Accelerated Literacy Teaching Notes for

*The Cowboy Frog* by Hylton Laurel

These notes were written by Sarah Christensen
Accelerated Literacy Teaching Sequence notes for: *The Cowboy Frog*

**The Cowboy Frog**

**Year Level:** We recommend this book for Years Pre – Primary / 1 but notes have been written for students at year level 2 as it is particularly suitable for older students with literacy difficulties or beginning readers.

**Synopsis of story:**
An unusual story of the river, the Cowboy Frog. The Cowboy Frog lives near Noonkanbah Crossing on the Fitzroy River. He is a brave character and has excellent hunting and survival skills. The Cowboy Frog is also a great cowboy and this becomes obvious when he has to tackle a crocodile sneaking up behind the barramundi swimming around in the river. The crocodile suddenly attacks a small barramundi and this is when the Cowboy Frog courageously jumped into the river, climbed upon the crocodile’s back, drew his knife and killed the croc. The barramundi were very thankful, and the Cowboy Frog headed back to his home.

**Website information**

www.abc.net.au/messageclub/duknow/stories/s1264282.htm

www.abc.net.au/rural/telegraph/stories/s951674.htm

www.aics.wa.edu.au/content/theschools/info/wulungarra_community_school.shtm

www.magabala.com/authors/authitop2.htm#a1c

**Important Note:**
- The following notes have been written for teachers who have attended workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- It is also presumed that teachers have read the book and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of this book for their particular teaching context.

*These notes were written by: Sarah Christensen*
These notes presume a familiarity with the general principles that apply to the Accelerated Literacy teaching sequence. They have been written to accompany in-service workshops on Accelerated Literacy.

These teaching notes were prepared by Sarah Christensen for the National Accelerated Literacy Program, Charles Darwin University.

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The views expressed in these teaching notes do not necessarily represent the views of the Department of Education, Science and Training.

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Contents Page

P4 – Accelerated Literacy Teaching Sequence

P5 – Introduction – Why use this story?
   - Study Passages 1, 2, 3

P11 – Low Order Literate Orientation

P21 – High Order Literate Orientation – Passage 1

P25 – Transformations – Passage 1

P29 – Spelling – Passage 1

P35 – Writing – Passage 1

P40 – High Order Literate Orientation / Transformations – Passage 2

P41 – Spelling / Writing – Passage 2

P43 – High Order Literate Orientation / Transformations – Passage 3

P44 – Spelling / Writing - Passage 3

P47 – Sample Weekly Plan

NALP Teaching Sequence Notes: The Cowboy Frog
The Accelerated Literacy Teaching Sequence

The teaching sequence used in the National Accelerated Literacy Program consists of a series of inter-related activities based on one text or passage/s of texts. Typically, teachers would spend, on average, an hour and a half a day teaching Accelerated Literacy and between two and ten weeks would be spent studying one text. Low and High Order Literate Orientation are carried out before reading and the other strategies use the students' fluent reading and common knowledge about the text as a teaching resource for extending the students' literacy competence.

For a detailed explanation on how to implement the teaching sequence refer to the teachers' handouts from the first Professional Development.

Additionally you could refer to www.nalp.cdu.edu.au.
Introduction

Fundamental to the success of the Accelerated Literacy teaching sequence is the understanding that when we teach reading, writing and spelling, we are also teaching about 'literate discourse'. Teaching about literate discourse includes teaching the implicit rules of educational talk and practice, the educational 'ground rules' that apply when studying the subject English.


The teaching sequence on The Cowboy Frog aims to teach:

• How to read the passage studied fluently and with a high level of inferential comprehension.

• How to discuss the story: give opinions about the language choices used by the author; identify and discuss its structure, theme and ideology.

• How to use the passage studied as a model for writing a narrative with expansions and foreshadowing, of a brave main character who needs to fend off an attacking predator.
Why use this story?

This book is particularly suitable for students living in the Kimberley and Pilbara regions, as many of them will know of the author. They will feel inspired to have a go at writing their own short story. The students will also be able to relate to the series of actions that the Cowboy Frog goes through leading up to the complication, therefore greater comprehension can be developed.

Theme:

This story is about a friendly frog with very competent hunting skills. He is unafraid of anything and this becomes more obvious when he needs to save the smaller barramundi from the jaws a big crocodile. There is a sense of joy amongst the characters, when the barramundi is saved, with the Cowboy Frog doing back flips and bowing to the fish. This story is about courage, friendship and stronger characters helping weaker characters.

Structure of the text

Orientation
A long time ago,
there was a big green frog
who lived near Noonkanbah Crossing.
He liked fishing
and he used to catch lots of barramundi.
He was the bravest frog in the world.
His name was the Cowboy Frog.

Series of events leading up to the complication
One afternoon
the Cowboy Frog came out of his house
and went walking on the hillside.
He found a black – headed snake
in an anthill.
The Cowboy Frog chased the snake
and hit it with a big rock.
'I am hungry.
I better eat you,'
said the Cowboy Frog.
He cooked the snake and ate him up.

That night
the Cowboy Frog was lighting the fire
and getting ready to sleep.
Then he saw a goanna
and he chased the goanna to a cave.
He picked up a rock
and hit him on the head.
‘I am hungry.  
I better cook you up and eat you,’  
said the Cowboy Frog.  
He took the goanna back to the fire for dinner.  
Then he had a big rest.

Foreshadowing the complication  
The next day  
the Cowboy Frog  
goes fishing at Noonkanbah Crossing.  
The river was green and deep.  
There were plenty of barramundi  
swimming around.  
They didn’t know that a crocodile was coming.

Complication  
Suddenly the crocodile bit a barramundi  
and broke his jaw.  
‘Help! Help!’  
the barramundi screamed.  
The Cowboy Frog jumps into the river  
to fight the crocodile.  
‘I’ll help you!’  
he shouted.

Resolution  
He jumps on the crocodile’s back  
and held on.  
Then the Cowboy Frog killed the crocodile  
with his knife  
and ate him up.  
He was the legend of that river.

‘You are a legend, mate,’  
said the barramundi.  
‘No worries,’  
said the Cowboy Frog.  
He did three backflips  
and one front flip  
and he bowed to the barramundi.

Coda  
Then he headed back home,  
before the sun set,  
to have a cup of tea  
and a big rest.

