



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 77

Book Summary

A boy takes his pet frog outside. Frog decides he is hungry. He tries several things before he finds the right kind of frog food. Supportive pictures and high-frequency words make this humorous book perfect for emerging readers.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify story elements
- Discriminate initial consonant /f/ sound
- Identify initial consonant *Ff*
- Recognize and use verbs
- Recognize and understand the use of onomatopoeia in text

Materials

Green text indicates resources available on the website

- Book—*Frog Is Hungry* (copy for each student)
- Chalkboard or dry erase board
- Story elements, initial consonant *Ff*, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *are*, *not*, *says*
- Content words:
 - Story critical: *eats* (v.), *fly* (n.), *food* (n.), *frog* (n.), *hop* (v.), *hungry* (adj.)
 - Enrichment: *buzz* (v.), *crunch* (v.), *munch* (v.)

Before Reading

Build Background

- Write the word *frog* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the words aloud.
- Ask students to tell what they know about where frogs live and what they eat.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Frog Is Hungry*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers use what they know to make predictions, or guesses, about what will happen in a story. Explain that making predictions can help readers to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is correct, or confirmed. Readers continue to make new predictions based on clues they read in a story.
- Model using the picture on the front cover of the book to make a prediction.
Think-aloud: *When I look at the front cover of the book, I see a frog jumping. The frog appears to be happy. Since the title of the book is Frog Is Hungry, I wonder if the frog might be chasing something to eat. Maybe the person is watching the frog and what it does. I will have to read to find out if this prediction is correct.*
- Invite students to make a prediction on the basis of the cover pictures and title. Have them share and discuss their predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements**

- Explain to students that certain elements are included in a fictional story. Write the following words on the board: *characters, setting, problem, and solution*.
- Explain that *characters* are the people or other animals in the story, and the *setting* is where and when the story takes place. The characters usually are faced with a *problem* that needs to be solved.
- Model identifying story elements in a familiar story.
Think-aloud: *In the story Little Red Riding Hood, Little Red Riding Hood and the wolf are the main characters. Grandmother and the woodsman are also characters in the story. The setting is Grandma's house in the forest. The problem is that the wolf wants to eat Little Red Riding Hood. The solution is that the woodsman comes in and saves her from the wolf.*

Introduce the Vocabulary

- Remind students to look at the picture and the letter(s) with which a word begins or ends to figure out a difficult word. For example, point to the word *hop* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the frog jumping away from the boy. When I look at the first part of the word, it starts with /h/ sound. However, the word jump starts with the /j/ sound, so this can't be the word. I know another word for jump might be hop. The word hop starts with the /h/ sound. The sentence makes sense with this word. The word must be hop.*

Set the Purpose

- Have students make, revise, and confirm predictions as they read about what happens to Frog in the story. Remind them to think about the characters, setting, problem, and solution as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Frog*). Point out where to begin reading on each page. Remind students to read the words from left to right.

Lesson Plan *(continued)*

Frog Is Hungry

- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model revising a prediction and identifying story elements.
Think-aloud: Before reading, I predicted that the book would be about the frog chasing his food and someone watching the frog to see what he does. According to what I've read so far, Frog is the boy's pet and the boy took him outside. Since the word hungry is in the title, Frog might want something to eat. Frog lives in a tank, so he might be curious about the kinds of food he will find outside. I will revise my prediction. I predict that Frog will hop away to find something to eat and the boy will have to chase after Frog. I will continue reading to find out if my prediction is correct.
- Have students review the outcome of their prediction. Invite them to make and/or revise a prediction.
- Review the definitions of *characters* and *setting* with students. Discuss the characters so far in the story (the boy, Frog). Write these characters on the board. Model identifying the setting in the story using picture and context clues. Say: *I read that the setting is outside. The boy takes his pet frog outside. Since the character is a child, it seems likely that he would stay close to his house. In the pictures, I see grass and flowers. On the basis of these clues, I think the outside setting might be the boy's yard.*
- Write the setting on the board. Introduce the [story elements worksheet](#). Have students write information they know about the characters on their worksheet.
- **Check for understanding:** Have students read to page 9. Remind them to use pictures, sentences, and what they already know to make predictions as they read. When they have finished reading, discuss the outcome of their prediction. Have them make, revise, and/or confirm a prediction.
- Have students identify the setting in the story and write it on their worksheet. Have them read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of the book.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to explain other predictions they made while reading. Invite them to discuss whether their predictions turned out to be true or whether they needed to be revised.
- **Think-aloud:** *I predicted that Frog would hop away to find something to eat and the boy would have to chase after Frog. My prediction was partly correct. Frog did hop away, and he tried to eat flowers and a stick before deciding to eat a fly. However, the boy did not need to chase after Frog. Each picture shows the boy's feet close to Frog, so I know that the boy was never very far from him.*
- Ask students to explain how making, revising, and confirming predictions helped them enjoy the story.

Teach the Comprehension Skill: **Story elements**

- **Discussion:** Discuss with students the story elements already identified in the previous discussions (characters, setting). Review with them the meaning of a *problem* and *solution* in a story.
- **Independent practice:** Have students complete the story elements worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In the story, Frog tried eating several things before finding something he liked. Now that you know this information, why is it good to try new things?

Build Skills

Phonological Awareness: Initial consonant /f/ sound

- Say the word *frog* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the initial /f/ sound.
- Have students say the /f/ sound. Read page 3 aloud to students. Have them raise their hand when they hear a word that begins with the /f/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /f/ sound: *food, tank, love, flower, stick, fly*.

Phonics: Initial consonant Ff

- Write the word *frog* on the board and say it aloud with students.
- Have students say the /f/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letter stands for the /f/ sound in the word *frog*.
- Have students practice writing the letter *Ff* on a separate piece of paper as they say the sound of the letter.
- **Check for understanding:** Write the following words that begin with the /f/ sound on the board, leaving off the initial consonant: *fin, fun, fan, fit*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *Ff* to the words.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that some words tell actions, such as *run, jump, and play*. These words are called *verbs*. Have students look on page 3 and find the word that tells what the boy does (feeds).
- Direct students to page 5. Ask students to put their finger on an action word that tells what the boy does (takes).
- **Check for understanding:** Have students identify other verbs from the book. Write the words on the board. Ask volunteers to choose a verb and use it in an oral sentence.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

Word Work: Onomatopoeia

- Have students turn to page 8. Read the second line aloud with students. Explain that these words stand for the sound Frog made as he ate the flower. Point out that writers often use words in books to stand for sounds.
- Reread the line with students. Have them make a munching sound while reading each word.
- Have students turn to page 9. Have them locate the sound words (*Crunch*). Read them several times aloud together.
- **Check for understanding:** Have students reread the story and locate other examples of sound words that the writer used (*Buzz*). Have them read the words to a partner, making the sound the word stands for.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students retell the story to someone at home. Remind them to use all of the story elements in the retelling.

Extend the Reading

Narrative Writing and Art Connection

Have students draw a picture of Frog eating something outside. Have them write a sentence to tell what Frog ate and use sound words to describe how it sounded. Compile the pages into a class book.

Social Studies Connection

Read a variety of books about frogs to students. Make a list of frog facts and help students compile a class book about frog facts.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write or dictate a response.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make, revise, and/or confirm predictions based on information in the text
- accurately identify story elements during discussion and on a worksheet
- correctly discriminate between words that begin with the /f/ sound
- accurately identify and write the letter symbol that stands for the /f/ sound during discussion and on a worksheet
- accurately identify verbs; locate them in text and on a worksheet
- correctly identify and understand the use of onomatopoeia in text

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**