

 **Oxford Level 2**

Frog Cards

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Text type: instruction

Topic: papercraft and making things

Synopsis

In this book children will learn how to make a pop-up frog card, and a fun frog using a paper plate.

There is a topic-linked fiction book to partner this title, which is called *Cards for Gran*.

Group/Guided reading

Introducing the book

- ➔ *(Predicting)* Read the title together then ask the children if they can see a frog card on the cover.
- ➔ *(Predicting)* Ask: *Have you ever made a card before?* Ask children to describe the card they made and talk about how they made it.
- ➔ Turn to p3 and read the contents list together. Ask: *Which of the crafts listed do you most want to find out how to make?*
- ➔ Look together at the picture on p4 and ask: *What materials do you need to make a frog card?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *th-i-ng-s, b-a-ck*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

you all

- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

card fold paper open



Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ On p5, ask: *Who should you ask to help you with the cutting? Why is this important?*
- ➔ *(Predicting)* On p7, say: *I wonder what part of the frog this folded bit will make.* Encourage the children to make predictions before turning the page.
- ➔ After reading p8, ask: *Why do you think you need to stick the paper onto card?*
- ➔ *(Predicting)* On p11, say: *I wonder what part of the frog this paper will make?* Encourage the children to make predictions before turning the page.
- ➔ After reading p15, ask: *Which papercraft do you like best, the frog card or the fun frog? Why?*

Returning to the book

- ➔ *(Summarizing / Clarifying)* Look again at p10 and ask the children to list the materials they need to make a fun frog.
- ➔ Look together at p16–17 and ask the children to explain which animal they would like to make and why.
- ➔ *(Summarizing)* Ask the children to turn to p18 and to use the visual instructions to explain, in their own words, how to make a fun frog.
- ➔ Ask the children to talk about something they have made using paper. Ask them to describe how they made it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *l-e-g-s, d-o-t-s*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Look at p16 and tell the children they need to explain to their partner how to make one of the other animal cards.
- ➔ Remind the children to start by listing the materials they will use.
- ➔ Prompt the children to make their oral instructions as clear as possible. Encourage them to order their instructions using words such as, 'first', 'next', 'then'.
- ➔ Partners should ask questions if they are unclear about any steps in the instructions.
- ➔ Ask children to swap roles.

Writing activities

- ➔ Explain to the children that they should now write a set of instructions for how to make one of the animals on p17.
- ➔ Encourage the children to use the book to help them and to think about any steps in the process that might be different from the frog.
- ➔ Encourage the children to make phonetically plausible attempts to spell any new or unfamiliar words.
- ➔ Ask the children to swap instructions with a partner and to use their partner's instructions to make a fun animal.

Cross-curricular activity

Expressive arts and design

- ➔ Support the children to use books or child-friendly sites on the Internet to find out about origami. If there is time, support children to make something using origami.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Is able to read some words from the YR high frequency word list. (READ) (ORCS Standard 1, 6)
- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) (ORCS Standard 1, 13)
- Can read words with consonant diagraphs: ch, sh, th, ng. (READ) (ORCS Standard 1, 15)

Letters and Sounds: Phase 3

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory Framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children speak clearly when giving instructions to their partner.
	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children use words such as 'first', 'next' and 'then' to order their instructions.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to the instructions they are given by their partner.
ELG 02 Understanding	Children follow instructions involving several ideas or actions. (ELG02.1)	Check the children are able to follow instructions to create their own pop-up card.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to decode any new or unfamiliar words. Check the children are able to read the high frequency words: all, you.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing their own set of instructions.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children speak clearly when giving instructions to their partner.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children use words such as 'first', 'next' and 'then' to order their instructions.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children listen carefully to the instructions they are given by their partner.
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to decode any new or unfamiliar words.
Writing	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children make phonetically plausible attempts to spell any new or unfamiliar words when writing their own set of instructions.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy: Speaking	speak audibly (YR_OracSpea.6)	Check the children speak clearly when giving instructions to their partner.
	use appropriate, increasing vocabulary in and through play activities (YR_OracSpea.5)	Check the children use words such as 'first', 'next' and 'then' to order their instructions.
Oracy: Listening	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to the instructions they are given by their partner.
	listen to and carry out a three step instruction (YR_OracList.2) follow action words/commands (YR_OracList.4)	Check the children are able to follow instructions to create their own pop-up card.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i) – recognition of high-frequency words (YR_ReadStrat.6ii)	Check the children use their phonic knowledge to decode any new or unfamiliar words. Check the children are able to read the high frequency words: all, you.
	Writing	Copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner (YR_WritMean.6)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	Speak audibly to be heard and understood (L1_com_talk.5)	Check the children speak clearly when giving instructions to their partner.
	Use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children use words such as 'first', 'next' and 'then' to order their instructions.
	Listen for information (L1_com_talk.1i)	Check the children listen carefully to the instructions they are given by their partner.
	Follow short, straightforward instructions (L1_com_talk.1iv)	Check the children are able to follow instructions to create their own pop-up card.
Reading	Understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Use reading strategies (L1_com_read.2i)	Check the children use their phonic knowledge to decode any new or unfamiliar words. Check the children are able to read the high frequency words: all, you.
	Writing	Write words using sound-symbol correspondence (L1_com_writ.4i)

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children speak clearly when giving instructions to their partner.
	Note that people speak in different ways for different purposes and meanings. (1SL10)	Check the children use words such as 'first', 'next' and 'then' to order their instructions.
	Listen carefully to questions and instructions. (1SL8)	Check the children listen carefully to the instructions they are given by their partner. Check the children are able to follow instructions to create their own pop-up card.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06) Read a range of common words on sight. (1R10)	Check the children use their phonic knowledge to decode any new or unfamiliar words. Check the children are able to read the high frequency words: all, you.
	Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)