The end.  
(306 words)
Text of study passage 1

Orientation
A long time ago, there was a big green frog who lived near Noonkanbah Crossing. He liked fishing and he used to catch lots of barramundi. He was the bravest frog in the world. His name was the Cowboy Frog.

(39 words)

Scope of these notes:
These notes contain details of how to carry out Accelerated Literacy teaching sequences on three parts of the story.

Part 1 aims to teach the way that Hylton Laurel introduced the main character through the use of describing word and expansions. In this passage the author has used, when, who, and where, and then used expansions to tell the reader more about the Cowboy Frog’s characteristics. The passage finishes with the reader finding out the main character’s name.

Low Order Literate Orientation on, and reading of, the whole book precede any work on Part 2.

Text of study passage 2

The next day the Cowboy Frog went fishing at Noonkanbah Crossing. The river was green and deep. There were plenty of barramundi swimming around. They didn’t know that a crocodile was coming.

(32 words)

Part 2 aims to teach the way that Hylton Laurel has foreshadowed the complication. The passage begins by telling the reader when, who and where. It then goes on to set up the complication by making the environment sound perfect for a crocodile to sneak up on it’s prey.

Low Order Literate Orientation on and reading of the whole book precede any work on Part 3.
Text of study passage 3

Then he headed back home, before the sun set, to have a cup of tea and a big rest.

(19 words)

Part 3 aims to teach the way that Hylton has ended the resolution with a coda. It is one sentence using expansions to tell the reader what the main character did after the resolution of the story. It is a well-rounded ending.

Literate language features

Some of the writing techniques used by Hylton Laurel.

- Who, when and where are used well to introduce the main character
- Describing words are used to build up the picture of the main scene.
- Expansions are used to tell the reader further about the character's traits.
- Foreshadowing the complication
- A coda has been used to explain to the reader what happened to the Cowboy Frog after the resolution

Outcomes of the teaching sequence

At the end of this teaching sequence, students will be able to:

- Read passages at 90% accuracy or above. Some students will be working towards just reading passage 1 fluently at 90% accuracy or above.
- Contribute to class discussions of the meaning and inferences contained in the author's language choices in this passage,
- Spell fluently and in clear handwriting the words taught as part of the teaching sequence, and
- Write independently or as a group using the writing techniques taught as part of the teaching sequence, e.g. include describing words to build up the opening scene for the reader.

Other books or other resources relevant to this study

Dunbi the Owl – Pamela Lofts, Ashton Scholastics, 1983.

How the Birds got their Colours – told by Mary Albert, complied by Pamela Lofts, Ashton Scholastics, 1983.
Literate Orientation

Literate Orientation is a pre-reading strategy that prepares students to read the study text fluently, accurately and independently.

During Literate Orientation, the teacher models a literate orientation to the text and discusses with students the possible meaning and interpretation of language choices in the text.

There are two components that make up Literate Orientation: Low Order Literate Orientation and High Order Literate Orientation, both are equally important.
Teaching
Low Order Literate Orientation

In Low Order Literate Orientation the teacher starts the process of ‘pointing the students’ brains’ at the text by modeling a literate interpretation of the text including its illustrations when necessary.

See the teachers’ handouts for a more detailed explanation of Low Order Literate Orientation.
Part 1

How to carry out Low Order Literate Orientation

The first aim of a teaching sequence is to read the whole story, with a brief Low Order Literate Orientation for each focus. It is suggested that teachers include a discussion before and after each reading to make sure students understand some of the possible inferences a literate reader might make.

Note that the inferences provided by the authors of the notes are suggestions only and do not constitute the only inferences that could be drawn from the text.

The Title
The name of the book is 'The Cowboy Frog'. The Cowboy Frog is the main character so he is pictured on the cover. You can tell he is a cowboy by the clothes that he is wearing, he has a cowboy hat on and also some cowboy boots. There are plenty of fish swimming around in the river so they must be an important part of the story also.

Inferences: What do you think the Cowboy Frog likes to do with the fish?

Point to the name of the author and tell the students who he is and what his job is. He is the author of the story and also the illustrator. You could show the students the author’s picture at the back of the book.

Following are focus points, which could be included in the Low Order Literate Orientation.
First Reading of the book

Illustrations

Use the illustrations to support the Low Order Literate Orientation discussion. For example, the illustrations reinforce the Cowboy Frog’s traits. They show what he looks like, how is feeling, what he is doing and where he lives.

Low Order Literate Orientation for the whole book

Discuss some of the following points. Choose what to say about the book to suit the class you are working with. An example of ‘what you could say’ is given for the cover only.

General points about the author and the book:

Summary Notes: Teaching Focus

- This story is about a big green frog, who lives near Noonkanbah Crossing.

- He is brave, likes fishing and is very good at hunting for black – headed python and goanna.

- One day he is fishing at the river when a crocodile snuck up tried to eat one of the barramundi. The Cowboy Frog was very brave and he jumped into the river and saved the barramundi.

- He became the legend of the river. Everyone who lived near Noonkanbah Crossing knew the story of the Cowboy Frog.

Main points:

Page 2/3 – Orientation

- The Cowboy Frog is acting like a human, frogs don’t really go fishing.
- He is dressed in cowboy boots and a cowboy hat, so that is how we can tell he is a cowboy.
- You can tell by his hands that he is a frog because they are webbed.
- The Cowboy Frog lives somewhere near Noonkanbah Crossing, we can’t see his house, it is a little bit away from here.
- He is out doing what he likes, fishing. He is a good fisherman. There are plenty of barramundi in this part of the river for the Cowboy Frog to catch.
- The Cowboy Frog looks happy and the barramundi look happy.
- He is very brave, he doesn’t get scared.

Inferences

NALP Teaching Sequence Notes: The Cowboy Frog
• What other animals would like to live near where there are lots of barramundi to eat?

**Page 4/5 – First event leading up to the complication.**

• There are hills surrounding where the Cowboy Frog lives. One afternoon, when he wasn’t fishing he went for a walk in them and found a black-headed python.
• He picks up a rock and hits the snake on the head killing it.

**Inferences**

• The Cowboy Frog is a good strong hunter.
• He must have been feeling hungry.
• What do you think the Cowboy Frog is going to do with the snake?

**Page 6/7**

• The Cowboy Frog was hungry.
• He knew exactly what to do with the snake.

