to the pond & saw his reflection

**TRAIT:** Helpful - took Bertallina on a ride

BERTALLINA

MARCEL

## THE LIFE CYCLE OF A BUTTERFLY

**EGG**

**FACT:** Butterflies lay their eggs on leaves or plants

**FACT:** The eggs are round and can be smooth or bumpy

**LARVA**

**FACT:** The eggs hatch and caterpillars shed their leaves

**FACT:** Caterpillars shed their skin

**PUPA**

**FACT:** The caterpillar turns itself into a pupa

**ADULT**

**FACT:** The butterfly waits for its wings to dry




# NONFICTION READER

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## Intro

Butterflies are of beauty. Scientists estimate there are 20,000 different species of butterflies. Butterflies are insects with wings that are brightly colored. If you look very closely, you would see three main sections of the abdomen. Because many butterflies are poisonous, these insects trick predators by being poisonous, while others blend in with their surroundings.




## Egg

The amount of eggs that a butterfly lays is different for each species of butterfly. She places the eggs on the bottom of their chances of surviving. The mother butterfly lays her eggs on the underside of a leaf. Once hatched, the caterpillar eats! Its first meal is usually the egg it was in. Caterpillars have twelve eyes but they are only in the larval stage for that time caterpillars eat 27,000 times their body weight. They have six legs that they use to climb. In order to protect themselves, they try to blend in, and others like the monarch butterfly eat them all the way through a leaf.




## Larva


Larva is the scientific name for a caterpillar. The caterpillar is in their adolescent stage. For the caterpillar to become a butterfly, it must eat enough to keep itself alive. Caterpillars have twelve eyes but they are only in the larval stage for that time caterpillars eat 27,000 times their body weight. They have six legs that they use to climb. In order to protect themselves, they try to blend in, and others like the monarch butterfly eat them all the way through a leaf.



## Pupa

Have you heard people refer to the butterfly's cocoon? Well, you might want to nicely tell them that they are incorrect. A moth has a cocoon and a butterfly has a chrysalis! After the caterpillar has eaten all that he needs, he will crawl under a leaf and hang upside down. A silk covering will develop around the caterpillar. When in the pupa stage of life, the old body of the caterpillar shrivels away and a new body forms. In the first few days inside the chrysalis there is a ton of nutritious liquid that helps the butterfly begin to grow. The chrysalis will lose half of its weight because the metamorphosis takes so much energy. Just a couple of days before coming out of the chrysalis, you will be able to see the color of the wings. The chrysalis will crack open when the adult is ready to emerge. It will not be able to fly at first. It will pump blood into its wings in order to fly!






## The Life Cycle OF A Butterfly

ROOted in Reading

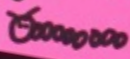
### EGG

-usually laid on leaves



### LARVA


-eat a lot  
-grow fast



## The LIFE CYCLE of a BUTTERFLY


### PUPA

-begin chang- into a butterfly



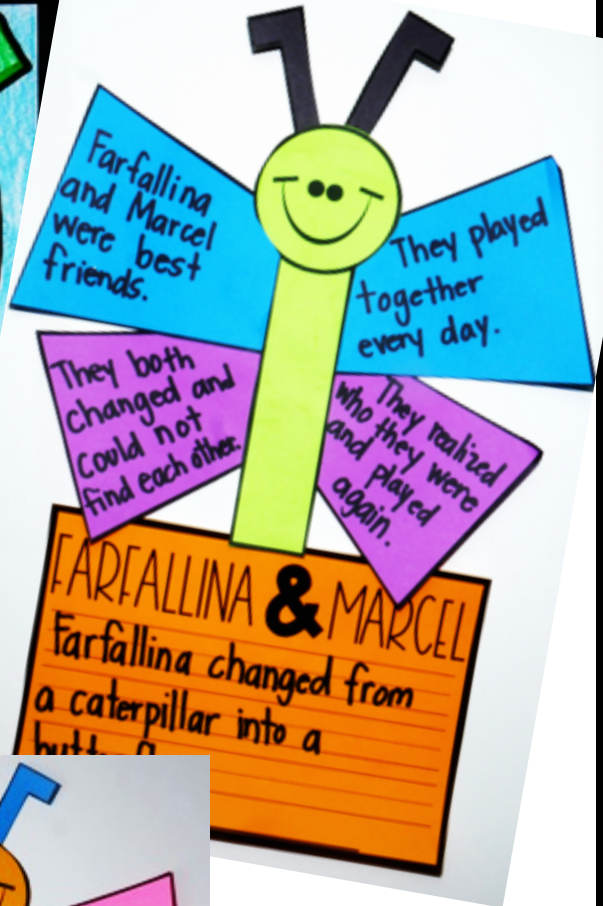
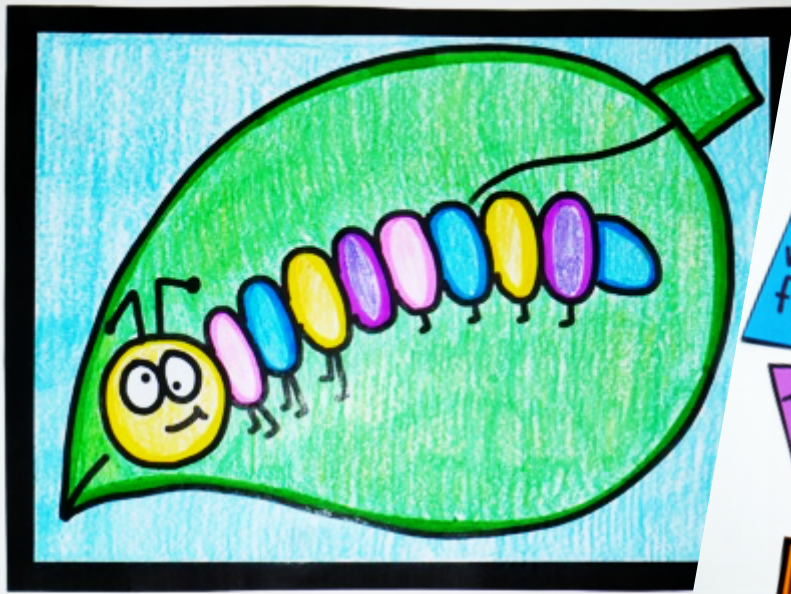
### ADULT

