

What Are They?

Word Count: 102 **Text Type:** Narrative

High-Frequency Word Focus: called, were, your

Content Words: animals, eggs, fish, frogs, hatched, home, hopping, jar, legs, pond, swimming, tails

Language Features: (punctuation, vocabulary, sound and letter knowledge) compound words; short oo, long oo

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: create short text to record ideas

LITERATURE

Responding and examining: identify and retell events from the start and end of a story

Creating literature: retell text through illustration

LANGUAGE

Expressing and developing ideas: recognise texts are made up of groups of words that make meaning; explore the contribution of images; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds, syllables, and rhymes in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have ever seen tadpoles or frogs in their area. Discuss how frogs lay eggs that hatch into tadpoles and how tadpoles gradually turn into frogs.

Encouraging prediction: Read the title to students and ask them what they think might be in the jar on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book, taking note of how the animals in the tank are changing. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about frogs, they will be talking about words that are made up of two little words, and learning more about the sounds made by the digraph oo.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each stage of the frogs' development in the illustrations.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate "wait time" and

provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Have students look at the life cycle of a frog on page 15. Ask them to describe each stage of the cycle to you while you draw, label, and number each stage on the board, complete with arrows. Look at page 16 and discuss what the boy might be thinking.

■ Literature

Responding and examining: Have students identify what happened at the start and end of the story. Invite them to retell the steps by which the eggs become frogs.

■ Language

Expressing and developing ideas/sound and letter knowledge: Ask students if the diagram on page 15 helped them understand what happens in the story. Turn to page 2. Point out the three sentences, and remind students that each one is made up of words that together make meaning. Draw attention to the words *grasshopper* and *butterfly*. Ask students if they can hear the two small words in each. Have them tell the words. Ask if they can think of any other words made from two smaller words (*classroom*, *shoelace*).

Still on page 2, point to the word *look*. Highlight and model the short *oo* sound. Have students practise this sound. Ask them to think of words that rhyme with *look* (*book*, *cook*). Explain that *oo* can also make a long *oo* sound. This is found in words such as *moon*, *pool*, and *stool*. Make a list of words that have the long *oo* sound. Have students read both lists aloud so they can hear the difference between the two sounds.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *What Are They?* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- If possible, keep live tadpoles in the classroom and chart their growth and development. Alternatively, watch a program about this process.
- Provide students with books and/or pictures of various other animals that hatch from eggs, for example, birds. Ask them to choose one animal and draw three pictures showing its different life stages.
- Have students present their drawings to the class, outlining the life cycle of their chosen animal.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

6c – What Are They?

