

### Magazine Article: Frogs

#### Guided Reading

#### Supports

- Repetitive phrases
- Clear photos that match the text
- A numbered section that is accompanied by numbered photos

#### Challenges

- Text above and below photos
- Photos have labels
- Some terms may be unfamiliar

#### Teaching Focuses

Help students to:

- Make predictions based on the title, prior knowledge, personal experience, and the cover picture.
- Recognize and use words introduced in the text.
- Consciously check and self-correct their reading.

#### Introducing the Text

- Read the title and the magazine subheadings on the cover. Use the contents page to find the page number of the *Frogs* article and locate it in the magazine.
- Look through the article, reading the headings with the students. Ask them to predict the information that will be discussed under each heading.

*Can you tell me what frogs are? Where they live? What they look like? How do tadpoles grow into frogs? What do they eat?*

- Find the word *Antarctica* on page 3. Discuss with the students strategies for reading this word. Praise their efforts and their suggestions.

*Have you seen this word before? What do you do when you are reading and come to a word that you have never seen before?*

#### Reading the Text

- Ask the students to read the article *Frogs*.
- Remind the students to look at the photos and read the labels as they read the article.  
*Remember to look at the photos. The labels point to features of the photos that will give you more information about frogs.*
- Observe the students as they read and praise their use of a combination of reading strategies. Ask questions as they read to ensure that they are gaining meaning from the text.  
*I like the way you paused to check that word. What do you think it means? What does this piece of information tell us about frogs?*

#### Discussing the Text

- Discuss information that confirmed what the students already knew about frogs. Discuss what they have learned about frogs.  
*What did you read about frogs that you already knew? What did you find out about frogs that you wanted to learn?*
- Use questions that will encourage the students to revisit the text.  
*Why do frogs have webbed feet? What is another name for a tadpole? What do frogs eat? Why do you think there are no frogs in Antarctica?*
- Read sentences at random from the text. Leave the last word out and ask the students to guess the last word or scan through the text to find the word in the sentence.
- Make sure the students self-correct their reading if they do not pronounce a word properly.

# Frogs

Name \_\_\_\_\_

Reread the text.

Answer the questions.

What are frogs? \_\_\_\_\_

\_\_\_\_\_

Where do frogs live? \_\_\_\_\_

\_\_\_\_\_

What do frogs look like? \_\_\_\_\_

\_\_\_\_\_

How do tadpoles grow into frogs?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What do frogs eat? \_\_\_\_\_

\_\_\_\_\_

## Magazine Article: Randolph Ribbit

### Guided Reading

#### Supports

- High-frequency words
- Fun to read
- Alliteration in the names of the main characters

#### Challenges

- Quotation marks and exclamation marks
- Few repetitive phrases

#### Teaching Focuses

Help students to:

- Make predictions using the cover illustration and the title on the contents page.
- Read the text with expression.
- Identify the setting, main characters, and the problem in the story and how it was solved.
- Monitor their reading by checking meaning with visual information from the text.
- Enjoy the funny parts in the story ending.

#### Introducing the Text

- Use the contents page to locate and introduce the story. Ask the students to predict what kind of animal Randolph is from the title and the illustration on the contents page.

*Look on the contents page and tell me where I can find the story Randolph Ribbit. Can you predict who and what the main character will be?*

- Read the title on page 12 and ask the students to confirm who they think the main character will be. Discuss the setting of the story and ask the students to consider what problem Randolph may have from reading page 13.

*Who do you think the main character is? Where is the story set? Do you think that Randolph has a problem? What is his problem?*

- Begin to build a character profile of Randolph Ribbit from the title and illustrations.

*What do you already know about Randolph Ribbit? How do you know these things?*

#### Reading the Text

- Ask the students to read the story. Remind the students to use punctuation such as commas, quotation marks, exclamation marks, and periods to assist with their expression.
- Remind the students to use problem-solving strategies as they read. Encourage them to use a combination of visual, structural, and meaning cues.

*Check what you are reading. Does it look right and sound right? Try reading that part again and think about what would make sense.*

- Observe the students as they read and monitor their involvement with the story.

*Did you think the ending was funny? Why?*

#### Discussing the Text

- Discuss the characters, the problem in the story, and how the problem was solved.

