## TEXT TALK LESSON PLAN

### Name: Randi Frehner  
**Grade Level:** 1st

### 1. INTRODUCTION

**Purpose of the lesson:** SWBAT apply vocabulary used in *Red-Eyed Tree Frog* to many contexts by participating in a text talk lesson and completing a graphic organizer independently or in small groups.

**Content Goal written on the board:**
We will learn about words from the story *Red-Eyed Tree Frog*, use those words in our own sentences, and participate in a class activity using a comparing chart and examples of the vocabulary.

### 2. EXPLICIT READING INSTRUCTION

#### FOCUS:
ABK  
Text talk (vocabulary)

#### Vocabulary:
- Branch
- Poisonous
- Flicks

#### Interesting TEXTS:
- Teacher reads to students:  
  *Red Eyed Tree Frog* by Joy Cowley
- Students read with teacher or independently:  
  *Red Eyed Tree Frog* by Joy Cowley

#### Teacher MODELING:

**Declarative knowledge:** “Today we will be learning more about a strategy expert readers use to help them understand more about what they are reading called vocabulary.”

“We have been talking a lot about vocabulary over the past couple of weeks, and we need to make sure we understand why we learn about vocabulary. Vocabulary words are words that are important to know and understand to help us understand the meaning of what we are reading, and also to use those words in our own life.”

**Conditional Knowledge:** “We will use vocabulary before, during, and after we read to help us comprehend the text.”

**Procedural Knowledge:** “We will first Activate your background knowledge about the Red-Eyed Tree Frog, so that we know a little bit about the frog before we start reading. Then I will show you how to use our three vocabulary words for this story by first introducing, or telling you the words, and I want you to listen for these words as we read.”

“Next, we will read the story, and explore more about the vocabulary words as they come along. I will ask you some questions to help you understand the words better.”

“Last, we will fill out a chart as a class using words that are examples of the vocabulary words, and you students have to decide which example goes with which vocabulary word.”

### GUIDED PRACTICE:

**ABK:**

Asked students the following questions to determine their prior knowledge about frogs and rain forests:

- What do you know about frogs? Possible answers: frogs are animals that are green and hop. Frogs Croak. They can jump very far.
- What is a rain forest? A place with lots of trees and lots of rain.
- What animals do you think might make their home in a rain forest? Parrots, snakes, frogs, lizards.
- Have you ever been to a rain forest? What did you see and hear (or might you see and hear)?
Background information: Discussed the following information:

- Red-eyed tree frogs live in the rain forests of Costa Rica. Show where Costa Rica is.
- The Frogs are only about 3 inches long.
- The frogs have red eyes because they are nocturnal animals. Nocturnal means they are active at night and sleep during the day.
- The frog's big red eyes have an important purpose. They make the little frog look large and scary to other animals that might want to harm it.
- Show students pictures of a red-eyed tree frog and a common frog so students can see the differences between them.

Purpose:

- Told students we will be listening for the following words, and discussed their meanings:
  - Branch
  - Poisonous
  - Flicks
- Reminded students that we want to:
  - Find out more about the Red-Eyed Tree Frog’s habitat (where they live)
  - Find out why this is a good habitat for a tree frog
  - Learn about other animals that live in the same habitat
  - How do you think this story relates to or goes with our theme, Where Animals Live?

Story: (text talk sheet)

- Read story while I walked through the text talk lesson, and asked comprehension questions.
- I made sure to have students discuss ways they were making connections. We also took time to act out many of the action words throughout the story to understand why the Tree Frog was doing what he was doing.
- After we went through the text talk lesson, we read the story one more time to apply all of our new knowledge to the story. During this time, we also stopped at the vocabulary words one last time to remember what they meant and how they help us understand the story.

