

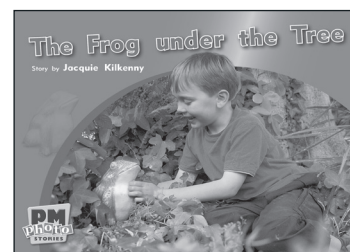
The Frog under the Tree

PM Level 13

Green

Text Type Narrative

Running Words 196



Preparing for Guided Reading

Prior Knowledge

- Talk about moving to a new house and having to leave behind special things.

Orientation to the Text

- In this story, Riley is sad that his family is moving to a new house. He is particularly sad to be leaving his frog statue behind. He feels much happier in his new home when he sees that the frog has been placed in the garden there.

Key Language Structures

- Irregular past tenses: *went, said, sat, came, ran*
- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *into the garden, in the morning, under the tree.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

any, miss, more, still, there, under, were

Content Words

Riley, garden, moving, house, morning, tree, branches, birds, swing, frog, van

Decoding

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

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo. Ask students why they think Riley is smiling at the frog.
- Direct students to look at the photo on p. 3 and suggest how Riley is feeling about moving to a new house.
- Ask students to name three things that Riley likes most about his backyard. Ask, *Do you think he could take any of these things with him?*
- Have students use the photo on p. 13 to discuss how Riley feels on the day the van comes to move all of the boxes.
- Ask, *How do you think Riley feels when he sees his new back garden and discovers that there is a big tree with a swing?*
- Ask, *What does Riley find from his old garden? How do you think it will help him as he gets used to the new house?*
- Talk about these verb tenses: *move, moving, moved; sit, sitting, sat.*

Comprehension

- Why do you think Riley liked the old frog best of all? (*Inferential*)
- How do you think the old frog got to the new house? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing words to complete sentences from the story using initial letters as prompts; completing a sentence from the story to match the picture; choosing correct verb forms to complete sentences from the story; drawing a happy or sad face to reflect Riley's feelings in each sentence.
- Have students imagine they are about to move house. Ask them what they would miss most about the house or apartment they live in now. Have them draw their favourite thing about their home.
- Ask students if they like Riley's frog. Have them draw a similar animal statue that they would like to have in their own garden.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- _____

Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- _____

Guided Reading Notes

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