*Who are the characters in the story? What was Randolph Ribbit's problem? How was Randolph's problem solved?*

- Use questions that will encourage the students to revisit the text.

*What was Randolph good at? What dangers does Randolph face in and out of the water? Why does Randolph like the water now?*

- Have the students explain why the ending was funny. Ask the students to brainstorm other funny endings for the story. Write their stories on a wall chart for the students to share.
- Ask the students to identify the setting and main characters.

*Tell me where you think the main setting was? Who were the main characters in the story?*

# Randolph Ribbit

Name \_\_\_\_\_

Reread the text.

This is an interview with Randolph Ribbit.

Answer the questions as he would.

Where do you live?

\_\_\_\_\_

Have you always liked living in the water? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What didn't you like about living in the water? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What changed your mind? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you like living in the water now? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Magazine Poems: **Bullfrog** **Where Are You?**

### Guided Reading

#### Teaching Focuses

Help students to:

- Predict what will happen using the illustrations and titles of the poems.
- Use expression and read with rhythm.
- Identify and use the *-og* rhyme.
- Discuss their understanding of compound words.
- Understand the use of question marks and exclamation marks.

### Bullfrog

#### Introducing the Text

- Predict what will happen using the illustration and title on page 11.  
*I want you to tell what you think the poem is about by looking at the illustration and title. Don't read the words first.*
- Read the list of *-og* words beside the poem.

#### Reading the Text

- Read the poem with the students, using phrased, fluent, expressive reading.
- Ask the students to find where the rhyming words appear in the poem.  
*Can you tell me where rhyming words appear in the poem?*
- Have the students read the poem. Praise their ability to maintain the flow of the poem and read fluently.

#### Discussing the Text

- Ask the students to describe the structure or pattern of the poem. Explain to the students that the last line of the verse is repeated in the first line of the next verse.
- Define compound words with the students. Ask them to find the two compound words in the poem; *bullfrog* and *leapfrog*. Have the students contribute to a list of other compound words that they know.

*I want you to tell me which two words are*

*compound words. Can you tell me any other compound words you know?*

- Make sure the students understand why the *-og* rhyme is so important to the poem.

### Where Are You?

#### Introducing the Text

- Read the title of the poem on page 23 and use the illustration to prompt the students to make predictions concerning the action in the poem.  
*Looking at the illustration, what do you think will happen in the poem?*
- Brainstorm a list of *-og* words.

#### Reading the Text

- Explain the function of the question marks and exclamation mark. Model reading the poem with expression varying your tone as you ask the questions.  
*I want you to tell me why question marks are used. Why do we use an exclamation mark?*
- Ask the students to find where the rhyming words appear in the poem.
- Encourage the students to read the poem out loud individually.

#### Discussing the Text

- Ask the students to retell the story in the poem.
- Ask questions that will explore the students' understandings of the rhyme.  
*What could happen now the dog knows where the frog is?*
- Have the students perform the poem in pairs. Ask one student to read the dog's part and the other the frog's part.
- Go back to the students' predictions and see if they matched the outcome in the poem.

## Magazine Play: The Frog's Party

### Guided Reading

#### Supports

- Use of high-interest and high-frequency words
- Bright, entertaining illustrations

#### Challenges

- Making sure the students know which parts of text are to be read by certain characters
- The concept that animals have different tastes in food

#### Teaching Focuses

Help students to:

- Make predictions using prior knowledge, illustrations, and the title.
- Read aloud with expression and fluency.
- Use the reading structures within the text to support their reading attempts.
- Discuss and interpret their understandings of the play.

#### Introducing the Text

- Discuss the title of the play with the students. Ask them to predict what they think the animals will be celebrating at the party by looking at the illustrations and title, as well as using their prior knowledge.

*What type of party are the animals having? Whose party is it? Looking at the illustrations and title of the play, what do you think will happen at the party?*

- Read the title, and use page 18 to introduce the characters. Have the students identify each character in the pond illustration.
- Discuss the layout of a play. Explain to the students that the headings above the text are not to be read out loud. The headings are there for the characters to know when it is their turn to read.

