

Looking for Eggs, Tadpoles and Frogs
Character, Setting & Vocabulary

MATERIALS PROVIDED	MATERIALS NEEDED: Prepare in advance	AIDS:
<p>The story book https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B4FPE-Looking-for-Eggs-Tadpoles-and-Frogs-Stage-1.pdf Paper copies of the story for the SS A thumb drive with the pictures and story Pictures of characters Sticks to attach to card Glue or tape Link to song: Links to other stories:</p>	<p>SS' names on cards A bag to put the cards in A question mark on paper Words on paper for the Word Wall: <ul style="list-style-type: none"> • Names of people, places or things. • action words • feeling words • descriptive words • sequence words A big heart to put on the Word Wall with the feeling words in it A very large piece of paper with tree and pond A drawing of robot frog,</p>	<p>Projector Phone internet</p>

I ANTICIPATE that there might be these PROBLEMS:

1. SS will want to hear and speak their home language.
2. Some students are shy; some talk the most .
3. It is a very large class.
4. Songs will be on my phone: loud enough?

In order to SOLVE / avoid these PROBLEMS, I have planned to:

1. SS can use it throughout this unit. I will give instructions the first time in their home language and the second time in English.
2. I will pick SS' names from the cards in the bag.
3. Everyone can see the story using the projector
4. I will walk around and turn up the volume.

For these lessons I need to PREPARE:

1. Put each student's name on a card and put it in a bag.
2. Create a WORD WALL. Put words on large pieces of paper and put on the wall for different lessons:
 - a. Characters: Kim, students
 - b. Other nouns: pond, frog, robot, top, eggs, dots, tadpole, tail, legs
 - c. Action words: go, see, tell, is, gets, swims, has
 - d. Feeling words: sad, friendly, lonely, afraid, scared, proud, excited, angry, happy, silly
 - e. Question words: who, where, what, when, why, how?
 - f. Descriptive words: big, little,
 - g. Position word: on, into, up,
 - h. Sequence words: first, second, then, next, after that, last
3. 4 drawings Kim
4. Put the sequence words on card (printer page size) and attach each one to a stick
5. Download the books and put them on my phone:
 - a. **Let's Go** https://tlcchildrenpeacelibraries.org/projects/lets_go/
 - b. **Let's Listen** https://tlcchildrenpeacelibraries.org/projects/lets_listen/

#1 Looking for Eggs, Tadpoles & Frogs C, S & V

<https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B4FPE-Looking-for-Eggs-Tadpoles-and-Frogs-Stage-1.pdf>

Lesson 1: Character, Setting & Vocabulary

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How are we alike?
How are we different?

LEARNING STRATEGIES:

Think Aloud
Making predictions

LANGUAGE FOCUS:

Home language, with back and forth to English
1 characters
Action words
Descriptors

MATERIALS/AIDS NEEDED:

names of SS on card	hat or bag
story book	phone
character pictures	thumb drive
projector	a large piece of paper

Question words: Who, Where, What, Why?

Pronouns: she,

Words on Word Wall in this order: in groups

Kim. pond, frog, eggs, dots, tadpole, legs, froglet

Action words: go, see, tell, is, gets, hops, swims, has,

Descriptive Words: big, little,

Words are written in home language and English

Put the picture with each word in English.

Time	Lesson Stage	I will...	Students will...
	Introduction	Show the book. Walk around and show the cover.	Quietly look at the book
	Think Aloud (in home language) for Title Page	When we look at the cover, it helps us “think” (point to your head, hold up a big question mark). What will this story tell me? Looking for Eggs, Tadpoles, and Frogs What do you see? A robot with a girl inside. The CHARACTER: Kim, Where: Near the pond in wetlands What: going to look for frogs inside a robot	SS use home language to answer the questions. SS answers will vary.
	Pre-teach Words to understand the story	Point to the Word Wall Say words in the home language and English. Point to the pictures of each word. The words are in both languages. Class, children, Kim, frog, eggs, tadpole, froglet,	Have pictures with the words.
	Pre-teach action verb	Before reading the book, here are words that you will hear in the story. We will learn the words in our own language and in English. Actions: Act out “see” Use the book to introduce the idea that we need the 5 senses and create a picture wall for the five senses.	The SS try to predict what is happening. They call out their answers.

