Text: The Robot Frog **Duration:** 8 days, 50-60 mins per session **Instructional Strategies** ● Segmenting and blending through Elkonin boxes ● Partner reading ● Shared reading with teacher modeling ● Independent reading ● Class discussions ● Learning centers	**Word Work Focus:** ● Segment and blend CVC and CVCC words ● Read sight words with automaticity in isolation and in context **Comprehension Focus** ● Read to infer for deeper meaning about helping one another **Social-Emotional Focus** ● Work with a partner to build shared understanding ● Connect to main ideas about helping one another
Materials ● Teacher text ● Student texts ● Red word/sight word cards ● Letter cards for finger-tapping ● Elkonin boxes and objects/chips ● Centers materials ● Board and writing utensil ● Sentence strips for sentence frames ● Student erasable boards ● Celebration materials	**Sight Words Taught:** ● is, the, see, little, go **Text-Specific Vocabulary Taught:** ● gets, lets, legs, eggs, frog, hops, dots, tell **Oral Language Practice** ● Using verbs in simple sentences, written and spoken **Phonics Skills/Concepts Taught:** ● Decoding CVC and CVCC words, all short vowels **Assessment**

Note: Follow with Short O lessons.

The Robot Frog (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "The Robot Frog", large enough for student display
- One set of letter cards
- Red word/sight words flash cards
- Board
- Centers materials: see Centers document

Building Comprehension: Picture Walk (5-7 mins)

Display page 2. Read aloud page 2 to students: "Meet Kim, Ram, and Peg." *Point to each character.* This book tells about when Kim, Peg, and Ram go to the pond to see frogs with the robot frog.

Word Work: Segmenting and Blending (7-10 mins)

Video model

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 page 2, character page. Say: This is "Kim."

Display three letter cards that spell "Kim."

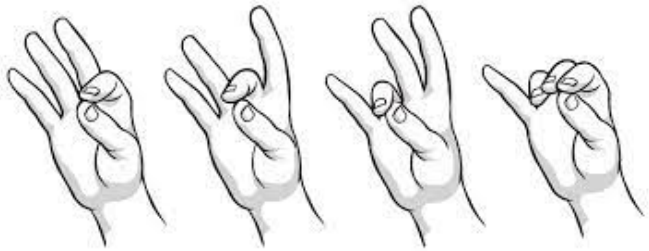
Every word and word part has a *very* important letter: a vowel. This word has the vowel "i" *(say the letter name)*. *Point to the "i" letter card.*

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

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

Let's break apart the sounds in words with the vowel "i" (*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.



/k/ /i/ /m/ /Kim/

Your turn! *Repeat above, as students tap each sound and blend /k/-/i/-/m/, /Kim/.*

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

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "lit". 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! *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 l letter card. What sound? */l/*
Point to the i letter card. What sound? */i/*
Point to the t letter card. What sound? */t/*
Let's tap!
With students, finger tap each sound and blend: /l/-/i/-/t/, /lit/

Great! One more word with the vowel "i"!
Display letter cards for word "pin."
Point to the p letter card. What sound? */p/*
Point to the i letter card. What sound? */i/*
Point to the n letter card. What sound? /n/
Let's tap!

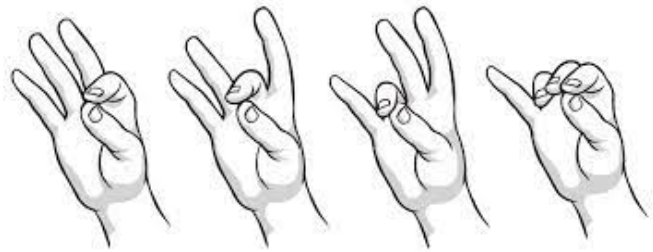
With students, finger tap each sound and blend: /p/-/i/-/n/, /pin/
Amazing job inspectors!

Let's try with a new vowel. *Point to the character Ram.* This is Ram! We know that all words and word parts have vowels. What vowel does his name have? *Students should say the letter <u>name</u>, a.*

What sound does this vowel make? */a/*

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

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.



/r/ /a/ /m/ /Ram/

Your turn! *Repeat above, as students tap each sound and blend*
/r/-/a/-/m/, /Ram/.

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "zap".
Tap each sound. Point to each letter card as you tap: /z/-/a/-/p/, /zap/.
Your turn!
With students, finger tap each sound and blend: /z/-/a/-/p/, /zap/.

Wow! Let's try another!

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "tad". 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 t letter card. What sound? */t/*
Point to the a letter card. What sound? */a/*
Point to the d letter card. What sound?*/d/*
Let's tap!
With students, tap each sound and blend: /t/-/a/-/d/, /tad/.

