

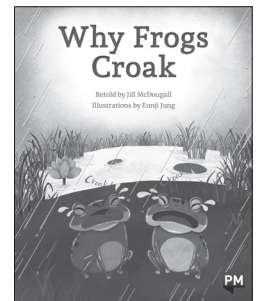
# Why Frogs Croak

PM Level 17

Turquoise

**Text Type** Narrative (Fable)

**Running Words** 416



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the places that frogs typically live, and how the word *croak* represents the sound that a frog makes.
- Discuss how fables sometimes try to explain phenomena in the natural world, such as why frogs croak.

### Orientation to the Text

- After annoying all the animals with their noisy behaviour, two young frogs wander off and find a seed pod, which proves to be the best toy ever. When the river carries their seed pod away, the two frogs are so distressed that they do something very surprising.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*carried, crawled, else, frogs, high, higher, often, somewhere, whenever*

#### Content Words

*croak, croaking, hopped, lily pad, noise, noisy, puddle, rattle, seed pod, Thump, tossed*

### Decoding

- Talk with students about the different sound that the 'th' digraph makes in words such as *Then* and *Thump*.
- Prompt students to read on and read back when they are not sure of a word.
- Look at the word *often* on page 16 together. Ask, *What sounds can you hear in this word? What is the tricky part?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think is making the frogs croak? What makes you say that?*
- Read pages 2–3 together. Ask, *Why do you think many of the animals were asleep during the day? What knowledge do you have that makes you say that?*

- Point out the word *noise* on page 2. Ask, *Can you find a word on the page that has this word as its base?*
- Continue to page 5. Ask, *How do you think the snail is feeling? What tells you this?*
- Read to page 9. Ask, *What words would you use to describe the frogs? Why?*
- Continue to page 13 and point out the word *higher*. Ask, *What is the base of this word? What else could you add to the base to make a new word?*
- Read page 15 together. Ask, *What word on this page has croak as its base? What was added to the base?*
- Continue to the end of the text. Ask, *What is the story telling us about why frogs croak? What do you think about it?*

### Comprehension

- What did the frogs do after the snail asked them to be quiet? (*Literal*)
- What do you think the frogs liked about the seed pod? (*Inferential*)
- Do you think this is really why frogs croak? Why or why not? (*Applied Knowledge*)

### Follow-up Activities

- Read some stories that explain features of other animals, such as how the leopard got its spots and how the kangaroo got its tail. Talk with students about why such stories were written and what they are telling us.
- Model writing a story to explain the features of another animal, with students' input. Ask students to write and illustrate their own stories based on your model.
- Act out the story as a group. When you have finished, ask each of the characters to explain how they felt and why. Discuss how people (or animals) can have different views of the same event.

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## Learning Intentions

- We are learning to make inferences about what we read.
- We are learning to read longer words.

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## Success Criteria

- I can use the text and my own knowledge to suggest reasons for characters' actions.
- I can find the base of longer words, such as *higher*, *croaking* and *noisy*.

• \_\_\_\_\_

## Guided Reading Notes

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