-come out of a chrysalis

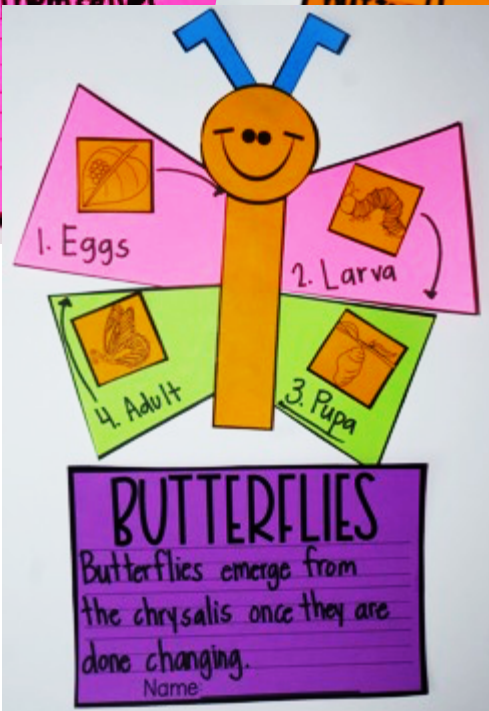


Name: \_\_\_\_\_

# ART

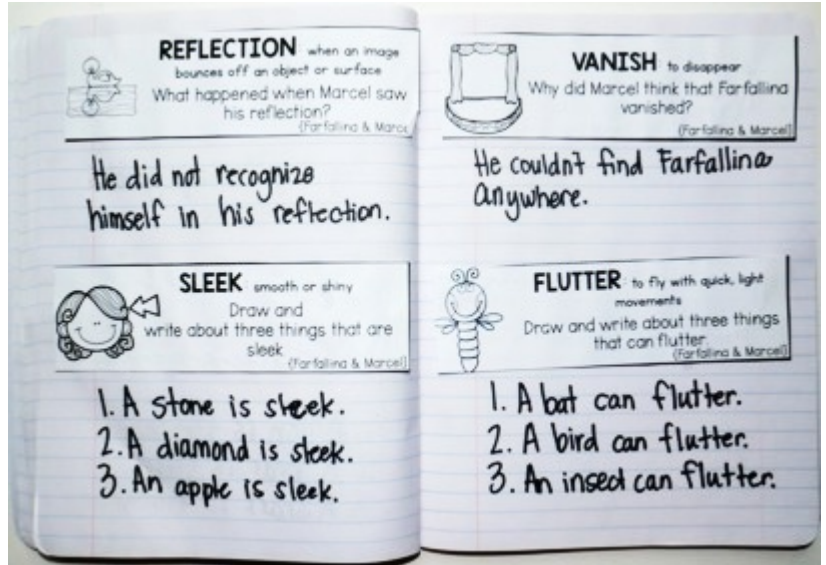


THE LIFE CYCLE OF A  
**BUTTERFLY**  
Caterpillars form themselves  
into a pupa. This  
it is change into  
Name:



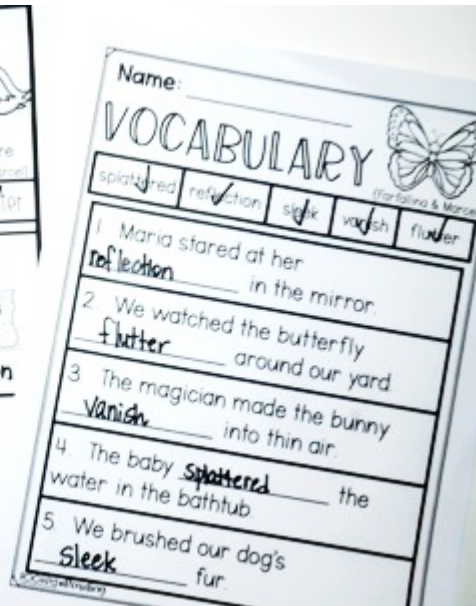
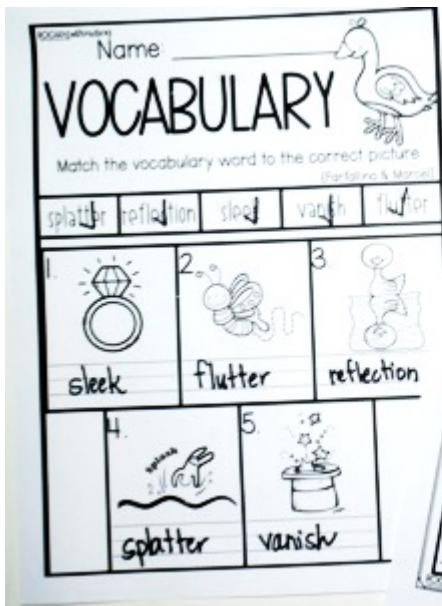


# VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

Vocabulary Prompts are great warm-ups. These help students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.

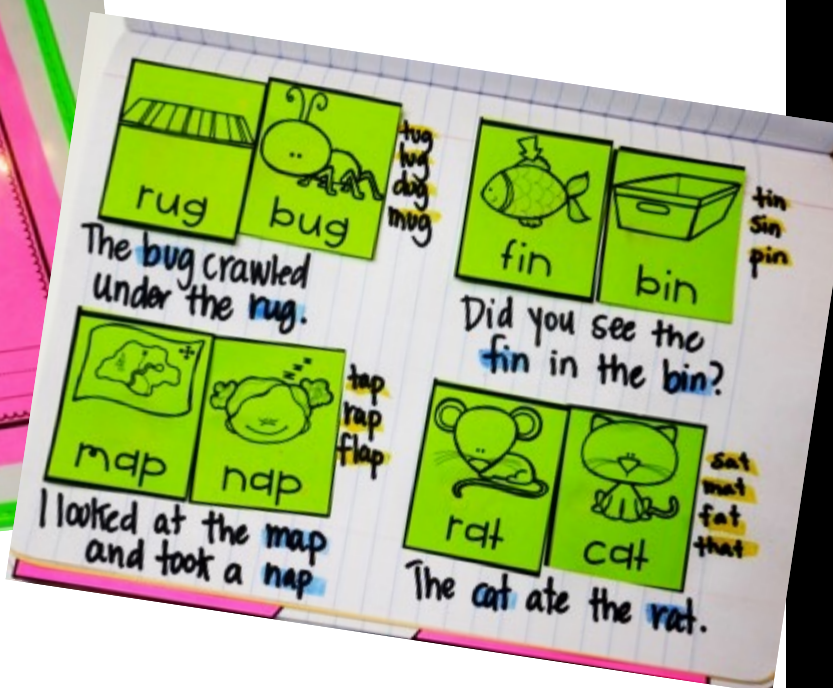
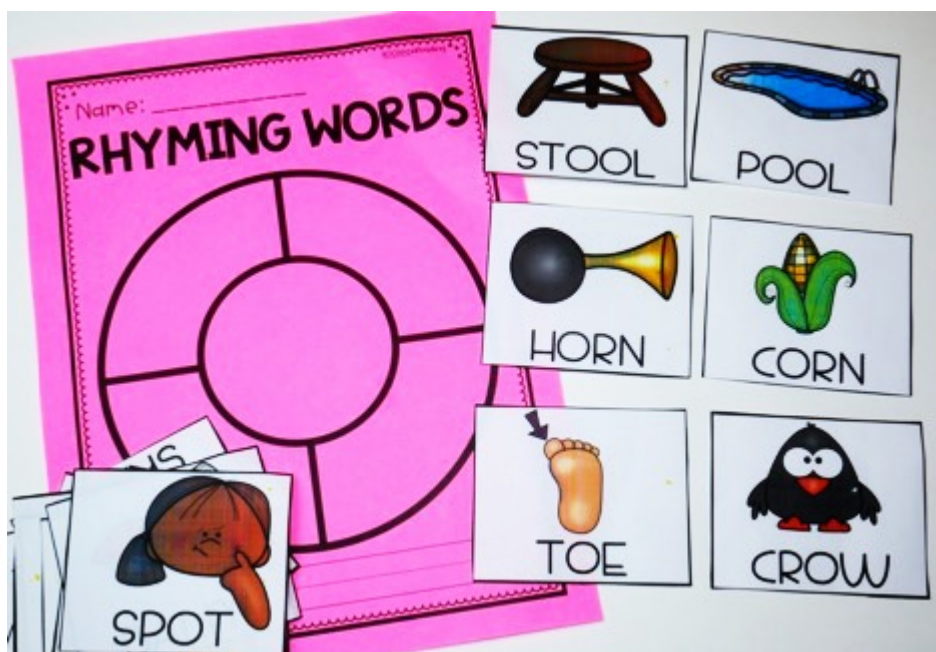


Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

# GRAMMAR

M: Rhyming Cards and Work-Mat

T: Rhyming Match



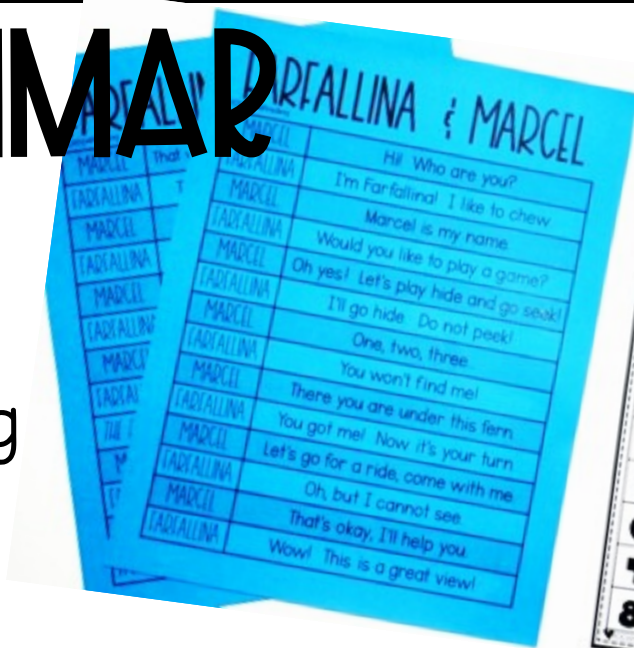


# GRAMMAR

W: Partner Play

TH: Rhyming Flap-Ups

F: Rhyme Time and Assessment



NAME \_\_\_\_\_

## FIND A RHYME

	RHYMING WORD 1	RHYMING WORD 2
1	You	chew
2	name	game
3	seek	peek
4	three	me
5	fern	turn
6	You	view
7	best	rest
8	okay	play



NAME \_\_\_\_\_

## RHYME TIME

cap -ap	flap map lap	jet -et	met set let
lip -ip	dip rip slip	men -en	ten pen den
fin -in	tin	mug -ug	tug rug dug

fee with my lip.

## FARFALLINA & MARCEL READER'S THEATRE

Use the reader's theatre to answer the questions below.

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

1. Where does Farfallina hide in their game?	<input type="radio"/> in the tree <input checked="" type="radio"/> under the fern <input type="radio"/> behind the tree
2. Where does Marcel want to go after their game?	<input type="radio"/> on a journey to the south <input type="radio"/> down the road <input checked="" type="radio"/> on a ride
3. Why can't Farfallina keep playing?	<input checked="" type="radio"/> She doesn't feel well <input type="radio"/> She doesn't like Marcel <input type="radio"/> She needs to eat.
4. Where does Marcel wait for Farfallina?	<input type="radio"/> in the pond <input checked="" type="radio"/> by the tree <input type="radio"/> under the bushes
5. Which word from the play rhymes with trick?	<input checked="" type="radio"/> tick <input type="radio"/> tree <input type="radio"/> rest

# PHONICS

**-aw**

**-au**

**shr**

shrug      autumn  
laundry

h c a u l  
o r t h e

shawl    dawn  
lawn    drawl

bawl    gnaw  
yawn

author    haul    sauce  
haunt    pause    vault

shr WORDS

shr

Name: \_\_\_\_\_ [-aw/au words]

## -aw/au Word Practice


shawl    sauce    draw    haunt  
launch    straw    vault    crawl

## SPIN

- Name: \_\_\_\_\_
1. Color your spin different colors
  2. Color a word the same way with that picture
  3. Spin until all 4 are filled.

dawn	shawl	sauce	draw	haunt
bawl	launch	straw	vault	crawl
paw	yawn	claw		
crawl	jaw	draw		

Directions: Choose two words and write them in a sentence.

Name: \_\_\_\_\_ [-au/au words Level 2]

Directions: Write the word by each picture.

## Assessment


Directions: Choose one word and write it in a sentence.

haul	sauce	hawk	pause
paw	draw	vault	saw

Name: \_\_\_\_\_ [-au/au words Level 1]

Directions: Write the word by each picture.

## Assessment


Directions: Choose one word and write it in a sentence.



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**APRIL**

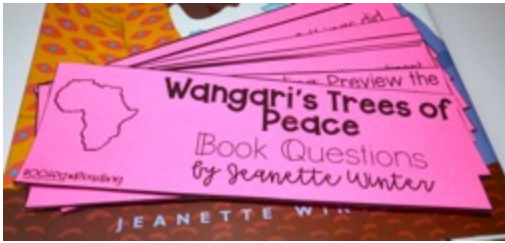


Wangari's  
Trees of  
Peace

by  
Jeanette  
Winter

*by Amy Lemons and Katie King*

# COMPREHENSION



Book Questions: Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

## Key Details

Wangari was able to bring 30 million trees to Kenya.

### WHAT IS THE CENTRAL IDEA?

The central idea is what the text is **mostly about**. This can also be called **main idea**.

The **details** (like scoops of ice cream) are the smaller ideas. They **support** the central idea.

Digital Anchor Charts: Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.

Follow-Up Activities: These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

## Check for Understanding: Reading Passage Comprehension Check

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

### WHY DO WE NEED Bees?

The Central Message is that bees help fruits and vegetables pollinate them. What is a key detail from the video?

If bees do not help pollinate \_\_\_\_\_ and vegetables \_\_\_\_\_ and not as \_\_\_\_\_

NAME: \_\_\_\_\_ (Wangari's Trees)

### COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- Why \_\_\_\_\_  
 a  
 b  
 c  
 d
- At \_\_\_\_\_  
 a  
 b  
 c  
 d
- How \_\_\_\_\_  
 a  
 b  
 c  
 d
- What \_\_\_\_\_  
 a  
 b  
 c  
 d
- How is Kylie able to help the playground?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of one way Kylie helps the trash situation.

Circle the word **much**. Read 3 times.

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

### Saving Water!

If 80% of our bodies and 70% of the earth are made of water, it must be pretty important! In fact humans and animals cannot survive without clean water. There are many different ways that we can help save water. We can turn off the faucet when we are brushing our teeth. Since we brush our teeth 2-3 times a day, this really adds up! We can also take quick showers when possible instead of baths. We can use "old" water that we didn't drink or collected outside to water plants. And lastly, don't flush the toilet too much!

What is the **Central Idea**?  
Humans and animals need clean water.

What is one **key Detail**?  
We can save water by taking quick showers.

**Detail #1**

**Detail #2**

30 million trees planted!

# ANCHOR CHART

## WANGARI'S TREES OF PEACE

EVIDENCE  
Women can  
now better care  
for themselves.

EVIDENCE  
She pays women  
who take care  
of the plants.

EVIDENCE  
Her news  
spread to  
other countries.

EVIDENCE  
30 million  
trees grew

EVIDENCE  
She protects  
the trees.

**CENTRAL IDEA:**  
Wangari made a difference  
by planting seedlings  
and giving people jobs.

EVIDENCE  
She gives  
women seedlings  
to plant.



## PROFESSIONS THAT SAVE THE



## PLANET

**FACT:**  
F.S. study  
how to package  
food.

**FACT:**  
F.S. create  
food packages  
that don't hurt  
the earth.

**FACT:**  
Food scientists  
study food.

**FACT:**  
Marine  
biologists study  
salt water life.


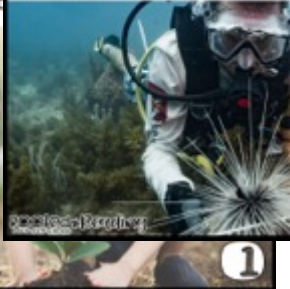


**FACT:**  
M.B. look at  
large and small  
animals.

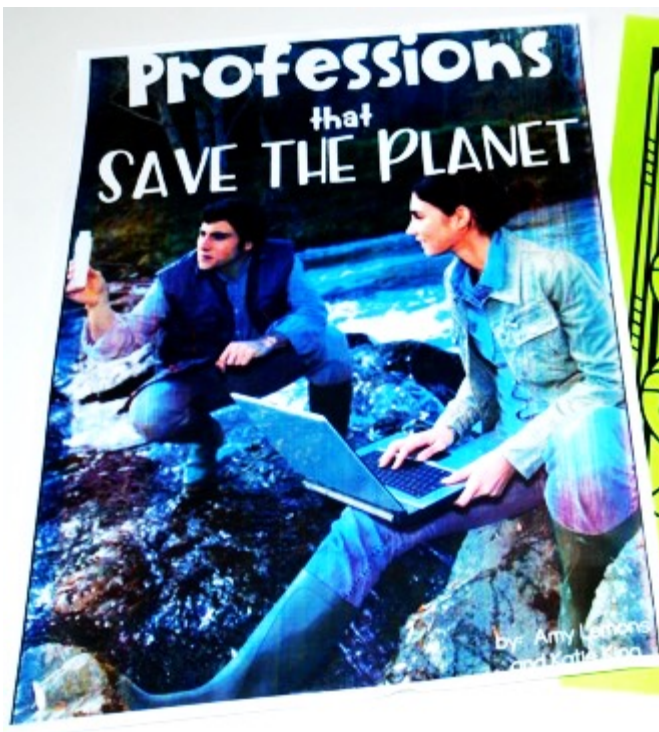
**FACT:**  
M.B. help  
decide if water  
life is healthy.



