Make a Frog!

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Photographs by Lorne Chapman

> **Text Type:** Non-fiction: Procedure — Instructions
>
> **Guided Reading Level:** K

Summary: How to make an origami frog is explained with multi-step instructions. The procedure is highly supported by photographs and diagrams.

Word Count: 384

Text Features

Visual Literacy

▶ shaded diagrams with labels, arrows, and some captions

▶ inset photographs

Text Supports

▶ high picture support

▶ steps in procedure are numbered

▶ few directions per page

▶ direction words are repeated often

Possible Text Challenges

▶ multi-step instructions

▶ procedural vocabulary—prefixes and suffixes

▶ difficult vocabulary: *origami, ancient, China, invented, Japan, model, piece, instructions, surface, possible, edges, crease, original position, thumbnail, centre, straight, decorate, rectangle, diamond, triangles*

First Session (pages 2-7)

Reading Strategies

Comprehension

▶ analyzing

▶ making connections: text to text

Working with Words

▶ using pictures, diagrams, and context cues to solve unfamiliar words

▶ using cross-referencing skills to solve unfamiliar words

▶ using knowledge of prefixes and suffixes to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

▶ analyze instructions, text, photographs, and diagrams

▶ understand and follow multi-step instructions

▶ use multiple word-solving strategies

▶ make text-to-text connections

Oral Language Opportunities

▶ discussing with a group

▶ responding to questions

▶ following oral directions

🐝 BEFORE READING

Activating and Building Prior Knowledge

Say, *Today we're going to make a frog! How many of you have made a frog before? Okay then, since none of you have made a frog, what have you made using instructions? What kind of instructions have you followed?* Make a web of instruction formats, for example,

recipes

editing chart

magazines

Lego — instructions

video games

computers
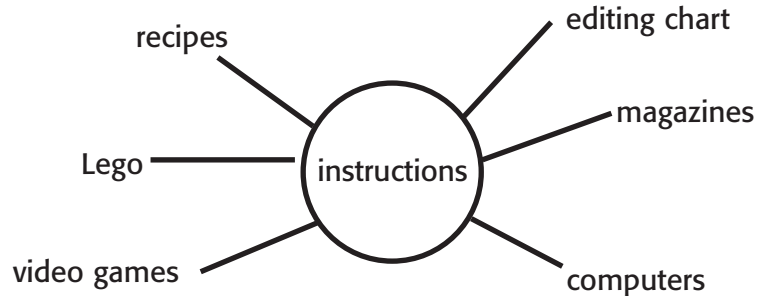
Ask, *What do all instructions have in common, no matter where we see them?* List these below the web and talk about the purpose of each feature of instructions.

Features of Instructions

Instructions should have:

- A title (tells you what you are making or supposed to do)
- Steps (break the task down into little pieces in order)
- Pictures (help explain the steps)
- Labels (help explain the pictures and other important things)
- Lots of direction words like *mix, blend, insert, fit, click*

Teaching Tip: If students have difficulty describing the features of instructions, have some different procedural texts ready for them to study to make the features list.

Say, *I think you're ready to follow the instructions for making a frog.* Display the front cover of the book. Ask, *What kind of frog is this?* After establishing that this frog is made through paper folding (origami), direct students to the back cover. Ask, *What features from our instructions list do we see on the back cover?* (pictures) *Can we add anything to our list?* (diagrams, arrows)

Overcoming Text Challenges

Hand out copies of the book and have students turn to page 2. Ask students to skim the first paragraph and put their fingers where the text says origami began and why. When all students are ready, ask, *Where did this ancient art begin? Why did it begin in China?* Locate China on a map. *Put your finger on the word* ancient. *What does* ancient *mean?*

Tell students that origami is popular in Japan, then locate Japan on a map. Say, *Paper folding got its name in Japan. It's made up of two Japanese words,* ori

and gami. Record these two words on chart paper. Have students predict the meaning of the words, reminding them that they probably have something to do with paper folding. Direct students in pairs to verify the meaning of *ori* and *gami* on page 2.

