What Can Frogs Do? Stage 2, Day 1 **Time:** 50-60 mins per session	
Materials Needed: -Teacher copy of the text -Student copies of the text -Centers materials (see Stage 2 Learning Centers document) -Letter cards -Sight word/red word flash cards -Reading celebration materials -Chart paper -Student erasable boards, writing utensils and erasers	**Language Focus:** Decoding CVC Words **Social-Emotional Learning Theme:** Working with partners to build knowledge **Learning Strategies:** -Segmenting and blending phonemes -Say It/Spell It/Say It -Shared reading -Partner reading -Learning Centers **Assessment**

Follow with Grandma's Bananas

What Can Frogs Do? (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "What Can Frogs Do?", large enough for student display
- One set of letter cards
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Board
- Centers materials: see Centers document
- Chart paper (for Oral Language Practice)

Building Comprehension: Picture Walk (3-5 mins)

Display the book cover. In *What Can Frogs Do?*, we learn all about where frogs can go and what they can do. *Go through each page, inviting students to notice and wonder.*

Word Work: Segmenting and Blending (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display three letter cards that spell "get".

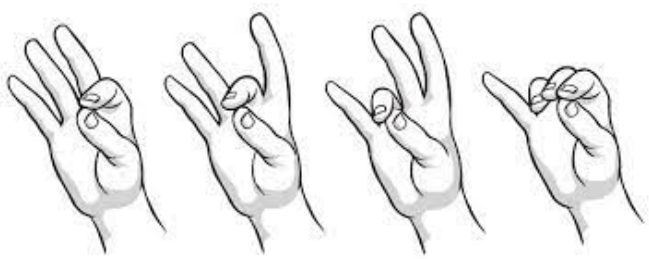
Every word and word part has a *very* important letter: a vowel. This word has the vowel "e" *(say the letter name)*. *Point to the "e" letter card.*

"e" says /e/ (*say the short vowel sound*).

What does the vowel "e" say? *Students should echo /a/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "e" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/g/ /e/ /t/ /get/

Your turn! *Repeat above, as students tap each sound and blend /g/-/e/-/t/, /get/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "wet".
Tap each sound. Point to each letter card as you tap. /w/-/e/-/t/, /wet/.
Your turn! *Repeat above, as students tap each sound and blend /w/-/e/-/t/, /wet/.*

Student Practice
Display letter cards for "fed".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the f letter card. What sound? */f/*
Point to the e letter card. What sound? */e/*
Point to the d letter card. What sound? */d/*
Let's tap!
With students, finger tap each sound and blend: /f/-/e/-/d/, /fed/.

Great! One more word with the vowel "e"!
Display letter cards for the word "men."
Point to the m letter card. What sound? */m/*
Point to e letter card. What sound? */e/*
Point to the n letter card. What sound? /n/
Let's tap!
With students, finger tap each sound and blend: /m/-/e/-/n/, /men/.

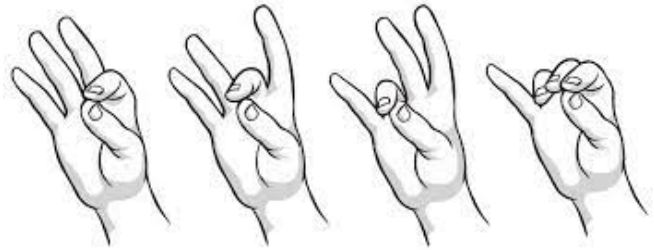
Amazing job inspectors!

Let's try with a new vowel. *Point to the frog sitting on the log on page 4. Point to the word "sit" on the page.* We know that all words and word parts have vowels. What vowel does his name have? *Students should say the letter <u>name</u>, i.*

What sound does this vowel make? */i/ (short vowel sound).*

Yes, /i/! Let's break apart the sounds in words with the vowel "i" (*say the letter <u>name</u>*).

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)



/s/ /i/ /t/ /sit/

Your turn! *Repeat above, as students tap each sound and blend /s/-/i/-/t/, /sit/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "tip".

Tap each sound. Point to each letter card as you tap: /t/-/i/-/p/, /tip/.
Your turn!
With students, finger tap each sound and blend: /t/-/i/-/p/, /tip/.

Wow! Let's try another!

