Stage: Full Alphabetic
Skill Level:

Before Reading Activity

Skill Level: For students to read this book independently they need to be able to:

- Recognize high-frequency words: this, about, when, go, little, into, of, too, she, to, the, see, with, what
- Sound out (decode) words that have a closed syllable pattern: VC or CVC, CVCC, CCVC
- Use all five short vowel sounds to read words.
- Use the illustrations to confirm what a word says.
- Participate in the word work with the teacher to prepare students for decoding.

Lesson Guide

Activity 1 Explore the Book Cover and Character page

Title: Frogs and a Robot Frog

Who are the characters?
Where are they? (near a pond in a wetland habitat)
What are they doing? What do you see in the illustration that connects to the title?

**Think-aloud:** I see 3 characters. They are at a pond. I think this is a wetland habitat. I see a big frog that looks like a robot and it is connected to a computer. One of the kids is sitting on the robot frog. I don’t see real frogs but I see lily pads in the pond. Sometimes frogs sit on the lily pads. Maybe the real frogs are in the pond. I do see one robot frog that is in the title of the book. I wonder what the kids are going to do with the robot frog. Maybe it will try to catch real frogs.

Character Page:

This book tells about when Kim, Peg, and Ram go to the pond to see frogs with the robot frog.

Say: Let’s read the characters’ names: *Peg, Ram, and Kim.* Have students apply their letter sound knowledge to sound out the characters’ names. Read page 2 with or to students.

**Activity 3 Word Work (Prepare to Read Pages 3-7)**

**Phonological Awareness Practice**
Use fingers to segment (break apart) words into their sounds and then blend the sounds back together:
- pond, frogs, big, zap, gets
- Segment and blend the sounds:
  - 3 sounds: Peg, Kim, big, zap, top
  - 4 sounds: frog, hops, gets, pond
  - 5 sounds: frogs

**Sound-By-Sound Blending**
for closed syllable words: *big, top, zap, hops, tell, pond*
On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
- Example: *tell*
  - Write the letter *t*
  - Say: *Sound* (Students respond /t/)
  - Write the letter *e*
  - Say: *Sound* (Students respond /e/)
  - Say: *Blend* (Students respond /te/)
  - Write the letters /l/ together
  - Say: *Sound* (Students respond /l/).
  - Say: *Blend* (Students respond /tel/)
  - Say: *Notice that I spelled the /l/ sound with ll at the end of the word. Make a loop under the two letters ll to show it makes one sound.*
  - Example: pond
  - Write the letter *p*
  - Say: *Sound* (Students respond /p/)
  - Write the letter *o*
  - Say: *Sound* (Students respond /o/)


Oral Language Practice with High-Frequency Words
Choral practice with teacher
Practice using the phrases and have students use pictures of big and little things to compare (frog, tadpole, pond, robot, girl, boy, tree, bug)
I see a big____________
I see a little ____________.

Word Chain
Letter cards: u, a, m, d, b, g, r, n, t, s
Students have to listen for the sound that changes in each word and change their own cards or erase the letter on their board to change it to a letter to represent the sound change.
Follow the steps for the word chain.
Say to students: Spell zap
Say: Change zap to tap
Say: Change tap to top
Say: Change top to hop
Say: Change hop to hops
Say: Change hops to hips
Say: Change hips to zips
Say: Change zips to zigs
Say: Change zigs to zig
Say: Change zig to big
Say: Change big to bag
Say: Change bag to bad
Say: Change bad to band
Say: Change band to bond
Say: Change bond to pond

Activity 4 Individual Reading and Feedback from Teacher (Pages 3-7)
Allow students to apply their decoding skills and read the words in the book. Let students try to read the words in the book on their own. The teacher can listen to one student read at a time and give them help with their pronunciation. Help students to sound out the word and then put the sounds back together (blend). Try not to tell the word, but help the student sound it out. Remind students of the motion for the short vowel sounds to help them build independence in sounding out the vowel sound in a word.

Activity 5 Second Reading: Choral reading with Teacher
Students and teachers read the text together.

