

Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

When Grandpa was a young man, he used to cross the stream to visit Grandma. What happens when the stream becomes too deep to cross?

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Look through the book with the student and talk about what seems to be happening in the pictures. Ask the student how people tell stories in their family and whether a family member likes telling “tall tales.” Explain what a tall tale is.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. Why did the man want to cross the stream?
2. Why did the frogs become the man's friends?
3. Why did the man swim across the stream?
4. How did the woman in the story feel about the man coming to visit her?
5. Could any part of this story be true?

Answers to the Comprehension questions

1. He wanted to visit his girlfriend.
2. He gave them water in the summertime.
3. Because the frogs told him it was too deep to walk across.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Identifying and classifying regular and irregular verbs according to tense

Introduce the concept and practice

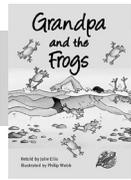
This task enhances the student's understanding of correct syntax and usage.

When the student is familiar with the book, review their knowledge of regular past tense verbs by getting them to identify these in the text. Give their stem form; for example, “wade” for “waded.”

Go through the text together, making a list of the irregular past tense verbs; for example, swam, built, took. Write the corresponding present tense verbs beside each one.

As an extension activity, ask the student to rewrite page 5 or page 7, changing it to the present tense.





Name: **Date:**

Introduction: When Grandpa was a young man, he used to cross the stream to visit Grandma. What happens when the stream becomes too deep to cross?

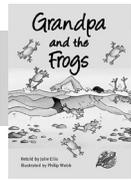
Errors
M S

When my grandpa was a young man and was dating my grandma, he had to cross a stream to visit her. In the summertime, there _____ no water in the _____, so Grandpa walked over _____ dry stones. A family _____ frogs lived beside the _____. Grandpa saw that the _____ were hot and thirsty, _____ every day, he would _____ a bottle of water _____ the mud to keep _____ frogs cool. The frogs _____ Grandpa’s friends. In the fall, _____ started to rain, and _____ stream began to fill _____ water. Grandpa did not _____ how deep the water _____. He asked the frogs, “_____ deep is it? How _____ is it?” The littlest _____ replied in their high little _____, “Ankle deep, ankle deep.” _____ really wanted to see _____, so he took off _____ shoes and walked across _____ stream. The next time Grandpa _____ to cross the stream, he asked the frogs, “How deep is it? How deep is it?”

Accuracy Chart (Exact word replacement only)		
Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors
M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____
 Heard Seen Unseen
 Comments: _____





When my grandpa was a young man and was dating my grandma, he had to cross a stream to visit her.

A family of frogs lived beside the stream.

The frogs became Grandpa's friends.

Grandpa did not know how deep the water was.

He asked the frogs, "How deep is it? How deep is it?"

The frogs would tell him, "Ankle deep, ankle deep."

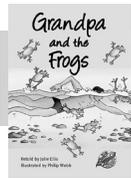
Or "Knee deep, knee deep." Or "Belly deep, belly deep."

One time the frogs said,

"You'd better go around. You'd better go around."

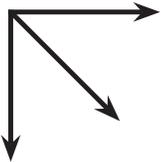
So Grandpa built a bridge and walked across it.





Name: **Date:**

Words can be found in these directions:



The letter in each square can only be used in one word.

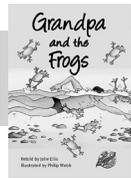
w	o	v	e	r	s	e	e	k	a
w	a	w	a	t	e	r	b	e	c
o	a	n	t	d	e	e	p	e	r
u	n	l	t	i	t	i	t	p	o
l	o	k	i	e	m	o	h	a	s
d	t	n	t	t	d	e	e	r	s
b	h	o	d	o	t	r	i	o	h
i	e	w	g	e	o	l	r	u	i
g	r	n	e	x	t	k	e	n	g
a	n	d	s	h	o	e	s	d	h

Words to find:

- | | | | | |
|--------|------|---------|--------|--------|
| across | and | another | around | big |
| deep | high | keep | know | little |
| next | over | see | shoes | their |
| time | to | took | wanted | would |

Use the letters that are left to make a word that tells what Grandpa built so he could visit Grandma.....





Grandpa and the Frogs

Board Game Activity

STAGE 2

- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START

Your grandpa is a young man and is dating your grandma. He has to cross a stream to visit her.

1

2

Grandpa makes friends with some frogs. Go on to 5.

3

19 Grandpa rolls up his trouser legs and wades across the stream. Go forward 4 spaces.

20

21 The frogs tell Grandpa the water is "belly deep, belly deep." Go back to 18.

22

4

18

END
Grandpa builds a bridge and walks across it.

23

5

17

30

24 The frogs tell Grandpa, "You'd better go around." Spin again. Go back that number.

6 The stream is beginning to fill with water. Name two numbers. If you spin one of them, go on to 10.

16 The frogs tell Grandpa the water is "knee deep, knee deep." Go back to 13.

29

25

7

15

28

27

26 Grandpa really wants to see Grandma. Spin again. If you spin a 5 or 6, go on to 28.

8

14

13

12 Grandpa asks the frogs, "How deep is it?" Spin again. Go forward that number.

11

10

9 Grandpa doesn't know how deep the water is. Miss a turn.





Name: **Date:**

Fill in the grid to describe what the stream was like, what the frogs said, and what Grandpa did on the different days.

The stream was:	The frogs said:	Grandpa:
dry		
beginning to fill with water		
	"Knee deep, knee deep."	
		jumped in and swam across the stream

Write on the back of this page if you need more space.



Write down what the frogs said each time. If the story doesn't tell you, then you can write your own ideas.