	Think Aloud	<p>Narrator points Sees ... with eyes Tellsmouth, voice, legs....hops. Swims Breaststroke looks like a frog, act out.</p> <p>Look at the character page. Hold up the big question mark? Say “What is the story about?”.</p> <p>Ask students: “What do you think you will learn” Write out the student answers on a big piece of paper to build vocabulary.</p>	
	Vocabulary Building	<p>Let’s Go https://tlcchildrenpeacelibraries.org/projects/lets_go/</p> <p>Let’s Listen https://tlcchildrenpeacelibraries.org/projects/lets_listen/</p> <p>.What are the five senses? How do they help you?</p>	Students will start to expand their vocabulary list.
	Processing:	What made you smile or feel happy about what you learned?	SS share their opinions in home language
	Reflection: what did I learn today?	<p>Ask: What did you learn in this class? Say, “<i>We will read the story in the next class and return to our PREDICTIONS and check them out.</i>”</p>	Possible answers: I learned to predict what might happen in a story.

#2 Look 4 Eggs, T's & F's Quests?

LESSON 2: Looking for Eggs, Tadpoles and Frogs

SOCIAL EMOTIONAL LEARNING THEME:

Learning how the characters are like us.
Does a robot have feelings?

LEARNING STRATEGIES:

Checking predictions

LANGUAGE FOCUS:

Home language, with back and forth to English
Characters
Action words
Question words

MATERIALS/AIDS NEEDED:

same as last lesson

me	Ti	Lesson Stage	I will...	Students will...
		Review	<p>Point to the pictures and have the SS say the word in a sentence in home language. Then say the sentence in English and have the SS repeat.</p> <p>Show an actions for each page in the story: Looking for Eggs, Tadpoles & Frogs (Look at the entire picture, carefully)</p>	The SS repeat the sentences in their home language first then English. They use their hands to show the different actions.
		Preparing to read	<p>Use pages 2 & 3 to give the Setting, the Characters and the Predictions. Review their list of Predictions. Pg 2. The setting - the classroom Where is the character? (In school) What actions do we see"? (Kim is talking about frogs with the class.)</p> <p>Project the story onto a wall. With drama and enthusiasm in your voice, Read pages 3 & 4.</p>	SS answer questions in home language

	Reading aloud	<p>Using home language and then translate if possible. Look carefully at the whole picture.</p> <p>Pg 3. What do we think will happen in this story? pg. 4 What is happening in the story? Is this real or someone's imagination/ make believe? pgs. 5 & 6 Can this really happen? Make a list of as many answers as possible in both languages.</p>	<p>Read the story pointing to each word.</p> <p>In learning pairs the SS will discuss what they are finding out about. SS may respond in the home language.</p> <p>They take turns answering when their name card is pulled out of the bag.</p>
	Check predictions	<p>Go over the list of their predictions from Lesson 1. Ask SS if each one was true. Put a check mark next to the true ones.</p>	<p>The SS agree on correct answers.</p>
	Re-read	<p>Stop on each page. Ask "What is happening " What of your 5 senses do you use to understand the page? What do you see? hear?, touch?, smell? Pick names from the hat to encourage maximum participation. To explain.</p>	<p>SS may respond in the home language.</p> <p>They take turns answering when their name card is pulled out of the bag.</p>
	Processing:	<p>What made you smile or feel happy about the story? Was there a part of the story that made you upset or angry?</p>	<p>SS share their opinions in home language</p>
	Reflection: what did I learn today?	<p>Ask: What did you learn in this class?</p>	<p>Possible answers: I learned to say sentences that tell what Kim sees</p>

3 Look 4 Eggs, T's & F': Sequence/Problem

LESSON 3: Looking for Eggs, Tadpoles and Frogs
Q words & answers

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:
 How are the children feeling about the story?

LEARNING STRATEGY:
 What are real elements?
 What are they pretending?

LANGUAGE FOCUS:
 Using 5 senses to understand real or make believe.
 See which of these songs work with the students.

