

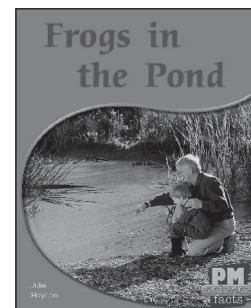
Frogs in the Pond

PM Level 5/6

Red

Text Type Observation/Report

Running Words 121



Preparing for Guided Reading

Prior Knowledge

- Talk with students about frogs, and how they begin their lives as tadpoles.

Orientation to the Text

- In this book, a boy and his grandpa go to a park to look for tadpoles in the pond. A few months later they return and find that the tadpoles have grown into frogs.

Key Language Structures

- Use of first-person present tense to convey information in a personal tone.

Building the Balanced Reader

Concepts About Print

- Onset *spr*–: *spring*.
- Revisit letter names and sounds: *Ff, Pp, Tt*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

back, eat, hiding, it, they, this, with

Content Words

spring, park, Grandpa, tadpoles, heads, tails, plants, pond, frogs, summer

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the book title, and about where students might need to go to find this type of pond.
- **pp. 2–3** Talk about the fact that the boy and his grandpa have gone to the park in spring. Discuss why this is a good time to see tadpoles.

- **pp. 4–5** Have students look at the tadpoles in the photo. Have them point to the tadpoles' heads and tails, and identify any other body parts they can recognise.
- **pp. 6–9** Discuss the fact that it is still spring, but that the tadpoles have grown. Ask students to share their observations about how the tadpoles have changed.
- **pp. 10–11** The boy and his grandpa go back to the pond in summer. Ask students where they think the tadpoles have gone.
- **pp. 12–13** The tadpoles have grown into little frogs. Talk with students about the frogs' colourings. Ask, *Do you think the frogs would be difficult to see in the grass?*
- **pp. 14–15** Talk about the frog and the bug in the photo on p. 14. Ask students what other foods they think frogs would eat in the pond.
- Talk about the singular and plural forms of these words: *frogs, heads, legs, plants, tadpoles, tails*.

Comprehension

- After a tadpole grows legs, what do you think happens to its tail? (*Inferential*)
- Why do little frogs jump out of the water to find food? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: drawing three stages of tadpole/frog development; choosing words to complete sentences from the book; rewriting nouns in plural form; labelling parts of a tadpole.
- Have students draw a design for a school frog pond. Ask them to think of the size it could be, the types of plants that it could have, and what they could do to keep the water in good condition for the frogs and tadpoles.
- Talk about what the boy and his grandpa might find if they came back to the pond a few months later. Ask students how big they think the frogs will be. Encourage them to make plasticine frogs that show their adult size.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up