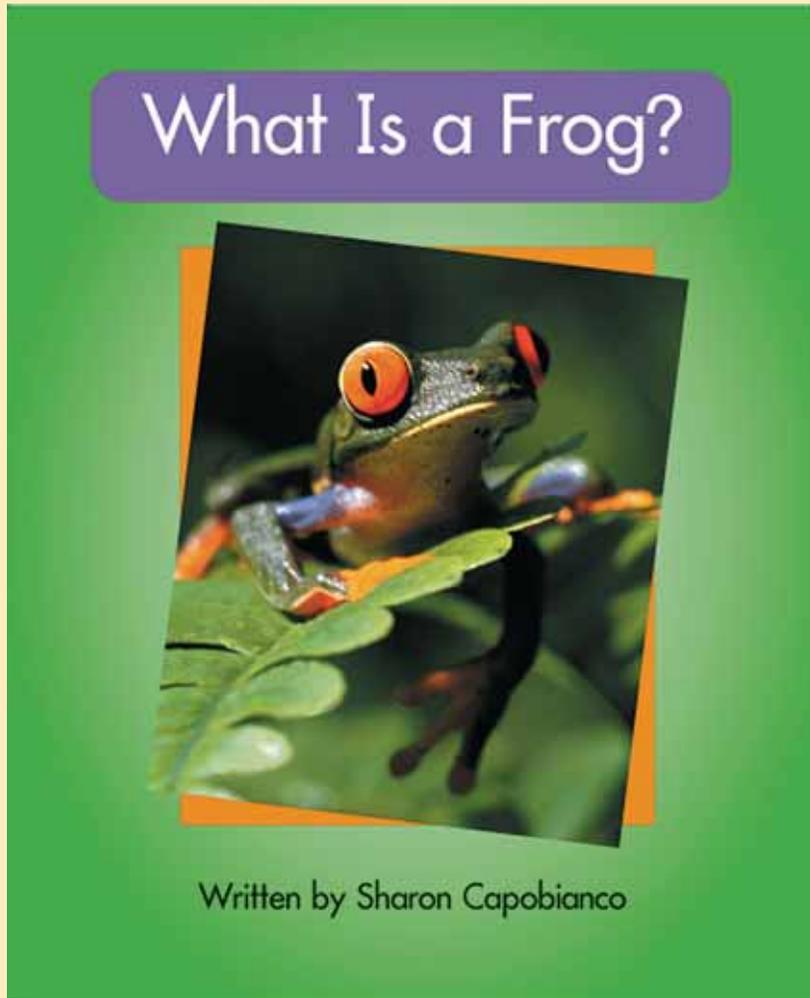




# Level 15

## Book f



Level	15
Word Count	333
Text Type	Information report
High Frequency word/s Introduced	



The  
Lucky Whale

Carla Crocodile's  
Knitting

The Giant's Fire

Bronko's New House

Saving Tigers

What Is a Frog?

Ruby and the White  
Rat

Don't Throw It  
Away

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



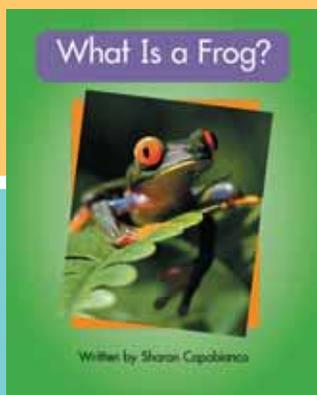
*This symbol relates to use (text user)*

BEFORE READING

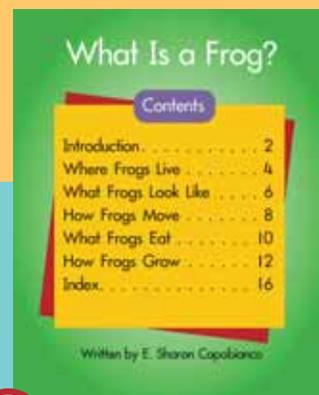
## Cover & Title Page



Ask the children to look at the cover photo and title. Explain that they are reading a nonfiction text. How is it the same as/different from a fiction text?



