# Grade 2: Unit 6, Lesson 26

**Title:** *The Mysterious Tadpole*

**Essential Question:** How did the changes in Alphonse affect the characters in the story?

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *The Mysterious Tadpole*** |
| Write, Draw, or List |
| **Questions to Ask and Discuss While Reading**  | **New and important learning about the topic or evidence** |
| Look at the illustration on page 387. How are the animals in the chart different from Alphonse? What does that tell you about Alphonse? | *The chart shows the life cycle of a tadpole. Biased on the chart, Alphonse is much larger than the pictures on the chart and he looks different.* |
| Why do people give Alphonse strange looks at the obedience school? | *The school is for dogs, Alphonse doesn’t look like a dog.* |
| How did the changes in Alphonse make Louis feel? | *He feels upset because Ms. Shelbert asked Louis not to bring Alphonse to school again. He is worried because he thinks he may lose his best friend.* |
| How has Alphonse changed since the beginning of the story? What problems is Alphonse causing? | *Alphonse was a small tadpole at the beginning of the story. He is now so big that he needs to live in a swimming pool. He is causing problems because his size is causing him to break items in the house. He also had to move to the bathtub which is causing a mess.* |
| Why is the swimming pool a good place for Alphonse? | *The swimming pool is a good place for Alphonse because it was in the High School and during the summer no one would be there to use it. No one would know he was there.* |
| How do the coach’s feelings about Alphonse seem different than Louis’ feelings about Alphonse? | *The coach is angry and scared because he wasn’t expecting to see Alphonse in the pool. Louis loves Alphonse and isn’t afraid of him because he has raised him since he was smaller.* |
| What happens after Louis calls the librarian Ms. Seevers? | *Ms. Seevers rushes to the school, she’s surprised when she sees Alphonse. When she drops her purse in the water, Alphonse retrieves it.* |
| What does Louis still want to do? Do you think he will do it, why or why not? | *Louis still wants to purchase the lot next door. I don’t think he will be able to purchase the lot because it is too expensive.* |
| How does Ms. Seevers help Louis and Alphonse? | *Ms. Seevers gives Louis the information about the sunken treasure and offers to help them buy the lot.* |
| Why are Louis’ parents shocked when they return home? What makes this surprising? | *When Louis’ parents return home, they see a construction crew in the parking lot. His parents probably think Louis would have no way of finding money to hire a construction crew.* |
| In the end of the story, how does Louis finally solve his problem? | *Louis uses the money from the pirate treasure to build a swimming pool for Alphonse.* |

**Written Response #1**

Create a T-Chart with a caption on one side of the changes of Alphonse and another caption on how the characters respond to those changes.

**Sample Student Response**

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| **Changes in Alphonse.** | **How the characters responded to those changes.** |
| Alphonse didn’t look like the pictures on the poster in the classroom. | The students and Ms. Shelbert were shocked at how quickly he grew. He was very big. |
| Alphonse grew bigger than the classroom. | Ms. Shelbert said Alphonse could not come back to school with Louis. |
| Alphonse grew to the size of the swimming pool at school. He decided to live in the swimming pool. | The coach was afraid of Alphonse & wanted to call the police. |
| Alphonse continued to grow larger & larger. | Louis built a swimming pool in a parking lot. |

**Written Response #2**

Create a foldable to illustrate the changes in Alphonse by citing evidence from the text.

**Sample Student Response**

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| Alphonse is in a jar and is thought to be a tadpole. | Alphonse is becoming too large for the classroom. | Alphonse is taken to the high school swimming pool. | Louis built a swimming pool in a parking lot. |

**Written Response #3**

Write a paragraph sequencing the changes in Alphonse and how the changes affected the characters in the story.

**Sample Student Response**

Louis’s tadpole, Alphonse, was small enough to fit in a jar when his Uncle McAllister brought it back from Scotland. He grew so quickly that Louis’s teacher was astounded. He was soon so big that he was breaking things in the house. Alphonse was out of control. Louis had to send him to obedience school. Even though Alphonse finished at the top of his class, he was still causing problems at the house. He outgrew the sink and had to move to the bathtub. Louis’s parents were not happy. Louis needed to find Alphonse a sensible place to live. Louis moved Alphonse to the high school swimming pool for the summer, but soon had to find another solution when school started back. Louis soon came up with a solution. He built a swimming pool in the empty parking lot next door.

**Written Response #4**

Write a narrative explaining what you would do if you had a pet that kept growing.

**Sample Student Response**

I have a pet dog named Duke. If he kept growing larger and larger like Alphonse, I would build him a home or find him a new place to live. I would build him a home until he got too large to stay at home just like Alphonse got too large and had to leave his home.

First, I would build Duke a small home since he is a small dog. Alphonse’s first home was a small jar. As Duke got larger, I would build him larger homes. As Alphonse grew, they had to find him new homes, like the sink.