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

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 page 13, 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: is, the, see
TEACHER NOTE: The sight word "the" has previously been taught in "Nap on a Mat" Day 1. If students can recall the sight word with automaticity when presented with the red word card and the word in text, do not include the word for Say It/Spell It/Say It, but keep it in the red word card deck for this lesson.

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 "is." NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.
This word is "is." Say it! *Students repeat: is.*
Spell it! i-s, is. *Students repeat: i-s, is.*
Air write it, i-s, is. *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! Is! *Students repeat: is.*

Repeat the Say It, Spell it, Say It routine with the word Red Word cards "the" and "see."

Flash through all three cards and ask students to say the word.

Oral Language Practice (5 mins)

Label: the tadpole, the dots, the robot frog.
Use the word on in a phrase.

1. **Read the question with students**: What do you see?
   Students repeat: I see the _____ (name one of frog's life cycle stages).

When you see more than one thing, then you use 'and'.

2. **Read the question with students**: What do you see?
   Students repeat: I see the_____ and the_____ (name one of frog's life cycle stages).
3. **Read the question with students**: Where is Kim?
   Students repeat: Kim is ___ the robot frog (in).

Directions*: Write the sentences 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, below.*

Use sentence frames, below:
Kim ____ a tadpole (sees)

Ped and Ram ___ see a tadpole (see)

Independent Learning Centers (30 mins)

Monitoring (3 mins)

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 vowel letters did we use today?

What sounds do they make?

Why will breaking apart the words help us to be better readers?

The Robot Frog (Stage 2, Day 2)

Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "The Robot Frog", large enough for student display
- One set of letter cards
- Red word/sight words flash cards
- Board
- Centers materials: see Centers document

Building Comprehension (3 mins)

Display page 2. Read aloud page 2 to students: "Wave hello to Kim, Ram, and Peg." *Point to each character.* Remember, this book tells about when Kim, Peg, and Ram go to the pond to see frogs with the robot frog.

Word Work: Segmenting and Blending (7-10 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. We are sound inspectors - 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 page 2, character page. Say: This is "Peg."

Display three letter cards that spell "Peg."
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.*

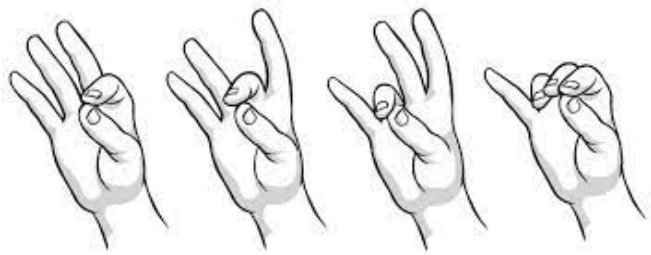
"e" says /e/ (*say the short vowel sound)*.

What does the vowel "e" say? *Students should echo /e/ (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.



/p/ /e/ /g/ /Peg/

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

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

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "let". 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! *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 l letter card. What sound? */l/*
Point to the e letter card. What sound? */e/*
Point to the t letter card. What sound? */t/*

Let's tap!
With students, finger tap each sound and blend: /l/-/e/-/t/, /let/.

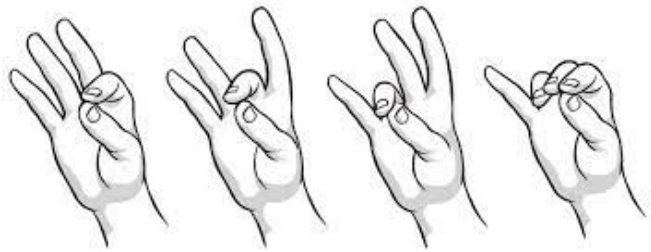
Great! One more word with the vowel "e"!
Display letter cards for word "leg."
Point to the l letter card. What sound? */l/*
Point to the e letter card. What sound? */e/*
Point to the g letter card. What sound? /g/
Let's tap!
With students, finger tap each sound and blend: /l/-/e/-/g/, /leg/.
Amazing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

Let's try with a new vowel. *Point to the robot frog character.* This is the robot Frog! We know that all words and word parts have vowels. What vowel does his name have? *Students should say the letter <u>name</u>, o.*

What sound can this vowel make? */o/. If students say the long vowel sound as in "bōat", affirm them and ask for the other sound the vowel "o" can make.*

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

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Display three letter cards that spell "bot."
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.



/b/ /o/ /t/ /bot/

Your turn! *Repeat above, as students tap each sound and blend /b/-/o/-/t/, /bot/.*

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 (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "dot". 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! *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 d letter card. What sound? */d/*
Point to the o letter card. What sound? */o/*
Point to the t letter card. What sound? */t/*

Let's tap!
With students, finger tap each sound and blend: /d/-/o/-/t/, /dot/.