**Inferences**

• The sun is setting so it must be getting later in the day, nearly night-time. The Cowboy Frog would certainly have been getting hungry by this time of the day.

**Page 8/9 – Second event leading up to the complication**

• It is getting darker now and the Cowboy Frog was going through the routine of lighting a fire before going to sleep.
• But he spotted a goanna and he chased the goanna into a cave.
• Once again he picked up a rock and hit the goanna on the head.

**Inferences**

• The Cowboy Frog once again has shown to the reader his excellent hunting skills, he has a very good aim.
• What do you think he is going to do with this goanna?

**Page 10/11**

• After all the fishing and hunting for the day, the Cowboy Frog must have been really hungry, so he cooked up the goanna on the fire.
• He didn’t have to light another fire this time because he had already prepared on for sleeping before he caught the goanna.
• It is really late in the day, almost dark.
• He needed to have a big rest.

**Inferences**

• Why do you think the Cowboy Frog needed to have a big rest?
Pages 12/13 – Foreshadowing the complication

* After a good night sleep the Cowboy Frog is happily fishing at Noonkanbah Crossing the next day.
* The spot at the river where he is fishing is green and deep and he must know that there are lots of barramundi in that area.
* But, you can see the head of a hungry crocodile sneaking up behind the fish. The fish don’t know that the croc is there yet and neither does the Cowboy Frog.
* The croc is looking straight at the fish and you can see his sharp teeth.
* The crocodile has been camouflaged by the deep, green river.

Inferences

* Why do you think the Cowboy Frog likes to fish in this particular spot?
* What do you think the crocodile is going to do?
* Why do you think the crocodile is also at this particular of the river?

Pages 14/15 - Complication

* The croc took a barramundi in his sharp teeth and broke the barramundi’s jaw.
* The barramundi screamed out in pain for someone to save him.
* The Cowboy Frog didn’t hesitate he was so brave that he jumped into the river to fight off the croc and save the barramundi.
* We can see almost the full length of the crocodile and realise that he is a big one.

Inferences

* The crocodile had approached the barramundi very carefully, because he attacked them suddenly. Crocodiles are very good at sneaking up on their prey.
* Why did the Cowboy Frog jump in the river to save the barramundi?

Page 16/17 - Resolution

* Just like a cowboy, the Cowboy Frog jumped on the croc’s back and held on tight.
* Luckily he was carrying a big knife and he used it to stab and kill the croc.
* The little barramundi was able to swim away, back to the other barramundi, they were watching on in horror.
* After that brave effort the Cowboy Frog ate the crocodile.
* The Cowboy Frog became known as the legend of the river everyone knew the story of what the Cowboy Frog did.

Inferences

* Why do you think the Cowboy Frog became the legend of the river?

Pages 18/19

* The barramundi looked happily up at the Cowboy Frog and were so thankful for his help.
* They told him he was a legend.
* The Cowboy Frog didn’t mind helping the barramundi and was so proud of himself that he did three back flips, one front flip and then bowed, as the barramundi looked on.

Inferences

* How do you think the Cowboy Frog felt after saving the barramundi?

Page 20/21 – Coda

* It is the end of an eventful day for the Cowboy Frog, the sun is setting and he must be feeling really tired.
* He headed along the track back to his home.
• He sat down to have a big cup of tea, to probably think about the events of the day, before having a big rest.

Inferences
• After being so brave and strong, I think the Cowboy Frog would be feeling very tired.

What you could say:
(This is from a genuine lesson and does represent all that could be said.)

(Talking about the front cover)

Preformulation
T: Now look here...lets have a look at the big green frog. See his colour, he’s green.

And do you know why he looks like a cowboy?

Look at his cowboy hat, ....look at his cowboy hat...and look at his cowboy boots...he looks like a real cowboy.

Question
Have you got cowboy boots?

S: student nods

Question
T: Do frogs really wear cowboy boots?

S: No

Reconceptualisation
T: Just for this story they are though, aren’t they? He’s got cowboy boots and a cowboy hat.

S: Do you think frogs really have a knife?

T: No not really...

S: He got a knife...

T: Because it is a made up story
Part 1 (continued)

Study Passage 1

Refine focus to study passages

Once you have made a start on reading the book for the first couple of days, start looking at the author's language choices in closer detail.

Purpose (passage 1):
1. What are your aims for studying this passage of text?
   - How to write a well structured orientation eg, when, who, where
   - How to use describing words
   - How to use expansions to give the reader more information about the main character

Passage 1:

Text

Orientation
A long time ago, there was a big green frog who lived near Noonkanbah Crossing. He liked fishing and he used to catch lots of barramundi. He was the bravest frog in the world. His name was the Cowboy Frog.

(39 words)

- Structure of the text: Passage 1

This passage provides a well-described orientation. It tells the reader when the story happened and then goes on to describe who the main character is. The passage briefly describes the location of the story and then uses expansions to tell the reader more about the main character. At the end of this passage the reader finds out the name of the main character.

The purpose in studying this passage is to show that authors may choose to begin a story by introducing when the story happened, describing the main character and then introducing the location. The author uses expansions to describe the main character’s dominant characteristics. With all the above information given, the author then introduces the reader to the character’s name, a well-fitting name. For example:

When
Description of main character
Description of the location
Expansion 1
• **Author's techniques (that will form the basis of writing lessons):**
  
  **Passage 1**

**Long term writing goal**
- To write a short narrative with a main character, who is competent and brave, and needs to show these characteristics whilst fending off a predator.

**Short term writing goals**
- How to write an orientation with when, describing who, describing where.
- How to use expansions to describe the characteristics of the main character.
- How to use expansions to set the main character up so as the reader likes him.
- How to use expansions to set the main character up to be the hero of the complication.

**Points to remember...**
- Once the students have a fairly solid understanding of the story, begin using different early childhood activities during the Low Order Literate Orientation stage. Include role – plays, puppets and any other creative activity that you can think of that will support developing extra meaning. They are not the central focus but are ways to engage the class while still focusing on the text. Do activities that don’t interrupt the flow of the lesson, eg AEW’s telling the story in their language during Low Order.
How to carry out Low Order Literate Orientation on study passages
Low Order Literate Orientation that 'points students' brains' at the aims of each lesson is an important segment of every lesson. Here we make explicit what we want students to learn as a result of the lesson. The following Low Order Literate Orientation notes provide some suggestions for the first lessons on the study passages from The Cowboy Frog. Teachers will then determine the focus for each lesson based on their goals for the teaching sequence, the development of these goals in this particular lesson and the common knowledge about the passage shared between teacher and pupils at that stage of the teaching sequence.

