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Integrated Literacy

oads, Turtles, and Tadpoles

Ontario Curriculum Literacy Unit

Integrated with Reading, Writing, Spelling, and Technology



Name:

Ontario Curriculum Unit
Integrated Literacy
Reading, Writing, Spelling, and Technology

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Toads, Turtles, and Tadpoles

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Illustrated by David Carson



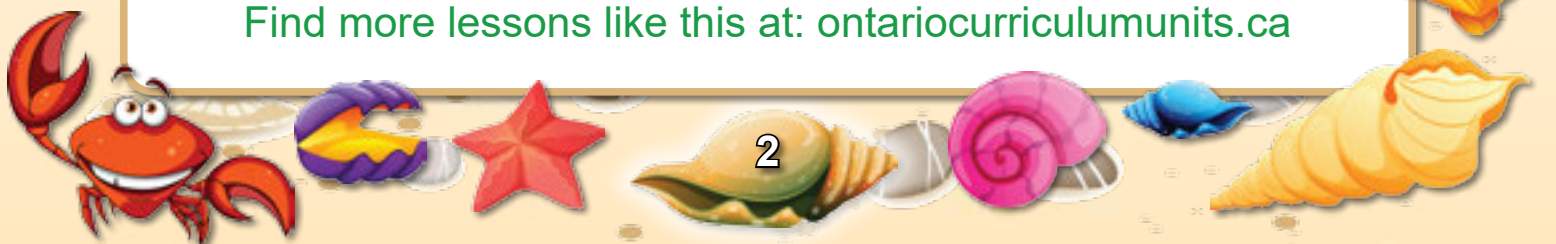
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L

esson Expectations and Rubric



Expectation	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding				
Making Inferences, Interpreting Texts				
Extending Understanding				
Spelling Familiar Words				
Spelling Unfamiliar Words				
Word Choice				
Vocabulary / Resources				
Organizing Ideas				
Producing Drafts				
Editing / Proofreading				
Producing Finished Work				
Technology: THPLink				

Comments:



R

esponding to the Reading

Enjoy reading the selection that follows.

TOADS, TURTLES, AND TADPOLES



When the bus arrived at the conservation area, Jackson was already there. The assignment was to photograph amphibians and reptiles for nature study.

Antonio located some tadpoles at the edge of a pond. Using her zoom lens, Sophia snapped a picture of a single tadpole. (She was the official photographer.)



Then Sophia managed to net a beautiful green frog. Quincy brought over the brown toad he had found in the sand pit. Sophia photographed them side by side. Later, they would compare the two creatures. Liam found a spotted salamander by the stream.

They looked for reptiles as well. Jackson pointed out a long garter snake curled up under the wooden bridge. Lei found a northern map turtle. She amazed the others with her knowledge. Lei explained that it was called a map turtle because of the shapes on the shell. And she told them that every turtle's shell is made up of 60 different bones. The outer plates of the shell are like connected fingernails.

Mr. Burger said maybe Lei should be the nature study instructor. Lei smiled and said she'd think about it.

THPlink Number 100004

Scan the QR Code or visit the website below. Listen as Jackson reads the story and watch the video presentation of this Tree House Gang adventure.

With a family member or your teacher, search online to learn about the different kinds of frogs found in North America. Which one do you find most interesting? Why?

<http://thplink.tv/100004.html>



1. Underline the correct answer.

a. The photographer is: Liam, Sophia, Lei

b. The class was studying: science, math, art

c. Antonio found: tadpoles, a snake, a turtle

d. Liam found: a snake, tadpoles, a salamander

e. The bus arrived at the: park, lake, conservation area

2. Look back at the story. Circle the name of the character who netted a frog. Put a box around underline the character who brought over a brown toad.

3. A good title for this story would be:

a. Mr. Burger

b. Jackson Finds a Snake

c. The Science Field Trip

d. Sophia's Camera

5. The kids in the illustration look:

a. sad

b. afraid

c. interested

d. confused

4. A turtle's shell is like:

a. one big bone

b. soft, slippery skin

c. hard, connected
fingernails

d. jelly

6. What did Quincy find in the sand pit?

a. a toad

b. a turtle

c. a snake

d. a frog



7. List the facts Lei shared about northern map turtles.

8. Look at the illustration. What creature can be seen that is not mentioned in the text?

9. Think about one of your school trips.

a. Where did you go?

b. List three things you learned on the trip.

c. What did you like best about your trip?



10. On this field trip, the students were encouraged to capture various pond creatures to study them more closely. In your opinion, is it OK to capture these animals for educational reasons or should the students just observe but not capture them? State your belief and support it with three reasons.

11. Before there were cameras, scientists used to sketch and colour the new creatures they discovered. Sketch and colour four of the creatures the students found in the boxes below. Label each diagram.

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--	--



P

Prepare for Word Study


Word List

Theme Words

egg
tadpole
frog
toad
turtle
in
stream
salamander

Pattern Words

beam
seal
leg
she
we
fe
thief



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Study Plan

Saying tricky words slowly and carefully can help you remember how to write them. For example say thief with special attention on the th and the f.



U

nderstanding Words



1. All eight of this unit's theme words were used in the story to help show their meaning. Find and underline each theme word in the story.

2. Complete each rhyme below using a list word.

a. The green slippery _____

Jumped on the log.

b. This is Liam's _____

He calls her Myrtle

c. Antoni handed her _____

A spotted _____

d. On the side of the road _____

Sat a plump, bumpy _____

e. In Liam's dream _____

He fished in a _____



10



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3. In the secret code key below numbers replace letters. Use the code to figure out the list words.

