Stage: Pre Alphabetic
Skill Level:

Before Reading Activity

READ ALOUD VERSION OF THE BOOK

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

- Have speech-to print-match.
- Use beginning sound information or other cues to read words.
- Recognize high-frequency words: a, see, colors, red, blue, green, yellow, all, the, and, likes, of
- Identify and pronounce the following beginning sound: /b/, /r/, /k/
- Use the illustrations to predict what a word says.
- Participate in a guided lesson with the teacher.

Lesson Guide

Activity 1 Explore the Book Cover and/or Character Page

Page 1 – 2
Direct students’ attention to the illustration on the book cover. Read the title of the book to students, Frogs in Colors. Lead students to infer what the book will be about using the photograph and the book title. Use the questions and think-aloud models below to help students make a prediction with evidence from the title and illustration. Connect the title of the book to the photograph on the cover.

Make Predictions About the Topic
Use the questions to explore the book title and the photograph. Suggested answers are in the parentheses. If students give short answers, model a complete sentence.
- What do you see?
  - a blue frog on a tree, a girl looks surprised to see the blue frog.
  - Have students mimic the girl’s expression of surprise
- What is the frog doing?
  - standing on the tree, climbing
- What word in the title tells what the book is about?
Model Think-Aloud to Describe the Cover Illustrations
The following bullet points are statements for the teacher to model metacognitive thinking. The teacher can model using the academic language sentence frames:

- I see a photograph which makes me think this book tells us information.
- The title says, *Frogs in Colors*, so I think the book will be about what colors frogs can be.
- I already see a blue frog on the cover.
- I wonder if Kim is surprised to see such a bright blue frog.
- It says the book is written by Kim, a student conservationist. She helps to save animals. Maybe frogs are in danger.

Inference: I can infer that frogs can be colorful, because I see a blue frog.

Academic Language Sentence Frames
Use the sentence frames for students to practice making inferences about the cover. Write the sentence frame on the board for students to see.

Oral Language Level 1:
- Have students point to parts of the illustration and make connections between the illustration and the words in the title (point to the frog, point to the word *colors*, point to the leaves, imitate Kim’s surprised expression).

Oral Language Level 2:
- I see _______________, SO, I think ________________.
- I predict that __________________.
- ?I think this book will be about ____________, I predict this book will be about ____________.

Example: I think the book will be about frogs in many colors.

Activity 2 Word Work | Foundational skills
Prepare to read pages 2-8
Before guiding students through the book, prepare them to apply what they know about words, letters, and sounds to figure out what the words in the book say. Examples: thinking about the sounds in words, using the first letter of a word to predict what it says.

Phonological Awareness Practice:
Use pictures when doing this activity. Point to the pictures in the book that show the words.
- Clap and count syllables: frog (1), red (1), blue (1), green (1), yellow (2), colors (2)

Activity 3 Language Practice with High-Frequency Words
Students practice using the phrases with high-frequency words from the book to describe the pictures of things with colors (red, blue, green, yellow) by completing the sentence:
- I see a ________________.
- Example: I see a red apple. I see a blue shirt. I see a yellow sun.

Color + frog. Point to each frog in the book and have students tell the color using the phrase: the __________ frog.
- Example: The red frog.

Activity 4 A Guided First Reading of the Book (Page by Page)
- Teacher guides students to read each page of the text using the guided instruction that follows.
- Read the predictable part of the text, and guide students to figure out the new word or words on each page.
- Confirm the new word from the pictures and with beginning sound.
- Ask text-dependent questions about each page of text to connect the pictures with the words.
See all the colors of the frogs.

Guided Group Reading
Teacher says:
- I see Kim is talking to her friends. What do you see on the board behind her? (lots of frogs in many colors).
- Point with your finger as I read each word on the page: See the colors of the frogs.
- Point to and read the word that says see.
- Point to the word that begins with the sound /f/. Read with me, frogs.
- Read the sentence again with me, “See the colors of the frogs.”
- Point to the word that begins with the sound /k/. What does it say? (colors). The letter c can make the sound /k/ like in the word colors.
- Read the sentence again with the students. Then, have students read the sentence to you. Watch to make sure they point to each word as they pronounce it.

