



Lola and the Frog

Level D / 50 words / fiction

High frequency words:

are, come, do, little, out, play, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground in front of Lola? Have you ever seen a frog? What do you know about frogs?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *come, out, and play*.
- Have the children find the word that may be new to them: *wherever*. Discuss, then clap and count the syllables.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

Frogs and toads have many differences. Frogs have long, strong legs made for hopping. Toads have shorter legs and prefer to crawl or walk. Frogs have smooth, slimy, moist skin. Toads have thick, bumpy, dry skin. Frogs live on the ground or in trees. Toads only live on the ground. Most frogs have teeth, even though they do not chew their food. Toads do not have teeth.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Lola find on the patio in her backyard? Where does the frog go to hide from Lola? What questions does Lola ask the frog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the frog wants to play with Lola? How can you tell?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have students find the word *frog*. Have the students list other words that end with the same *og* rime (*blog, dog, fog, hog, jog*).
- Point out and discuss the quotation marks and question marks throughout the text.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Have each student write the following sentences: "Where are you? Come play with me." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing rhyming words with the *og* rime; Noticing punctuation (question marks and quotation marks); Rereading.