MATERIALS/AIDS NEEDED:
 Frog life cycle chart, facts about frogs.
 5 senses word list

[I Have Five Senses Jack Hartmann Senses Song](#) (use if appropriate)

Time	Lesson Stage	I will...	Students will...
	Review	Point to the girl. What is her name in English ? Check random SS for pronunciation.	Repeat the name after the teacher.
	Sequencing — Introduce the roleplay	Introduce the concept of sequencing: first, second, then, next, after that, last. How does the story begin? Where are the children? Who is in the picture? What could be real? What is pretend? first/next/then/finally	

		<p>Teacher models: .. Ask : What do you see first? Pick Ss points to his eyes.. and says I see (names object / robot or Kim) with my eyes....</p>	
	Pair-share	<p>Now the learning pairs model. The teacher holds up a picture of the page— and asks a learning pair to volunteer to repeat the question and answer.</p> <p>Student #1 asks: What is happening first? ... Student # 2 answers: First, Kim talks to the class. Repeat for all the rest of the actions as you see them.</p> <p>Ask the students if there is something they could smell, touch or taste.</p>	<p>Each learning pair gives the question and answer and demonstrates the action.</p> <p>Several pairs can demonstrate.</p>
	Read Aloud	<p>Read Aloud in ENGLISH, showing the story with the projector, stopping frequently to help students to use their IMAGINATIONS to make believe. Ask questions in English and home language. Accept answers in the home language. Translate the home language answer to English. Be sure to call on students at random. <u>Pick names out of a bag to keep track of students who have answered.</u></p> <p>P4, when you are at this page what body part do you need? (see/eyes)</p> <p>P 5, when you look at this page— What body part is different? What can the tadpole do?</p>	<p>SS practice asking and answering the questions. They use their imaginations. They can speak in home language and the teacher will translate. They can try to give the answers in English.</p> <p>SS' names will be drawn out of a bag.</p>

	<p>Identification of the problem</p>	<p>With drama and enthusiasm in your voice, point to several pages asking— What is happening in the story?</p> <p>What is the BIG problem? How is this story different from most we read?</p> <p>Let's see what we think the PROBLEM is now that we have read the story several times. (We have to keep asking ourselves is the story real or make believe?) What sense do we use to decide?</p> <p>Ask for volunteers to answer. Ask the questions in English but go back and forth between home language and English. Accept answers in home language but translate back into English and help the students to say the answer in English with your help as necessary.</p> <p>Write out the answers and say that in the next class we will discuss more about how we use our senses to understand the pages in the book.</p>	<p>The SS answer the teacher's questions when called on. The teacher will help them use English.</p> <p>Answers will vary, accept all answers.</p>
	<p>Processing:</p>	<p>What made you smile or feel happy about the story? Was there a part of the story that made you upset or angry?</p>	<p>SS share their opinions in their home language.</p>
	<p>Reflection:</p>	<p>What did you learn in today's class?</p>	<p>Possible answers: I learned to use my 5 senses</p>

4 Look 4 Eggs, T's & F's : Emot/Feelings

LESSON 4: Emotions/Feelings

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How do you feel? (review)
 What of our 5 senses help us to understand what is on the page.

LEARNING STRATEGY:

Sing: (link below)
 Imagining how I am feeling, both languages

LANGUAGE FOCUS:

Sentences: who does what
 Feeling words: friendly, lonely, afraid, scared
 happy, sad, angry, silly
 Descriptive Words: smiles, frowns, cries

MATERIALS/AIDS NEEDED:

YouTube that explains Real and Pretend.
 (you may want to use the video and explain it in the home language, without sound)
Child learns Real and Pretend (Miss Holly)
<https://www.youtube.com/watch?v=WZhIcykIv9Y>

Time	Lesson Stage	I will...	Students will...
	Review	In the last class we identified the parts of our bodies that we will use. Then we used the action word and said what we could do With my eyes I see a With my ears I hear I can touch with my hands, I can smell with my nose. I can taste with my tongue. Which ones of my senses can I use to understand the story? What feelings help me to understand this story? (curiosity) What kind of eggs have you seen? These don't have shells. They are all stuck together.	

