

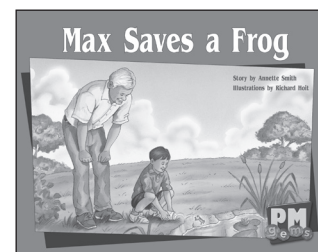
# Max Saves a Frog

PM Level 12

Green

**Text Type** Narrative

**Running Words** 213



## Preparing for Guided Reading

### Prior Knowledge

- Talk about frogs and how they have become endangered in most countries throughout the world.

### Orientation to the Text

- In this story, Max sees a frog in the yard. He wants to catch the frog before Grandad cuts the grass. With some difficulty he catches the frog, and he and Grandad release it at a pond.

### Key Language Structures

- Irregular past tenses: *went, saw, said*.
- Conjunctions are used to join clauses, e.g. *Max got off his bike and went to look in the grass*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*along, always, before, cut, if, move, over, put, something, take, won't*

#### Content Words

*Max, bike, path, shed, house, grass, green, frog, Grandad, pond, park, friends*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said...? How did you know that word was...?*

### Focusing on the Book – Guided Reading

- Ensure that students use the illustrations to predict meaning.

- Read the title together and discuss the cover illustration. Encourage students to guess where Max found the frog.
- Ask, *What does Max see in the grass by the shed? Why do you think he turns the front wheel of his bicycle away from it?*
- Have students explain why Max is worried about the little frog. Discuss why he needs to move slowly towards the frog to be able to catch it.
- Ask, *Why does Max suddenly move very fast when he's near the frog?*
- Grandad thinks the frog has come from a pond in the park. Ask students if they think he will want to keep the frog in his yard.
- Ask, *Does Max agree with Grandad, when Grandad explains why the frog will not be safe there?*
- Direct students to find words in the book with the prefix *a-*: *again, along, away*.

### Comprehension

- Why do you think the frog was down in the long grass? (*Inferential*)
- Why do you think Max went very slowly as he tried to catch the frog? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct word to complete the sentences; choosing correct phrases to complete a sentence from the story; choosing correct past tense verbs to complete the sentences; choosing correct forms of the verb *to move* to complete the sentences.
- Ask students to consider what they would do if they found a frog in their own yard, or in the schoolgrounds. Ask, *Do you think the frog would prefer to stay in the yard, or to be returned to the pond it came from?* Have students explain their answer in a short paragraph.
- Have students design a backyard pond that would be a good home for frogs. Have them draw the pond and include rocks, plants and happy frogs.

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## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- \_\_\_\_\_

## Guided Reading Notes

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