Finally, when Duke was too large for the house it would be sensible to find him a home on a farm. Louis found Alphonse a home at the high school pool because he was too big for the home. When the people who lived at the farm needed the farm, I would have to build Duke a home. When the high school needed the pool for swimming, Alphonse had to leave the pool. Alphonse’s owner built him a home in parking lot. Just like Louis, I would build Duke his own home where he would not be in anyone's way.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What is the life cycle of a frog and how do the changes affect the behaviors (adapting to its environment) of the frog?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences**  |
| *Life Cycle of a Frog* | **Words: tadpole, egg, gills, lungs**1. The tiny **tadpole** will swim upstream after hatching from the egg.
2. A frog begins an **egg.**
3. The frog breathes through **gills** before it grows lungs.
4. After 5 weeks, a frog grows **lungs.**
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| *A Frog’s Life* | **Words: amphibians, froglet, tadpole, life cycle**1. A frog is an **amphibian** because it lives in water and on land.
2. A **froglet** has lungs to breathe air.
3. A **tadpole** lives in water using its gills to breathe.
4. A frog has four stages to its **life cycle**.
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| *The Life Cycle of a Frog* | **Words: species, wetlands, hatch, migrate**1. Frogs are a part of the amphibians **species.**
2. Frogs live in areas known as **wetlands.**
3. Tadpoles **hatch** from eggs**.**
4. Some frogs **migrate** to warm waters**.**
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| *Frogs (Brainpop)* | **Words: matures, prey, surroundings, hibernation** 1. The tadpole **matures** into a frog after a while.
2. Frogs will use their tongues to catch their **prey**.
3. It is important to know your **surroundings**.
4. **Hibernation** is important to frogs and bears.
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| *Frogs* | **Words: absorb, moist, danger, predators**1. Frogs **absorb**water through their skin instead of drinking it.
2. Frogs live near water to keep their skin **moist.**
3. Frogs are in **danger** when a snake or bird is around.
4. A snake is a **predator** that eats frogs.
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| **Fabulous Four: tadpole, predator, prey, hibernation** |
| **Summary :**A frog begins its life as a **tadpole** in a pond. A frog is **prey** to several **predators** in the world. A bird, a snake, and even other frogs will eat them. Some frogs **hibernate** just like bears hibernate in the winter. |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Life Cycle of a Frog*
 | Frogs have gills. | Frogs grow lungs after their gills disappear. |
| 1. *A Frog’s Life*
 | Frogs can live in water and on land. | A frog has four stages to his life cycle. |
| 1. *The Life Cycle of a Frog*
 | Frogs are amphibians.  | Some frogs migrate. |
| 1. *Frogs*
 | Frogs can live in both the water and on. | Frogs when they are born have fins and a tail and swim like fish. |
| 1. *Frogs*
 | Frogs begin as a tadpole and then grow into a frog. | Frogs do not drink water like we do. They absorb water through their skin. |

**Written Response Week 2**

**Option 1**

Write a paragraph sequencing the changes of a frog and how the changes affect its behavior(s) (adapting to its environment).

**Sample Student Response**

A frog’s life starts out as an egg. After 10 days, a tadpole hatches from the egg. At this point, the tadpole has gills to help it breathe & a tail. After 5 weeks, the gills fall off and the frog grows lungs. When the frog reaches 12 weeks, he loses his tail and grows legs. Now the frog can live on water or land. At 1 year, the frog is now a grown-adult.

**Option 2**

Create a foldable illustration the changes in a frog during its life cycle by citing evidence from the text.

**Sample Student Response**

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| The mother lays thousands of eggs that are covered in a jelly coating. | A tadpole hatches from the egg breathing through its gills and eating algae. | A froglet develops legs, lungs, and a tail looking more like a frog. | The froglets tail gets smaller and beings to live on land more eating worms and insects. This is called a frog. |

# Option 3

Create a T chart with the headings: Stages of the Life Cycle of a Frog on one side and Stage Effects (how it adapts to its environment) on the other side.

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| **Stages of the Life Cycle of a Frog** | **Stage Effects****How it Adapts to its Environment** |
| Life in the beginning  | Frogs hatch from eggs and swim in water like fish. |
| Life as a Tadpole | Frogs grow legs and lose their tails as tadpoles. They continue to live in water. |
| Life as a Frog | When a tadpole becomes a frog, it can live in both water and on land., |

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**Title:** *The Mysterious Tadpole*

**Essential Question:** How did the changes in Alphonse affect the characters in the story?

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| **Title:** |
| Write, Draw, or List |
| **Questions**  | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Create a T-Chart with a caption on one side of the changes of Alphonse and another caption on how the characters respond to those changes.

**Student Response**

**Writing Prompt #2**

Create a foldable to illustrate the changes in Alphonse by citing evidence from the text.

**Student Response**

**Writing Prompt #3**

Write a paragraph sequencing the changes in Alphonse and how the changes affected the characters in the story.

**Student Response**

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**Writing Prompt #4**

Write a narrative explaining what you would do if you had a pet that kept growing.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** What is the life cycle of a frog and how do the changes affect the behaviors (adapting to its environment) of the frog?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *Life Cycle of a Frog* | Words:  |
| *A Frog’s Life* | Words:  |
| *The Life Cycle of a Frog* | Words:  |
| *Frogs (Brainpop)* | Words:  |
| *Frogs* | Words:  |
| **Fabulous Four:** |
| **Summary:** |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Life Cycle of a Frog*
 |  |  |
| 1. *A Frog’s Life*
 |  |  |
| 1. *The Life Cycle of a Frog*
 |  |  |
| 1. *Frogs (Brainpop)*
 |  |  |
| 1. *Frogs*
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**Written Response Week 2**

**Prompt #1**

Write a paragraph sequencing the changes of a frog and how the changes affect its behavior(s) (adapting to its environment).

**Student Response**

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**Prompt #2**

Create a foldable illustration the changes in a frog during its life cycle by citing evidence from the text.

**Student Response**

**Prompt #3**

Create a T chart with the headings: Stages of the Life Cycle of a Frog on one side and Stage Effects (how it adapts to its environment) on the other side.

**Student Response**