

Sit Together And Read

Froggy Gets Dressed by Jonathan London

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Names of Letters															Metalinguistic Concept of Reading														



Don't forget to talk about the highlighted topic 2-3 times as you read this book!



GENERALIZING

Context: On this page, Froggy's mother is calling for him from the house.

Teacher: Froggy's mother is calling to him from their house. See where she is yelling, "FRRROOGGY"? Frank, I think you can tell me the name of the first letter in that word since you use it every day when you write your name!

Child: F!

PREDICTING

Context: On this page, Froggy is rolling up a ball of snow.

Teacher: (Read text.) I read, "And flopped outside into the snow—flop flop flop." Look at the first letter in this word **flop**. What letter is that?

Child: f!

Teacher: Very good! So which letter does THIS word **flop** start with?

ELICITING THE ANSWER

Context: On this page, we see Froggy putting on his winter clothes.

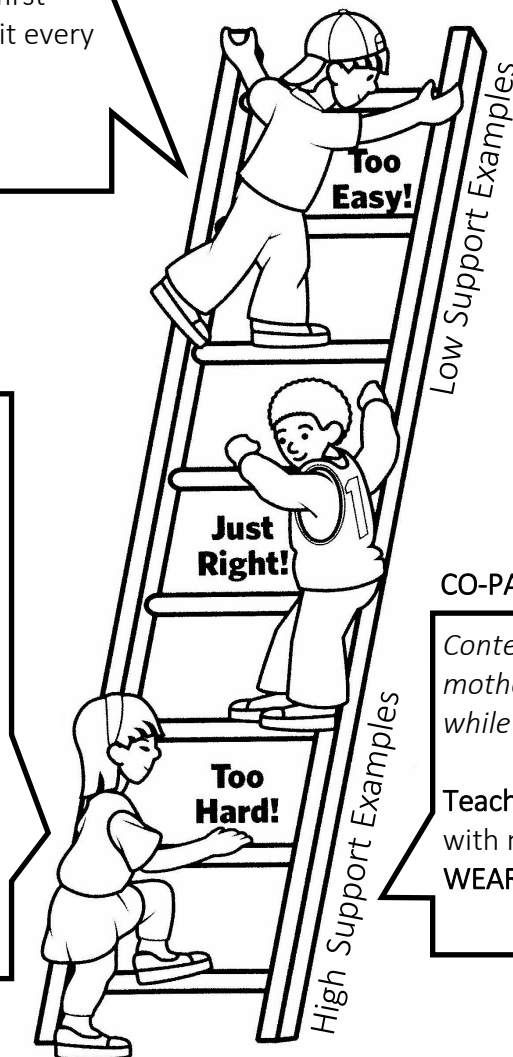
Teacher: Look at all these words that begin with the letter z—**zoop, zup, zat, zwit, and zum**. There are so many z's on this page! (point again to all the z's) What is the name of this letter?

Children: (Call out the letter z.)

CO-PARTICIPATING

Context: On this two-page spread, Froggy's mother is yelling, "YOUR UNDERWEAR!" while Froggy looks chagrined.



Teacher: Nyla, please come here and point with me to the E's in this word **UNDERWEAR**.



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PREDICTING

Context: First page of text where the story begins.

Teacher: Based on what Froggy says here about wanting to play in the snow, how do you think Froggy feels today? What do you think he is going to do today?

REASONING

Context: Front cover.

Teacher: Let's read this book today. The title of the book is *Froggy Gets Dressed*. What would happen if we started reading right in the middle of the book? Would we get to know what the story was about if we started in the middle?

Children: No! You have to start at the beginning!

Teacher: You're right. I need to start at the beginning of the book. If I don't do that, then we won't learn about Froggy!

REDUCING CHOICES

Context: On this two-page spread, Froggy's mother yells, "Frrrooggy!" while Froggy looks up and touches his hat.

Teacher: (Read text.) We read that Froggy doesn't know what he forgot to put on. Can we figure out what clothing he needs from the picture, or do we need to turn the page and keep reading to find out?

CO-PARTICIPATION

Context: Front cover.

Teacher: Let's list the things we're going to do when we read *Froggy Gets Dressed*. When we read, we're going to read the cover, look at the picture and think about what the book is about. Then, we'll turn the pages (*model which way*) and read the words to see if we guessed correctly!

Children: (Participate in brainstorming on the activity of reading.)

