

Frog Idea Hunt

Students use what they know, a short text, and partner talk to make writing ideas.

K.P.EICC.4.c "Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FIND IDEAS

a	know	read	talk
b	talk	know	read
c	read	talk	know

2 ADD WORDS

KNOW	
TEXT	
TALK	

HOW TO RUN THIS PAGE

Read the first part aloud so students can identify three ways writers find ideas. Then read the frog text, guide a brief partner discussion, and have students add one short word in each source box.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • FIND IDEAS

SAY “Look at the three words in each row. Listen to each question, then circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	Read the words with me: know, read, talk. Before you hear a book or a partner, which word names ideas already in your mind? Circle it.	know
b	Read the words with me: talk, know, read. After we listen to a book, which word names how we get new facts? Circle it.	read
c	Read the words with me: read, talk, know. When we share ideas with a partner, which word names what we do? Circle it.	talk

PART 2 • ADD WORDS

SAY “Listen to this text: “Frogs live near water. Frogs eat insects.” Tell a partner one frog idea you have, then write one short frog word in each box: one from what you knew, one from the text, and one from your talk.”

- Box 1 (beside KNOW): **One short, relevant frog word based on the student's prior knowledge.**
- Box 2 (beside TEXT): **One short, relevant frog word based on information from the text.**
- Box 3 (beside TALK): **One short, relevant frog word shared or developed during partner discussion.**

WHAT TO ACCEPT

Part 1 answers are know, read, talk. In Part 2, accept any relevant short word in the correct source box, including phonetic spelling; ask the student to explain the source if it is unclear.