Passage 1:

Main Points:

Page 2/3 – Orientation

- Passage 1 is telling the reader all about the main character. It is interesting that we don't find out the name of the main character until the end of the first passage. The author has built him up, and then used his name as a finale to the passage.
- The author tells the reader when the story happened. 'A long time ago' is a good way of starting a narrative.
- The author uses two describing words, 'big' and 'green' to tell the reader what the frog looks like. It is important for the frog to be big because he is the hero of the story when he defeats the crocodile during the complication.
- The Cowboy Frog is acting like a human, frogs don't really go fishing.
- He is dressed in cowboy boots and a cowboy hat, so that is how we can tell he is a cowboy.
- You can tell by his hands that he is a frog because they are webbed.
- The Cowboy Frog lives somewhere near Noonkanbah Crossing, we can't see his house, it is a little bit away from here. The author has chosen for the story to be set near Noonkanbah Crossing. This is a place that he knows well, along with much of his audience. It is also an important location as frogs usually live by the water.
- He is out doing what he likes, fishing. He is a good fisherman, You can tell that he likes fishing because he is smiling and that would mean that he is having fun.
- There are plenty of barramundi in this part of the river for the Cowboy Frog to catch. You can see lots of them swimming around here in the picture.
- The Cowboy Frog looks happy and the barramundi look happy.
- He is very brave, he doesn't get scared. He chases, goannas and snakes. He isn't afraid of anything. This is a good trait of the Cowboy Frog's, so when he has to save the little barramundi he won't be scared.
- His name is the Cowboy Frog. That is a pretty good name for him.
- The author has used expansions to provide the reader with more information about the main character. He doesn't just say when, who and where, he goes on further and uses expansions to set the main character up so the reader will like him and it also sets him up as brave, as he will be the hero at the end of the story.

Inferences

- What other animals would like to live near where there are lots of barramundi to eat?
• Why do you think his name is The Cowboy Frog?

Example Junior Primary activities

• Students could take part in a role play to demonstrate the meaning of being brave.

• Share students’ and personal experiences about being brave.
Teaching
High Order Literate Orientation

In High Order Literate Orientation the teacher shifts the students' focus from general considerations to a close examination of the author's wording of the text. The teacher models systematically how to attend closely to the language features of the text and how they construct meaning.

SEE THE TEACHERS' HANDBOUTS FOR A MORE DETAILED EXPLANATION OF HIGH ORDER LITERATE ORIENTATION.
### How to carry out High Order Literate Orientation on 'The Cowboy Frog'

#### Passage 1

<table>
<thead>
<tr>
<th>Structural Organization of text</th>
<th>Why language choices are made in this text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation – when</strong></td>
<td>This tells the reader when the story happened. We don’t know exactly when the story took place, all we know is that it happened a long time ago. This is a very typical technique author’s use to tell when, and is usually a way of telling the reader that it is a made up story.</td>
</tr>
<tr>
<td>A long time ago,</td>
<td></td>
</tr>
<tr>
<td><strong>Describing the main character</strong></td>
<td>This is describing the main character to the reader. We don’t know his name yet, but we know two features about him. The describing word ‘big’ is setting the character up for the battle that happens later in the story, it is important for the reader to know the size of the main character. The word ‘green’ is the usual colour of frogs and this description is not surprising for the reader. The readers need to infer from the pictures that the main character is a cowboy by the way he is dressed, the text doesn’t tell the reader that.</td>
</tr>
<tr>
<td>there was a big green frog</td>
<td></td>
</tr>
<tr>
<td><strong>Where the main character lived</strong></td>
<td>This part tells the reader where the Cowboy Frog lived. He didn’t live at Noonkanbah Crossing, he lived ‘near’ Noonkanbah Crossing.</td>
</tr>
<tr>
<td>who lived near Noonkanbah Crossing.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansions – tells the reader more about the main character</strong></td>
<td>We find out that the main character likes fishing and he must have been very good at it because he caught lots. The reader can tell by looking at the picture of the frog that he likes fishing because he is smiling. This part of the river has plenty of barramundi in it, so the main character was smart to fish there. By having plenty of barramundi in it, it would attract other predators like crocodiles.</td>
</tr>
<tr>
<td>He liked fishing and he used to catch lots of barramundi.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansions - setting up the character’s personality for the battle to come in the complication</strong></td>
<td>This tells us about the personality of the main character. We know that he is brave and that he is braver that any other frog. He isn’t scared of anything, which is important for the battle to come.</td>
</tr>
<tr>
<td>He was the bravest frog in the world.</td>
<td></td>
</tr>
</tbody>
</table>
The name of the main character
His name was the Cowboy Frog.

We finally find out the name of the main character. The pictures give the reader a pretty good clue as to what his name could be. The main character is an animal but he is acting as a human, which is not uncommon in children's books. It is good that the character is a frog, because he is around water all the time and he needs good water skills later on in the text when he battles the crocodile. It wouldn't have been as believable if the author had of chosen 'The Cowboy Cat' because cats don't go well in the water.

What you could say... (this has been taken from a genuine lesson and does not represent all that could be said)

Preformulation
T: We are going to have a go at looking at some of the words that help us tell the story...and we are going to look really, really closely at this first sentence ok.
I'll read it to you, are you ready?
(Teacher reads the sentence)
T: That's all we are going to do, that's all we are going to learn to read today.
Jamie – Lee I love the way you are sitting up on your bottom, that's great. And Tula too, that's excellent...
T: Now the first thing I want you guys to help me find is, when this story started. These first words up here tells us when the story happened. They are the words that tell us, we don't know when it really happened, we know that it happened a long time ago.

Question
So can anyone tell me when the story happened?
S: A long time ago

Reconceptualisation
T: Yes that's right, a long time ago. So who can remember when the story happened?
S: A long time ago
T: Yeah that's right.
T: Who else can tell me when the story happened...
Scarti can you tell us again when this story happened?
S: A long time ago.
T: Ok, we need to find these words that tell us when the story happened.
Transformations

‘Transformations’ is an activity designed to change students’ orientation to the text under consideration from that of a reader looking for meaning from the text to that of a writer learning how the author of the text used a writer’s techniques to achieve an effect or purpose.