Student Practice
Display letter cards for "bit". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart!
Point to the b letter card. What sound? */b/*
Point to the i letter card. What sound? */i/*
Point to the t letter card. What sound?*/t/*
Let's tap!
With students, tap each sound and blend: /b/-/i/-/t/, /bit/.

Great! One more word with the vowel "i"!
Display letter cards for word "rib".
Point to the r letter card. What sound? */r/*
Point to the i letter card. What sound? */i/*
Point to the b letter card. What sound? */b/*
Let's tap!
With students, finger tap each sound and blend: /r/-/i/-/b/ /rib/.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn to the word list.

Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5-10 mins)

Daily focus words: can, a
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine
Show Red Word card for "a."
This word is "a." Say it! *Students repeat: a.*
Spell it! a. *Students repeat: a.*
Air write it, a. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! A! *Students repeat: A.*

Repeat Say It/Spell It/Say It for "can". Add each new word to the card deck.

Flash through both cards and ask students to say the word.

Oral Language Practice: What Can I Do? What Can You Do? (10 mins)

—*Write two sentence frames on the board:*

- I can _____.

- What can you do?

—Read the sentence frames with students, pointing to each word and tracking with your finger or a pointer.
—We answer this question with an action word, or a verb.
On chart paper, write the heading: We Can _____
(verb)
—Gather the class in a circle. Use the student next to you to model the activity. Say: I can (verb). *For example, I can teach.*
—Turn to the student next to you. Say: What can you do?
—Go around the circle. Each student says: I can (verb). Verbs may include run, play, jump, sing, dance, etc.
—After their turn, each student turns to the person next to them and asks: What can you do?
—As each student shares, chart the verbs on the chart paper.
—After all students have shared: Look at all the verbs we can do! *Read the list with students.*
—Challenge activity: See if students can match the verb on the chart paper to the person who said it!

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*
Which vowels did we use today? *Various answers.*
What sounds do they make? *Various answers (be sure to reinforce short vowel sounds).*
Why will breaking apart the words help us to be better readers?

What Can Frogs Do? (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "What Can Frogs Do?", large enough for student display
- One set of letter cards
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Board and writing utensil
- Student erasable boards, erasers and writing utensils
- On/In silly sentence cards
- Centers materials: see Centers document

Building Comprehension: Prior Knowledge (3-5 mins)

Display the book cover. In *What Can Frogs Do?*, we learn all about where frogs can go and what they can do. What do you know about what frogs can do?

Word Work: Segmenting and Blending (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display three letter cards that spell "log".

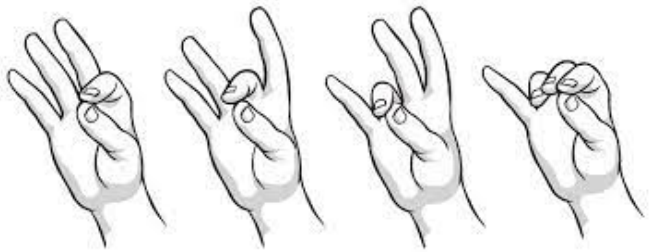
Every word and word part has a *very* important letter: a vowel. This word has the vowel "o" *(say the letter name)*. *Point to the "o" letter card.*

"o" says /o/ (*say the short vowel sound*).

What does the vowel "o" say? *Students should echo /o/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "o" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/l/ /o/ /g/ /log/

Your turn! *Repeat above, as students tap each sound and blend /l/-/o/-/g/, /log/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "hop".
Tap each sound. Point to each letter card as you tap. /h/-/o/-/p/, /hop/.
Your turn! *Repeat above, as students tap each sound and blend /h/-/o/-/p/, /hop/.*

Student Practice
Display letter cards for "bob".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the b letter card. What sound? */b/*
Point to the o letter card. What sound? */o/*
Point to the b letter card. What sound? */b/*
Let's tap!
With students, finger tap each sound and blend: /b/-/o/-/b/, /bob/.

Great! One more word with the vowel "o"!
Display letter cards for the word "fox."
Point to the f letter card. What sound? */f/*
Point to o letter card. What sound? */o/*
Point to the x letter card. What sound? /x/
Let's tap!
With students, finger tap each sound and blend: /f/-/o/-/x/, /fox/
Amazing job inspectors!