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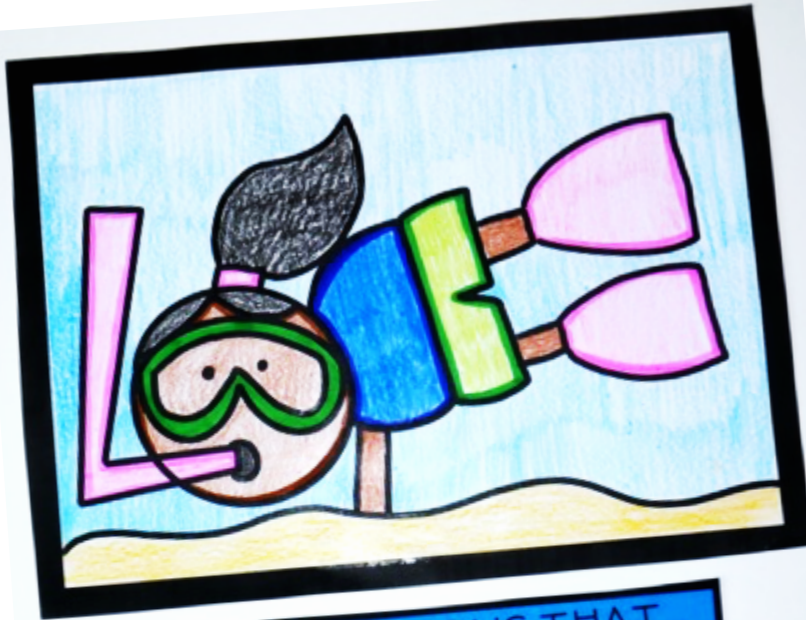


Professions that SAVE THE PLANET

by Amy Poole  
Illustrated by Kristin Winters

Name _____ <b>PLANET PROTECTORS</b> 1	Marine biologists study sea life.
2	Food scientists study how to best package food.
3	Meteorologists study the weather.

# ART



PROFESSIONS THAT  
**SAVE** the **PLANET**  
A marine biologist  
life in the water  
the plants, animals  
Name: \_\_\_\_\_



Wangari's **TREES**  
of **PEACE**  
Wangari changes lives  
and the land by planting  
seeds in Kenya.  
Name: \_\_\_\_\_

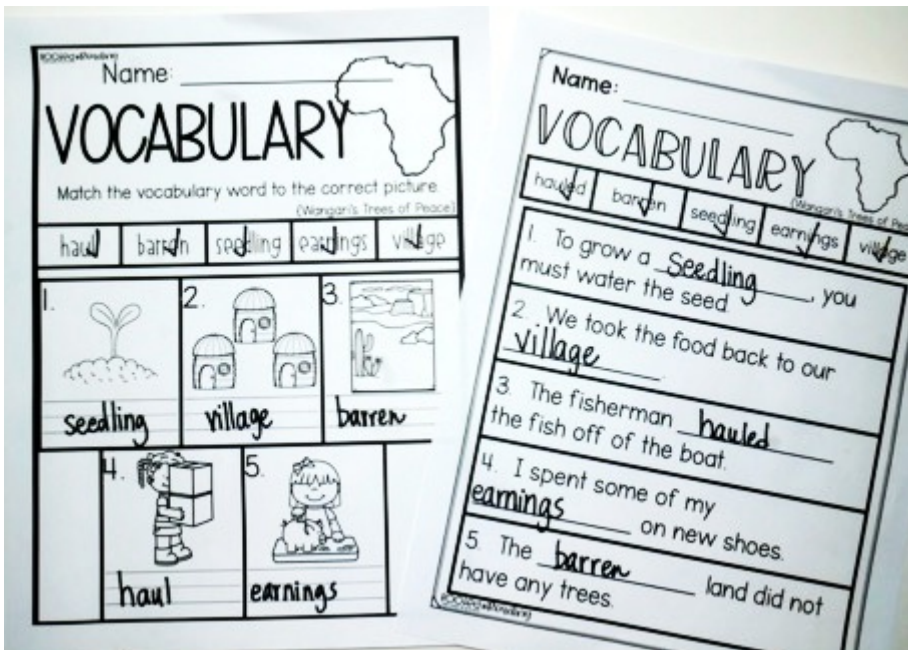


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# GRAMMAR

M:  
Combining  
Sentences  
Cards

T: Combining  
Sentences  
with AND  
puzzles and  
extra  
practice



# GRAMMAR

W: Combining Sentences with BUT puzzles and extra practice

TH: Combining Sentence Flap-Ups

F: Assessment



Name: \_\_\_\_\_ {but}

### COMBINING SENTENCES

We want to play. It is raining.
We want to play, but it is raining.
Mom likes broccoli. I do not.
Mom likes broccoli, but I do not.



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


### Combining Sentences

1. Roy goes to work. There is traffic.  
Roy goes to work, but there is traffic.
2. Beth sings. She plays the piano.  
Beth sings, and she plays the piano.
3. It is dark. The moon is bright.  
It is dark, but the moon is bright.
4. The dog barks. The cat meows.  
The dog barks, and the cat meows.




# PHONICS

-ui




thr

throw




tissue  
rescue




blew   drew   stew  
jewel

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


{-ew/ue/ui Level 2}




fuel




tissue

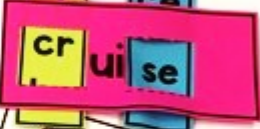


glue




rescue







cruise




blew



drew



brew



flew

## Assessment

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

Directions: Write the word by each picture.



	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Directions: Choose one word and write it in a sentence.

## SPIN AND COLOR

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

- Color your spinner different colors. Spin.
- Color a word that rhymes with the picture.
- Spin until all the boxes are filled.

	bruise	S
	mute	C
	drew	S
	boot	

Directions: Choose two words.

clue   fruit   sui  
drew   fuel   jui

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

## Babysitting Ty

Directions: Read the passage. Circle all the -ew/ue/ui word family words.

Somewhat Tristan was stuck being the babysitter for his little brother Ty. After about the six cup of fruit juice, Tristan got some tissues and helped Ty as he blew his nose. Ty wanted to draw some pictures, but he only wanted to use the color blue. Tristan drew him some shapes so that he could fill them all in with color. Ty wanted to use the paints and glue, but Tristan was scared they would run the table. Tristan didn't have a clue about babysitting, but he loved his brother.

Write and draw 6 of the -ew/ue/ui words.

○	○	○
○	○	○

Draw what happened in the story.