As well, Transformations provides a key opportunity for ‘handover’ of understanding about the language choices in the text. The questioning techniques in this part of the teaching sequence reflect the growing common knowledge shared between class members as well as with their teacher. An example of successful handover is less need for preformulation.

SEE THE TEACHERS’ HANDOUTS FOR A MORE DETAILED EXPLANATION OF TRANSFORMATIONS.
How to do Transformations on ...

**Example:**

**Text**

**Orientation**
A long time ago, there was a big green frog who lived near Noonkanbah Crossing. He liked fishing and he used to catch lots of barramundi. He was the bravest frog in the world. His name was the Cowboy Frog.

(39 words)

**Lessons 1, 2 & 3**

**Setting for the story, name of the first character and details about their characteristics.**

**Purpose:**

1. **Comprehension**
   The first paragraph of the story is part of the orientation to the narrative. It sets the scene for the story and introduces the main character, the Cowboy Frog. It is important for students to be aware of all the information contained in this paragraph as well as to understand the inferences implied by the author's language choices.

2. **Word Recognition leading to spelling**
   During this part of the sequence, the focus will be on developing one to one correspondence, initial consonants and blends and word recognition. The main spelling focus for this Transformation will be engaging in Joint Reconstructed Writing so that students can take on the role of the authors and consider the language choices important in the orientation of this narrative and why they are important.

3. **Writing**
   Joint Reconstructed Writing on this passage will prepare students for other writing exercises in which they experiment with using Hylton Laurel's strategy for writing the orientation for a narrative. He has given the reader a good descriptive orientation.

How the sentence may be segmented initially (by the end of the session it will be cut into single words). This is one option, teachers may choose other ways to discuss the Transformation depending on their goals for writing.

A long time ago, there was a big green frog who lived near Noonkanbah Crossing. He liked fishing and he used to catch lots of barramundi. He was the bravest frog in the world. His name was the Cowboy Frog.
Main teaching points

- Passage 1 is telling the reader all about the main character. It is interesting that we don't find out the name of the main character until the end of the first passage. The author has built him up, and then used his name as a finale to the passage.
- The author tells the reader when the story happened. 'A long time ago' is a good way of starting a narrative.
- The author uses two describing words, 'big' and 'green' to tell the reader what the frog looks like. It is important for the frog to be big because he is the hero of the story when he defeats the crocodile during the complication.
- The author has chosen for the story to be set near Noonkanbah Crossing. This is a place that he knows well, along with much of his audience. It is also an important location as frogs usually live by the water.
- The author has used expansions to provide the reader with more information about the main character. He doesn't just say when, who and where, he goes on further and uses expansions to set the main character up so the reader will like him and it also sets him up as brave, as he will be the hero at the end of the story.

<table>
<thead>
<tr>
<th>Structure and wording of text</th>
<th>Features to discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation – when</strong></td>
<td>When – a good way of starting a narrative.</td>
</tr>
<tr>
<td>A long time ago,</td>
<td></td>
</tr>
<tr>
<td><strong>Describing the main character</strong></td>
<td>Who – with two describing words telling the reader about the size and colour of the frog.</td>
</tr>
<tr>
<td>there was a big green frog</td>
<td></td>
</tr>
<tr>
<td><strong>Where the main character lived</strong></td>
<td>Where – the Cowboy Frog lived, close by Noonkanbah Crossing.</td>
</tr>
<tr>
<td>who lived near Noonkanbah Crossing.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansions – tells the reader more about the main character</strong></td>
<td>Expansion 1 – what the Cowboy Frog liked to do.</td>
</tr>
<tr>
<td>He liked fishing</td>
<td></td>
</tr>
<tr>
<td>and he used to catch lots of barramundi.</td>
<td>Expansion 2 – there were plenty of barramundi in that part of the river. He was also good at fishing.</td>
</tr>
<tr>
<td><strong>Expansions - setting up the character’s personality for the battle to come in the complication</strong></td>
<td>Expansion 3 – describing the personality of the Cowboy Frog. This is important for the complication later in the story. There is no other frog braver than the Cowboy Frog.</td>
</tr>
<tr>
<td>He was the bravest frog in the world.</td>
<td></td>
</tr>
<tr>
<td><strong>The name of the main character</strong></td>
<td>Name – the passage ends with the reader finding out the very fitting name of the main character.</td>
</tr>
<tr>
<td>His name was the Cowboy Frog.</td>
<td></td>
</tr>
</tbody>
</table>
What you could say... (this has been taken from a genuine lesson and does not represent all that could be said)

Prefromulation
T: What we are going to do know is have a really close look at some of these words...and then we are going to learn how to spell some of them. But first of all we've got to find them and cut them out.

Question
Now when did the story happen?

Reconceptualisation
S: A long long time ago.
T: Yes that's right a long time ago.
We need to find the words that say 'a long time ago'
S: First student pointing to and reading 'a long time ago'
T: can you point to the words that tell us 'a long time ago'
S: Second student point to and reading 'a long time ago'
S: Third student pointing to and reading 'a long time ago'
T: Can you come and cut out where is says ' a long time ago'? This part tell us when the story happened.
T: Are you ready to help me read this part? The part that tells us when the story happened...
(Everybody reading the part that tells the reader when the story happened)

It is good to get more that one student to do the task, ie, pointing to the words. This gives everybody lots of opportunities to see and hear what is being taught.
Spelling

The Spelling segment of the Accelerated Literacy teaching sequence follows Transformations when the teacher is reasonably sure that students are able to recognise many of the words from the text out of context. Teachers are then able to use the student’s ability to hold a stable image of the word in their memory to show how the word can be broken into letter pattern chunks.

How to choose words to work on in Spelling
Points to consider:

• Are there any words that have patterns (or letters) that you have worked on before?

• Are there any new patterns that occur more than once and are commonly occurring?

• Are there any words that have interesting origins or roots that will help the students develop an understanding of English?

• Which words will help the teacher and students with Joint Reconstructed Writing?

• Which words, already taught in previous lessons, need revision.