1. Draw a circle around the words with a long oo sound.
Draw a square around the words with a short oo sound.



spoon hook room school
 stool zoo foot moon
 wool roof good hoof
 noon tool pool

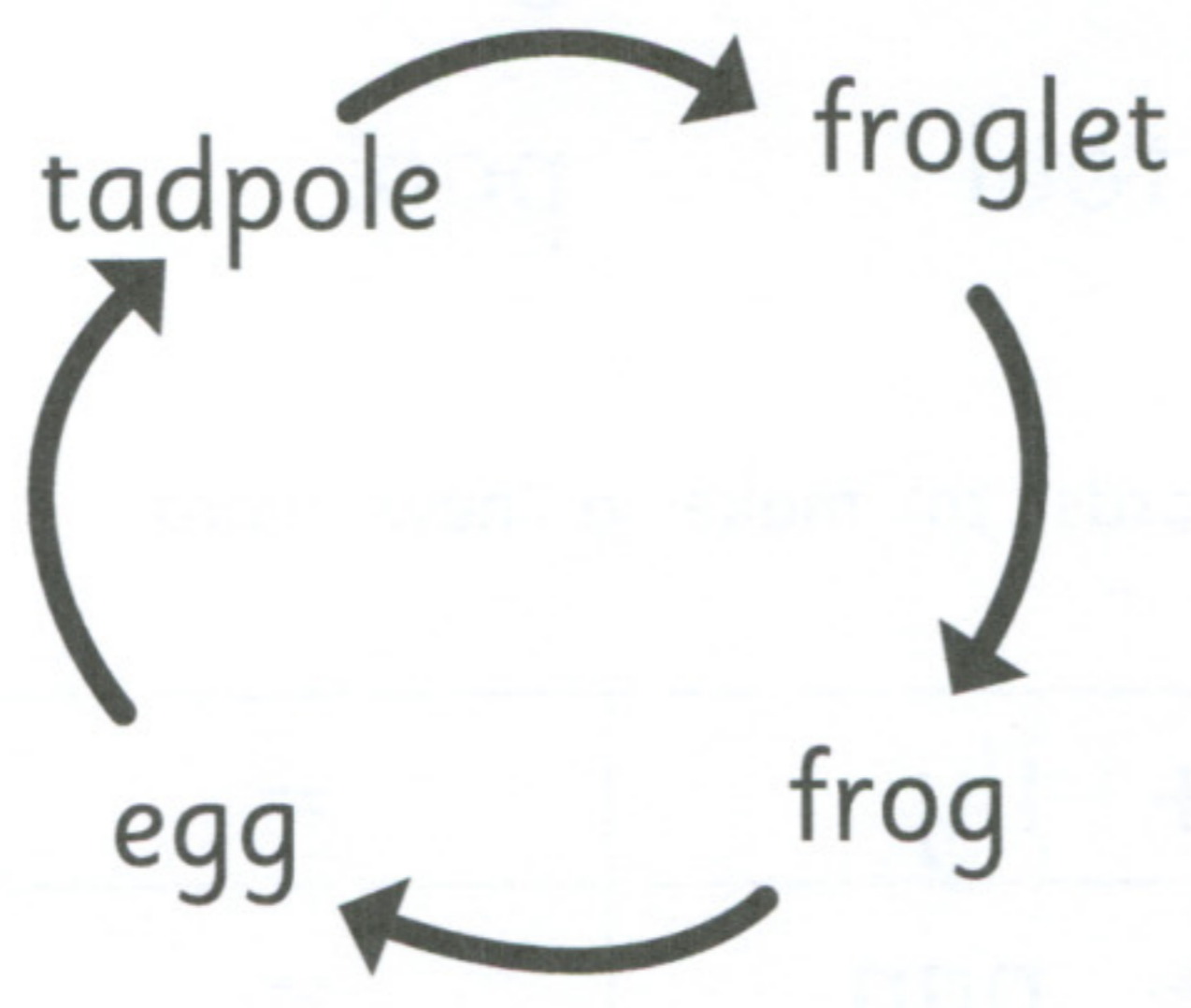
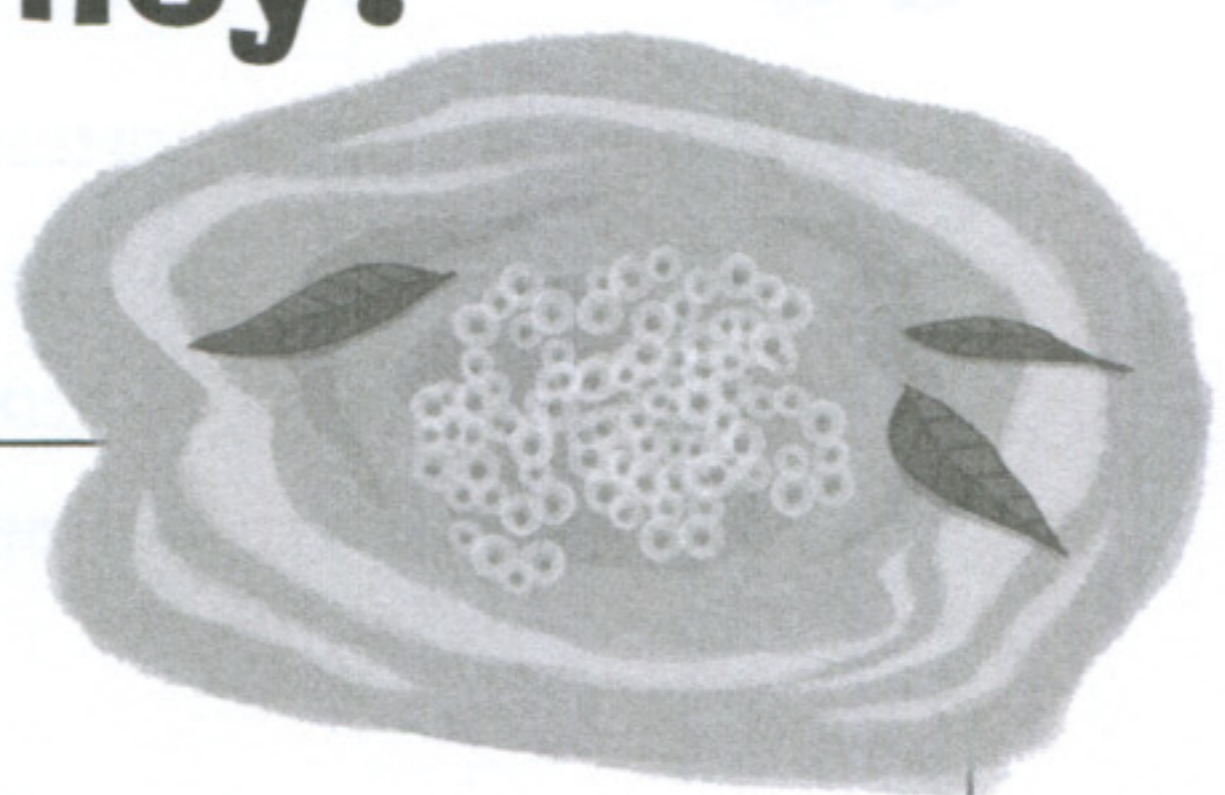
2. Join these words to make a new word.

butter	+ fly	=	butterfly
fry	+ pan	=	
grass	+ hopper	=	
snow	+ ball	=	
any	+ body	=	
class	+ room	=	
shoe	+ lace	=	

Name _____

6c – What Are They?

Draw a picture of each stage of the frog's life.



Name _____

6c – What Are They?

Write all the animals you know
that come from eggs.

Write all the animals you know
that are born as babies.



Animals from Eggs

Baby Animals