#### Reading the Text

- Encourage the students to choose a role and read the play together.

*I want everybody to choose a character. Only read the part in the play where your character speaks.*

- Observe the students as they read. Encourage them to read on and find their next part and be ready to read when it is their turn.
- Remind the students to read fluently with expression so they sound like their character.

#### Discussing the Text

- Discuss the messages in the play. Explain the food chain to the students. Hawks eat frogs. Frogs eat insects and bugs. Draw a diagram of the food chain on chart paper and ask the students to add other animals to the diagram.
- Check and make sure the students understand the play.

*I want you to tell me if you know what happened at the end of the play. Why were Mouse, Lizard, Frog, and Fish scared of Hawk?*

#### Subsequent Reading

- Ask the students to suggest other foods that frogs would like to eat, such as a lily pad sandwich, mite mousse, or fly soup.
- Get the students to write a story about other animals or insects that live around a pond, such as ducks, swans, muskrats, mosquitoes, dragonflies, tadpoles, etc.
- Think aloud with the students and ask them what they think happened at Frog's party after Hawk went away.

*I want you to tell me what happened after Hawk left the pond. Did they eat the cake and have the party? Did they all go home? What do you think?*

## Magazine Article: Safari Word Power Word Work

### Introduce

- Read each word in the speech bubble. Read the words together. Ask the students to spell the words out loud.
- Read and find each matching word in the illustration.
- Ask the students to find the two words that are opposites.

*Look at the words on the list. Can anybody see two words that mean the opposite of each other?*

### Use

- Give each student a word to find in the magazine. Praise their efforts. Ask them if they can find their word again in the text.
- Sort the words into three-, four-, five-, and six-letter word lists.

*I want you to write separate lists for the words depending on the number of letters in each word. Set up lists for three-, four-, five-, and six-letter words.*

- Ask the students to explain why *Where* begins with a capital letter. Ask the students to explain when and why we write letters as capitals.

### Apply

- Write the Safari Word Power words on a poster. Ask the students to make up a funny story using all the words in a sentence. Tick off each word as they use it in their sentence.

*I want you to write a funny story using the words in the Safari Word Power. As you use one of the words in the story, tick it off the list of words.*

- Write each word on a card. Show one card to the students at a time. Ask them to say it, look closely at it, and then write the word, as you cover it. Repeat for each word.
- Play Bingo using the Safari Word Power words. Write the words on cards. Have the students select four of the words and write them down on their Bingo grid. Call out one word at a time until the first student covers all the words and says “*Bingo*”.

## Magazine Article: Web Site

- Research more information about frogs to send to the Safari Tour Guide. Brainstorm places where the students can look to find out more about frogs.
- Write a character profile for Randolph Ribbit. Go to the web site to find out more about him.
- Plan a birthday party for Randolph Ribbit. What would Randolph like to eat? Assist the students in figuring out how long it is until his birthday. *I want you to write down all the things that Randolph needs at his birthday party. How far away do you think his birthday is?*

**Book:** **Francis Frog Meets a Space Snake**

**Guided Reading**

**Supports**

- Key terms repeated throughout the text
- Alliteration in names of main characters
- Supportive illustrations

**Challenges**

- Very little repetition in language structure
- Science-fiction genre

**Teaching Focuses**

Help students to:

- Interpret illustrations to make predictions.
- Develop an appreciation and understanding of science fiction.
- Identify the setting, main characters, problem, and events that take place in the story.
- Consciously check their own reading by checking meaning and visual information.

**Summary**

A spaceship crashes into the tree where Francis lives.

**Introducing the Text**

- Familiarize the students with the term *science fiction*.  
*Have you ever heard of a science-fiction story? What do you think it means? Could a science-fiction story really happen?*
- Introduce the book by reading the title and discussing the illustration on the front cover. Have the students make predictions based on the illustration about Francis's personality.  
*What words could we use to describe Francis's personality? Do you think Francis would be afraid to meet a space snake? What might a space snake look like?*
- Tell the students to identify the main characters, setting, and the main events that take place in the story.  
*Who are the main characters in the story? Where is the story set? What do you think is the main event in the story?*

