

# Tadpoles and Frogs

Written by Jenny Feely

Photography by Michael Curtain

## Level 5

This is a factual text about the life-cycle of a frog, supported by colour photographs. There are two or three lines of text to a page, placed consistently opposite the photographs. The final page is in the form of a flowchart. The text is non-repetitive.

## Getting ready for reading

Share another book or view a video about the life-cycle of the frog. Discuss the life-cycle of a frog.

## Talking through the book

To introduce the book you might say: *This is a book that takes us through the different stages a tadpole goes through as it changes into a frog.* Turn through the book asking: *What has happened now?* Say: *Yes the frog has laid eggs on the water. Tadpoles have hatched from the eggs. The tadpole's back legs have grown,* and so on.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

Discuss:

*In what order did the changes to the tadpole take place?*

*What would happen to the frog next?*

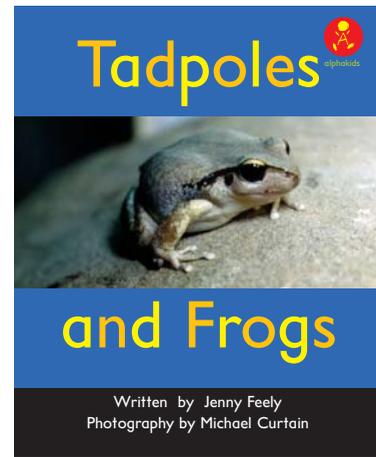
### BEING A CODE BREAKER

*Vocabulary*

- High-frequency words: *the, on, from, and, in, is, a*
- Word families: *and – band, hand, land, sand*

*Sounds and letters*

- Hearing sounds: /fr/ – *from, frog*



## Check this

Teachers can observe children's emergent reading behaviours to see whether the reader is using visual information when reading the text. Prompts to promote this might be:  
*Look at the end of the word. Do you know a word that ends like that?*  
*What do you know that might help? What could you try?*

### Writing conventions

- Punctuation: upper case letters, full stops, possessive apostrophe – *tadpole's*
- Grammar: possessive form – *tadpole's*
- Text types: reading flowcharts

### BEING A TEXT USER

Discuss:

*What can you learn about frogs from reading this book?*

*Does it give you enough information to understand the life-cycle?*

### BEING A TEXT CRITIC

Discuss:

*Which form of presenting information works best – the flowchart or the rest of the book?*

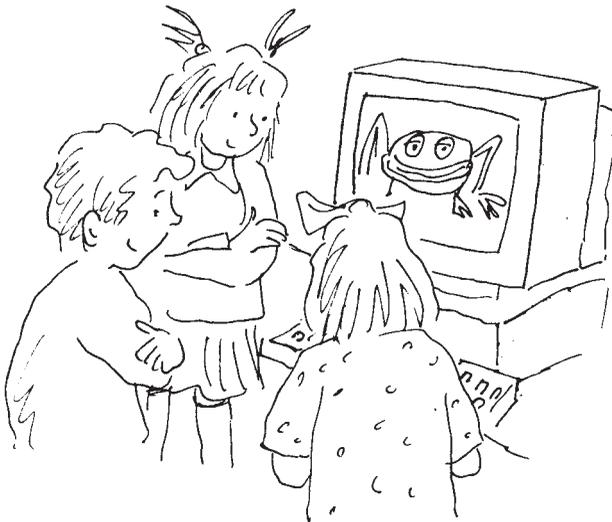
## Literacy learning centres – follow-up activities



### BOOK-BROWSING CENTRE

Provide books about frogs and their life-cycle.

Videos and CD-ROMs should also be considered.



### WRITING CENTRE

Copy the text from the book onto separate strips of paper. Have the children sequence the text and illustrate each stage.



### WORD CENTRE

Use Blackline Master 5 to play Masterword with the high-frequency words from the text and other high frequency words children are familiar with. Children play in pairs. One decides on the secret word from the list of high-frequency words. This is the masterword. This child counts the number of letters in the word and crosses out the unwanted dashes on the masterword sheet. The other child then tries to find the masterword by writing a word with the specified number of letters on the sheet. The first child scores the word letter by letter: 1 for a correct letter, plus 1 for the right place. The game continues until the word is found or the sheet is filled up.