• Consider age and stage of spelling development of the students

See the teachers’ handouts for a more detailed explanation of Scaffolded Spelling and of Joint Reconstructed Writing.
Suggestions for Spelling

Some suggestions for spelling from The Cowboy Frog p. 3 are made below. Teachers will make other choices based on their student/class needs, spelling goals, writing goals, and spelling patterns previously learnt.

Example:

Suggestions for spelling from 'The Cowboy Frog', passage 1
The words that teachers choose to teach spelling from in this text depend largely upon words the class may have studied before and on the age of the group. This text has been benchmarked at Level 1 and so it would be reasonable to assume that students studying this text would be at the Pre – Communicative Spelling and Semi- Phonetic Spelling. Consequently, work on words that help students recognise initial consonants and blends and use visual strategies to notice larger chunks of letters that go together to make orthographic patterns.

Examples:

The focus of spelling from these Transformations is to learn to learn the correct formation of initial consonants and blends and to begin spelling words that will help with Joint Reconstructed Writing.

Describing words are used well in this passage and also in passages 2 and 3. There are many initial consonants and blends that can be learnt in passage 1 and some of these can also be found in the other passages.

These are some suggestions for spelling and a chart follows with the words listed. Teachers will probably make other choices based on their class needs and spelling goals.
From p 3 Transformations:

b/ig  gr/een
b/arra/mun/di  fr/og
n/ame  Cr/oss/ing
n/ear  br/av/est
N/oon/kan/bah – focus on the capital ‘N’
C/ow/b/oy – focus on the capital ‘C’
c/at/ch
l/ong
l/ive/d
l/ike
l/ot/s
w/orld
t/ime
a/go

SPELLING WORDS FROM TEXT Etymological Information:

Etymology
Etymological information on selected words is always interesting for students. There are many websites as well as dictionaries and other books that provide this information. For example: http://www.etymonline.com and http://www.thefreedictionary.com are two informative websites.

http://www.etymonline.com

From passage 1 Transformations

Adj. ago – gone by; in the past; agone is an archaic word for ‘ago’; in the past. ‘to go away’ from Old English.

Noun. green – from Old English – the property of being green; resembling the colour of growing grass. Growan “to grow,” from base “gro/-gre-” that which grows” Also repated to grass.

Adj. bravest – from Old French, Italian or Spanish bravo, wild, excellent, probably from Vulgar Latin brabus. Possessing or displaying courage; valiant.

Noun. world – from Old English weorold. All of the inhabitants of the earth.
What you could say... (this has been taken from a genuine lesson and does represent all that could be said)

Prefromulation
T: The first word we are going to do for spelling today is this word here...

S: Frog

Describing how the author used the word
T: Frog, this word is telling us who the main character is in the story. We are going to do frog so we know how the write the story about the frog.

T: I am going to cut of the f and r, that is what we are going to practice. Have a look up here, I'm going to show you how to do it.

(Teacher demonstrating correct formation of 'fr')

Joint Reconstructed Writing
Reconstruct sentences, paragraphs and sections of text from the Transformations.

A recommended Joint Reconstruction would be the Transformation of the first sentence of passage 1 where the author uses when, describes who, and describes where the story took place.

In another lesson, reconstruct the part where the author uses expansions to tell the reader more about the characteristics of the main character.

Jointly Reconstruction of these sections and others will greatly assist with the discussions about the writing and the writing workshops. There is no need to reconstruct the whole passage. Joint Reconstructed Writing works best when it is taken from Transformations. There is always a discussion about the author's language choices and techniques during this part of the teaching sequence and there is also discussion about spelling and writing issues including the structure of the passage. The students' responses during Joint Reconstructed Writing will give the teacher an indication of how much of the literate discourse or educational ground rules they understand and control.

Example:
Reconstruct sentences, paragraphs and sections of text as appropriate. For example:

1. How Hylton Laurel introduces the story with the use of when, who and where.
2. How Hylton Laurel uses expansions to provide more information about the main character.

3. How Hylton Laurel introduces the name of the main character.

Example 1:

Main points:

Concentrate on drawing on the common knowledge developed so far with students about this part of the story. During the activity, encourage students to contribute as much as they can about their understandings of how Hylton Laurel made language choices in this text and why.

Important points:-

• The story starts by telling the reader when.
• The author uses two words, to describe what the character looks likes.
• The author describes the location of the story.

What you could say... (this has been taken from a genuine lesson and does not represent all that could be said)

Preformulation
T: Ok, we are going to have a go at writing now, and we are going to practice writing this first sentence. (Teacher reads first sentence.) We know how to spell a lot of these words.

Question
T: Now what is the first word in this sentence?  
S: ‘A’

Reconceptualisation
T: ‘A’. Now we need a capital ‘A’, because it is the first word of the sentence. Ali can you come and write the first word in our sentence. Start up here at the top and we are going to go that way. (Pointing correct directionality of writing)

S: (Student writes first word of the sentence)

Question
T: ‘A long...’ right now what does ‘long’ start with?  
S: ‘l’

Reconceptualisation
T: ‘l’, good, can you come and write a ‘l’ for long. ‘l’ for long. The first part that we are writing is the part that tells us when the story happened. Leave a space between the words. Who can tell me when the story happened?
S: A long time ago

T: 'I', and I'll write the rest of the word 'ong'.

Continue like this, mixing a discussion of the meaning of the text with reasons for writing it like this and how to spell the words.
Writing

Writing Goals consist of goals for individual lessons (short term goals) as well as goals for the whole teaching sequence (long term goals).

During each teaching sequence, allow regular opportunities for independent writing where students practise using the writing strategies you have worked on together.

See the Teachers' Handouts for a more detailed Explanation of Scaffolded Writing.
Writing activities for passage 1

Teachers would have goals at various levels of complexity. Goals would include:

**Overall: A long term writing goal would be:** To write a short narrative with a main character, who is competent and brave, and needs to show these characteristics whilst fending off a predator.

Working towards this goal would entail thinking through situations in which two characters are pitted against each other. For example, an eagle and a feral cat. Where the eagle likes catching lizards and the feral cat sneaks up on the baby lizards. He feral cat tries to catch and eat the baby lizards. The eagle swoops down, picks the feral cat up in his claws and drowns him in the river.

List some situations and then work out who characters might be.