- Remind the students to consciously check their own reading.  
*Whenever you think that what you are reading isn't making sense, try again and try a word that looks right and makes sense.*

**Reading the Text**

- Pause throughout the story to discuss the students' predictions. Tell the students to confirm or alter their original predictions.  
*Is Francis afraid of the space snake? Did you think he would be? What will Francis do now? What will the space snake do?*
- Observe the students as they read to ensure that they pause to think about an unfamiliar word, or reread and try to read it again.
- Prompt the students as they need support.  
*Were you right? Check it. Try that again.*

**Discussing the Text**

- Discuss the science-fiction genre with the students. Describe the elements that make it science fiction and a narrative as well.  
*Who were the main characters in the story? Where was the story set? What problem did Francis have? How was his problem solved? How do you know that this story is science fiction?*
- Use questions that will encourage the students to revisit the text.  
*Where was Francis when he heard the spaceship? Who else saw the spaceship? Did the space snake say he was sorry? Do you think he was sorry?*
- Discuss the use of the repetition of some words in the text such as *tall, tall tree* and *big, big forest*. Explain to the students that repeating words adds emphasis to their meaning. Ask the students to think of repetitive phrases that they use to add emphasis to what they are saying.
- Ask the students if the illustrations helped them to predict what was going to happen in the story.



# Francis Frog Meets a Space Snake

Name \_\_\_\_\_

1. Use these words to finish retelling the story.

Francis Frog	fly pie	space snake	forest	tree
Sammy Snake	spaceship	long	big	

The main character in this story is \_\_\_\_\_.

He has a friend called \_\_\_\_\_.

They live in a big, big \_\_\_\_\_.

One day Francis Frog sees a \_\_\_\_\_  
in the sky.

The spaceship hit the \_\_\_\_\_ and Francis  
fell out of the \_\_\_\_\_.

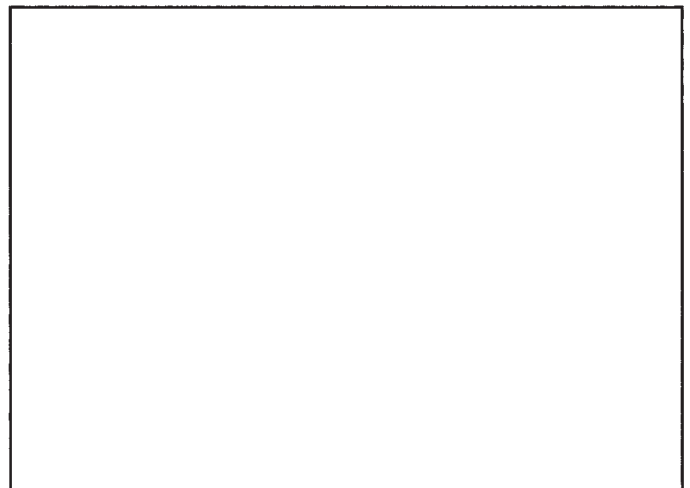
The spaceship had a \_\_\_\_\_ in it.

The space snake was \_\_\_\_\_ and it was \_\_\_\_\_.

The space snake put Francis Frog back in the tree.

The space snake stayed to have \_\_\_\_\_  
with Francis Frog.

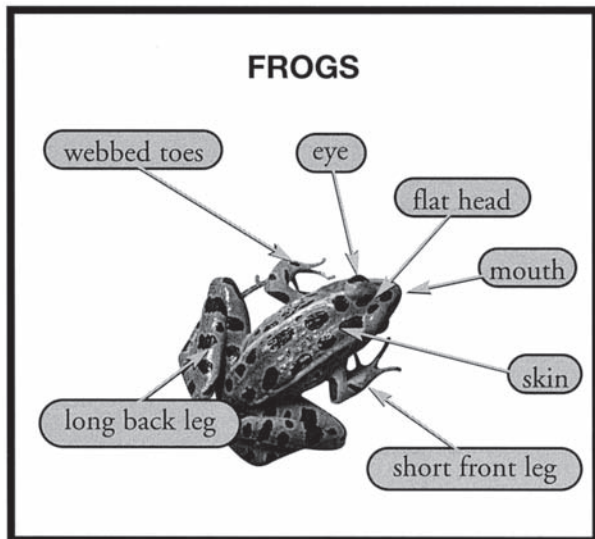
2. Draw the space snake.



