

By Anna Kirschberg and Maggie Boston | Illustrated by Giselle Clarkson

Frog in a Log

Published 2021 by the Ministry of Education, PO Box 1666, Wellington 6140, New Zealand. www.education.govt.nz

Developed by Child Well-being Research Institute, University of Canterbury, Private Bag 4800, Christchurch, 8140, New Zealand. www.canterbury.ac.nz/childwellbeing/betterstartliteracy

Text copyright © Crown 2021 Illustrations copyright © Crown 2021 Teacher notes © Crown 2021

All rights reserved. Enquiries should be made to the publisher.

Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott, Child Well-being Research Institute, University of Canterbury Designed and typeset by Smartwork Creative, www.smartworkcreative.co.nz

ISBN 978-1-77663-829-1 (print) ISBN 978-1-77663-830-7 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury Teacher support materials for the Ready to Read texts can be found online at www.readytoread.tki.org.nz

Replacement copies may be ordered from Ministry of Education Customer Services, online at www.thechair.co.nz by email: orders@thechair.minedu.govt.nz or freephone 0800 660 662 Please quote item number 63829.



Written by Anna Kirschberg and Maggie Boston Illustrated by Giselle Clarkson



Huhu meets Ruru on the track.

"Help, a frog is in my log," says Huhu.

"I can help," says Ruru.

"Trust me."





"Frog, can you get out?"says Ruru."No, I like the grubsin this log," says Frog.

Ruru grins. "I can catch you lots of grubs," he brags.





Frog grins back. "Grab me some grubs and I will go." "Tino pai," says Huhu.

TEACHING NOTES

Frog in a Log

Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

–r blends

Introduce the story to children and read the story aloud together. There are two types of words in the story: regular decodable words and other words that are not. The decodable words that contain the focus sounds are listed below, along with the words that can't be sounded out. There will also be other words containing sounds that should have been previously taught. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the other words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out Other words to tell your child

track, frog, trust, grubs, grins, brags, grab some, help, tino pai

Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, *"Let's say the sounds* (phonemes) *together in each word I say."*

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

frog	f-r-o-g
brags	b-r-a-g-s
grubs	g-r-u-b-s
catch	c-a-tch
track	t-r-a-ck

Morphological awareness

Play a game to match the words that go together, making use of s ending to identify the regular plural word form

frog-frogs | log-logs | grub-grubs tree-trees | slug-slugs

Vocabulary

Talk about the meaning of the word **brags**. Think of other words with a similar meaning that would make sense in the sentence:

I can catch you lots of grubs, he **brags** (e.g. skites, shows off, boasts). Ask children to create their own sentences using **brags**.

Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells log, spell fog. If this word spells fog, spell bog."

Easier changes:log > fog > bog > bag > batHarder changes:grub > grab > crab

Story discussion

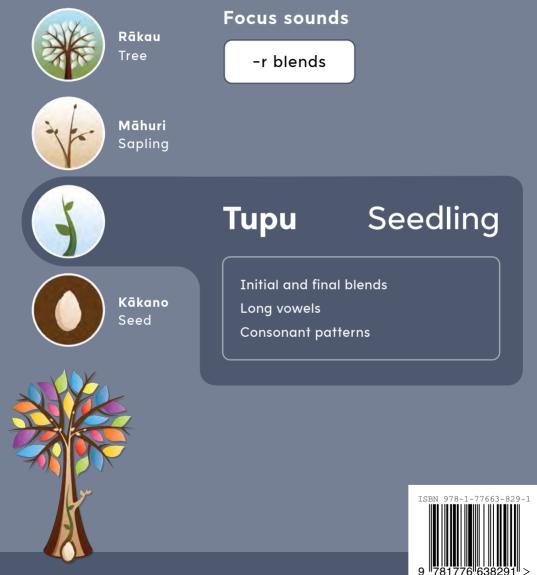
Discuss whether you think it was fair to make the frog leave the log. Discuss a time you have had to share something and how you did that.

Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.



TE TĂHUHU O TE MĂTAURANGA



New Zealand Government