Great! One more word with the vowel "i"!
Display letter cards for word "pot." (NOTE: not a word from the text.)
Point to the p letter card. What sound? */p/*
Point to the o letter card. What sound? */o/*
Point to the t letter card. What sound? /t/
Let's tap!
With students, finger tap each sound and blend: /p/-/o/-/t/, /pot/.
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 page 13, 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(10 mins)

Daily focus words: little, go
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 "go." NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.
This word is "go." Say it! *Students repeat: go.*
Spell it! g-o, go. *Students repeat: g-o, go.*
Air write it, g-o, go. *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! Is! *Students repeat: go*

Display Red Word card for "little".
The word is "little." Say it! *Little!*
Spell it! l-i-t-t-l-e, little. *Students repeat.*
Air write it! l-i-t-t-l-e, little. *Students writing in the air as they say each letter, t-h-e, the.*
Show card. Say it! Little! *Repeat: little*

Flash through all three cards from prior lesson and today's new word cards, and ask students to say the word.

Independent Learning Centers (30 mins)

Monitoring (3-5 mins)

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 vowel letters did we use today?
What sounds do they make?
Why will breaking apart the words help us to be better readers?

The Robot Frog (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "The Robot Frog", large enough for student display
- Student copies of "The Robot Frog"
- Red word/sight words flash cards
- Student Elkonin boxes
- Student Elkonin box chips/tokens (any uniform movable object)
- Board and writing utensil

Building Comprehension (3 mins)

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together! *Set the purpose:* Reading is thinking! We will read to think about a big question: How did the robot frog help Kim, Peg and Ram?

Word Work: Segmenting and Blending (5-10 mins)

Introduce Elkonin boxes outside. Create a hopscotch board with 4-5 squares.

All words in the English language are made of letters and sounds. These sounds build words. We need to hear those sounds to read words!

As usual, let's listen to a word and break apart the sounds we hear. Then we will put them back together. Instead of tapping each sound on our FINGERS, we will put each sound in a MAGIC BOX! Then we will put the sounds back together to make the word.

Model hopping on the hopscotch board for each sound. For example: Say "cat" and hop three boxes forward, saying a sound for each box: /k/-/a/-/t/. Give students two, three and four-sound words to "hop."

Inside, display an Elkonin box. Model segmenting and blending "tell" with the Elkonin box. Help students as they segment and blend each word from the word list, and move a chip into a box for each sound.
Student word list (4 sounds):
gets/lets/legs/frog/hops/dots
3 sounds: eggs/tell

Oral Language Practice (7-10 mins)

Go over the meanings of some of the words students segmented in their Elkonin boxes. Use pictures, acting, and real-life examples.

For example:
—*Turn back to page 13.* One of the words we broke apart and put back together was "hops." *Point to the word on the word list.*
—*Act out hopping.*
—Who hops? *Bunnies, kangaroos, insects!*
—*Have one student hop around the room.* Who hops? *Students will call out the example student's name.*
—*Turn to page 5:* Who hops in the story? *The robot frog hops.*
—Where does it hop? *It hops into the water.*
—Why does it hop? *Students may infer that it is hot, thirsty, looking for its friends underwater, etc.*

Turn back to page 13. One of the words we broke apart and put back together was "legs." *Point to the word on the word list.*
—How many legs do you have? *2! Encourage students to restate so that they use the word in context. If needed, give them a sentence frame:* I have ___ legs.
—Who has 8 legs? *A ____ has 8 legs (octopus, spider).*
—*Have 3 or 4 volunteers stand in the front of the room.* How many legs? *6 legs!*
—*Turn to page 12.* When does the tadpole grow legs? *Have students point out the image in the life cycle with label "tadpole with legs."*
—Do the eggs have legs? *The eggs do not have legs!*
—Does the frog have legs? How many legs? *Yes, the frog has 4 legs.*
—Why does a frog need legs? *Students may infer: to hop around, to move around, to catch bugs!*
—*Continue with 1 or 2 more words.*

Shared Reading (15 mins)

See video.

Monitoring (5-10 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*
Why will breaking apart the words help us to be better readers?
Class discussion: How did the robot frog help Kim, Peg and Ram?

The Robot Frog (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "The Robot Frog", large enough for student display
- Student copies of "The Robot Frog"
- Board

Building Comprehension (3 mins)

Readers, yesterday we practiced reading "The Robot Frog" together. Today, you will read with your partner!
Set the purpose: Reading is thinking! We will read to think about a big question:

How did the robot frog help Kim, Peg and Ram?

Building Comprehension: Picture Walk (3-5 mins)

Go through each page of the text. What is happening on this page? *Ask students to turn and talk to one another; then call on a student volunteer. Help reinforce text-specific words ("need to know" words) like "tadpole," "frog", "dots."*

Partner Reading (15-20 mins)

Review 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.

