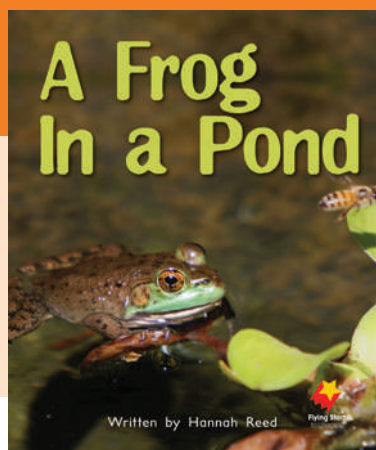


Lesson Plans

Transitional
reading stage

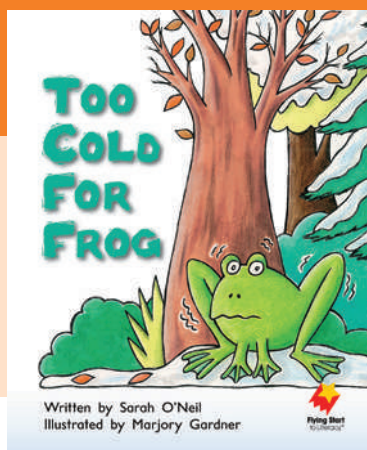
Level 11



A Frog In a Pond explains how frog behaviour changes according to seasonal changes.

Running words: 158

Text type: Explanation



In *Too Cold For Frog*, it is winter and it is very cold in the pond. Frog wants to get out of the pond, until he discovers that it is even colder outside the pond.

Running words: 225

Text type: Narrative

High-frequency words

New: as cannot lots many must not said some yes

Key vocabulary

bottom cold eat/s fish frog ice insects lives mud plants pond summer swim things top winter

Phonics

- Identifying the /pl/ blended sound at the start of words
- Identifying the /sh/ sound as in *fish*

Text features

A Frog In a Pond

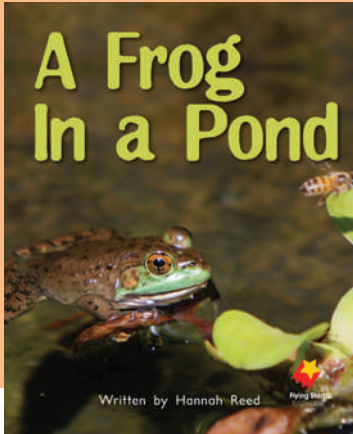
Too Cold For Frog

- Index
- Chapter headings
- Simple and compound sentences; dialogue

Reading strategies

- Using initial and final letters to work out unknown words
- Cross-checking using visual cues: Does that look right?

ELL support	Key concepts	Curriculum link
• Headings make clear which season is being explored. • Inset photos clarify details to match the text. • Key vocabulary is repeated to enable mastery. • Illustrations provide support for the setting.	• Animals that live in ponds must have ways to stay alive as the seasons bring changes to the habitat. • Winter in the pond is a cold and difficult time for the animals that live there.	• Science: Living things



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do you know about frogs? Where do they live? What do they eat?* List students' suggestions on the board. Ask: *What happens to frogs in the winter? What do they do if the pond they live in freezes over?*

★ Display two photographs – one of a natural environment in summer and the other in winter. Ask students to work in pairs, where one student is summer and the other is winter. They have to think of words to describe what they are like. Have students share their ideas and record on a chart under the headings *Summer* and *Winter*.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write words from the book that might be challenging to students, such as *summer*, *winter*, *insects*, *plants* and *pond*. Discuss the meaning of these words. Ask questions that encourage students to use the words. For example, ask: *Can you tell me a word that means "warm season"?* *Can you describe something that is an insect?*

Introducing the book

Give each student a copy of the book. Say: *This book explains how a frog lives in a pond in the winter and in the summer.* Introduce the reading strategy. Ask the students to turn to pages 2 and 3. Have the students read the first two sentences. Ask: *What is the last word on this page? What did you check to be sure that the word is summer? What letter would you expect summer to start with? What letters would you expect summer to end with? Did you check to see that the word looked right?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students using initial and final letters to work out unknown words. When a student demonstrates this, reinforce the strategy by asking: *What did you notice?* Encourage this behaviour by saying, for example: *You said pool. Would you expect to see the letter "d" at the end of pool? What else could it be?*

After reading

Talking about the book

Ask the students to talk about the book. Encourage 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 does the frog eat?* (Literal)
Why does the frog rest in the mud during the winter? (Inferential)
Why doesn't the frog leave the pond in the winter? (Synthesising)
What other questions do you have about frogs that live in ponds? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you stopped and looked at the letters when you read a word incorrectly. That's what good readers do.*

Returning to the book

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

Developing fluency

Model fluent reading. Say: *Listen to how I read in a smooth way so that it sounds like talking.* Have students take turns to read a page of the book to a partner.

Word work

Phonemic awareness and phonics

Write *plant* on the board. Ask: *What blended sound does this word start with?* Ask students to suggest other words that begin with that blend. Have students complete the Blackline master.