## Concluding Activities

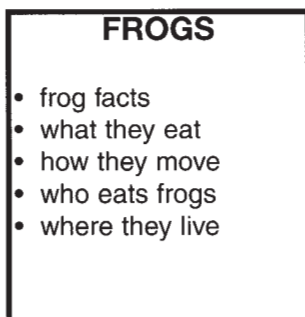
### Synthesized Information Across Texts

- Having had the students read the various texts in the *Ribbit Ribbit* theme in guided reading, revisit the texts for the purpose of having the students analyze and synthesize the information presented to them across several texts.  
Ask the students to use the illustrations, photos, text, and diagrams in the magazine and Encyclofact as they revisit the theme.  
Ask the students to draw a picture of a frog and label all its parts. All the information they need is in the fact section of the magazine and *Ribbit Ribbit* section of the Encyclofact on pages 2 to 7.



*I want you to draw a picture of a frog. Use the magazine and Encyclofact to help you. Then I want you to label the different parts of the frog. You will find all the information you need in the magazine and Encyclofact.*

- Ask the students to create a chart of information they know about frogs. What they eat, their



life cycle, who eats them, and some interesting facts that are mentioned in the Encyclofact.

### Extension Activities

- Brainstorm a list of words that rhyme with *frog*. Have the students write their own *-og* rhyme about frogs. Look at different poems. Discuss the structure of the poems and encourage the students to experiment with different structures. Encourage the students to perform their rhyme to percussion music.
- Discuss with the students the elements of a science-fiction story. Have the students consider how to introduce fun into their stories. Encourage the students to write their own funny science fiction story titled *Frogs in Space*. Publish the stories and display for other students to read.
- Read about the frog's life cycle. List all the life-cycle information on a large piece of chart paper. Ask the students to present their own diagram that explains the frog's life cycle.
- If possible, observe frogs in their natural habitat without disturbing them. Record their conduct at different stages in their life cycle. In some places, tadpoles, frogs, and their eggs are protected, and it is unwise to remove them from their natural environment, as this will affect their survival rates. Otherwise, observe frogs in the zoo or a wildlife sanctuary.
- Research information about ponds and the natural habitats of frogs. Look at photos of frog habitats. Create a model of a frog's habitat. Label features and display it in the classroom.
- Brainstorm all the information that the students have learned about frogs. Ask the students to suggest the best ways to present this information. They may like to make a class book, a poster, or a model. Support the students as they work on presenting their information in their chosen format.

## Encyclofact Theme: Ribbit Ribbit

### Guided Reading

#### Supports

- Distinctive labels and headings
- High-frequency words
- Supportive illustrations

#### Challenges

- Labels, lists, diagrams, and charts
- Unfamiliar words and terms
- Contents page, index, and glossary

#### Teaching Focuses

Help students to:

- Use their knowledge of the subject matter to make and confirm predictions.
- Use the glossary and index to extend vocabulary.
- Consciously check and self-correct their reading.
- Interpret and explain the life-cycle diagram.

#### Introducing the Text

- Read the contents page. Invite the students to make predictions about the information that will be contained in each chapter by looking at the photos and illustrations.
- Ascertain the students' prior knowledge of frogs. Encourage the students to formulate questions about frogs that can be answered through reading the Encyclofact.

*What do you know about frogs? What do they look like? What do they eat? What questions do you have about frogs? Look for the answers to your questions as you read about frogs.*

- Locate the glossary on page 22. Read the entry for *amphibian* with the students.

#### Reading the Text

- Ask the students to read the *Ribbit Ribbit* section of the Encyclofact.
- Remind the students to look at the photos, illustrations, labels, and diagrams on each page to focus their reading.

*Look at the photos and diagrams on each page before you start to read. The diagrams organize information so that it is easy to read and understand.*

- Look at the students as they read. Tell them to gain as much information as possible from the diagrams in the text.

*The diagram on page 6 illustrates the life cycle of a frog. Where should we start reading? Does it matter?*

- Read the labels with the students.