Secret Code Key

1	2	3	4	5	6	7	8	9	10
a	e	i	o	u	g	t	d	f	r

a. 2, 6, 6 _____

b. 9, 10, 4, 6 _____

c. 7, 4, 1, 8 _____

4. Draw a circle around the four-syllable words below. Underline the three-syllable words. Box the two-syllable words.

amazed

assignment

conservation

official

arrived

photographed

photographer

5. Look back at the story. Find a synonym (means the same) for each of these words.

a. task _____

b. located _____

c. teacher _____



U

nderstanding Word Patterns

Word Pattern: **long e sound with ea, ie, e**

1. All these words have the **long e sound**. The **long e sound** can be spelled **ea** (as in **leaf**), **ie** (as in **chief**), or **e** (as in **me**).

beam

seal

leaf

she

we

flea

thief

grief

Circle the letters that make the long e sound in each word.

2. Write each of the following words in the correct **long e sound** word family list. Words: seal, gleam, chief, beam, steal, brief, meal, grief, sea, flea, thief, bear, stream, teal, relief.

eam family

ea family

ief family

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



3. e words that end with the letter **f** follow a different rule about the plural form. The letter **f** is changed to **v** then **es** is added. e.g. wolf**f** becomes wol**ves**.

a. Use this rule to make the two list words below plural.

i. thief _____

ii. leaf _____

4. The word **seal** is sometimes a noun and can also be a verb. Read each sentence below and put an **n** or a **v** on the line at the end of each sentence to tell if the word was used as a noun or a verb.

a. He put his seal of approval on the project.

b. She will seal the envelope with tape. _____

c. The trained seal performed many tricks. _____

d. Kings used a wax seal on important messages. _____

5. Here is a spelling rule: use **i** before **e** for the **long e sound** except after a **soft c** and then **e** is before **i**. Read the words below with the **long e sound**. Circle the **ie** words. Underline the **ei** words.

niece

priest

conceit

ceiling

chief

receive



6. Decode the mystery words. Study the finger spelling signs.
Now write the code words on the lines below.



a



b



e



f



h



i



l



m



s



t



w



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P

rocess Writing



Write a Quatrain Poem

A quatrain is a four-line poem. The first two lines can rhyme. The second two lines also rhyme.

Generate, Gather and Organize

Read the quatrains below.

Friends Share a Log

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Salamanders and a tanning turtle
Lay relaxing in a circle
'Round a frisky, friendly frog
Gulping insects on the log



Fishing for Catfish



The fat worm wiggled on the hook
But catfish simply used to look
For wise old catfish did not wish
To become the angler's favorite dish

Generate, Plan, and Organize

Think about other creatures that live in or near a body of water. Select one as the topic of your quatrain poem. In the box below, brainstorm words and ideas about your topic. List pairs of rhyming words you might use as well.

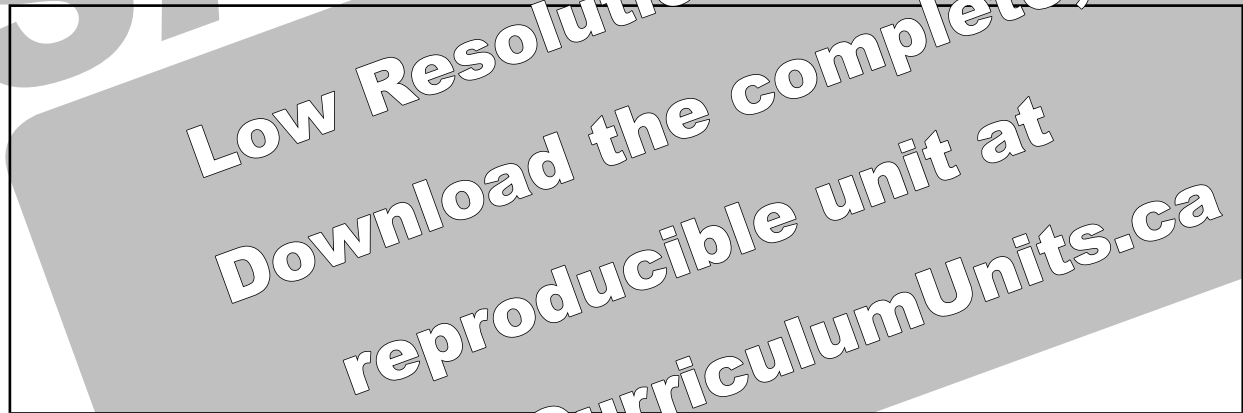


Write Your First Draft

Using your best ideas, write your draft on the lines.

Title: _____

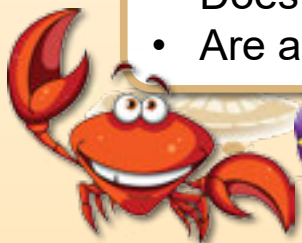
In the box below, illustrate your poem.



Edit and Proofread

Edit and proofread with a partner, a small group, or your teacher.

- Does your poem have four lines that rhyme?
- Does each line make sense or did you pick silly words only because they rhyme?
- Does the title tell the topic of your poem?
- Are all the words spelled correctly?



Publish and Share

Date: _____

Author: _____

Title: _____

In the box below, complete the final copy of your illustration. Sketch first, then colour. Include descriptive details from your poem.

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