# 1<sup>st</sup> GRADE

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# APRIL



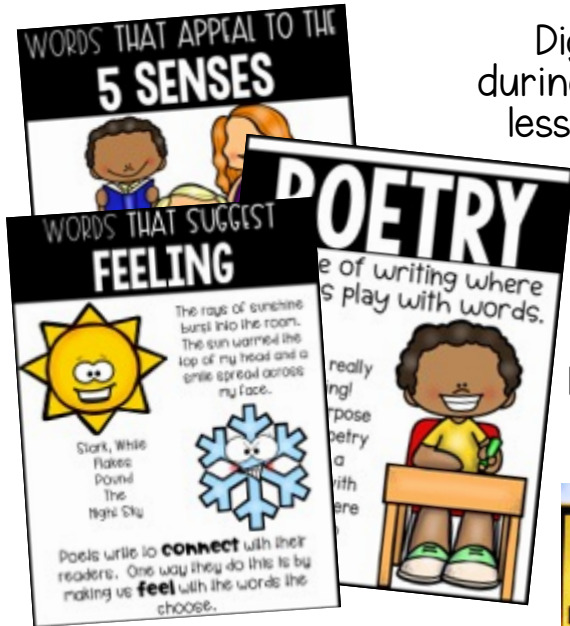
Thunder  
Underground  
by Jane  
Yolen

by Amy Lemons and Katie King

# COMPREHENSION



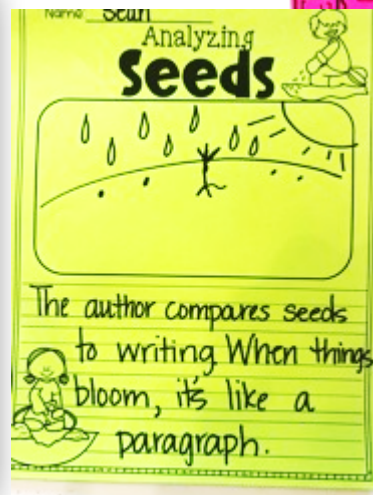
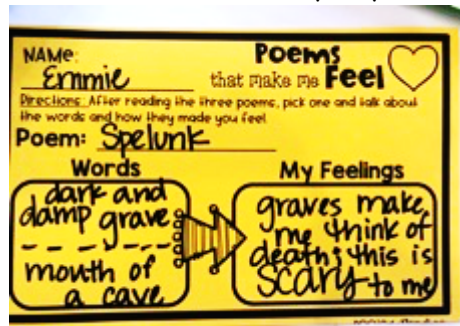
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Check for Understanding:  
Reading Passage  
Comprehension Check





# ANCHOR CHART

## EARTHWORM

**REPETITION**  
Inch by inch,

**REPETITION**  
and root by root,

**WHO**  
the tiny earthworm crawls

**VERB**  
It makes its living

**WHERE**  
in the dirt

**WHAT**  
creating its own world

**VERB**

**RHYME**


**VERB**

**RHYME**

**VERB**

**RHYME**

It oils those walls  
for ease of passage,  
gurgling as it goes,  
a slime machine,



## EARTHWORMS

**EARTHWORMS CAN**

**EARTHWORMS HAVE**

**EARTHWORMS ARE**

**EARTHWORMS CAN** shoot fluid (some can)

**EARTHWORMS CAN** lay eggs

**EARTHWORMS LIVE** homes in the soil

**EARTHWORMS LIVE** skin that they breathe through

**EARTHWORMS ARE** shiny



**EARTHWORMS ARE** night-crawlers

# NONFICTION READER

The Nonfiction Reader can be found as a separate file in the zip folder. This allows you to share the document with student devices. Please make sure that sharing settings are not made public as to protect the content of Rooted in Reading.

## GR


Do earthworms... people would agree! But just how fascinating the essential element of keeping prepared for plants, trees. Have you ever wondered tons of earthworms or you don't see them at a curious about how earthworms have live babies? soil? If you keep reading to these questions and

ROOTED IN READING 1

## THEIR BODY


Most earthworms are a reddish-brown color and have long *segmented* bodies. A fascinating feature of a worm is one. What do I mean by this? Earthworms have eyes! They do have cells on their light and then they move away from it. Think about it, eyes wouldn't be prepared for plants, trees. Have you ever wondered tons of earthworms or you don't see them at a curious about how earthworms have live babies? soil? If you keep reading to these questions and



ROOTED IN READING 3

## PREDATORS

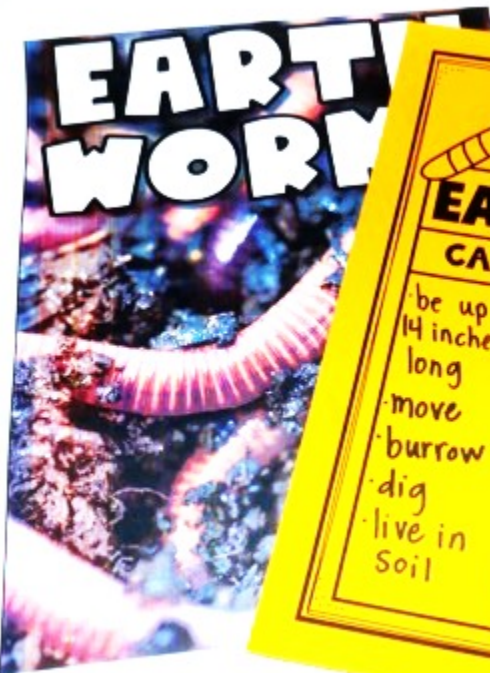
As you can see from the love to eat most kinds of worms love earthworms. Worms are *transport* to their young up a lot of time in the dirt like insects. Just think of other animals like reptiles. If you see a big hole in the result of a raccoon or fox eating earthworm dinner! You also many humans use earthworms worms will stay alive and move attracts the fish to the hook. The worms as bait is partly due to the backyard and dig them up for




ROOTED IN READING 4

## YOUNG

If you look closely at this picture, you can see earthworm cocoons holding worm eggs. At first cocoons are like a liquid, but they quickly harden. While inside the cocoon, the eggs are protected and receive all the nutrients they need to develop. After two to four weeks they will hatch from the cocoon. Earthworms take about three to six months to mature before they begin producing their own cocoons for young worms. Worms that live near the surface have more baby worms at a time than those that live deep in the soil. If you assume this is because the worms near the surface are more likely to be eaten by predators, then you are correct!



Name \_\_\_\_\_

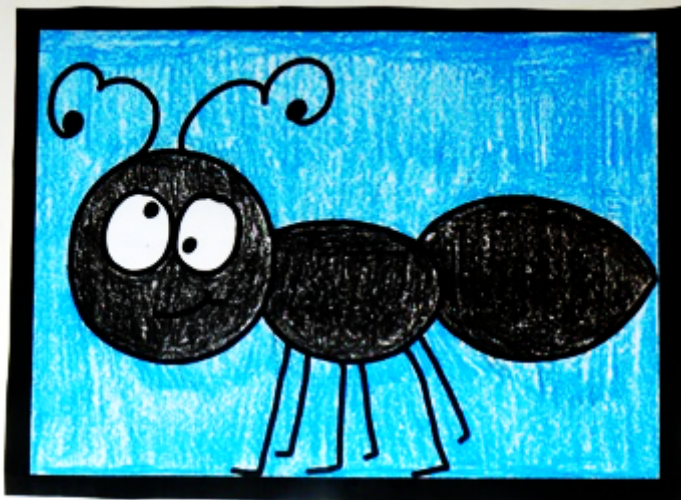


## EARTHWORMS

CAN	HAVE	ARE
<ul style="list-style-type: none"> <li>• be up to 14 inches long</li> <li>• move</li> <li>• burrow</li> <li>• dig</li> <li>• live in soil</li> </ul>	<ul style="list-style-type: none"> <li>• body segments</li> <li>• bristles on their bodies</li> <li>• NO EYES</li> <li>• NO EARS</li> </ul>	<ul style="list-style-type: none"> <li>• herbivores</li> <li>• reddish-brown</li> <li>• slimy</li> <li>• great at digging</li> </ul>



# ART



## ANTS

If I were as small as a little black ant, <sup>simile</sup> I would do things that big people can't.

I would sit on a leaf,

take a bath on a rose,

ride on a bee,

and tickle its nose.

I'd walk under a duck,

lead a big ant parade,

and sleep in a web

that a spider has made.

If you were as small as a little black ant,

what would you do that big people can't?