Page 3 Text: a red frog

Guided Group Reading
Teacher says:
- What does Kim see on this page? (a red frog)
- Count the words on the page. How many words do you see? (3)
- What do the words on the page say? (a red frog)
- How do you know the word says red? (the color is red, and the word begins with the letter r. Red begins with the /r/ sound)
- Now you point and read the words.
Page 4 Text: *a green frog*

![Green Frog](image)

**a green frog**

Guide Group Reading
Teacher says:
- What do the words on the page say? (a green frog)
- Count the words on the page. How many words do you see? (3)
- How do you know the word says *green*? (the frog is green, and the word begins with the letter *g*.
  - *Green* begins with the /g/ sound)
- Now you point and read the words.

Page 5 Text: *a blue frog*

![Blue Frog](image)

**a blue frog**

Guided Group Reading
Teacher says:
- What does Kim see on this page? (a blue frog)
- Count the words on the page. How many words do you see? (3)
- Point and read each word on the page. ? (a blue frog)
- How do you know the word says *red*? (color blue and begins with the letter *b* and *blue* begins with the /b/ sound)/
- Now you point and read the words.
Page 6 Text: a yellow frog

Guided Group Reading
Teacher says:
- What does Kim see on this page? (a yellow frog)
- What do the words on the page say? (a yellow frog)
- How do you know the word says yellow? (color yellow and begins with the letter y and yellow begins with the /y/ sound).
- Now point and read each word.

Page 7 Text: a black, yellow, blue, and green frog

Guided Group Reading
Teacher says:
- What does Kim see on this page? (a frog with many colors and spots)
- Let’s read the color words on the page. Point to the word that says black, yellow, blue, green.
- Now point and read the words.
Kim likes frogs of all colors.

Guided Group Reading
Teacher says:
- Look at the picture. What do you see?
- Follow me as I read the sentence on this page. Kim likes frogs of all colors.
- Let’s read the sentence together: Kim likes frogs of all colors.
- Now you read the sentence on your own.

Activity 5 Reread the text for fluency. My Turn, Your Turn

The teacher reads a page of text, and then the students read the same text. Reread the whole book. Observe students to see if they are pointing to the words as they say them (speech-to print-match).
Example:
Teacher: “My turn. A green frog. Your turn.”
Students: “A green frog.”

Activity 6 Third Reading of the Book

Close Reading of the Text with Text-Dependent Questions
Reread each page of text with students and ask text-dependent questions that will help students to understand the information in the book and the vocabulary.

Page 2 Text: See all the colors of the frogs.

See all the colors of frogs.

Oral language level 1:
Point to Kim. Point to the teacher. Point to the desk.
Oral language levels 2&3:
Where is Kim? (in a classroom)
What do you see? (a lot of pictures of frogs, students, a teacher)
Infer: What can we infer? (Kim is telling her class about frogs.)

Page 3 Text: *a red frog*

Oral language level 1:
Point to Kim. Point to the frog. Point to the log.
Oral language levels 2&3:
Where is the frog? (on a log)

Page 4 Text: *a green frog*

Oral language level 1:
Point to the green frog. Point to the rock.
Oral language levels 2&3:
What is the frog doing? (climbing a rock, hanging onto a rock)
Page 5 Text: *a blue frog*

*a blue frog*

Oral language level 1:
Point to Kim. Point to the frog. Point to the frog’s spots.
Oral language levels 2&3:
Describe the frog. (Blue with black spots.)

Page 6 Text: *a yellow frog*

*a yellow frog*

Oral language level 1:
Point to the yellow frog. Point to the log.
Oral language levels 2&3:
Describe the frog. What does the frog’s face look like? (popping eyes, small nostrils, a large mouth)
Page 7 Text: a black, yellow, blue, and green frog

Oral language level 1:
Point to the frog. Point to the frog’s yellow spots. Point to the blue spots.

Oral language levels 2&3:
Describe the frog. (it has black, yellow, blue, and green spots)
How is this frog different from the other frogs?
Infer: I wonder why the frog has so many colors?

Page 8 Text: Kim likes frogs of all colors.

Oral language level 1:
Point to Kim. Point to the teacher. Point to the students. Point to the blue frog.

Oral language levels 2&3:
What do you think Kim is telling the students in her class? (she is telling them about frogs and their colors)

Activity 7 Think-Pair-Share

Ask: What did you learn about frogs? Talk to your partner and tell him or her what you learned from reading the book.
Academic Language Sentence Frame: I learned that frogs ______________________.
(Example: I learned that frogs can be many colors.)

Activity 8 Assessment

• Observe speech-to-print match. Watch student read the book and point. Observe if they are pointing to
each word as they say it.
- Check to see if students can read the high-frequency words out of the text: see, colors, red, blue, green, yellow, the, likes, and, of.
- Check to see if the students can identify the color of things that are red, blue, green, black, or yellow.