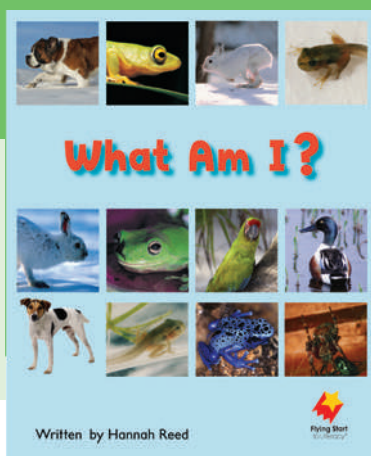


Lesson Plans

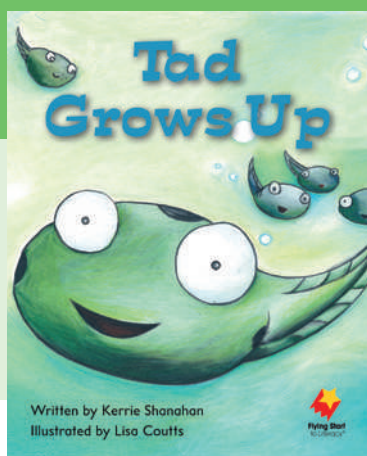
Emergent
reading stage
Level 6



This is an information puzzle book about a green frog, comparing its features and abilities to those of other animals.

Running words: 135

Text type: Report



This book tells the story of Tad, a tadpole that struggles to understand what he is after he changes into a frog.

Running words: 181

Text type: Narrative
(question and answer)

Vocabulary

High-frequency words

a am and are but can do
have he here I in is like/d
little looked me not of out
said saw that the then this to
was what when you

Key vocabulary

big bird day dog duck eat
four frog green insects
jumped just legs one play/ed
pond rabbit spider swam
swim Tad water

Phonics

- Identifying the /sw/ blend as in *swim*, *swam*
- Identifying the /o/ sound as in *dog*, *not*, *frog*

Text features

What Am I?

- Summary table

Tad Grows Up

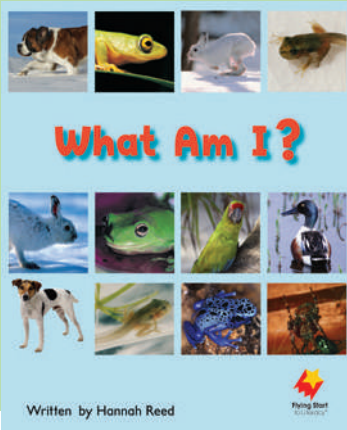
- Direct speech

Reading strategies

- Searching – using the information on the page to correct errors
- Cross-checking – re-reading and thinking about what would make sense

Key concepts	Curriculum links
• All living things have features and abilities that differentiate them. • A clear sense of identity is important for well-being.	• Science: Biological sciences – features of living things • Science: Biological sciences – growth and change

Lesson 1 What Am I?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Explain that this book is about how some animals are the same in some ways, but different in other ways.

★ Support students' understanding of "like" and "not" by having two students stand side by side. Say: *We could say: "Chris has brown hair like Danny." Is Chris Danny? No Chris is not Danny. We could say "Chris has brown hair like Danny but Chris is not Danny."* Discuss the use of "like" in this case (being the same as). Repeat this exercise using other examples.

Play a "What am I?" game with the students, following the structure of the book. For example, say: *I am a boy like Chris, but I am not Chris. I have brown hair like Sally, but I am not Sally. I sit next to Fabian, but I am not Danny. Who am I?* When the puzzle is solved, discuss how it worked.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starters **Doing Things**, **Pets** and **Mini Beasts**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas on how to use these resources.

Introducing the book

Show the students a copy of the book *What Am I?* Focus on the front cover and read the title with the students. Ask: *What does the title tell you about the book? Which of the animals on the cover do you think that the book is about?* Talk through the book. *What is the same about all of the animals in this picture?* Ask students to search for words on the page that might help them to work this out.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Look for students who search the page for information to help them correct an error. Encourage this behaviour. Say: *What's wrong with this? Can you see something that would help you work it out?*

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 is the mystery animal? (Literal)
How is the frog like the zebra? How is it different? (Inferential)
What information about frogs does this book give you? (Synthesising)
Is a puzzle book a good way to give information about frogs? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I noticed how you searched the words and the photographs to help you fix your mistake. That's what good readers do.*

English Language Learner support: *What Am I? / Tad Grows Up*

Use the teacher notes on the back of the Vocabulary Starters **Farm Animals**, **Pets**, **Doing Things**, **Mini Beasts** and **Colours** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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

Students could work in pairs to take turns reading pages of the book in a “frog voice”. *Try to make your voice sound just the way it would if the frog was saying these words.*

Word work

Phonemic awareness and phonics

Students could search for words in the text that have the /o/ sound, as in frog. Provide picture dictionaries and familiar books so that they can look for other words that use the /o/ sound. Each word could be written on a drawing of a frog and stuck on a pond to make a poster.