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn to the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5-10 mins)

Daily focus words: do, what
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

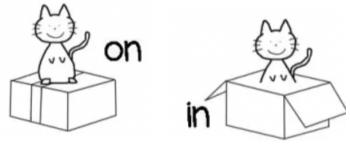
Say It/Spell It/Say It routine
Show Red Word card for "do."

This word is "do." Say it! *Students repeat: do.*
Spell it! D-o, do. *Students repeat: d-o, do.*
Air write it, d-o, do. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! Do! *Students repeat: Do.*

Follow Say It/Spell It/Say It routine for "what."
Flash through both cards and ask students to say the word.

Oral Language Practice: Silly Sentences with "On" and "In" (5-10 mins)

—Display page 4. Where is the frog?
—With students, tap out and read the last three words of the sentence: "on a log."
—Turn to page 7. Where is the frog?
—With students, tap out and read the last three words of the sentence: "in the pond."
—On the board or on chart paper, sketch simple images showing "on" and "in":



—"On" is used when something is on the surface or on top of something else.
—"In" is used when something is inside something else.
—Tell students you will show them a silly sentence. They will read the sentence and draw what they picture.
—Show silly sentence cards. Call on student volunteers to read each card aloud, or have students read each sentence as a class. Give students 30 seconds to draw a picture of the silly sentence and then share with a partner.
-The cat is <u>in</u> the hat.
-A bug is <u>on</u> a pup.

-A dog is <u>in</u> a log. (*If students do not know what "log" means, show them the picture on page 6 of "What Can Frogs Do?"*
-The hen is <u>on</u> the pig.
-The pig is <u>in</u> a wig.
-The map is <u>in</u> the tub.
As students draw, circulate to make sure their images show that they understand the prepositions "on" and "in".

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*

What sight words/red words did we learn today?

How does knowing words in a snap help us to be better readers?

What Can Frogs Do? (Stage 2, Day 3)
Time: 40-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words
- Reading for comprehension

Teacher Preparation

- One copy of "What Can Frogs Do?", large enough for student display
- Student copies of "What Can Frogs Do?"
- Red word/sight words flash cards
- Board and writing utensil

Building Comprehension: Setting the Purpose (3 mins)

Reading is thinking. Today we will put together all we've learned to read *What Can Frogs Do?*

We will think about a big question: How do frogs' body parts help them do many things?

Word Work: Shared Reading (20-30 mins)

We will think about all we've learned about breaking apart words and their sounds, and putting them back together.

We will think about all we've learned about sight words, or red words.

Today, we will do a shared reading. When it is my turn, you will listen and watch carefully. When it is your turn, you and your partner will try, using your inside voices (whisper).

Follow Shared Reading routine:

1. *Go through all red words/sight words. Prompt students to read them with automaticity.*
2. *Reach each "need to know" word and have students repeat. Define each "need to know" word.*
3. *Model reading each page of the text. Segment and blend CVC words. Read sight words and "need to know" words with automaticity.*
4. *Reread each line for fluency.*
5. *Prompt students to read each line with: "your turn."*

Monitoring (7-10 mins)

Great job readers! We used many strategies and worked together to read *What Can Frogs Do?*
Read students the informational page at the end (page 8).
Act out some things a frog can do.
Describe to your partner one place a frog lives or goes.
Class discussion: Name a frog's body part. How does it help the frog? *Answers may include: Their tongues help them catch bugs; their changing skin color helps them blend in and trick predators; their legs help them hop.*

What Can Frogs Do? (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words
- Identify and read sight words in context
- Reading for comprehension

Teacher Preparation

- One copy of "What Can Frogs Do?", large enough for student display
- Student copies of "What Can Frogs Do?"
- Red word/sight words flash cards
- Board and writing utensil

Building Comprehension: Picture Walk (3-5 mins)

Today you will read *What Can Frogs Do* with a partner. High five your reading partner!

Reading is thinking. We will think about a big question: How do frogs' body parts help them do many things? What are some of a frog's body parts?

Word Work: Partner Reading (20-30 mins)

Review the Partner Reading routine:

Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner! Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.