Then work out how to make one character seem good using Hyltons Laurel’s strategies of expansions to describe the character’s traits and personalities.

Draw possible locations for settings and work out how to describe them using Hylton Laurel’s writing strategies.

Work through ideas on how to foreshadow the complication. For example, the eagle was flying around looking for lizard. There were think bushes and scrummy trees all around. There were hundreds of lizards scampering around in this area, but they weren’t aware of the feral cat crouching in the trees ready to pounce.

Think through the complication and how you could reach a resolution. Decide on an exciting incident where the two characters battle each other.

Discuss thoroughly before starting to jointly construct a class story.

Use writing workshops to practice writing strategies.

These steps must precede asking students to write a narrative themselves.

**Short-term goals that would contribute to the success of the long-term writing goal:**

- Joint Reconstructed Writing of parts of the story that contribute to the students gaining an understanding of the structure of the story and the significance of language choices made by the author.

- Short workshop type activities based on practice of a writing strategy:
  - Write a sentence that introduces when, describes who and describes where.
  - Write expansions describing the characteristics of the main character.
o Write a passage that foreshadows the complication. (After you have studied passage 2)

o Write a resolution explaining the outcome and what the good character did to end the story. (After you have studied passage 3)

[Note: Writing activities have to have a purpose based on a principled understanding of why writers use specific techniques, not just patterning. For example it is not much use substituting words to write a ‘new’ sentence or paragraph if students do not know what the skill they are learning is about or when to use that skill.]

Writing workshop 1 – to practice the strategy of introducing a narrative

When – A long time ago,

Who – there was a big green frog

Where – who lived near Noonkanbah Crossing.

Example 1 (introducing when, who, where)

When – Once upon a time, (this is telling the reader that it is probably a made up story)

Who – there was a strong brown eagle (setting the character up for the battle to come)

Where – who lived at Old Station. (a local environment for some of the students)

Writing workshop 2 - to practice writing expansions

Expansion 1 – He liked fishing

Expansion 2 – and he used to catch lots of barramundi.

Expansion 3 – He was the bravest frog in the world.

Who – His name was the Cowboy Frog.

Example 2 (using expansions to describe characteristics of main character, setting him up so the reader will like him)

Expansion 1 – He liked hunting
Expansion 2 – and used to catch hundreds of lizards.

Expansion 3 – He was the most courageous eagle in the whole of the Kimberley.

Who – They called him the Mighty Eagle.

Writing Workshop 3 – to practice the strategy of foreshadowing (you will only do this after you have studied passage 2. If you do not study passage 3, this workshop will be modelled by the teacher.)

When – The next day

Who – the Cowboy Frog

What – went fishing

Where – at Noonkanbah Crossing.

Expansion 1 – The river was green and deep.

Expansion 2 – There were plenty of barramundi swimming around.

Expansion 3 – They didn’t know that a crocodile was coming.

Example 3

When – Two days later

Who – the Mighty Eagle

What – was circling

Where – around the trees.

Expansion 1 – The trees were thick and scrubby.

Expansion 2 – There were hundreds of baby lizards playing in the scrub.

Expansion 3 – Hiding in the bushes, ready to pounce, was a hungry feral cat.

Writing Workshop 4 – to practice writing a coda to a narrative (you will only do this after you have studied passage 3. If you do not study passage 3, this workshop will be modelled by the teacher.)

Where – The he headed back home,

Expansion 1 – before the sun set,
Expansion 2 – to have a cup of tea
Expansion 3 – and a big rest.
The end.

Example

Where – Afterwards he flew back to his nest,
Expansion 1 – before the night grew cold,
Expansion 2 – to fluff up his feathers,
Expansion 3 – for a good night sleep.
The end.

Note

Once you have dealt with a sentence or paragraph in Transformations and Joint Reconstructed Writing, use writing workshops and move through the following stages to lead students into independently using the techniques employed by Hylton Laurel in his sentences and paragraphs as a model for their own original writing:

1. Modelled writing – teacher thinks aloud and makes explicit how he/she gets their wording.

2. Jointly negotiated writing – use PQR to guide students through a joint writing of an original piece.

3. Independent writing – students use the structure and techniques under study to write about a character of their own or one the class has made up earlier.

The time spent at each stage will vary from student to student. In many Junior Primary classes, teachers may only work through steps one and two. Older Junior Primary classes may begin working on step three.
How to carry out High Order Literate Orientation on ‘The Cowboy Frog’

Passage 2 – foreshadowing the complication

<table>
<thead>
<tr>
<th>Structural Organization of text</th>
<th>Why language choices are made in this text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When, who and where</strong></td>
<td>The Cowboy Frog goes to this part of the river every day. He would be very familiar with this area. He knows there are lots of barra in this part.</td>
</tr>
<tr>
<td>The next day the Cowboy Frog went fishing at Noonkanbah Crossing.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 1 – setting up the environment so it is perfect for a crocodile to sneak up.</strong></td>
<td>This is the perfect hiding place for a crocodile, to watch his prey. The river would be camouflaging the croc. The deepness of the river would make the battle to come even more treacherous for the Cowboy Frog.</td>
</tr>
<tr>
<td>The river was green and deep.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 2 – setting up the environment giving the crocodile a good reason to sneak up.</strong></td>
<td>This gives both characters a really good reason to be at Noonkanbah Crossing. Plenty of barra for the Cowboy Frog the catch and plenty of barra for the croc to eat.</td>
</tr>
<tr>
<td>There were plenty of barramundi swimming around.</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 3 – introducing the complication</strong></td>
<td>This part introduces the predator and the complication. This predator is one of the scariest animals there is, only someone really brave would be able to fight him off and kill him. Crocs like to eat fish. The crocodile had been sneaking up very quietly, he was also well camouflaged by the green deep river.</td>
</tr>
<tr>
<td>They didn’t know that a crocodile was coming.</td>
<td></td>
</tr>
</tbody>
</table>

How to carry out Transformations on ‘The Cowboy Frog’

Passage 2 – foreshadowing the complication

<table>
<thead>
<tr>
<th>Structure and wording of text</th>
<th>Features to discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When, who, what, where</strong></td>
<td>When – the next day</td>
</tr>
<tr>
<td>The next day the Cowboy Frog went fishing at Noonkanbah Crossing.</td>
<td>Who – the Cowboy Frog</td>
</tr>
<tr>
<td>What – went fishing</td>
<td>Where – at Noonkanbah Crossing.</td>
</tr>
<tr>
<td><strong>Expansion 1</strong></td>
<td>Describing words, green and deep, have been used to expand on what the river looks like, setting it up to be the perfect place for a croc to hide.</td>
</tr>
<tr>
<td>The river was green and deep.</td>
<td></td>
</tr>
</tbody>
</table>

Excerpt from: NALP Teaching Sequence Notes: The Cowboy Frog
Charles Darwin University. 2005. 41
There were plenty of barramundi swimming around.