Graphic Organizer:

- Displayed a graphic organizer up front.
- Discussed one of the words as a class, first modeling how to place the word in the correct column, and then having students come up in front of the class to give example of how to finish the graphic organizer
- Had selected students come up to graphic organizer to place word list words (examples and connections to the vocabulary words) in the correct place. Asked students if they agree or disagree.

INDEPENDENT PRACTICE:

- Students drew pictures of something they thought was a good example of one of the vocabulary words. I explained some of the things I might choose to draw, and how they are connected to the vocabulary words. I encouraged them to come up with their own ideas, and not just use what we had already talked about.

3. ENGAGEMENT: What engagement principle(s) are you choosing for this lesson?

- X choice, X collaboration, X building concepts, X relevance—real world interaction

Briefly describe HOW you will engage your students in this lesson.

Throughout the lesson, students were engaged by answering real world questions and learning how to apply what they are learning to a text. They were also given opportunities to act out parts of the book, and think of their own personal experiences that apply to the vocabulary. Students were also able to work together to complete the graphic organizer, and encouraged to discuss their pictures of vocabulary with each other. Their pictures will be posted around the class so that they can share their examples with each other.

4. DIFFERENTIATION. How will you simplify or provide challenge for students who need it?

I provided pictures for all of the vocabulary. I applied what they are learning to their own life so they can understand how the concepts fit in and make sense in their world. Students who needed many examples were provided with those throughout the entire text talk lesson, and were also given the opportunity for scaffolding knowledge during independent work. Words for sorting were accompanied with pictures to help them understand those difficult words. Students who needed a challenge could help the class complete the graphic organizer by finding the correct place the pictures and words go, and were being good models for others. They were also able to choose an example they would like to draw, and were asked to think of examples that had not been used already.
5. WRITING OR ASSESSMENT TOOL: How will you know that your students understand your purpose? What will students be *doing* to demonstrate knowledge? (assessment tool).
Throughout the lesson I informally assessed through questioning, thumbs-up thumbs-down, raise your hand if you agree, and asked about personal stories and connections to see if my students understood the concepts.

I also assessed with a graphic organizer where students sorted examples into the correct vocabulary word category.

After the graphic organizer, students created their own picture of an example of one of the three vocabulary words. They were encouraged to think of different examples than those used during the graphic organizer.

6. REFLECTION: Based on this lesson, what is your very next step of instruction?

I feel that this lesson went extremely well. Students loved the story Red-Eyed Tree Frog, and were engaged during almost the entire lesson, with a few behavior problems here or there. This did not have much to do with the lesson, but in order to make sure students were cooperating, I could have encouraged by giving class dollars to those being safe, respectful, and responsible. I also could have changed student’s colors (discipline strategy) for those students who continued to be a disturbance. I really did have few interruptions due to the engaging lesson, but feel I could have handled the problems a bit better. During rug time, all the students seemed to understand how to use the vocabulary words, and good examples of the vocabulary. After the graphic organizer, I also added a fun project where students chose their own picture to draw that was an example of one of our three vocabulary words, and many came up with original and correct ideas. I do not think I could have fit much else in during this lesson, it already took about 45 minutes, but I do feel many extension lessons could be based off of this one. In future connecting lessons, I would like to see students using the vocabulary words in their own sentences, and begin using small stories with these words as well.

If I were to teach the next lesson tomorrow, I would use another book that discussed another animal from the same habitat, and find ways to connect these same vocabulary words to the new text. Since we just began the theme, Where Animals Live, we are just beginning to explore animals and their habitats. We could also begin reading texts about the rain forest, and decide as a class which animals from the rain forest we would like to learn more about. Giving them many examples of animals in the same habitat will begin giving them ideas of why the habitats are good for these animals, and then we could compare other habitats and other animals. Imagine It has a three week plan where we as a class continue to explore all we can find out about the Red-Eyed Tree Frog. I think this is a useful model, and would love to continue this in my class. I think that I can model with the frog, and students can begin to explore other animals in similar ways, and begin learning information about animals of their choosing.