4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Decoding Behaviors *Students are…*	Comprehension *Students understand…*
-using finger tapping to sound out unknown CVC words *Prompts to support:* *-What is the first letter? What sound does it make?* *-What is the next letter? What sound does it make?* *-What is the final letter? What sound does it make?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you remember the red word?* *-Show the red word card.* **-using sentence and picture cues to sound out** ***-****Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes*	**Sequencing:** What does the frog do first? Next? Then? Last? *Pg. 2:* -Where is the main character? -Why is the main character in front of the class? -How do you think the main character feels about frogs? *Pg. 3-7:* -Where is the frog? -What body parts do you see? -How are the body parts helping the frog? *Pg. 8:* What does the character learn about the frog?

sense?	

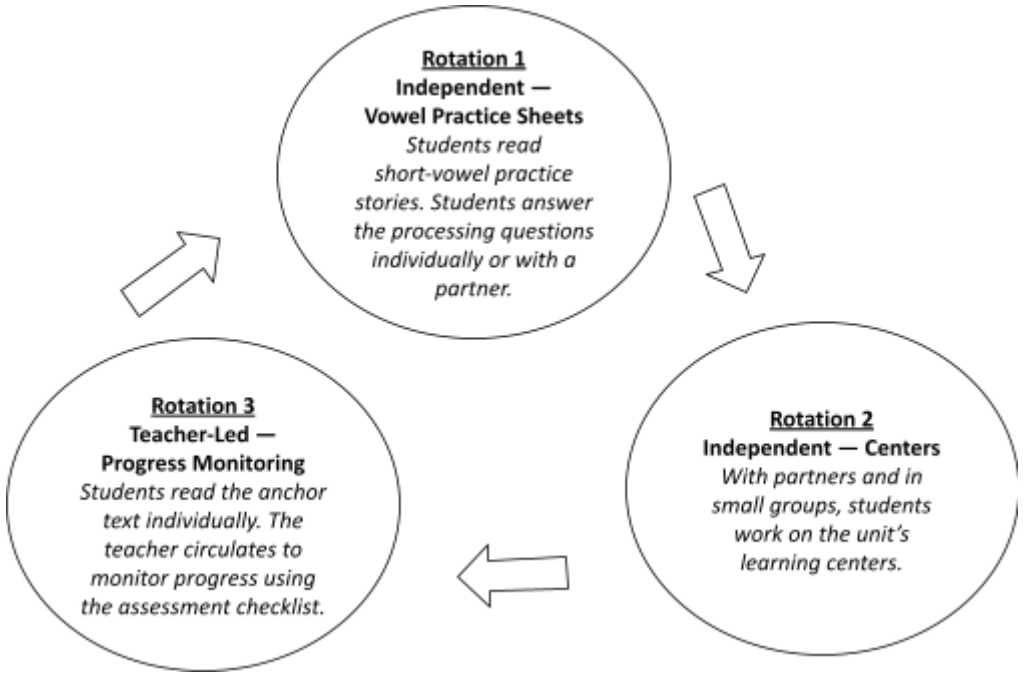
Monitoring (5-10 mins)

Act out some things a frog can do.

Describe to your partner one place a frog lives or goes.

Class discussion: Name a frog's body part. How does it help the frog?

Day 5	Day 6	Day 7
—First 10 minutes of class: do a fun whole-class activity. *—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.* *—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:* — Who helped you today? How? — What is one new thing you learned today? — What is one way you were challenged today? How did you handle the challenge? — What went well today? What could have gone better? *—On Days 6 and 7, each group will move to the next rotation.*		



What Can Frogs Do? (Stage 2, Day 8)
Time: 50-60 mins

Learning Focus: Celebrating Reading

Skills:

- Reflect and celebrate on progress as a reader

Teacher Preparation

- One copy of "What Can Frogs Do?", large enough for student display
- Student copies of "What Can Frogs Do?"
- Celebration materials

Class Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand *What Can Frogs Do?*
Let's read together!
Call on students to fluently read each each page

Celebration (30-40 mins)

Today we will celebrate our hard work.

Ways to celebrate reading:

- **Community share:** Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member
- **Create a craft:** Create frog puppets with paper bags and construction paper.

- **Reading buddies:** Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.
- **Letter to the author:** Write a letter as a class. Include favorite parts, things we learned, and thanks.
- **Write a sequel:** Students work with partners to make their own "What Can ____ Do?" books. They can use an animal they know all about, or themselves! Include simple sentences on each page.
- **Take a field trip:** Visit a nearby animal habitat and make observations about what other animals can do (birds in trees; etc.)
- -**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?