Circulate to support partner reading. Closely monitor for the following:

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 sense?*	**-sequencing in the text** *-What happened first? What happened next? What happened last?* *-What happens in the beginning, middle, and end?* **-characters' choices, thoughts and feelings** *-pg. 3: What did Kim do? Why?* *What do you notice about Ram and Peg? What are they holding? How are they dressed? Why?* *-pg. 4-5: What happened to the robot frog? Why?* *-pg. 6-8: Where is Kim? What does she see? How does she feel about what she is seeing?* *-pg. 9: Where are Peg and Ram? What do they see? How do they feel about what they are seeing?* *-pg. 10-12: Where did the main characters go? Why? How does the final page (the life cycle chart) connect to Kim, Peg, Ram and the Robot Frog?*

If partners finish reading, prompt them to reread.

Reflection (5-10 mins)

Wonderful job, partners. Work with your partner to draw a picture that answers our big question: How did the robot frog help Kim, Peg and Ram?

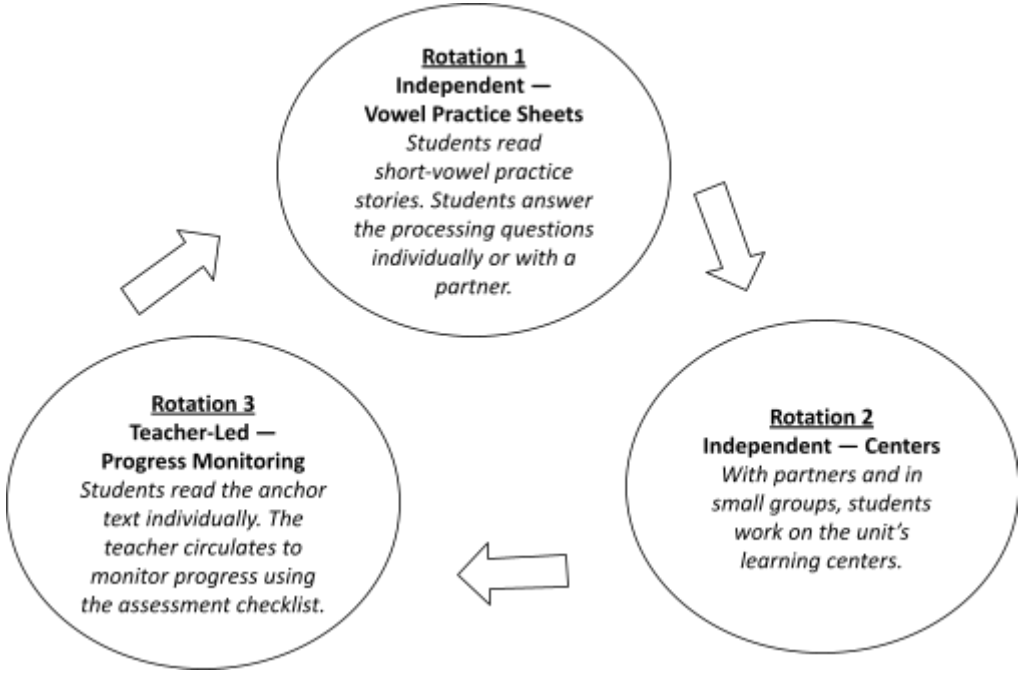
Monitoring (5 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*

How did your partner help you as a reader?

Facilitate discussion: How did the robot frog help Kim, Peg and Ram?

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.*		



The Robot Frog (Stage 2, Day 8)
Time: 45-60 mins

Learning Focus: Celebrating Reading

Skills:

- Reflect on reading skills and strategies in order to celebrate growth as a reader

Teacher Preparation

- One copy of “The Robot Frog”, large enough for student display
- Student copies of “The Robot Frog”
- Various materials, depending on reading celebration

Shared Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand “The Robot Frog”! Let’s read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work. How did the robot frog help Kim, Peg and Ram? *Answers may include: It showed them something new; it helped them learn about how frogs grow and change; it helped them learn all about frogs so that they could teach others.*

Kim, Peg and Ram learned all about frogs with the help of the robot frog. What did they do with their new knowledge! *Project page 11.* They taught others! Today you will share your knowledge as a reader by teaching others!

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

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to create puppets of the characters. Some students can create backgrounds on paper. Break the class into three or four groups and assign each group the beginning, middle or end of the book. Put on a show for one another!

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Consider the question, What happens next? Have students work in pairs or small groups to write a sequel to the story. Share sequels with one another, and begin to build or add them to an existing classroom library.

-Take a field trip: Visit a pond or another outdoor area where a frog or tadpole could live. Act like researchers, just like Kim, Peg and Ram did. Draw, observe, and make connections to the text.

--**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?