Stage: Pre Alphabetic

Skill Level:

Before Reading Activity

Watch the video Frogs with students to build their background knowledge about frogs that live in a wetlands habitat. Before watching, use the cover video image to predict with students what they might learn from the video.

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 word or picture cues to read words.
- Recognize high-frequency words: a, see, sees, colors, red, blue, green, yellow, can, comes, in, many, you, is, this, and
- Identify and pronounce the following beginning sound in words (focus on /b/, /r/, /n/, /l/, /g/).
- 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 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 Many 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 yellow frog on a green leaf, a girl looks surprised)
- What is the frog doing? (The frog is sitting on the tree.)
- What word in the title tells what the book is about? (frogs, colors)
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 that follow.
• I see a photograph, which makes me think this book tells us information.
• The title says, Frogs in Many Colors, so I think the book will be about what colors frogs can be.
• I already see a yellow frog on the cover.
• I wonder if Deepa is surprised to see such a bright yellow frog.
• It says Deepa, a student conservationist, writes the book. She helps to save animals. Maybe frogs are in danger.

Model Inferences That Can be Made From Pictures and Words
• I can infer that frogs can be in colors, because I see a yellow frog.

Academic Language Sentence Frames
Use the sentence frames for students to practice making inferences about the cover. Post 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 Deepa’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 leading students through a guided reading of the book, Frogs in Colors, prepare students to apply what they know about words, letters, and sounds to figure out what the words in the book say. This will include practice thinking about the sounds in words and using the first letter of words to predict what the word 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)
• Identify the beginning sound of words, how to make the sound, and how to spell it for the words: frog /f/, red /r/, green /g/ colors /k/, yellow /y/.

Practice how to make the sounds: /f/, /r/, /k/, /m/, /g/, /y/, /b/
Check the phonics section of the website to review how to teach the sounds of English consonants. Use multisensory cues to help students learn the sounds made by the letters f, r, c, m, g, y, and b. Focus on the letters your students have difficulty with.
Example:
Teacher: What sound does blue start with?
Students: /b/
Teacher: What letter makes the sound /b/?
Students: The letter b.
Teacher: That’s right! The word blue starts with a b. Repeat after me: /b/, /b/, /b/ blue.
Students: /b/, /b/, /b/ blue.
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.

Point to each frog in the book and have students tell the color using the sentence: I see a __________ frog.
- Example: I see a red frog.

Activity 4 A Guided First Reading of the Text (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 sounds.
- Ask text-dependent questions about each page of text to connect the pictures with the words.

Page 2 Text: Frogs come in many colors.

Guided Group Reading
Say: I see Deepa is talking to her friends. What do you see on the board behind her? (lots of frogs in many colors).
- Point as I read each word on the page: “Frogs come in many colors.”
- Point to and read the word that says “come.”
- Point to the word that begins with the sound /fl/. Read with me, “frogs.”
- Read the sentence again with me, “Frogs come in many colors.”
- Have students point to the word that begins with the sound /kl/. What does it say? (colors, come). Say: the letter c can make the sound /kl/ 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: Deepa sees a red frog.

Guided Group Reading
- Ask: What does Deepa see on this page? (a red frog)
- How do you know the word says red? (color red and begins with the letter r and red begins with the /r/ sound)/
- Have students point and read the words.

Page 4 Text: Deepa sees a green frog.

Guide Group Reading
- What do the words on the page say? (a green frog)
- How do you know the word says green? (color green and begins with the letter g and green begins with the /g/ sound)
- Have students point and read the words.
Deepa sees a blue frog.

Guided Group Reading
- Ask: What does Deepa see on this page? (a blue frog)
- What do the words on the page say? (a blue frog)
- How do you know the word says blue? (color blue and begins with the letter b and blue begins with the /b/ sound)
- Have student point and read the words.

Deepa sees a yellow frog.

Guided Group Reading
- Ask: What does Deepa 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)
- Have students point and read the words.
Page 7 Text: This frog is black, yellow, blue, and green.

Guided Group Reading
- Ask: What does Deepa see on this page? (a frog with many colors, and spots)
- Let’s read the color words on the page. Point to the word: black, yellow, blue, green
- Have students point and read the words with you.

Page 8 Text: Can you see the frog?

Guided Group Reading
Say: Look at the picture. Do you see a question mark at the end of the sentence? Let’s read the question. What part do you know? (see the frog)
- Let’s read the question: Can you see the frog?
- 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.
Teacher: “My turn. Deepa sees a green frog. Your turn.”
Students: “Deepa sees 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: Frogs come in many colors.

Frogs come in many colors.

Oral language level 1:
Point to Deepa. Point to the teacher. Point to the desk.
Oral language levels 2&3:
What do you see?
Infer: What can we infer that Deepa is telling her class about frogs? (frogs come in many different colors)
How do you know? (I see many frogs and they are different colors and the text says, “Frogs come in many colors.”)

Page 3 Text: Deepa sees a red frog.

Deepa sees a red frog.

Oral language level 1:
Point to Deepa. Point to the frog.
Oral language levels 2&3:
Where is the frog? (on a log)
Page 4 Text: **Deepa sees a green frog.**

Deepa sees a **green** frog.

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

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Page 5 Text: **Deepa sees a blue frog.**

Deepa sees a **blue** frog.

Oral language level 1:
Point to Deepa. Point to the frog.
Oral language levels 2&3:
Describe the frog. (blue with black spots)
Page 6 Text: Deepa sees a yellow frog.

Deepa sees a yellow frog.

Oral language level 1:
Point to the frog. Point to the log.

Oral language levels 2&3:
Describe the frog. What does the frog’s face look like? (popping or bulging eyes, small nostrils, a large closed mouth, yellow in color)

Page 7 Text: This frog is black, yellow, blue, and green.

This frog is black, yellow, blue, and green.

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 (spots with many colors)
Infer: Why the frog is so many colors?
Can you see the frog?

Oral language level 1:
Point to Deepa. Point to the teacher. Point to the picture of the frog. Point to the students.
Oral language levels 2&3:
Where is the frog? (in a pond)
Why does Deepa ask her classmates if they can see the frog? (it is hard to see the green frog in the algae.)

**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: a, see, sees, colors, red, blue, green, yellow, can, comes, in, many, you, is, this, and
- Ask students to tell the beginning sound in the words: (red /r/, green /g/, blue /b/, yellow /y/, black /b/, colors, can, come /k/) 
- Ask students to point to the first letter and tell its sound for the words: red, green, blue, yellow, black, colors, can, come