Activity 6 Third Reading: Close Reading of the Text with Text-dependent Questions
Reread each page of the text with students.
Guide students to understand the story and make inferences with help from the illustrations. Ask questions or do a think-aloud to help students understand what words mean or what an illustration helps us understand about the story.
Ask questions that require inferences based on careful attention to the text or pictures. **Text-Dependent Questions** that reflect what the text says, help the teacher guide students to understand the author’s meaning. Questions are provided at different levels of oral language to support the English language learner. Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks. For example, “Read me the part that tells why the mom red panda left the den.”

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**Page 3 Text:** *Kim, Peg, and Ram tell about frogs.*

**Oral Language Level 1:**
Point to Kim, Peg, Ram, the frogs in the poster, kids in class.

**Oral Language Level 2+:**
What are Kim, Peg, and Ram telling the kids about? (frogs)

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**Page 4 Text:** *See the robot frog. It is big!*

**Oral Language Level 1:**
Point to Kim.
Point to the robot frog.
What does Kim say?
What does Peg say?

**Oral Language Level 2+:**
Where is Kim?
What does Kim say? What do Ram and Peg say?
Infer: What is Kim going to do?
Page 5 Text: ZAP! ZAP! The robot frog gets little.

Oral Language Level 1:
Point to the shrink rays.
Point to Ram.
Point to the little robot frog.

Oral Language Level 2+:
What is happening in the picture? (The rays are making the frog shrink.)
What sound does the machine make? (Zap, Zap)
What does the exclamation mark tell us to do (say ZAP louder).
What happens to the robot frog?
Infer: What happens to Kim?

Think Aloud: Let's think about what the picture is showing us. I notice this zigzag down the middle. I think that shows us two different pictures, one before and one after. In the first picture I see Ram behind a machine that is shooting out a ray of energy. I see the robot frog looks like it is changing in size. It was big and it is getting smaller. In the second picture what do you see? (a little robot frog). I think the machine makes big things little or smaller. I think Ram's machine shrunk the robot frog. I wonder what happened to Kim.

Collaborative Conversations: Tell students to explain to their partner what happened. Remind students to use the text(words) and the illustrations.

Page 6 Text: The robot frog hops into the pond.

Oral Language Level 1:
Point to the robot frog.

Oral Language Level 2+:
What can the robot frog do? (hop in the water, swim, dive)
Infer: Where is Kim? (inside the Robot).
How do you know? (we see her climb in the robot frog on page 4)
How big is the robot frog? (Maybe the size of a real frog.)
Infer: Where are Kim and the robot frog going? (into the pond)
Think-aloud to model an inference: I am thinking about what Kim is going to do in the frog. Maybe their plan is to use the robot frog to find frogs. I think the robot frog is about the same size now as a real frog.

Page 7 Text: Kim is in the robot frog.

Oral Language Level 1:
Point to the robot frog.
Point to Kim.
Oral Language Level 2+:
Where is the robot frog?
Where is Kim?
What is Kim doing?
Describe where the robot frog is.
Think-Aloud: I want to clarify what the picture is showing us. I think this is shows us what is happening inside the robot frog. The robot frog seems to be like a submarine. It lets Kim go under the water in the pond. She is driving the robot frog. I know this because I see a steering wheel. I am wondering why the robot frog and Kim are little. What do you think?

Model retell of story set-up:
Kim, Pam, and Ram tell the kids about frogs. Then they go to the pond with the BIG robot frog. First, Kim gets in the robot frog. Next, Ram shrinks the robot frog. Then, the robot frog hops into the pond and swims. Kim is inside the robot frog and she can see things in the pond. She is driving the robot frog submarine.

