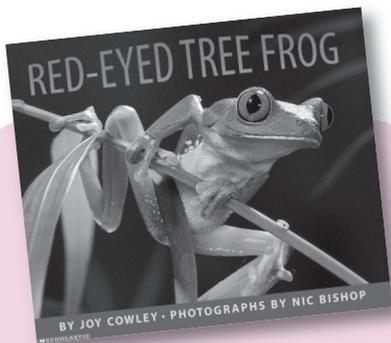


Lesson Connections™



Red-Eyed Tree Frog

Author **Joy Cowley**

Genre **Nonfiction/Science**

LESSON OVERVIEW

- **Comprehension**
Text Organization
- **Content Words**
caterpillar, crunch, flicks, poisonous, slithers
- **Fluency**
End Punctuation
- **Word Study**
Suffix *-ous*
- **Vocabulary Extension**
Rain Forest Creatures

WRITE

Have children write a paragraph about tree frogs. Tell them to choose one of the important ideas from their completed graphic organizer. They should write a topic sentence using the important idea. To support this idea, they should use the details they wrote in the graphic organizer.

BUILD BACKGROUND

Tell students that the red-eyed tree frog lives in the rain forests of Central America. Explain that this frog is different than frogs with which students may be more familiar. For example, a tree frog is only two inches long.

COMPREHENSION

Text Organization

Teach Explain that authors of nonfiction organize information to help readers understand it. They organize it by grouping related information together. For each important or main idea, they give details. They may also include photos and captions to give more information. Provide examples from a nonfiction selection in their anthology. Model the strategy by thinking aloud using *Red-Eyed Tree Frog*.

Model *When I read page 6, I learn that the tree frog is hungry. I wonder what tree frogs eat? I see a photo of an iguana, but the text below it says that tree frogs do not eat iguanas. I'll read on because I know that on the next page the author will give more information about what the tree frog might eat.*

Practice As students read the book, ask them to note further details about what the red-eyed tree frog will or will not eat. Check their understanding with questions such as:

Page 12: *Has the tree frog found a meal yet? (No.)*

What might happen if the tree frog eats the caterpillar?

How do we know? (It might get sick or die. The text says the caterpillar is poisonous.)

Apply After reading, have students complete the graphic organizer. They should write details they learned about each important idea. If they wish, they may refer to the pages where the author has organized the facts about each idea. (TRCD G2L17: GO, CC)

RESPONDING TO THE BOOK

Personal Response Invite students to share their ideas and thoughts about the book by asking:

What facts about tree frogs surprised you? Which photograph did you find most interesting? Why? (Answers will vary)

Text Organization Revisit this concept and ask:

How did the author organize the information in this book? How did this help you understand the information? (Possible response: She wrote about one important idea at a time. First she told about the tree frog waking up, then about its search for food, then about what it did after eating.)

TEACHING SKILLS AND STRATEGIES

VOCABULARY

Content Words

- These words appear in the book. Pronounce the words for students and have them say each word together two or three times. Provide definitions of the words in language familiar to students such as:

caterpillar (p. 12): an insect that looks like a fuzzy worm

crunch (p. 23): to make a noisy sound (like chewing)

flicks (p. 16): to move something with a quick snapping motion

poisonous (p. 12): dangerous to your body if you swallow or breathe it

slithers (p. 14): to move with a slipping, sliding motion

- Say or write the following sentences and discuss the meaning of each underlined word. Where possible, provide additional examples to facilitate understanding.
 1. A green caterpillar hung from the branch.
 2. Crunch up the paper and throw it away.
 3. The cow flicks her tail at flies.
 4. Do not eat the poisonous berries.
 5. The worm slithers across a leaf.
- Elaborate by asking students to generate their own example sentences. Informally assess students' understanding of each word.

FLUENCY

End Punctuation

- Point out the variety of end punctuation in the book. Model reading (p. 6 *period*, question mark), (p. 16 *exclamation mark*), and (pp. 26–29 *ellipsis*).
- Have student partners read the book. Tell them to pay special attention to the end punctuation.

WORD STUDY

Suffix *-ous*

Teach Explain that word parts, called suffixes, can be added to the end of words. Suffixes change the meaning of the word they are added to.

- Write the suffix *-ous* on the board. Explain that *-ous* means “full of _____” or “like_____.” Ask:

What does *joy* mean? (*happiness*)

What does *joyous* mean? (*full of happiness*)

Practice Write *poison* on the board. Have students add *-ous*. Ask:

What does *poisonous* (p. 12) mean?

Apply Ask students to add the suffix *-ous* to the following words: *danger*, *thunder*, *courage*, *humor*, *marvel*. Have students define each new word they make.

VOCABULARY EXTENSION

Rain Forest Creatures

- Explain to students that, although this book is mainly about the tree frog, it also tells about many other rain forest creatures. Have students review the book to find other animal, bird, and insect names, and list them on chart paper.
- With students, read the words. Make a web or three-column chart like the one below to organize the data.

Reptiles	Birds	Insects
iguana	macaw	katydid
boa	toucan	ant
snake		caterpillar
		moth