

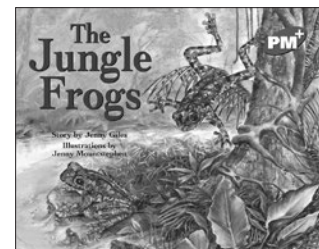
The Jungle Frogs

PM Level 12

Green

Text Type Narrative

Running Words 207



Preparing for Guided Reading

Orientation to the Text

- This is a narrative with factual information about a rare species of jungle frog. It explains how the male frog builds a fence around the pool in which the female frog lays her eggs. This is not a common practice for most frogs.

Prior Knowledge

- Show students photographs or illustrations of the life cycle of a frog. Invite those students who know about frogs to share their knowledge.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *Father Frog got some mud, and he made a wall with it.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, don't, time, want

Content Words

pool, tadpoles, wall, worked

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 crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- 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 ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Discuss the cover illustration. Inform students that jungle frogs climb trees and lay their eggs in rivers. Explain that the facts throughout this story, and the environment and the colouring of the frogs, are accurate.
- Identify Mother Frog who is slightly smaller and a shade paler. Ensure that students understand that solving the problem of finding a safe place for the eggs, and later for the young tadpoles, is the focus of the story.
- Discuss Father Frog's solution to the problem. Observe how he smoothes the mud on the fence with his wide, spatula-like fingers.
- Talk about the improved chances of survival for the young tadpoles through this ingenious solution to the problem.
- Revisit the pronouns *he, his, him, she, her*. Assist students to identify the nouns to which they refer.
- Discuss the comparative form of *big* and *bigger*.
- Compare the visual features of *around* and *round*.
- Find words in the text that rhyme with: *cake, school, got, sand, day*.

Comprehension

- What are baby frogs called when they come out of the eggs? (*Literal*)
- What did the fish like to eat? (*Literal*)
- Why did Father Frog put a lot of mud on the wall? (*Inferential*)
- Where did the water for the pool come from? (*Inferential*)

Follow-up Activities

- Set up an aquarium. Place some young tadpoles in it for students to observe.
- Provide selected photographs and books that reinforce the life history of the frog. Help students to search for relevant information. Ask them to record the life history on charts, using both diagrams and captions.
- Re-read other PM books about animals that lay eggs, e.g. *Where are the eggs?* (PM level 2/3). Discuss actions taken by the parents to protect their eggs.

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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.

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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.

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Guided Reading Notes

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