Exploring words

Students can play a word card game. Provide word cards from the Blackline master. Ask students to illustrate each word, cut out the cards and use them to play concentration. To play, students shuffle the cards and place face down in an array. Students take turns to flip over two cards. If the words match the information in the book (e.g. rabbit, four legs) the student keeps the cards and has another turn. If not, the cards are put face down again and the next player takes a turn. The first player to have three pairs wins the game. (Note: in this game, “frog” matches with all of the descriptors.)

Writing

Modelled writing

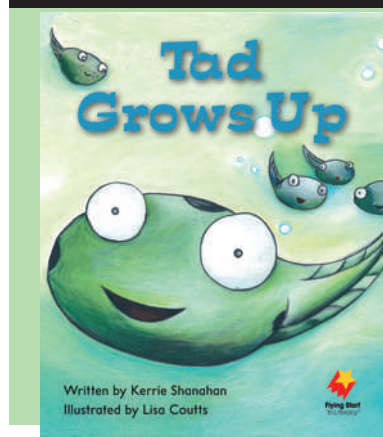
★ Model writing a puzzle. For example: *I have two legs like this bird, but I am not a bird. What am I? I am a boy.* Encourage students to contribute where they can. For example, ask: *Where should I start writing? I’m at the end of the line; where should I go next?*

Independent writing

Ask students to fold a piece of paper in half. Have them open up the paper and draw an animal. Have them close up the paper and write “What Am I?” at the top, like a book title. Underneath the title, have them write some clues about the animal they have drawn.

Sharing and presenting

Read the class book to the students. Talk about what students thought about when choosing what to compare and contrast.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the picture on page 13 of *What Am I?* Ask: *What is this? What does it turn into?* Draw out that it is a tadpole and that it will lose its tail and become a frog. Ask *What do you think it would be like to start life with one kind of body and then get a very different one as you got older? How might you feel?*

Vocabulary building

★ Make a list of animals in the book (frog, bird, rabbit, spider, duck). Ask: *Which of these animals can jump?* (frog, rabbit, spider) Talk about what a bird and duck can do. Show the students a copy of the book *Tad Grows Up*. Say: *This book is a story about an animal named Tad. Tad has a problem because he has just turned into a frog and he is very confused about what he is, now that he is not a tadpole. Tad finds other animals that are like him in certain ways to ask them if he is the same as them.* Talk through the book. Ask: *What is the same about Tad and this bird? What might Tad ask the bird? What will the bird say? How do you think Tad will solve his problem?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students can cross-check for information on the page as they read. Encourage this behaviour. If an error is made, say: *Try that again and think about what would make sense.*

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.

What is Tad? (Literal)

Why does Tad have trouble knowing what he is? (Inferential)

Why does Tad want to know what kind of animal he is?

(Synthesising)

What did the author need to know about animals to write this book?
(Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *Good reading. I noticed that when you made a mistake, you re-read the sentence and thought about what would make sense.*

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

Ask students to work in groups to make simple masks of the characters in the book. Ask the groups to practise reading the text while holding their masks in front of their faces.

Word work

Phonemic awareness and phonics

Ask students to focus on the word “swam”. *Which two sounds are blended together at the start of this word?* Ask students to look through the book to find another word that begins with the /sw/ blend (swim). *Can you think of any other words that start with the /sw/ sound?* Students could work with a partner to make a list of these words and draw pictures to match.

Exploring words

Provide word cards from the BLM and high-frequency word cards (can, like, a, have, am, I). Ask students to use the cards to make sentences, then read the sentence they have made to a partner. Students could ask their partner to point to a word in the sentence. *Can you show me “like”?* *Which word says “have”?* Encourage students to focus on high-frequency words.

Writing

Modelled writing

★ Ask students to talk about how Tad would have felt at the beginning and end of the story. Use their responses to model how we write about our ideas. For example, say: *At the start of the story, Tad was confused because he didn’t know who he was.* Invite students to contribute where they can. For example, say: *I need to write saw. Who can help me?*

Independent writing

Ask students to choose a part of the story to write about and to use the book for support in their writing.

Sharing and presenting

Ask students to take turns to read their stories about meeting Tad to the group.