Exploring words

Explore words that indicate position, such as *top*, *bottom* and *middle*. Have the students work with a partner to write each word in the appropriate place on a piece of paper.

Writing

Modelled writing

★ Model writing about how an animal, such as a squirrel or a bear, adapts its behaviour for different seasons. Think aloud to make clear the steps you take to construct the text and the decisions you make as you write.

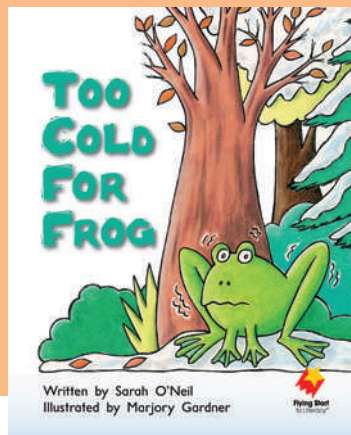
Independent writing

Have students write about an animal they know about, explaining how this animal lives in its habitat. Encourage them to include details about what the animal does in the summer and in the winter.

Sharing and presenting

Have students share their work with the class by setting up a print walk. To do this, have half the students display their work at their desk, while the other half walk around the room and read each student's work. Reverse the roles.

Lesson 2 Too Cold For Frog



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What happens to animals that live in ponds in the winter? How do they survive?*

★ Show students the illustrations in the book on pages 2–3 and pages 4–5. Ask students, in pairs, to talk about what they can see.

Vocabulary building

★ As needed, introduce the vocabulary from the book. On the board, write words that are likely to be unfamiliar to students. Say each word and explain what it means. Have the students read the words and then use each word in a sentence to tell to a partner.

Introducing the book

Give each student a copy of the book. Say: *This book tells the story of when Frog decided that it was too cold at the bottom of his pond and that he wanted to get out. He thought it might be warmer in the forest.* Turn to pages 2 and 3 and read the first two sentences together. Point to the word *Fish*. Ask: *What did you check to make sure that the word said fish? What letters would you expect to see at the end of fish?* Discuss how good readers check what they read against the letters in the word.

During reading

As students read the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are cross-checking using visual cues. When they correct themselves, ask: *What did you notice?* Encourage this behaviour. When a student makes an error, ask: *What can you see that would help you? Does that look like (ice)?*

After reading

Talking about the book

Ask the students to talk about the book. Encourage 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 want to get out of the pond? (Literal)

Why was the water in the pond so cold? (Inferential)

What would have happened to Frog if he had stayed in the forest? (Synthesising)

What do you think people should do when life gets difficult? Should they try to get away from the situation? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you were cross-checking the words you read with the letters at the beginning and end of the word. That's what good readers do.*

Returning to the book

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

Developing fluency

Have students work in groups of three, each taking one role (Frog, Fish or the narrator), and reading the text as a readers theatre. Encourage students to use phrasing as they read. Say: *Can you read a few words together?*

Word work

Phonemic awareness and phonics

Have students isolate the sounds in *fish*: /f/-/i/-/sh/. Ask: *How many sounds are there in fish? What are they? Which letters make the /sh/ sound?* Have the students suggest other words that have the /sh/ sound. Write these on the board. Students could practise making these words using magnetic letters or letter tiles.

Exploring words

Have students brainstorm other words that mean *very*. List these on the board. Have students work with a partner to use these words to complete sentences about how cold different things are. For example: *Water is cold. Snow is very cold. Ice is extremely cold.*

Writing

Modelled writing

★ Focus on the use of *but* on page 10. Write the sentence on the board. Say: *What does but tell us in this sentence?* Elicit that the word joins two parts of the sentence together (it is a conjunction). Model writing other sentences using this conjunction. For example: *Fish was cold too, but he couldn't get out of the pond. Frog wanted to get back into the pond, but the ice was too hard.*

Independent writing

Have students write sentences using *but*.

Sharing and presenting

Have students share their sentences with the class. Talk about other words that can be used to join sentences, such as *and*, *because* and *so*.

Talk about the pair

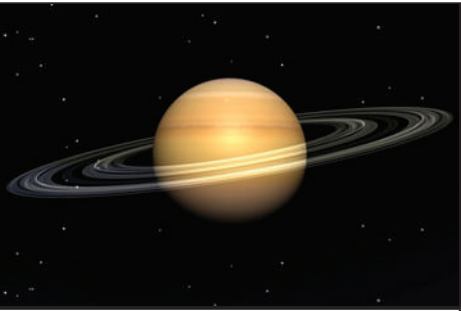
When students have read both books, ask: *What do we know about how frogs live in ponds from reading these two books?* You could collate this information in a chart

showing which book had which information. Students could explore this further by completing the Activity card.

Blackline master

Finish the words

Finish each word.

		
__ __ ant	__ __ ane	__ __ anet
		
__ __ ate	__ __ ug	__ __ us

Use two of the words in sentences.

Assessment

Can the student accurately complete each word?

Can the student use some of the words in sentences?

Activity card

What do frogs do?



Draw a diagram showing what frogs do in summer and in winter.

Summer

Winter

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