#### Discussing the Text

- Discuss the life cycle on page 6 to help the students understand and interpret the information presented.

*Where does a life cycle start? What happens just before tadpoles become frogs? Describe the changes that take place from egg to frog.*

- Use questions that will encourage the students to revisit the text.

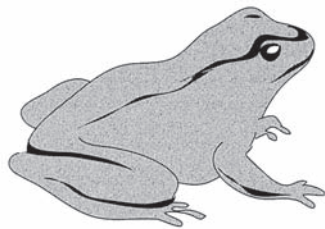
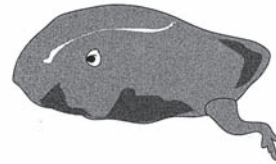
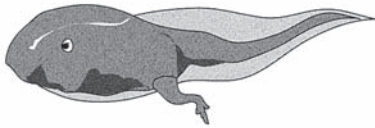
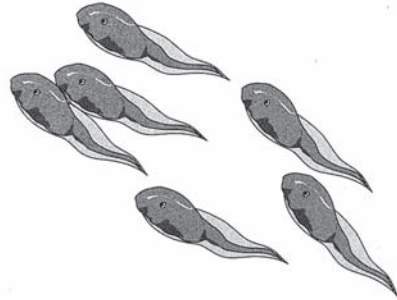
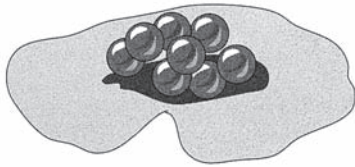
*What do frogs eat? How do frogs breathe? How long have frogs been on the Earth?*

- Make sure the students understand the life-cycle diagram.

# Ribbit Ribbit

Name \_\_\_\_\_

Cut out the labels from below and paste them in the correct order onto the frog's life cycle.



Tadpoles grow legs.

Frogs lay eggs.

Eggs hatch into tadpoles.

Tadpoles become frogs.

Tadpoles lose their tails.

## Encyclofact Theme: Up High in the Air

### Guided Reading

#### Supports

- Distinctive labels with arrows
- Content words repeated in each chapter
- Layout similar for most pages

#### Challenges

- Photos do not support all text
- Some terms may be unfamiliar

#### Teaching Focuses

Help students to:

- Use pictures, subheadings, and titles to make predictions.
- Gain information from the index and glossary.
- Interpret and explain the information from the photos and chart.

#### Introducing the Text

- Ask the students to make predictions about each chapter from the headings on the contents page. *What is the title of the first chapter? What do you think will be mentioned in this chapter? On which page will I find the chapter titled High Divers?*
- Ascertain the students' prior knowledge of activities that people do that are high up in the air. Have the students formulate questions that they would like answered through their reading of the Encyclofact. List these questions.
- Locate the diagram on page 9. Discuss the layout of the diagram and read the labels to the students.

#### Reading the Text

- Ask the students to read the *Up High in the Air* section of the Encyclofact.
- Remind the students to look at the photos and read the labels that are on every page to focus their reading and provide clues to the concepts covered in the text.

*Make sure you read the labels as you go. The labels will help you understand the concepts that have been written in the text.*

- Observe the students as they read. Tell them to

look at the labels to gain information from the photos.

- Tell students to use the glossary and index if they come across a word they have difficulty with. *Use the glossary and index if you come across a difficult word. The glossary describes words. The index will tell you if the word is used in another part of the Encyclofact.*

#### Discussing the Text

- Discuss the information presented on every page. Refer the students back to the list of questions they had and what they wanted to learn from reading the Encyclofact. *What was the question you had about bungee jumping? What does the article say? Does it answer your question? What information does the photo give you?*
- Discuss with the students the information they have learned about *Up High in the Air* activities. Tell the students to use the index to locate information in the text. *What have you learned about these activities that you didn't know before? Look at the index on pages 23 and 24. What pages would you turn to if you wanted to find information on gliders?*
- Summarize with the students their understanding of how they gained information from the photos and chart. *Let's talk about the information in the photos and chart. How did you gain information from the chart? Was it easy to understand?*

# Up High in the Air

Name \_\_\_\_\_

Reread the text. Write about these activities. Write how you might feel if you did the activity.