I would crawl into the Dallas Mavericks game and watch from the front row!

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



## EARTHWORM

In the poem, the earthworm makes its house in the dirt.

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

# POETIC DEVICES



**ALLITERATION**: words that begin with the same letter or sound

Example: **P**olly **p**lants **p**eppers.

Write a sentence using alliteration.

**M**arcy **m**et **M**olly the **m**ole.



**RHYME**: when words have the same ending sound

Example: We saw a **star** from the **car**.

Write three sets of rhyming words.

**moon**  
**soon**

**love**  
**dove**

**glue**  
**new**



**REPETITION**: when sounds, words, or phrases are used more than once.

Example: The wheels on the bus go **round** and **round**.

Write a sentence using repetition.

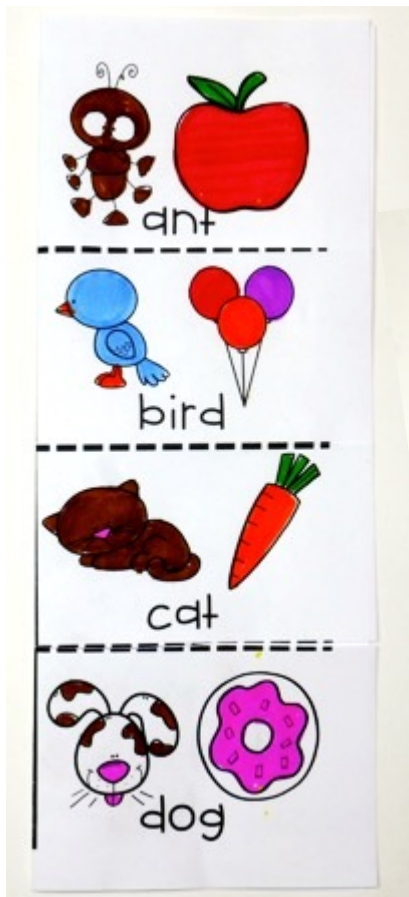
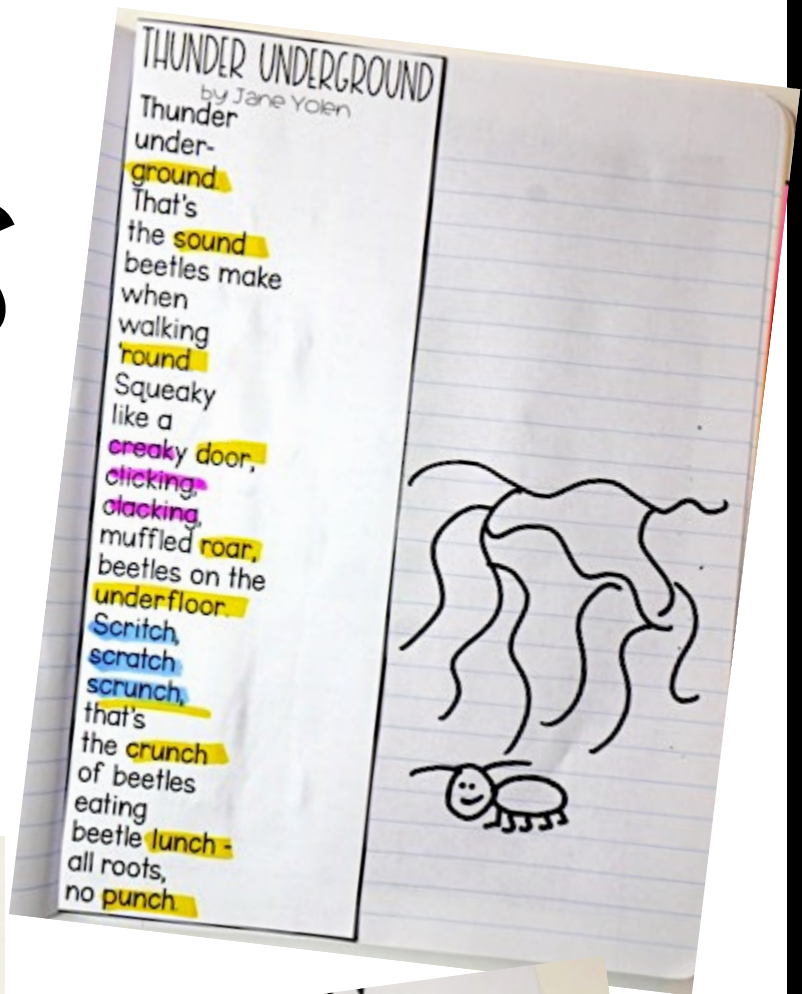
**Twinkle, twinkle** shone the star.



# POETIC DEVICES

M: Alliteration with Poem and Journal Prompt

T: Alliteration Flap-Book





# POETIC DEVICES

W: Rhyme


TH: Repetition

NOTES FROM SOME OLD FOSSILS  
by Jane Yolen

Buried at **sea**, **A**  
Set me **free**, **A**

Long bogged **down**, **B**  
In mud I **drown**, **B**




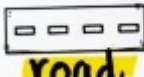


Volcanic **plunder**, **C**  
Way down **under**, **C**



Fossils are buried.

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

## RHYME MATCH

The <b>mouse</b> ran into the	 <b>house</b>
The <b>cat</b> was wearing a	 <b>hat</b>
The <b>bee</b> flew over the	 <b>tree</b>
The <b>toad</b> jumped into the	 <b>road</b>
The <b>goat</b> wore a	 <b>coat</b>
The <b>snake</b> was on a	

## MAGMA POOLS


by Jane Yolen

~~Hot~~ **hot, hot,**  
In magma **pools**  
Becoming rock  
When magma **cools**

So, should we wait  
An Age or **two**  
To see what magma pools  
Can **do?**

I haven't got the time,  
Have you?

The volcano erupted.  
It is **hot, hot, hot!**



REPETITION

**Pop, Pop, Pop**

**Shh, Shh, Shh**

**Yes, Yes, Yes**

Beep, beep! went the jeep!

# POETIC DEVICES

## F: Poetic Devices Review and Assessment



	ALLITERATION	REPETITION	RHYME
A			✓
B		✓	
C			✓
D		✓	
E	✓		
F			✓
G		✓	
H	✓		

### BAA, BAA BLACK SHEEP

Baa, baa, black sheep,  
 Have you any wool?  
 Yes sir, yes sir,  
 Three bags full.  
 One for the master,  
 One for the dame,  
 And one for the little boy  
 Who lives down the lane.

1. Alliteration: Highlight in pink.

**Baa, Baa Black Sheep**

2. Repetition: Highlight in blue.

Yes, sir, Yes sir

3. Rhyme: Highlight in yellow.

Wool/full dame/lane

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



# PHONICS

**-oy**

**-oi**

**spl**

splits  
spoil  
voice

**spl WORDS**

royal, annoy, enjoy, oyster, poison, choice, toilet, moist, hoist, destroy, ahoy, cowboy, loyal, coin, joy

**spl**

point, er, h

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

**-oy/oi Word Practice**

Directions: Write the word by each picture.

enjoy hoist  
annoy oysters

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

**Assessment**

Directions: Write the word by each picture.

toy royal joy foil voice boil

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

**-oy/oi Word**

Directions: Choose one word and write it in the box.

toy royal joy foil voice boil

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

**SPIN AND COLOR**

1. Color your spinner 4 different colors.  
2. Color a word that rhymes with that picture.  
3. Spin until all the boxes are filled.

joy	
loyal	ai
boy	ch
moist	j

Directions: Choose two words to write in the circles.

**The Coin Purse**

Directions: Read the passage. Circle all the -oy/oi word family words.

Mom fusses at Grandma because every time she comes to visit, she spoils us! She lets dig ground in her purse to find all the coins. Then we get to enjoy a large ice cream cone, fit for royalty! The man behind the counter hoists us up so we can point out the floor we want! She says it brings her so much joy to hear her name said by our voices as we thank her for our yummy treat. And right before she leaves, she sneaks a toy into my hand.

