

Lesson Plans

Early
reading stage

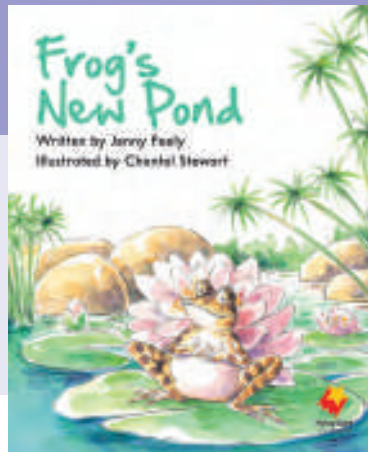
Level 8



Looking After Your Frogs explains how to set up a frog tank and look after pet frogs.

Running words: 168

Text type: Procedure



In *Frog's New Pond*, a frog must look for a suitable pond to live in after its current pond dries up.

Running words: 195

Text type: Narrative

High-frequency words

New: after be before eat give good how if know long new very were

Key vocabulary

crickets eggs fish frog/s hole hot insects jump lid log pellets pets plant/s pond rocks sand swim tadpoles tank water worms

Phonics

- Phonemic awareness – number of sounds in words
- Identifying words that have a shared sound as in *pond*, *rocks*

Text features

Looking After Your Frogs

Frog's New Pond

- Numbered steps with clear instructions
- Clear photographs support the text
- Dialogue; illustrations support and extend the text

Reading strategies

- Understanding how procedural texts work
- Using syntax to support reading – *Does it sound right?*

ELL support	Key concepts	Curriculum links
• Vocabulary related to procedural texts is developed (put, look, make). • Vocabulary related to the needs of frogs is explored.	• Frogs need food, water and shelter to live. • Looking after pets requires an understanding of the animal's needs.	• Science: Biological sciences – living things • Science: Biological sciences – habitats

Lesson 1 Looking After Your Frogs



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students the pictures of the frogs on pages 2 and 3 of the book. Ask: *Have you ever had a pet frog? Would you like to have a pet frog?* Ask students to turn and talk to a partner to discuss how you might look after a pet frog. Ask students to share their ideas with the group. List these ideas on a chart with the headings *What we know about looking after pet frogs*, *What we have learned about looking after pet frogs* and *What we want to know about looking after pet frogs*.

★ Support students by drawing simple pictures of the things added to the chart.

Vocabulary building

★ Refer to the chart above and ask: *Which of these words would you expect to see in a book about looking after frogs?* Underline these words. Ensure that students understand what each word means.

Introducing the book

Give each student a copy of the book. Say: *This is a book that explains how to look after a pet frog.* Turn through the book, talking about the things shown in the photographs. Focus on the instructions related to each spread. Point out the use of words such as “put” and “make”.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students understand how procedural texts work. For example, ask students to point out the parts of the book that tell them how to set up the tank. Encourage them to explain what the pictures on pages 6 and 7 show.

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.

What do you need to do to look after a frog? (Literal)

Why would you put crickets in the tank? (Inferential)

Do frogs make good pets? Why do you think this? (Synthesising)

Why do you think someone might be interested in having a frog as a pet? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You made sure you read the number of each step on pages 6 and 7. You know how important it is to read instructions in order.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Encourage students to work in pairs to practise reading the book fluently to a partner. Each student could record his/her reading using an audio recording device or a computer and then listen back to check his/her fluency. Encourage students to think about what they could do to make their reading more fluent.

Word work

Phonemic awareness and phonics

Write some of the words from the Blackline master (BLM) on the board (e.g. cricket, pellets, hole, eggs, pond). Point to one word at a time and ask students to work with a partner to figure out how many sounds are in that word.

Exploring words

Ask students to work in cooperative pairs. Each student could select one of the words from the BLM and write it on a piece of paper. The other student could then ask questions about the word that can be answered only with “yes” or “no” until he/she discovers the mystery word. Students could then swap roles.

Writing

Modelled writing

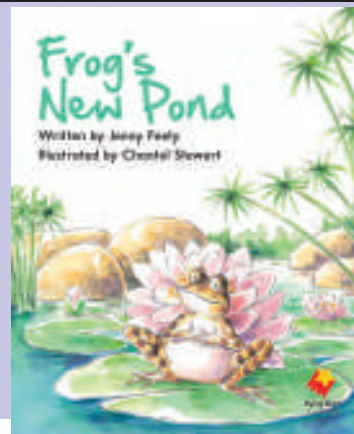
★ Ask students to talk about what they have learned about taking care of frogs. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *We need to write give. Who can write give on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word plant. Who can hear the sounds in plant? Who can write those letters on the chart?*

Independent writing

Ask students to draw and write about how to look after a pet. They could refer to the book or the chart created in Modelled writing for support.

Sharing and presenting

Invite students to share their work with a partner.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. If students have already read *Looking After Your Frogs*, review the needs of frogs. Ask: *Where do wild frogs live?* Encourage students to predict what might happen if all the water in a pond or lake dried up.

Vocabulary building

★ Make a list of things that could be used to make a good pond for a frog (e.g. *sand, rocks, water, plants, insects, worms*). Ask: *Why would a frog need these things in its home?* Discuss each item and list the reasons next to each word.

Introducing the book

Give each student a copy of the book. Talk about the title. *Why might Frog need a new home?* Focus on pages 2 and 3. Ask: *Can you see some familiar words on these pages?* Repeat for pages 4 and 5. Invite students to turn through the rest of the book and use the information in the pictures to predict what will happen next.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are listening for any errors related to syntax. For example, if a student reads “Frog see a pond”, at the point of the error, ask: *Does that sound right? Do we say it like that?* Model and discuss the correct form (“Frog saw a pond”).