Parachuting \_\_\_\_\_

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Bungee Jumping \_\_\_\_\_

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High Diving \_\_\_\_\_

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Rock Climbing \_\_\_\_\_

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## Encyclofact Theme: Wheels Go Round

### Guided Reading

#### Supports

- Distinctive labels and photographs
- Repetitive phrases
- High-frequency words

#### Challenges

- Labels
- Large amount of information

#### Teaching Focuses

Help students to:

- Gain information from the text.
- Organize and analyze information from their reading.
- Use the glossary to extend vocabulary.

#### Introducing the Text

- Tell the students to make predictions by reading the chapter headings.  
*What is the title of the first chapter? How would you explain what wheels are? On which page is the chapter about hidden wheels? What do you think that chapter is about?*
- Ascertain the students' prior knowledge of wheels. Encourage the students to pose questions that they would like answered about wheels through their reading.  
*What are wheels? What are they made of? What are they used for? What questions do you have about wheels? Read the Encyclofact Wheels Go Round to look for answers to your questions.*
- Locate the glossary on page 22. Read the entry for *lunar buggy* with the students.  
*What is a lunar buggy? How does the glossary help us when we read a factual book?*

#### Reading the Text

- Ask the students to read the *Wheels Go Round* section of the Encyclofact.
- Remind the students to look at the photos and read the labels on each page to help focus their reading.  
*Look at the photos on each page and read the labels.*

*The photos and labels are included to give you more information about what you are reading.*

- Observe the students as they read. Provide positive feedback as they read the labels and spontaneously want to discuss the information they are learning.

*What can you see in the photo that interests you?*

*What does the label say?*

#### Discussing the Text

- Discuss the diagram on page 16. Ask the students to think of other wheels that are made out of wood, metal, rubber, and plastic. Make lists of the wheels under each heading.
- Use questions that will encourage the students to revisit the text.  
*What machines use wheels to transport people? How many wheels does a wheelbarrow have? What does a lunar buggy look like?*
- Discuss with the students the information they have gained about wheels from reading the Encyclofact. Encourage the students to use the index to find out more information.  
*What have you learned about wheels from your reading? Look at the index on pages 23 and 24. Which pages would you go to if you wanted to read about in-line skates? On which page would you find information about the lunar buggy?*
- Summarize with the students how they organized and analyzed information to help them read.  
*Tell me how you used the information from the Encyclofact to help you understand the subject of wheels.*

# Wheels Go Round

Name \_\_\_\_\_

Use the Encyclofact to help you answer these questions.  
Draw pictures to go with your answers.

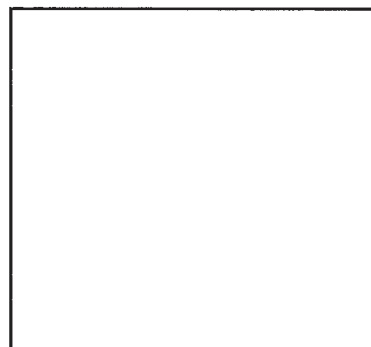
What wheels did you see today?

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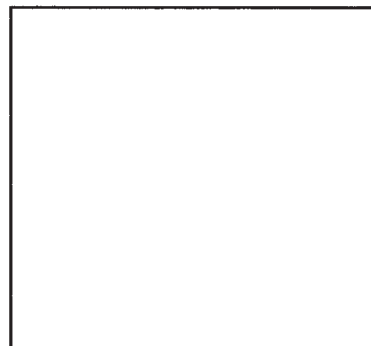
Where did you see wheels today?

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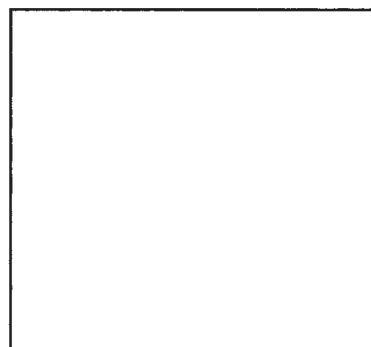
How did you use wheels today?

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Reproducible Page

Reading Safari

Mondo Publishing

**Safari** Teacher Notes  
Written by Ann Lesley and Bev Harvey

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