Activity 7 Word Work (Prepare to Read Pages 8-11)

Phonemic Awareness Practice
Use fingers to segment (break apart) words into their sounds and then blend the sounds back together.
3 sounds: back, eggs
4 sounds: dots, gills
5 sounds: swims

Sound-By-Sound Blending
for closed syllable words: dots, gills, swims
On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
Example: dots
Write the letter d
Say: Sound (Students respond /d/)
Write the letter o.
Say: *Sound* (Students respond /e/)
Say: *Blend* (Students respond /do/)
Write the letter t.
Say: *Sound* (Students respond /t/).
Say: *Blend* (Students respond /dot)
Write the letter s.
Say: *Sound* (Students respond /s/).
Say: *Blend* (Students respond /dots/)

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**Oral Language Practice with High-Frequency Words**

What can Kim see? Kim can see _______. (plants, rocks, water, frogs, eggs, a tadpole).

**Activity 8 Individual Reading and Feedback from Teacher (Pages 8-11)**

Allow students to apply their decoding skills and read the words in the book. Let students try to read the words in the book on their own. The teacher can listen to one student read at a time and give them help with their pronunciation. Help students to sound out the word and then put the sounds back together (blend). Try not to tell the word, but help the student sound it out. Remind students of the motion for the short vowel sounds to help them build independence in sounding out the vowel sound in a word.

**Activity 9 Second Reading: Reread Text - Teacher Models Fluency (Pages 8-11)**

My turn, Your turn. Teacher read a line of text, then students point to words as they read the same line of text.

**Activity 10 Third Reading: Close Reading of the Text with Text-dependent Questions (Pages 8-11)**

Page 8 Text: *Kim can see 2 frogs on top of the pond.*

*Kim can see 2 frogs on top of the pond.*

**Oral Language Level 1:**
Point to the frogs.
Count the frogs.
Point to the number 2 in the text.
What does Kim see? (frogs).
How many frogs? (2)

**Oral Language Level 2+:**
What does Kim see?
How many frogs?  
How do you know?  
What else does Kim see around the frogs?

Page 9 Text: *Ram and Peg can see the frogs, too.*

Oral Language Level 1:  
Point to Ram.  
Point to Kim.  
Point to the computer.  

Oral Language Level 2+:  
What are Ram and Peg doing?  
What can they see too?  
What does the word *too* mean in the sentence? (*also*)

Page 10 Text: *Kim can see the eggs of the frogs. She can see the dots in the eggs.*

Oral Language Level 1:  
Point to Kim.  
Point to the eggs.  

Oral Language Level 2+:  
What does Kim see?  
How many eggs? (*a lot, many*)  
What do the eggs look like? (*they look like jelly with black dots in the middle*)  

Think Aloud: *I am thinking about the eggs. They must be the eggs of the frogs. So I think they will hatch to be baby frogs called tadpoles. I see so many eggs so I think there will be many tadpoles. I realize that the eggs look big to Kim because she is so small too. But we can see the eggs close-up so they seem bigger to us. I think the eggs are really tiny, smaller than our pinky finger nail. I am wondering about the dot in the middle of the egg. What do you think that is?*  

Note: If students have watched the documentary on frogs they may be able to talk more about the eggs.
and what is inside.
Oral Language Practice: Show pictures and use a sentence starter. (1 frog, 2 frogs, 1 egg, 2 eggs, many eggs, lots of eggs)
What do you see? I see one ___________. I see two__________.
I see lots of _________. I see many _________.

Page 11 Text: *Kim can see a tadpole. It swims in the pond. It has gills.*

![Image: Kim can see a tadpole. It swims in the pond. It has gills.]

Oral Language Level 1:
Point to Kim.
Point to the tadpole.
Count the tadpoles.

Oral Language Level 2+:
What does Kim see?
How many tadpoles?
What does the tadpole look like?
What is the tadpole doing?

Page 12 Text: *Peg and Ram see the tadpole.*

![Image: Peg and Ram see the tadpole.]

Oral Language Level 1:
What do Peg and Ram see?

Oral Language Level 2+:
What do Peg and Ram see?
Infer: How do they see the tadpole?