Ask the children to use the contents page to predict what information will be covered in the book.



AFTER READING



Ask the children to respond to the book. What did they learn about frogs? What information did they find interesting?



Invite the children to analyse the text in terms of other amphibians. How are they similar/different?

BEFORE READING

2/3

Invite the children to share their own experiences about frogs. Where have they seen them? What kinds of frogs did they see?

Revise with the children the use of capital letters. When should capital letters be used? Look for capital letters in the text. Why have they been used?



Explain to the children that frogs are amphibians. They can live on land and in the water. Brainstorm other amphibians with the children.

Invite the children to analyse the text in terms of other animals or amphibians. What is the same/different.

AFTER READING

BEFORE READING

4/5

Ask the children to read the heading. Encourage the children to share their thoughts on where they think frogs live.

Encourage the children to use the features of the book to assist with their reading. Explain to them that they can get extra information from the caption.



Ask the children how frogs protect themselves from other animals. What do frogs do when they are tired?

AFTER READING

Discuss with the children, frogs that they might have seen. How were they different? How were they the same? List some of the features of frogs on the board.



Ask the children to look at the diagram on page 7. Explain that diagrams let us look closer at an object to examine the different parts.

Ask the children to look at the diagram again. Discuss webbed toes and why frogs have them.

Ask the children to discuss how frogs move. Ask the children to think of any special features a frog may have to help them move.

Discuss with children some of the technical words. Explain that looking for small words within words helps with their reading.



Discuss with the children the movements of frogs. Why do frogs jump? How important is jumping when a frog moves from water to land?

Ask the children to analyse the text on pages 8 and 9. Discuss how frogs have adapted to their environment. Compare how a frog moves with how humans move.

Have the children read the heading and look at the photos. How might frogs catch their food, especially fast-moving bugs like flies?



Invite the children to compare how frogs absorb water compared to humans. What is the same/different?

Discuss life cycles with the children. Explain how this relates to a frog. Ask the children to find different stages of the life cycle when they read the text.

Explain to the children that hyphens are used to join two words. Often they are describing words. Ask the children to locate the hyphenated word on page 12.



Ask the children to look at the growth of a frog in more depth. Why do the tadpoles have tails? Why do the tails fall off as the tadpoles get older?

Invite the children to compare the life cycle of a frog to other amphibians. How is it the same/different?

Look at the photos on pages 14 and 15. What do you think is happening?



Ask the children why they think frogs grow new skin. Why do they eat their old skin?

Ask the children to analyse the text. Compare how the frog sheds its skin compared to how a snake sheds its skin. How is it the same/different?

Ask the children to read the index entries. Discuss any words that they might not know the meaning of.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right and looks right.

Index	
animals	2, 4
mouths	11
skin	11, 14, 15
tadpoles	12, 13
toes	7, 12
tongues	10

Discuss with the children how they can use the information in this text. What can they now tell people about frogs?

Ask the children to read the index entries again. Have them go back to the relevant pages then find and reread the sentence in which the word occurs.

# 15 f What Is a Frog?

Name \_\_\_\_\_

1. Write what each of these body parts do for the frogs.

- Webbed toes \_\_\_\_\_
- Sticky pads \_\_\_\_\_
- Strong back legs \_\_\_\_\_
- Coloured bodies \_\_\_\_\_
- Sticky tongues \_\_\_\_\_

2. List some of the differences between a tadpole and a frog:

Frog	Tadpole
_____	_____
_____	_____
_____	_____
_____	_____

3. Draw a frog eating its skin.



## 15 f What Is a Frog?

Name \_\_\_\_\_

1. Capital letters are used at the start of a sentence, for the name of a person and the name of a place.

Put capital letters in the correct places.

sally and james bought an ice-cream from the shop.

we live on the planet earth.

we went for a swim in the pool.

australia is a hot country.

my teacher is called mr hall.

frogs live on the land and in the water.

2. Write a story about the life cycle of a frog.

Be careful to place your capital letters in the correct places.

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