

## Fluent Plus Lesson Plan

### Big Changes for Tiny Tadpole

Fluent Plus Level 20

#### Lesson rationale

The students will

- Use information from the text and from personal experience to make inference
- Identify the writer's purpose
- Develop a characterization

#### Before the lesson

Read the story. Ensure you understand the terms and ideas you are teaching today. Familiarize yourself with the follow-up activity. Prepare the resources you will need.

#### Reading and thinking

Talk to the students about the objectives set for this lesson. Introduce the comprehension strategies and describe the thinking that you would like to see occur during the lesson.

Introduce the book to the students.

Read pages two to four.

Ask the students, *This story is about a tadpole that doesn't like change. What do you know about tadpoles and change? How do you feel about change?*

Listen to their answers and discuss their ideas until some higher-level thinking has been achieved.

Read pages five to seven.

Pose the following question to the students: *The tadpole had very strong feelings about growing legs. Can you explain his feelings at this time?*

Again listen to their answers. They will demonstrate at which level they understand the text. Continue to deepen their understanding by asking questions and challenging their ideas.

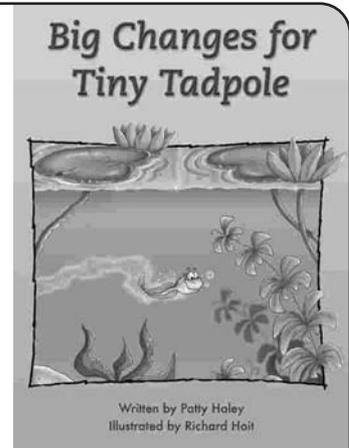
Read through pages eight to 11.

Ask the following question, *Here is more change for the tadpole. How is this similar or different from the first change he experienced?*

Constantly refer the students back to the text and illustrations as a source of information and justification for their answers.

Ask, *Why does the text say...? And, Why did the writer choose to use that word/phrase?*

Before reading on to page 12 have the students predict what may happen next.



Read pages 12 through to 16.

Tell the students, *I think this writer is telling us something. What is the message she is giving us through this story about the tadpole?*

Again listen to their answers. If the students are capable and confident, challenge their ideas and seek justification for their answers from them. If more support is necessary encourage their thinking by questions and modelling your own thought processes so that they can learn from you.

Praise them for their work.

### **More thinking**

This follow-up activity focuses on the characterization of the tadpole. It looks at how the tadpole changes and develops from the start of the story, the middle of the story and again at the end. The physical changes from tadpole to frog are obvious but the emotional change that the tadpole experiences is less obvious. Working through this activity will demonstrate to you those students who are picking up the subtleties of text and therefore understanding the text at a higher level (BLM 5, 6 and 7).