<p>Read Aloud: imagining what characters are feeling</p>	<p>Read Aloud in ENGLISH,, stopping frequently to help students to use their IMAGINATIONS. What of your 5 senses do you use? Ask questions in English and home language. Accept answers in the home language. Translate the home language answer to English. Be sure to call on students at random. <u>Pick names out of a bag to keep track of students who have answered.</u></p> <p>P 3. Where is the main character and what is she looking at? If she could hear the frogs? What sound does she hear? P4. Teacher reads the words in English— dramatically— What is she seeing? I wonder if they are real?...</p> <p>Pg. 5 What is happening here? What has changed? (the tail) Pg. 6 What is happening? Can this be real? (frogs grow legs) What part of the picture is imaginary? (Kim in a robot looking at frogs)</p>	<p>SS practice asking and answering the questions. They use their imaginations. They can speak in the home language and the teacher will translate. They can try to give the answers in English.</p> <p>SS' names will be drawn out of a bag.</p>
<p>The song and A YouTube video</p>	<p><i>Child learns Real and Pretend (Miss Holly)</i> https://www.youtube.com/watch?v=WZhlcykIv9Y <i>Real Versus Make-Believe (Explanation and Practice)</i> for older students https://www.youtube.com/watch?v=BiUy57ILfzU</p>	<p>Teachers may have to mute the sound because the English isn't clear. SS listen or watch and identify Real and make- believe.</p>
<p>Processing:</p>	<p>What made you smile or feel happy about today's lesson?</p>	<p>SS share their opinions in their home language.</p>
<p>Reflection:</p>	<p>What did you learn in today's class?</p>	<p>Possible answers: I learned feeling words. I used those words in a song.</p>

#5 Look 4 Eggs, T's & F's Sp-prnt

LESSON 5: Looking 4 Eggs, Tadpoles and Frogs

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How do you feel when something is real?
How do you feel when something is pretend?

LEARNING STRATEGY:

Sing: I Have 5 Senses
Following the language pattern in
the student practice book

LANGUAGE FOCUS:

Speech to picture match
Add to the word wall: Proud and Excited
Using feeling words in English

MATERIALS/AIDS NEEDED:

Pictures & objects that show real and imaginary
objects. What sense would you use?
Is the picture real or imaginary

Time	Lesson Stage	I will...	Students will...
	Review the song or video	Play the song or video again and ask SS to identify whether the picture is real or pretend. How does it make them feel? What of the 5 senses did they use.	SS call the real or pretend/imaginary pictures and do the actions. The second time they try to sing along as much as they can.
	Imagining emotions in English, with student book	<p>Picture Walk with the pictures on the word wall of the 5 senses. Say: Look at the pages in the book. We will use our new English words to describe what we are seeing: Is it real or pretend? Students may use the Word Wall for vocabulary help. Have two students model the dialogue:</p> <p>Student #1: "What are the children seeing, what are they feeling?" What are you feeling?</p>	SS volunteer words.

		<p>Student #2: “answers.the characters are feeling/seeing OR I am feeling/seeing..... Repeat reversing roles.</p> <p>Have learning pairs practice the dialogue. The teacher needs to circulate and monitor.</p>	<p>One volunteer pair models. Then learning pairs practice.</p>
	Identify written words using practice book	<p>Lead the SS through the picture collection – emphasizing that the words they say/speak that they have learned from the videos. What words talk about the 5 senses (seeing, hearing, smelling, tasting, touching,</p>	<p>SS follow along in the book. They respond when prompted by the teacher.</p>
	Practice	<p>Model a Pair-Share with a volunteer student. Pretend to be Student #1 as you say different words. Ask Student #2 to point to the word as you say it. Help out as necessary.</p> <p>All the SS practice using speech to print strategies to follow the story in the student practice book.</p>	<p>One student volunteer models how to do the Pair-Share with the teacher. In pairs the students take turns asking and answering questions about the story.</p>
	Processing:	How did you feel about reading words in English?	SS share their opinions in their home language.
	Reflection:	What did you learn in today’s class?	<p>Possible answers: I can use words that talk about feelings. I match print and speech in English.</p>



Senses

I can see a rainbow, glowing through the rain
I can see the people in a speeding train
I can see quite close up, I can see quite far
I can see forever when I see a star.

I can smell the raindrops, falling on the grass
I can smell the paint and paper in my art class
I can smell a bad smell, also something good
I can smell my parents cooking lovely food.

I can hear the wind blow, trying to get in
I can hear a hungry cat, climbing on our bin
I can hear a whisper, I can hear a scream
I can hear supporters, cheering for their team.

I can touch my pillow, soft and smooth and cool
I can touch some bubbles, splashing in the pool
I can touch a high shelf, I can touch my toes
I can touch the petals of a perfect rose.

I can taste an ice cream, creamy and so sweet
I can taste some strong cheese (just like smelly feet!)
I can taste a sour lime, also bitter tea
I can taste the salt air, when I'm near the sea.

Senses are our helpers, they let the world in
Tasting with our tongues and touching with our skin
Smelling with our noses, seeing with our eyes
Hearing with our ears – each day has a surprise!

Gillian Craig

Poems