Oral Language to Model: Use language cue cards (*first, next, then*) to tell what Kim sees first, next, then.
Retell of story set-up and events.
Use the sequence words (first, next, then, after that, finally), when you retell part of the story. Kim, Pam, and Ram tell the kids about frogs. Then they go to the a pond with the BIG robot frog. First, Kim gets in the robot frog. Next, Ram shrinks the robot frog so it can explore the pond. Then, the robot frog hops into the pond and swims. Kim is inside the robot frog and she can see things in the pond. First, she sees two frogs. Next, Kim sees many frog’s eggs. Then, Kim sees one tadpole. Ram and Peg see the tadpole on the computer. They can see what Kim can see.

Activity 11 Word Work (Prepare to Read Pages 13-15)

Phonemic Awareness Practice
Use fingers to segment (break apart) words into their sounds and then blend the sounds back together.

Segment and blend the sounds: frog, swims, back, legs, gets
3 sound words: back (b/a/ck)
4 sounds words: frog, gets, legs
5 sound words: swims

Sound-By-Sound Blending
for closed syllable words: legs, back, swims
On wipe-off boards, have students give the sound as you spell each word letter by letter.
Example: big
Write the letter b.
Say: Sound (Students respond /b/).
Write the letter i.
Say: Sound (Students respond /i/).
Say: Blend (Students respond /bi/).
Write the letter g.
Say: Sound (Students respond /g/).
Say: Blend (Students respond /big/).

Multisyllabic Words
Divide the word froglet into 2 syllables: frog/let. Help students to recognize the word frog and then sound out the syllable -let. Put the syllables back together and say: When we read today we will find out what a froglet is.

Activity 12 Individual Reading and Feedback from Teacher (Pages 13-15)

Allow students to apply their decoding skills and read the words in the book. Let students try to read the words in the book on their own. The teacher can listen to one student read at a time and give them help with their pronunciation. Help students to sound out the word and then put the sounds back together (blend). Try not to tell the word, but help the student sound it out. Remind students of the motion for the short vowel sounds to help them build independence in sounding out the vowel sound in a word.

Activity 13 Second Reading: Reread Text - Teacher Models Fluency (Pages 13-15)

My turn, Your turn. Teacher read a line of text, then students point to words as they read the same line of text.
Have students point to punctuation marks: period (.), exclamation point (!), question mark (?)
Practice reading with the appropriate expression according to the punctuation.
Activity 14 Third Reading: Close Reading of the Text with Text-dependent Questions (Pages 13-15)

Review with students what parts of the frog life cycle Kim saw. Use the illustration on page 17 of the Frog Life Cycle. She saw a frog, eggs, and tadpole.

Page 13 Text: What can Kim see? It swims but it has back legs. Is it a tadpole? Is it a frog?

Oral Language practice:
How do the characters feel?
Peg is ____________ because she can ______________.
Ram feels ______________ because he can ______________.

Oral Language Level 1:
Count the tadpoles.
Oral Language Level 2+:
What else does Kim see?
Describe what else she sees. (It looks like a tadpole with legs. Or it looks like a frog with a tail.)
How is it different from the tadpole? (It has 2 back legs)

Think Aloud for page 13:
I want to understand what this word means. I see the word frog as part of the word. Then I see another part. Let’s look carefully at the picture. I see tadpoles. Let’s count them (1,2,3). But what is this? It looks like a tadpole and a frog. It has a head like a frog, but it has a tail like a tadpole.
How is it different from the tadpole? (It has 2 legs. It has a different body). I think this must be a froglet.
I notice on this page the author asks us questions. Point to the question mark. We know these are questions because we see a question mark.
Let’s answer the questions on the page.
Think-Aloud to Model an Inference: I wonder if the tadpole grows legs to change to a frog.

ZAP! ZAP! The robot frog gets big.
Kim gets big, too. Kim is o.k.

Oral Language Level 1:
Point to the little robot frog.
Point to the robot frog getting bigger.
Point to Kim.

Oral Language Level 2+:
What happens next in the story?
Think Aloud: So the shrinking machine made the robot frog small like the real frogs. Then the kids see frogs, eggs, tadpoles, and froglets.

Page 15 Text: Peg, Kim, Ram, and the robot frog go from the pond. They can tell about the frogs.

Peg, Kim, Ram, and the robot frog go from the pond. They can tell about the frogs.

