

Title: *Bullfrogs*
Author: Schoolwide, Inc.
Publisher: Schoolwide, Inc.
Interest Level: K–3
Guided Reading Level: L



During the Read & Learn Along, students are engaged in learning vocabulary in rich contexts. Word meanings are made clear and explicit, and students are prompted to think about words and often highlight their meanings.

The academic and content-specific words listed below have been selected by literacy experts based on the words' importance and potential to enhance conceptual understanding.

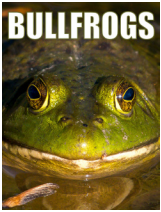
VOCABULARY TEACHING & LEARNING

Review the lists and consider which words your students may be unfamiliar with, which words are most necessary for overall comprehension of the text, which words students will see often in other texts, and which words will elevate students' overall speaking, reading, and writing vocabulary. Feel free to add vocabulary words of your own to the lists. You may provide students additional opportunities to interact with the vocabulary words by using the enclosed teaching resources.

ABOUT FREE TEACHING RESOURCES

For your convenience, free teaching resources are available as easily accessible and shareable GOOGLE FORMS.

TIER 2: ACADEMIC VOCABULARY	TIER 3: DOMAIN SPECIFIC VOCABULARY	VOCABULARY TEACHING RESOURCES
humid	bullfrogs	<p><u>Word Web</u></p> <p><u>Using Context Clues</u></p> <p><u>Formative Vocabulary Assessment</u></p>
familiar	croaking sound	
climates	webbed	
a sure sign	eardrum	
female	mile	
male	inches	
slightly	prey	
powerful	eyesight	
extended	omnivores	
single	bodies of water	
leap	fertilize	
territory	tadpoles	
react	predators	
active	hibernate	
defend	amphibians	
rapidly		



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TIER 2: ACADEMIC VOCABULARY	TIER 3: DOMAIN SPECIFIC VOCABULARY	VOCABULARY TEACHING RESOURCES
enemies		<p data-bbox="1209 462 1364 493"><u>Word Web</u></p> <p data-bbox="1136 577 1437 609"><u>Using Context Clues</u></p> <p data-bbox="1128 693 1445 766"><u>Formative Vocabulary Assessment</u></p>
emerge		
Fully developed		
remains		
adult		
shelter		
shallow		
burying		

VOCABULARY TIERS DEFINED: In their model of vocabulary development, Beck, McKeown, and Kucan (2013) classify words in three tiers. Tier 1 words are common, everyday words that most children know when they enter school. These words are not taught. Tier 2 words are frequently occurring words that are used across content areas and are important for students to know and understand. These words are characteristic of written texts and used more rarely in conversation; students are less likely to learn the words independently. Tier 3 consists of content-specific vocabulary—specialized, uncommon words that may appear in specific fields or content areas (such as science or social studies). These words are often defined in texts or glossaries and help to build students’ background knowledge.