Ask, *What is this page of the instructions called?* After establishing that this is the introduction, ask, *Do we have* introduction *on our list of features?* Establish that most instructions begin with an introduction like the one just read. Add *introduction* and its purpose to the list.

Direct students to page 3. Say, *Read the top of page 3 to find out what you will need to make the frog.* Establishing that this is a list of what is needed to do the project, ask students, *Do we have* materials needed *on our list of features?* If not, add it and its purpose.

Word solving and building

List recurring direction words and phrases from the story on chart paper: *surface, fold, unfold, edges, flat, flatten, crease, original position, centre of the X, straight.* Tell students, *These are the direction words that you will see over and over in* Make a Frog! Read them over together. Say, *We're going to practise these words and do some origami together before you begin reading.*

ESL Note: In the early stages of learning English, it is important for students to focus on a short list of new basic words, for example, *up, down, top, bottom, fold, unfold, together,* and *bring.* Eventually, students may be introduced to more challenging words, such as, *corner, centre, edge, flatten, crease, straight, cross,* and *tent shape.* Partner ESL students with a buddy with whom they can work as each makes their frog.

Sequencing

Give a piece of white rectangular paper to each student.
- Using language from pages 1–7 of *Make a Frog!*, demonstrate and orally guide students to fold paper to the end of step 4 using the recurring direction words.
- Have students turn to page 5 to see the diagram labelled with *crease* to see what the task is. After each fold, have students label the applicable recurring words on their paper.
- Highlight the fact that suffixes (-en) and prefixes (un-) are used. Establish that "un-" means to undo.
- Model explicitly that one direction is completed before the next one is started.

Teaching Tip: This labelled page will serve as a word reference for independent reading of *Make a Frog!*

Setting a Purpose

Analyzing

Give each student a rectangular piece of green paper. Tell students that they are going to read up to page 7 and follow the instructions to begin making an origami frog. (They can finish the frog in the next session.) As students read each page, they are to use the text, pictures, and diagrams to complete each direction. Restate the purpose in print on the board or chart paper for students to refer to during the reading.

DURING READING

Ask students to read independently, folding their green paper step by step as directed. Remind students to use the diagrams and the reference page they made when direction words need clarification.

Observe and listen to students as they read and fold their paper, assisting them with word-solving strategies, vocabulary, punctuation, comprehension queries, and folding, if necessary. Offer prompts to help students problem-solve as they read. For example, *Look at the diagram to help you with that step. Is that word or its base word on your reference page? Does your paper look like the one in the picture? Can you take apart the word to help you solve that word?* Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, have them compare their folds to the end of page 7 and reread and refold if there are any discrepancies in appearance.

AFTER READING

Analyzing

When all students have finished reading and folding their papers up to page 7, compare the results. Have students help each other skim through the steps and refold, if some have folded incorrectly. Discuss the level of difficulty of folding and reading. Page 7 may have been a tricky fold.

Word solving and building

Select a few of the challenging words, such as *model, piece, surface, possible, edges, crease, original position, thumbnail, centre, straight,* or other words that were challenging for students. Ask what strategies they used to work these out, referring to the text, if the strategy involved visual cues.

Self-monitoring

Emphasize using multiple reading strategies to solve unfamiliar words. For example, say, *I noticed Marc looking back and forth between the word on the page and the picture to figure out the word* rectangle *on page 3. Then he looked at the math bulletin board. He was solving this word using the strategy of cross-referencing. Marc, please show your group how you used cross-referencing to read the word* rectangle.

Second Session (pages 8-15)

Reading Strategies

Comprehension

- analyzing
- sequencing

Working with Words

- using pictures, diagrams, and context cues to solve unfamiliar words
- using cross-referencing skills to solve unfamiliar words
- using knowledge of prefixes and suffixes to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- analyze directions
- sequence steps
- synthesize: summarize the main idea
- use multiple word-solving strategies, including cross-referencing, knowledge of prefixes and suffixes, using pictures, diagrams, and context cues to solve unfamiliar words

Oral Language Opportunities

- discussing with a partner

BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Review the Features of Instructions list made in the last session. Have students discuss in pairs the order of the features appearing in *Make a Frog!* Encourage them to refer to the book for verification. As a whole group, number the features in order.

