

Frog Life Clues

Use headings and sequence clues to test predictions.

2.6.C “make and correct or confirm predictions using text features, characteristics of genre, and structures;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before reading the paragraphs, turn to questions 1-3 and follow them in order. Cover later sections until each prediction is written. Circle the bold headings and underline First, Next, and Finally as you read.

From Egg to Frog

Eggs in Water

First, a mother frog lays eggs in a pond. The eggs hatch into tadpoles. Tadpoles have tails and gills, so they swim like fish. At this stage, they do not have legs.

Growing Legs

Next, the tadpole grows back legs, then front legs. Its gills disappear, and lungs grow. The tail gets shorter. These changes help the young frog breathe air and move on land.

Life Near Land

Finally, the froglet leaves the pond more often. It still has a small tail, but the tail disappears later. An adult frog has no tail. Many adult frogs live near water and return to ponds to lay eggs.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Before reading the paragraphs, look at the title and headings. What do you predict this informational text will explain?

- 2** After section 1, predict a change in the tadpole. Read section 2. Tell whether you keep or change your prediction, and name the clue.

- 3** Before reading section 3, use Life Near Land to predict where the froglet will spend time. Then read it and check your prediction.

3 YOUR TURN

Your own words

Try a new prediction with this short informational text. First read only the heading and first sentence in writing stage 1. Cover the second sentence with your hand until you write your prediction. Then uncover it and check your idea.

1. Predict from a heading and sequence clue

Heading: A Seed Opens. First sentence: First, a bean seed takes in water, and its coat splits. Write what you predict will happen next. Name the heading or word that helped you.

2. Read, confirm or correct

Second sentence: Next, a tiny root grows down into the soil. Write whether this confirms your prediction or makes you change it. Explain using a detail from this sentence.

PART 1 • READ AND MARK

Before reading the paragraphs, turn to questions 1-3 and follow them in order. Cover later sections until each prediction is written. Circle the bold headings and underline First, Next, and Finally as you read. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Before reading the paragraphs, look at the title and headings. What do you predict this informational text will explain?	A frog's life changes in order.
2	After section 1, predict a change in the tadpole. Read section 2. Tell whether you keep or change your prediction, and name the clue.	Example: I predict legs will grow. I keep that prediction because section 2 says back legs grow, then front legs. Accept a reasonable prediction revised with evidence.
3	Before reading section 3, use Life Near Land to predict where the froglet will spend time. Then read it and check your prediction.	It will spend more time on land. The text confirms this: the froglet leaves the pond more often.

PART 3 • YOUR TURN (SAMPLE ANSWER)**One possible response**

I predict something will grow out of the seed. The heading A Seed Opens and the word First help me. The next sentence confirms my prediction because a tiny root grows down. If I had predicted leaves would grow first, I would change that idea because the text says a root grows next.

TEACHER ASSESSMENT NOTES

Accept different plausible initial predictions. A prediction need not be correct; the student must use a feature or sequence clue and then confirm or correct it using the next text detail. Read-aloud support is appropriate. The three headings group events; they are not a count of biological stages.