Stage: Partial Alphabetic
Skill Level:

Purpose: Post and read these statements with students to set a purpose for reading.

I can sound out words I don’t know.
I can use the words and pictures to help me understand what I read.
I can talk about what I read.

Materials: Print the vowel letters in a different color from the consonants.
Letter cards (vowels: e, i, o, u; consonants: g, t, w, h, p, b, l) or wipe-off board and marker
Color copy of the book on the computer screen.
Individual black and white copies of the book for the students.

Lesson Guide

Activity 1 Making Predictions about the Book Cover

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity. Read the Title (What Can Frogs Do?) with students. Then look at the illustration on the cover to have students predict what the topic of the story is about. Help students to think about how the title and the picture help us predict what we will read.
Predict type of text: Is this a story or is it an informational book? (I think it will give us information about frogs because I see a real photo of a frog and the title says, What Can Frogs Do?).
Predict topic: What do you think is the topic of the book? (actions frogs do)
How do you know? (title says, What Can Frogs Do?).
Think-aloud: I see a character Kim, and it says that she took the photos in the book. I see a photo of a blue frog on a tree and Kim looks surprised to see it. The title says, What Can Frogs Do?. So I think Kim will be taking a photo of a frog doing different things or different frogs.”

Activity 2 Discuss the First Illustration

Read page 3 text to students to help them understand what they will read about in the book.
Text: Kim tells her class about the frogs she observed in different habitats. She tells them about what the frogs can do.

Activity 3 Word Work: Sounding Out Words and Recognizing Words

Before students read the book on their own practice these activities to prepare them to read the words accurately. Use pictures from the book or that you draw to give meaning to the words that will be practiced.

Phonemic Awareness
Point a finger for each sound you hear in a word. Use pictures whenever possible so students will recognize the vocabulary.
Words with 2 sounds: on, in
Words with 3 sounds: get, wet, sit, log, bug, hop, bob
Words with 4 sounds: pond, frog

Sound-By-Sound Blending
get, wet, log, bug, hop, pond, sit.
Write one letter on the board and have students say the sound, then after they pronounce the vowel, blend the consonant and vowel together. Next, say the last consonant sound and blend all the letters together.

Word Chain
Letter cards: vowels: e, i, o, u; consonants: g, t, w, s, h, p, b, l
Before doing this activity, become familiar with the demonstration and explanation for Word Chain activities.
Students have to listen for the sound that changes in each word and change their own letter or erase the letter on their board to change it to a letter that goes with the new sound they heard. When possible show a picture or act out the word to connect it to meaning after students spell it. Review the short vowel sounds using the vowel staircase video.
Follow the steps for the word chain.
Say to students: spell get.
Say: Change get to wet.
Say: Change wet to set.
Say: Change set to sit.
Say: Change sit to hit.
Say: Change hit to hot.
Say: Change hot to hop.
Say: Change hop to hog.
Say: Change hog to hug.
Say: Change hug to bug.
Say: Change bug to beg.
Say: Change beg to leg.
Say: Change leg to log.
Say: Change log to bog.
Say: Change bog to bob.

Notes:
bob: to move up and down or back and forth, like bobbing in the water
bog: wet muddy ground

**High-Frequency Words**

Word cards: what, can, do, a, the

*Before doing this activity become familiar with the demonstration and explanation for High Frequency Word activities*

Use the book cover and illustrations.

Label: the frog, the girl, the tree, the pond
Label: a frog, a girl, a tree, a pond

Ask: What can you do?
Students repeat: We can ______________.  (act out verbs: hop, sit, bob)

### Activity 4 Individual Reading and Teacher Feedback

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to read the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

### Activity 5 Second Reading: Choral Reading with Teacher

My Turn, Your Turn.
The teacher reads a line from the text and the students follow in their books and point to each word as the teacher read it. Next, the students read the same sentence. Look to see if students are pointing to each word.
Example:
Teacher: “My turn: A frog can sit on a log. Your turn.”
Students: A frog can sit on a log.

### Activity 6 Comprehension Practice

Close read of the text with teacher. Reread each page of the text with students. Teacher helps students to understand the story and make inferences with help from the illustrations. Teacher asks questions or does a think-aloud to help students understand what the words tell us and what the illustrations show us about the topic.

Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks.

Example: Read me the part that tells what the frog is doing.”
Teacher helps students make inferences about the topic. Fill in missing information using the words and pictures as evidence to support an inference. Why do you think the frog is such a bright color? (The bright color warns predators that the frog is poisonous.)

