

Tupu



Frog in a Log



Ready to Read Phonics Plus

By Anna Kirschberg and Maggie Boston | Illustrated by Giselle Clarkson

Frog in a Log

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Huhu meets Ruru
on the track.

“Help, a frog is in my log,”
says Huhu.

“I can help,” says Ruru.

“Trust me.”





“Frog, can you get out?”
says Ruru.

“No, I like the grubs
in this log,” says Frog.

Ruru grins.

“I can catch you lots of grubs,” he brags.





Frog grins back.

“Grab me some grubs
and I will go.”

“Tino pai,” says Huhu.

TEACHING NOTES

Frog in a Log

■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

-r blends

Introduce the story to children and read the story aloud together. There are two types of words in the story: regular decodable words and other words that are not. The decodable words that contain the focus sounds are listed below, along with the words that can't be sounded out. There will also be other words containing sounds that should have been previously taught. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the other words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

track, frog, trust, grubs, grins, brags, grab

Other words to tell your child

some, help, tino pai

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

frog	f-r-o-g
brags	b-r-a-g-s
grubs	g-r-u-b-s
catch	c-a-tch
track	t-r-a-ck

■ Morphological awareness

Play a game to match the words that go together, making use of s ending to identify the regular plural word form

frog-frogs | log-logs | grub-grubs
tree-trees | slug-slugs

■ Vocabulary

Talk about the meaning of the word **brags**. Think of other words with a similar meaning that would make sense in the sentence:

*I can catch you lots of grubs, he **brags** (e.g. skites, shows off, boasts).*

Ask children to create their own sentences using **brags**.

■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **log**, spell **fog**. If this word spells **fog**, spell **bog**."

Easier changes:

log > fog > bog > bag > bat

Harder changes:

grub > grab > crab

■ Story discussion

Discuss whether you think it was fair to make the frog leave the log.

Discuss a time you have had to share something and how you did that.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Kākano
Seed

Focus sounds

-r blends

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns



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