

Looking for Frogs

PM Levels 8/9

Yellow

Text Type Recount

Running Words 139



Preparing for Guided Reading

Orientation to the Text

- Tell students that this book is a recount. Explain that a recount tells a series of events that have happened.
- Read the title. Recall that the title gives an indication of what the events are about. Discuss the cover photograph. Introduce the main characters and talk about the wetlands setting.
- Read the chapter headings on the title page. Explain that each chapter is an event. Discuss the sequential ordering of events in a recount.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.

Prior Knowledge

- This recount is about what happened one day when a girl and her father went to a pond to look for frogs. The book reinforces the concept that some small animals are not easily seen within their natural environments.

Key Language Structures

- Locate prepositional phrases that add information about *where*, e.g. *Dad and I looked for a frog in the pond. I saw a brown lizard in the grass.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

best, but, fast, jumped, saw, swimming

Content Words

bugs, lizard, log, plant, pond

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Support students when they apply their knowledge of phonemes to predict or decode words, e.g. *p-o-n-d, b-u-g-s, l-o-g, b-e-st.*

Fluency and Phrasing

- Explicitly teach students to use their knowledge of letters and letter-sound relationships to check, confirm or self-correct print details. Ensure that students are able to hear sound segments in words, e.g. *fr-o-g*, and can blend single sounds

in vowel-consonant, consonant-vowel and consonant-vowel-consonant words.

- Remind students to pause briefly after phrases within sentences and after commas.

Focusing on the Book – Guided Reading

- Invite students to retell the events in the sequence in which they happened. Explicitly teach them to use the time and sequence words *first, then, next, after that* to order the events. Reinforce the structure of a recount.
- Discuss the time and sequence expression *one day* that indicates *when* the events took place. Recall time and sequence words used in other recounts. Tell students that recognising these words in a recount enhances their ability to attend to meaning.
- Identify past-tense verbs that end with *-ed*: *looked, liked, jumped.*
- Talk about these irregular past-tense verbs: *went, saw, ran, did, sat.*
- Find adjectives that describe size or colour, e.g. *brown, little.*
- Identify prepositions used in the book: *in, on, by, out of, into.*
- Say these words, emphasising the *-st* ending: *fast, best.*
- Revisit the purpose of commas, e.g. *Dad and I saw a lizard, some bugs, a fish . . .*
- Talk about why the girl *liked the little frog best of all.*

Comprehension

- What colour were the bugs on the plant by the pond? (*Literal*)
- What did the girl and her dad see when they looked in the pond? (*Literal*)
- Where was the frog sitting? (*Literal*)
- Why was the lizard able to run away fast? (*Inferential*)
- Why did they look for a frog in the pond? (*Inferential*)
- Where was the frog before it sat on the log? (*Inferential*)

Follow-up Activities

- Study non-fiction books with coloured pictures or photographs of frogs. Make a wall chart of facts about frogs.
- Use these facts to write sentences about frogs. Illustrate the facts and present them as a book for other students to read.

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Date _____

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Learning Intentions

- We are learning to recall events in the text in the order they occurred.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can recall the order of events in the text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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