### Activity 7 Oral Language Practice

Talk about the photos and what you found out.

**Text-Dependent Questions**

On each page there are questions for students who at different levels of English language development.

- After one student gives an answer to a question, the teacher repeats the correct answer in a complete
sentence. Then have all the students repeat the answer.

- Ask the students who gave the answer to show the other students where the answer came from in the book or picture.

Page 2: (Teacher page)

Teacher Reads: Kim tells her class about the frogs she observed in different habitats. She tells them about what the frogs can do.

Oral Language Level 1:
Point to the teacher, point to Kim, point to the other students, point to the frog.

Oral Language Level 2+:
What does Kim want to do? (share pictures of frogs in their habitats)

Page 3 Text: A frog can get wet.

A frog can get wet.

Oral Language Level 1:
Point to the frog.

Oral Language Level 2+:
Where is the frog? (In a pond.)
What is the frog doing? (The frog is swimming).
What do you notice about the frog’s hind (back) legs? (they are very long)
How does a frog’s legs help it swim?
Describe the frog in the pond?
Page 4 Text: A frog can sit on a log.

![A frog can sit on a log.](image)

A frog can sit on a log.

**Oral Language Level 1:**
Point to the frog. What color is the frog? Point to the log.

**Oral Language Level 2+:**
What can the frog do? (The fox can sit on a log).
Infer: What can the frog do with its bent back (hind) legs? (It can hop.)

Page 5 Text: A frog can get a bug.

![A frog can get a bug.](image)

A frog can get a bug.

**Oral Language Level 1:**
Point to the frog. Point to the bug. Point to the frog’s tongue.

**Oral Language Level 2+:**
What can the frog do? (It can catch a bug with its tongue.)
How do you know? (Read the text, look at the photo)
Infer: How does the frog stay on the plant? It grips the plant with its toes.)
Page 6 Text: *A frog can hop on a log.*

Oral Language Level 1:
Point to the frog. What color is the frog? (The frog is blue with black spots)
Oral Language Level 2+:
What can the frog do? (The frog can hop.)
Infer: Why is the frog such a bright color? (Maybe to warn other animals that it is poisonous so stay away.)

Page 7 Text: *A frog can bob in a pond.*

Oral Language Level 1:
Point to the frog.
Oral Language Level 2+:
Where is the frog? (It is in a pond.)
Infer: How is the frog staying above the water? (It is using its legs to bob.)
Act out how bobbing might look if you had legs like a frog.
Why do you think the frog is green? Why is it hard to see the frog?
What does the frog match with its color green? (The frog matches the plants or algae in the pond)

Have students reread the book chorally or with a partner.
- Give each student one page of the book to read.
- Have partners take turns reading alternating pages.

**Activity 8 High-Frequency Words**

Act out the meaning of all the action words (verbs).
Directions: Write the sentence frames on the board and have students take turns suggesting a word to complete the sentence. Then have students read the completed sentences for extra reading practice.
Use sentence frames.
The frog hops____a log. (on)
The frog bobs ___ the pond.(in)
The frog gets ___________bug. (a, the)
What can a frog ________? (do, get)
A frog can ___________. (sit, hop, bob)

Activity 9 Cut-Up Sentences

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.
Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense. The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence. The period let’s the reader know to stop.
A frog can get wet.
A frog can sit on a log.
A frog can get a bug.
A frog can hop on a log.
A frog can bob in the pond.

Activity 10 Give Information or an Explanation

Model for students using the sentence frame how to tell about something you learned from reading the book or looking at the pictures.
Prompt for discussion: What did you learn from this book? What are some things that frogs can do?
Sample sentence frame: I learned that _________________.
Examples:
I learned that a frog can get a bug.
After you have modeled a sentence or two, have students answer this question in pairs. Then, call on students to state their opinions to the class.

Activity 11 Draw and Write

It is fine for students at this stage to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book.
Ask students to write one sentence about what a frog can do.
Example: A frog can hop.
Draw a picture of a frog that is doing what you wrote in your sentence.

Activity 12 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 (For example: *w-e-t* or *w-et*) 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>can</th>
<th>wet</th>
<th>sit</th>
<th>get</th>
<th>bob</th>
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<tbody>
<tr>
<td>hop</td>
<td>on</td>
<td>log</td>
<td>bug</td>
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**Total correct/10**