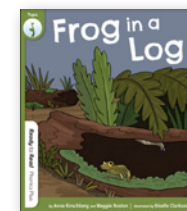


# Frog in a Log



*Huhu has a problem. Frog has taken over his log. Ruru offers to help, but what can Ruru do to make Frog leave?*

<b>Focus sounds</b>	<b>Consonants:</b> Consonant blends with an r	<b>Decodable words</b>	meets, on, <b>track</b> , <b>frog</b> , in, log, <b>trust</b> , can, get, this, <b>grubs</b> , <b>grins</b> , catch, lots, <b>brags</b> , back, <b>grab</b> , and
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> help, tino pai  <b>Previously introduced:</b> Huhu, Ruru, the, a, is, my, I, out, of, says, you, go, no, will, like, me, he	<b>Resources</b>	<b>Frog in a Log</b> book  Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers.  <b>Audio recording</b> of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

## BEFORE READING

### Explicit instruction on focus sounds

Introduce the focus sounds before you read the story. Use magnetic letters, other letter manipulatives or a white board. Put out, or ask children to write **tr**, **fr**, **gr**, and **br**. Remind children that in consonant blends you say both sounds and blend them. Say the sound in each blend and practise blending them together.

### Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **brags**, **grubs**, **trust**, **frog**). Give the children letters, or a mini whiteboard and a whiteboard marker, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **b**) and make the sound. Continue through the rest of the letters in the word (for example, **brags**) and practise sounding out and blending the sounds together. Remind the children this is the way to read new words in the story. Complete the rest of the focus words.

## High utility non-decodable words

Before reading the story, introduce the children to the high utility non-decodable words (**help, tino pai**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask the children to repeat it after you. Do this two or three times. Revise words that the children have already learnt, and appear in this story (**Huhu, Ruru, the, a, is, my, I, out, of, says, you, go, no, like, will, me, he**). As they read the story, remind them they don't need to sound these words out. If a child doesn't remember a high utility non-decodable word while reading, remind them what it is.

### DURING READING

Introduce the story to the children and ask them to look at the pictures to predict what might happen, as a way of providing purpose. Ask children to sound out and blend the title of the story.

Children should practise reading independently by remembering, or being reminded about, the high utility non-decodable words, and sounding out the decodable words (**meets, on, track, frog, in, log, trust, can, get, this, grubs, grins, catch, lots, brags, back, grab, and**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are finding decoding words difficult.

Independent reading may take some time in the beginning. If a child is finding sounding out and blending difficult, stop reading after a page or two. These pages can be repeated for reinforcement, and the book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: Read the sentence on this page together. If you need to, remind children of the **ee** pattern in **meets**. Support the sounding out and blending of **track**.

Page 4: Read the two sentences together. **Frog** and **trust** are the two words with the focus sounds. Remind children about the high utility non-decodable words that they have already learnt. **Help** can be taught as a non-decodable word, or you can help the children sound out and blend **lp**.

Page 7: Read both sentences together. The focus words on this page are **frog** and **grubs**. Children may need to be reminded about the high utility non-decodable words **you, out, no, I, like, the** and **says**. The remaining words should be automatically read or sounded out and blended.

Page 8: Read this page together. **Grins, grubs** and **brags** are the focus words on this page. Children should be able to read the remaining words from previous learning.

Page 11: Children should be encouraged to independently read the last page in this book. The focus items on the page for sounding out and blending are **grins, grab** and **grubs**. Children should be reminded of the phrase **tino pai** and encouraged to quickly read the remaining words.

### AFTER READING

**Follow-up activities:** Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.