> **ESL Note:** Create a simple illustration beside each instruction feature to make the concept more comprehensible. If two or more beginner ESL students in class have the same first language, encourage them to have a discussion on the directions and sequence, i.e., what to do and in what order. Students can then share this information in English.

Self-monitoring

Overcoming Text Challenges

Remind students that the strategy of cross-referencing for unknown words is very useful when reading instructions. The reference page they created and Word Walls in the room are both available cross-referencing sources.

Sequencing

Setting a Purpose

Remind students to read and follow the instructions to complete the origami frog. As they continue following instructions from pages 8–15, remind students to use the text, pictures, diagrams, reference page, and their prior knowledge to complete each direction.

DURING READING

Tell each student to read independently, thinking about the purpose that has been set. Remind them to use the cross-referencing strategy to solve unfamiliar words.

Be prepared to assist with the fold on page 8 because it is very challenging! Observe and listen to students as they read and fold their paper, assisting them with word-solving strategies, vocabulary, punctuation, comprehension queries, and folding, if necessary. Offer prompts to help students problem-solve as they read. For example, say, *Look at the diagram to help you with that step. Is that word or its base word on your reference page? Does your paper look like the one in the picture? Can you take apart the word to help you solve that word?*

Note students' successful use of reading strategies and any difficulties they encounter. (Use the Self-Monitoring checklist found in the *Reading Guide*.)

If students finish before others have completed the reading, have them compare their frogs. Reread and refold, if there are any major discrepancies in appearance.

AFTER READING

Sequencing

When all students have finished folding their frogs up to page 14, compare the results. Have students help each other skim through the steps and refold, if some have folded incorrectly.

Synthesizing

Invite students to tell a partner what origami is.

Evaluating

Discuss the level of difficulty of folding and reading. For example, the fold on page 8 may have been tricky for some students. Say, *Now that you have worked your way through these challenging instructions, are there any other features of instructions we need to add to our Features of Instructions list? Should there be an introduction to the Features list like the author wrote on page 3?* (the importance of adding tips before beginning)

Word solving and building

Select a few of the challenging words, for example, *tricky, point, triangles, diamond, halfway, decorate,* or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text, if the strategy involved visual cues.

End the session by inviting students to have fun making their frogs jump. Frogs may be decorated during centres or at home.

Rereadings

To improve their fluency, give students opportunities to reread the book independently or with a partner. Have a supply of green rectangular paper available so students can make more frogs with their partners.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Writing Instructions

Sequencing

Provide students with a copy of the BLM. Students can use the BLM to write the instructions for a routine task, such as making toast or getting ready for school. They can write the steps and draw the sequence, using labels and captions to enhance the directions. Use some of the features from the Features of Instructions list built throughout the lesson as criteria for this task.

Direct students to check out their sequence while doing the task, or to watch while another person follows their directions to see if they are clear. Students can revise according to the results. (See the Procedure Text Type Study in the *Writing Guide* for more on how to teach procedural writing.)

Make a Frog

Sequencing

Have students read aloud *Make a Frog!* to a group of classmates. Have green rectangular paper available for the readers to give out to their audience. Classmates will follow the verbal directions and make their own frogs. The readers should be prepared to help with the tricky folds.

Exploding Fold

Word solving and building

The word *fold* was used often in *Make a Frog!* This activity will have students hunting for *fold* words with prefixes in front or with suffixes at the end to fill in an Exploding Fold table.

Have students search through *Make a Frog!* for other words that used *fold* as their base word (suffix—*folding*; prefix—*unfold*). Students then use their prior knowledge, dictionaries, and other sources (friends, parents) to find as many prefixes and suffixes using *fold* as their base word as possible. You could use a chart similar to the following:

Exploding Fold	
Prefixes	**Suffixes**
unfold	folding

Make a _____   Name: _____

3	6
2	5
1	4