Write and draw 6 of the -oy/oi words.

Draw what happened in the story.

**1<sup>st</sup> GRADE**

*Rooted in* **READING**  
**APRIL**



I Don't  
Want to  
Be a Frog

by  
Dev  
Petty

*by Amy Lemons and Katie King*

# COMPREHENSION



**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

**Purpose:**  
Why do you **PERSUADE**?

**AUTHOR'S PURPOSE: PERSUADE**

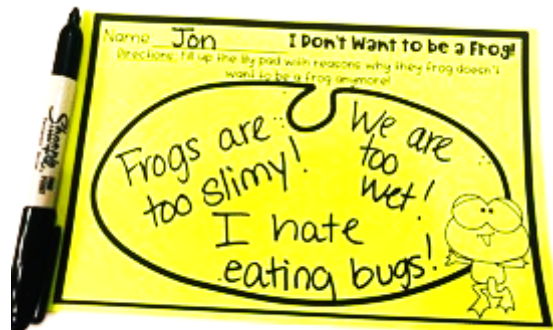
**AUTHOR'S PURPOSE: ENTERTAIN**  
When the writer tries to tell a story or make you laugh.

**AUTHOR'S PURPOSE: INFORM**  
When the writer tries to tell you something.

**Digital Anchor Charts:** Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.

**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

**Check for Understanding:**  
Reading Passage  
Comprehension Check



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

**Reading Comprehension**

Directions: Read the passage and answer the questions.

For as long as she can remember, Emmie has wanted a horse. She thought for sure she could earn her dream horse by showing her mom that she was responsible. She fed the chickens without being asked. She kept her room neat and tidy. She saved money from selling extra chicken eggs. She was even nice to her brothers when they got on her nerves. Did she get her dream horse? Not yet, but she isn't giving up!

How does Emmie try to convince her mom to get her a horse?

What would you persuade your family to get you? Draw and write about it.

Circle the word **earn**. Read 3 times.

**COMPREHENSION CHECK**

Write the correct answer in the box.

**I AM A FROG**

**FUNNY Moment #1**

**FUNNY Moment #2**

When Gerald gets scared that Piggie just became a frog!

Name: **KEVIN**

**Frogs or Toads?**

Directions: The video that we watched was meant to inform us. Now it is your turn to inform your readers what you learned about toads.

Toads have a gland behind their eyes that is full of poison. This is a defense mechanism.



# ANCHOR CHART

**I DON'T WANT TO BE A FROG**



I want to be a pig because they eat garbage.



I want to be an owl because I eat too many bugs.



I want to be a cat because they are not wet.



I want to be a rabbit because they are not slimy.

**FANTASTIC & FASCINATING FROGS**

**GLASS FROG**

**FACT:**  
Known as the see-thru frog

**HORNED FROG**

**FACT:**  
Bumpy skin, long tongue

**TREE FROG**

**FACT:**  
Spends its life in trees

**POISON DART FROG**





**FACT:**  
Can be many different colors



**FROG FACTS FROG FACTS**

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<h2>Poison Dart Frog</h2> <p>The rainforests of Central and South America are home to one of the world's most colorful animals, the poison dart frog. These frogs are not just for fashion purposes; they are deadly to predators to be aware of. The golden poison dart frog has a bright yellow body with black spots. The poison is inside of its skin, and the golden poison dart frog with the poison inside of its skin is covered in the poison so just touching it could mean death for a predator. The name of the frog is extracted and used on the frog to make these weapons even more deadly.</p> 	<h2>Bullfrog</h2> <p>The bullfrog gets its name due to its loud, deep croak and how similar it is to a bull. Bullfrogs are semi-aquatic which means they live near the edge of freshwater ponds and streams. They eat insects, mice, snakes, fish, and other small creatures. They lunge at their food and swallow it whole. The female bullfrog lays up to 10,000 eggs at one time. Once eggs are laid, they take them a year to develop into tadpoles. The male frog will hang around to protect the eggs and he will attack any predator that comes near. Bullfrogs help us out by eating mosquitoes and keeping the mosquito population from getting out of control.</p> 	<h2>Red-Eyed Tree Frog</h2> <p>Like other frogs, the red-eyed tree frog spends its life in eggs, then changes into a tadpole, and eventually becomes a frog. The red-eyed tree frog's eyes and legs are a defense mechanism to startle predators. The shocking red coloration of the frog's eyes and legs is a defense mechanism to startle predators to freeze and gives the frog time to escape. Red-eyed tree frogs are amphibians who mostly eat insects and small tadpoles. Bullfrogs help us out by eating larvae and keeping the mosquito population from getting out of control. Female tree frogs lay their eggs on the underside of leaves that hang over water. This is very strategic, because when the eggs hatch, they will be right into the water where they can be developed enough to climb.</p> 	<h2>Glass Frog</h2> <p>Like many interesting frogs, the glass frog is native to Central and South America. His skin is so <i>translucent</i> that you can see his beating heart and other organs. Many people mistake the glass frog for the tree frog, but they have several differences. As far as their appearance, the main difference is that glass frogs have large forward facing eyes, whereas the tree frog has eyes on the side of his head. Glass frogs are territorial which means that they claim an area as their own. Male glass frogs will warn other male glass frogs with a loud croak, but he will also become aggressive with other glass frogs that try to come into their area. Frogs are quite the fascinating creatures! Can you find similarities in the behavior of these frogs to other animals we have studied?</p> 
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## FASCINATING FROGS



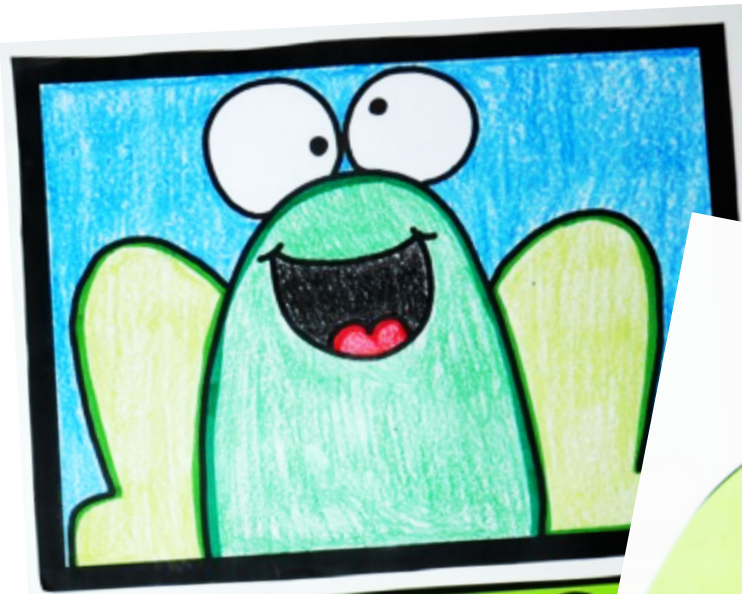
Name \_\_\_\_\_

### FASCINATING FROGS

TYPE OF FROG Glass Frogs	INFORMATION -live in tree tops -are see-through
TYPE OF FROG Bullfrog	INFORMATION -large head -wide mouth
TYPE OF FROG Tree frog	INFORMATION -live on every continent except Antarctica



# ART



## FROGS

Frogs are amphibians.  
They start their lives  
eggs.