Oral Language Level 1:
Point to the robot frog.
Point to the wagon.
What is in the wagon?

Oral Language Level 2+:
Where are the kids going?
Did the kids' plan work to use the Robot frog to see frogs? (Yes, because the the robot frog got smaller and went into the pond and they saw all the stages of the frog life cycle.)
Infer: What will the kids do next? (tell about what they saw)
Infer: How do you think they feel at the end of their project? (excited, proud)
Academic Language Frame: I think they feel ____________ because ______________.
Page 16 Text: See the pond! This is a labeled diagram.

See the pond!
This is a labeled diagram.

Oral Language Level 1:
What is this a picture of? (Pond in a wetland habitat.)

Oral Language Level 2+:
What is this a picture of? (Pond in a wetland habitat.)
What do we call this? (a labeled diagram).
Read the labels with students.

Page 17 Text: Frog Life Cycle

Examine the Life Cycle of the Frog Chart with the Students. Model how to follow the arrows of the chart. Connect the diagrams to what happened in the text. Connect the frog life-cycle diagram to the things that Kim saw (frogs, tadpole, tadpole, froglet, and eggs). Discuss the life-cycle diagram with students. Have students practice reading and using the labels.
Which stage of the frog life-cycle did Kim not see? (froglet).
How do you know? (A froglet has front and back legs and a long tail. Kim saw a tadpole with just back legs and a tale. It had not changed all the way.)
Connect back to mini-documentary or read-aloud book of this story or topic.
Collaborative Conversations: Have students explain the Life Cycle Diagram to a partner.

Activity 14 Word Fluency Practice

Use the Decodable Word Chart on page 19 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.
**Activity 15 Oral Language Narrative Skills**

**Model Retell of Story with Student Practice**
Teacher models and students practice a retell of story according to story grammar at the Reaction Sequence stage of story narrative development (set-up of story, initiating event, feelings, events in sequence). Include some of the inferences made about the character’s feelings.

**Directions:**
- First, the teacher models a retell of the story using the sequence and connecting words. Then, students can help the teacher retell parts of the story or fill in words when the teacher pauses.
- Use the sequence words (*first, next, then, after that, finally*), when you retell the story.
- Use connecting words (*but, so, because*) and feeling words (*surprised, shocked, worried, horrified*) to convey cause and effect relationships.
- These academic language words are bolded.

Retell the story:
Use language cue words (*first, next, then, after that, finally, so*)
Kim, Pam, and Ram are at a pond, in a wetland habitat, with the BIG robot frog. Kim gets into the robot frog. Ram shrinks the robot frog. The robot frog dives in the pond and swims. Kim is inside the robot frog and she can see things in the pond. First, she sees two frogs. Ram and Peg can see the frogs too on the computer. Next, Kim sees many frog’s eggs. Then, Kim sees one tadpole. Next, Kim sees a tadpole with back legs. Then it is time for the robot frog to come out of the pond and get big again. So Ram zaps the robot frog and it grows bigger. Kim climbs out. Finally, it is time to pack up the robot frog and go home. Kim, Pam, and Ram are excited because their plan to use the robot frog worked.

**Activity 16 Assessment**

Use the assessment to monitor students' progress and find out any students need more practice with some of the vowel or consonant sounds.

**Student Name**  
**Date**

Ask students to reread the book. Note any errors on vowels or consonant pronunciations.
Ask students to read the following words printed on cards or from the chart below.
Record answers:
If the student sounded out the word before saying it write the letters with dashes (example: *t-o-p or t-op*) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together. If the student recognized the word without sounding it out then just make a (+) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as ______correct/10.

Comment on vowel errors:
Comment on consonant errors:

<table>
<thead>
<tr>
<th>pond</th>
<th>has</th>
<th>legs</th>
<th>back</th>
<th>gills</th>
</tr>
</thead>
<tbody>
<tr>
<td>gets</td>
<td>top</td>
<td>tell</td>
<td>dots</td>
<td>zap</td>
</tr>
</tbody>
</table>

**Total correct/10**