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why did Frog say “This is a good pond”? (Literal)

Why did the water in Frog’s pond disappear? (Inferential)

What happens to living things when the water in a pond dries up? (Synthesising)

Could a frog really find a new place to live if the water in the pond it lived in dried up? Why? Why not? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed you were making sure that what you read sounded right.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently.

Developing fluency

Have students work in groups to make stick puppets of Frog, rocks, sand, insects, plants, worms and water. They draw each thing on cardboard, cut it out and attach it to craft sticks. Students take turns to read the story and animate it using puppets.

Word work

Phonemic awareness and phonics

Ask students to cut out the words from the BLM and to group words together that share sounds (e.g. pond rocks). Focus on the letters that represent the shared sound.

Exploring words

Provide word cards of the high-frequency words in the text (had, a, it, and, there, were, for, to, this, is said, but, then, got, very, was, no, new, look, had, like, good) and word cards from the BLM. Have students use these cards to form sentences from the book. Sentences could be copied onto paper and illustrated.

Writing

Modelled writing

★ Refer students to pages 6 and 7, and ask them to talk about how Frog would be feeling. Write students’ ideas on a chart. Invite them to add high-frequency words to the chart. For example, say: *The sentence starts with the word then. Who can write then on our chart?* Encourage students to identify sounds within words. For example, ask: *Who can hear the sounds in unhappy? Who can write those letters on the chart?*

Independent writing

Ask students to make a poster by drawing and writing about a good pond for a frog.

Sharing and presenting

Ask students to read and discuss their posters.

Talk about the pair

Encourage students to discuss what they have learned after reading *Looking After Your Frogs* and *Frog’s New Pond*. Ask: *How are the tank in Looking After Your Frogs and the pond in Frog’s New Pond the same? How are they different?*

Which place do you think a frog would prefer to live? Why? Students can work further with these books by completing the Activity card.

Blackline master

Making words

Use magnetic letters to make words from the word cards below.



cricket	log	frog	tadpoles
plants	sand	rocks	water
lid	pets	eggs	hole
tank	pond	frogs	pellets

Assessment

- Is the student able to read each word?
- Can the student identify the number of sounds in each word?

Activity card

Make a model



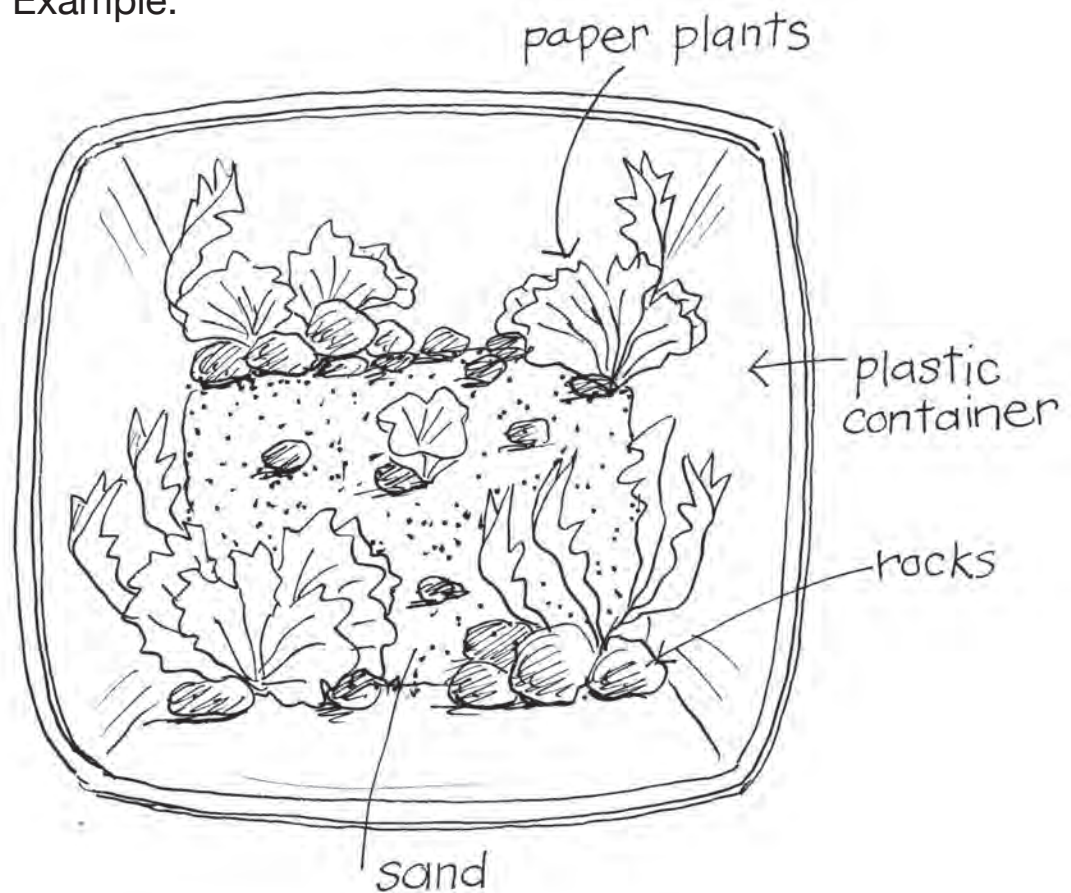
You will need:

A plastic container, rocks, sand, paper

What to do:

1. Make a model of a good place for a frog to live.
2. Explain to a partner why your model would be a good place for a frog to live.

Example:



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