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



I Don't Want to be



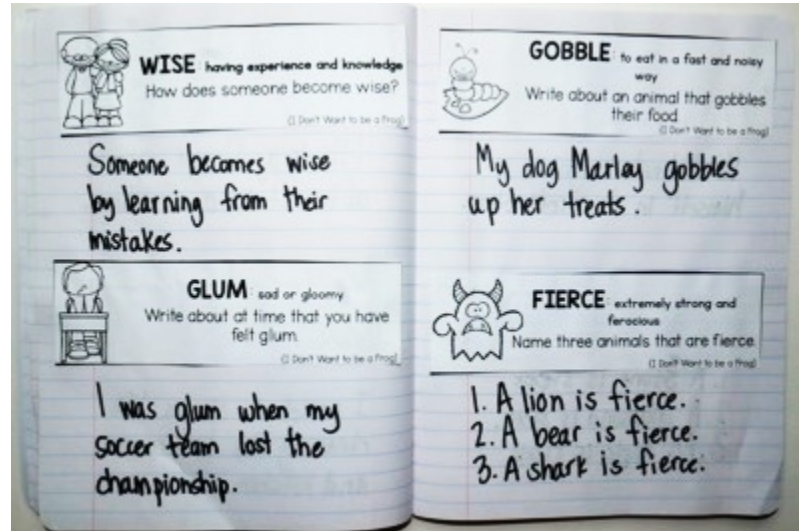
## A FROG

The frog's son is trying  
to persuade his dad to  
let him be a different animal.

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

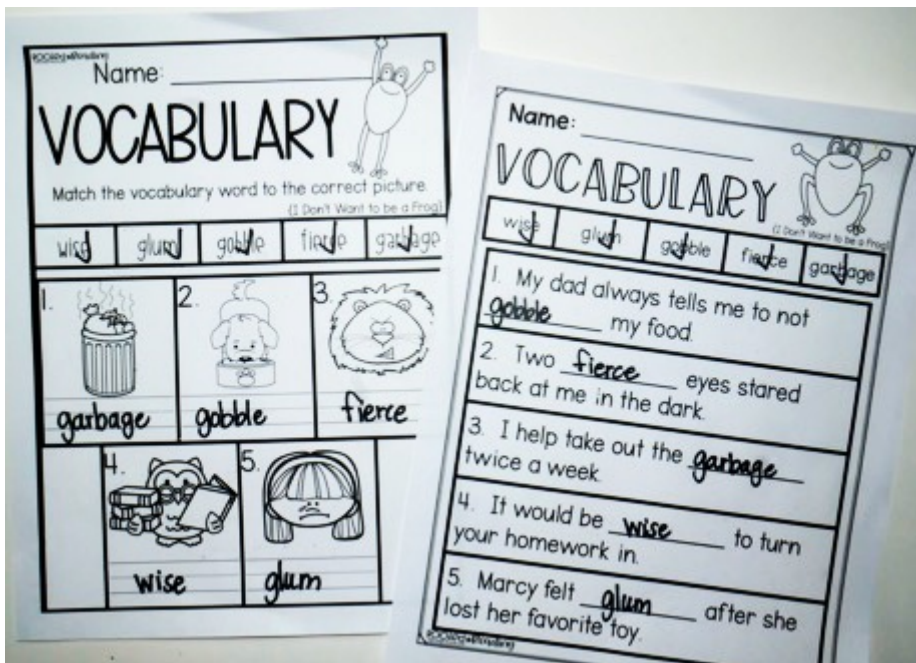


# VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

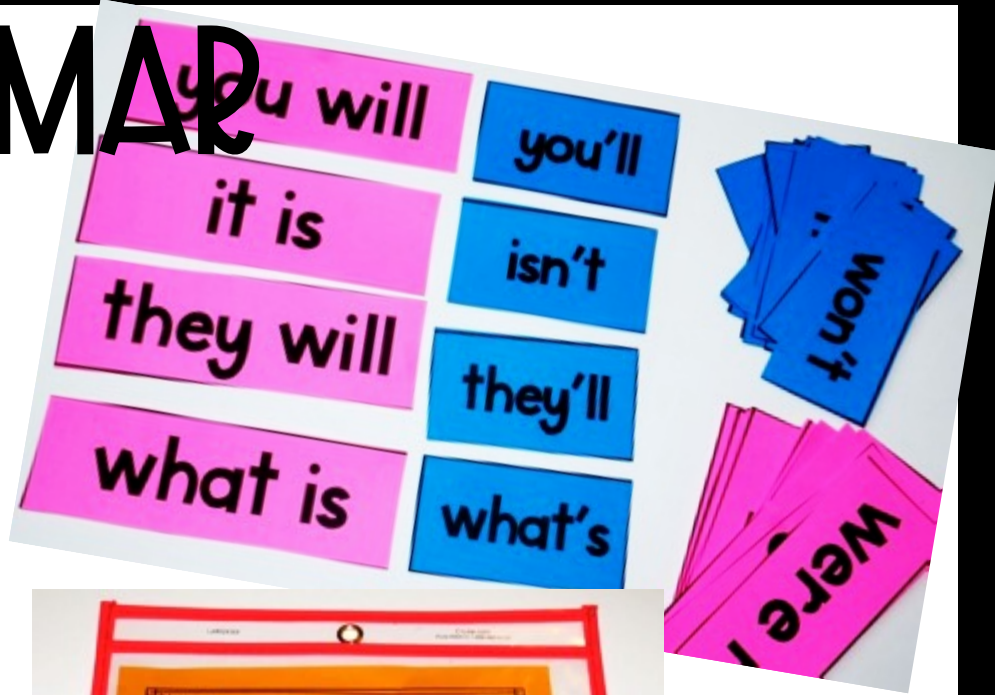
Vocabulary Prompts are great warm-ups. These help students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.



Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

# GRAMMAR

M:  
Contraction  
Cards and  
Work-Mat



T:  
Contraction  
Match





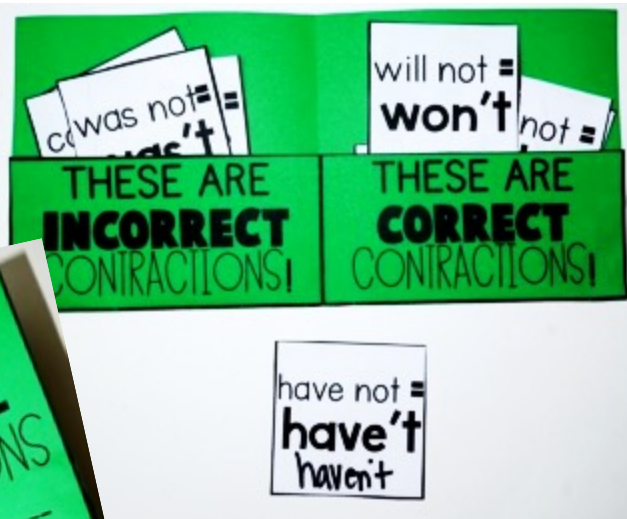
# GRAMMAR

W:

Contraction  
Pocket-Book

TH: I Spy  
Contractions

F: Contraction  
Assessment



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

## Spy CONTRACTIONS

✓	we'd	✓	don't	we're	✓
✓	✓	✓	she's	can't	✓

I'm	G I've
isn't	H can't
didn't	I won't
D they're	J we'll
E you'll	K we're
F we're	L she's

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

## CONTRACTIONS

1. I <u>do not</u> like being a frog.	<input type="radio"/> do'nt <input checked="" type="radio"/> don't
2. Well, you <u>cannot</u> be a cat.	<input type="radio"/> can't <input checked="" type="radio"/> cant
3. <u>You are</u> a frog.	<input type="radio"/> you're <input checked="" type="radio"/> you'r
4. <u>What is</u> wrong with being a frog?	<input type="radio"/> whats <input checked="" type="radio"/> what's
5. <u>It is</u> too slimy.	<input type="radio"/> it's <input checked="" type="radio"/> its
6. <u>You are</u> a very lucky frog.	<input type="radio"/> you're <input checked="" type="radio"/> your'e
7. <u>We are</u> not owls.	<input type="radio"/> we're <input checked="" type="radio"/> we're
8. <u>I am</u> pretty hungry.	<input type="radio"/> Im' <input checked="" type="radio"/> I'm