Talk about the pair

When students have read both *What Am I?* and *Tad Grows Up*, talk about all the things that they have learnt about frogs. List these in a concept web. Compare the

information from *What Am I?* with the information from *Tad Grows Up*. *How is it the same? How is it different?* Students can work further with these books by completing the Activity card provided.

Blackline master

Word cards

Cut out the word cards and use them as indicated throughout the Lesson Plans.

Word cards:

			
rabbit	duck	dog	spider
bird	frog	swim	four legs
eat insects	green	jump	

Assessment

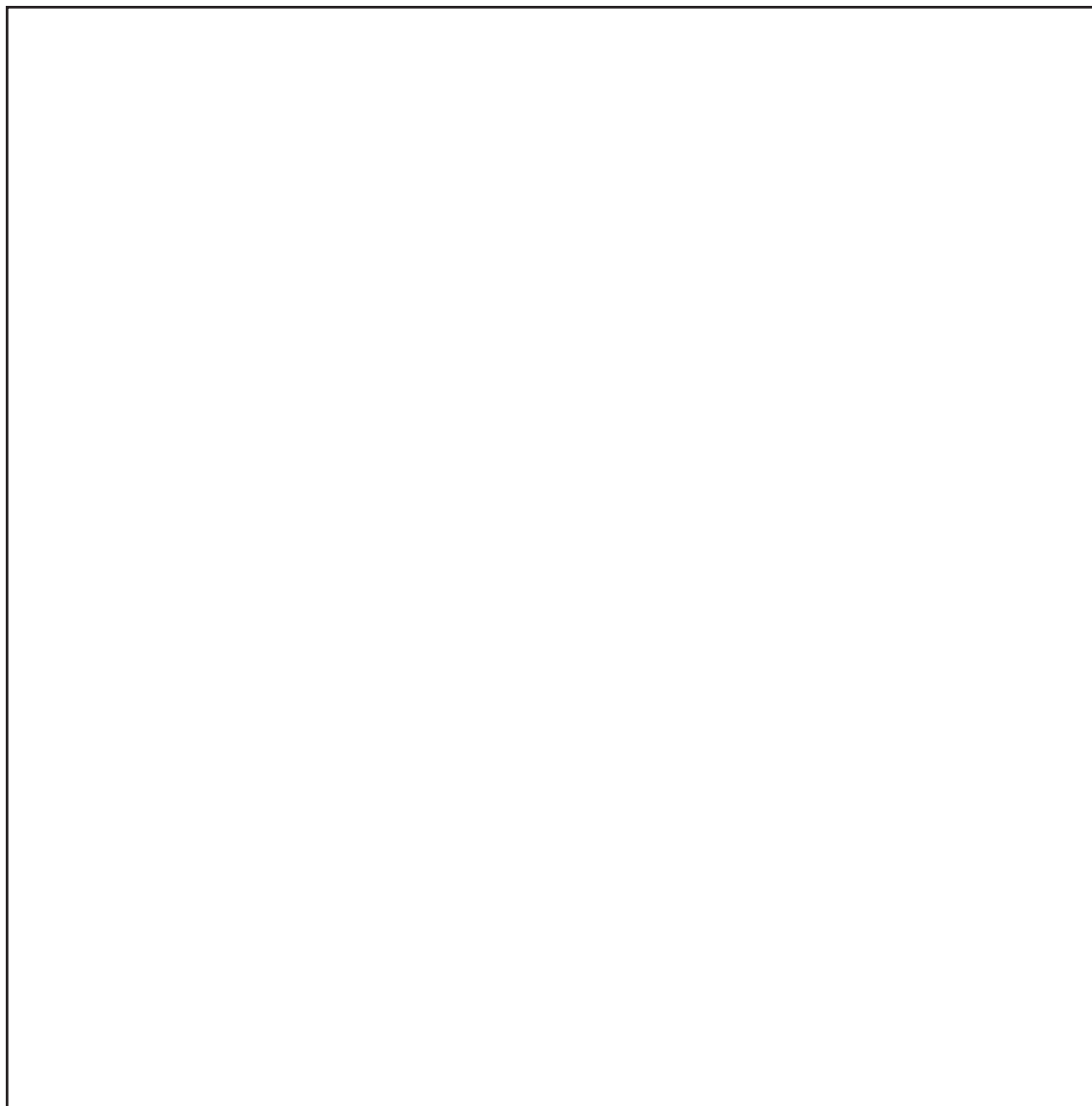
Can the student use literal comprehension skills to match the nouns to the adverbs or adjectives?

Activity card

At the pond



Draw a picture of the pond showing the different animals that might be there and how they are the same as a frog.



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