**Expansion 3**
They didn’t know that a crocodile was coming.

Another expansion, giving the perfect reason for both characters to be at this particular part of the river. The word plenty gives a good indication of this.
The barramundi and the Cowboy Frog were all unaware of the crocodile sneaking up.

**Spelling on passage 2**

**SPELLING WORDS FROM TEXT**

From p 13 Transformations:
- d/ay
- d/eeep
- n/ext
- r/iiv/er
- f/ish/ing
- c/om/ing
- Th/e
- Th/ere
- Th/ey
- th/iat

**Joint Reconstructed Writing on Passage 2**

*Continuing discussion on how to write a passage that foreshadows the complication.*

**Joint Reconstructed Writing 1**

*When* – The next day

*Who* – the Cowboy Frog

*What* – went fishing

*Where* – at Noonkanbah Crossing.

**Joint Reconstructed Writing 2**

*Expansion 1* – The river was green and deep.

*Expansion 2* – There were plenty of barramundi swimming around.

*Expansion 3* – They didn’t know that a crocodile was coming.
Writing Workshop on Passage 2 – to practice the strategy of foreshadowing

Writing Workshop 1

When – The next day

Who – the Cowboy Frog

What – went fishing

Where – at Noonkanbah Crossing.

Example 1

When – Two days later

Who – the Mighty Eagle

What – was circling

Where – around the trees.

Writing Workshop 2 – to practice writing expansions that foreshadow the complication and introduce the predator.

Expansion 1 – The river was green and deep.

Expansion 2 – There were plenty of barramundi swimming around.

Expansion 3 – They didn’t know that a crocodile was coming.

Example 2

Expansion 1 – The trees were thick and scrubby.

Expansion 2 – There were hundreds of baby lizards playing in the scrub.

Expansion 3 – Hiding in the bushes, ready to pounce, was a hungry feral cat.
# How to carry out High Order Literate Orientation on ‘The Cowboy Frog’

## Passage 3 – Writing a coda

<table>
<thead>
<tr>
<th>Structural Organization of text</th>
<th>Why language choices are made in this text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where</strong></td>
<td>This is where the Cowboy Frog went after his big day. To the comfort of his own home.</td>
</tr>
<tr>
<td>Then he headed back home,</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 1</strong></td>
<td>It was getting late in the day, the sun has nearly set. The Cowboy Frog likes to get the safety of his home before it is dark.</td>
</tr>
<tr>
<td>before the sunset,</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 2</strong></td>
<td>The Cowboy Frog had a cup of tea to unwind and relax after his big day. He was probably thinking about the events that happened.</td>
</tr>
<tr>
<td>to have a cup of tea</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 3</strong></td>
<td>The Cowboy Frog would have been feeling exhausted after the events of the day.</td>
</tr>
<tr>
<td>and a big rest. The end.</td>
<td></td>
</tr>
</tbody>
</table>

# How to carry out Transformations on ‘The Cowboy Frog’

## Passage 3 – Writing a Coda

<table>
<thead>
<tr>
<th>Structure and wording of text</th>
<th>Features to discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where</strong></td>
<td>This tells the reader where the Cowboy Frog went after the day ended.</td>
</tr>
<tr>
<td>Then he headed back home</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 1</strong></td>
<td>The author has used this expansion to tell the reader the time of day the Cowboy Frog went home.</td>
</tr>
<tr>
<td>before the sun set,</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 2</strong></td>
<td>The author has used another expansion to tell the reader what the Cowboy Frog did when he got home.</td>
</tr>
<tr>
<td>to have a cup of tea,</td>
<td></td>
</tr>
<tr>
<td><strong>Expansion 3</strong></td>
<td>The author has used a third expansion to tell the reader what else the Cowboy Frog did and how he was feeling when he got home.</td>
</tr>
<tr>
<td>and a big rest. The end.</td>
<td></td>
</tr>
</tbody>
</table>
Spelling on passage 3

From p 21 Transformations:

h/ead/ed
h/ome
h/ave
he
b/ack/
be/fore
c/up
s/un
s/et
t/ea
to
r/est

Joint Reconstructed Writing on Passage 3

Where – Then he headed back home,

Expansion 1 – before the sun set,

Expansion 2 – to have a cup of tea

Expansion 3 – and a big rest. The end.

Writing Workshop – Passage 3 – how to write a coda.

Where – Then he headed back home,

Expansion 1 – before the sun set,

Expansion 2 – to have a cup of tea

Expansion 3 – and a big rest. The end.

Example

Where – Afterwards he flew back to his nest,

Expansion 1 – before the night grew cold,

Expansion 2 – to fluff up his feathers,
Expansion 3 – for a good night sleep.

The end.
Sample Weekly Plan:

The following week's plan is included as a guide only to the way teachers could move through the teaching sequence over a period of time. Parts of the session not finished can be picked up the next lesson. Teachers need to introduce the subsequent lesson carefully so students know what to expect, what the purpose of the lesson is, and where they are within the teaching sequence.

[include sample weekly plan if possible]
<table>
<thead>
<tr>
<th>Strategy Sequence</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Order Literate Orientation (story)</td>
<td>• Talk about the author/illustrator – look at picture on the back cover</td>
<td>• Draw out common knowledge from previous lesson.</td>
<td>• Draw out common knowledge from previous lesson.</td>
<td>• Draw out common knowledge from previous lesson.</td>
<td>• Draw out common knowledge from previous lesson.</td>
</tr>
<tr>
<td></td>
<td>• Brief synopsis of the whole story (before you start looking at pictures)</td>
<td>• Focus on the expansions that tell the reader about the characteristics of the Cowboy Frog.</td>
<td>• Focus on the main character’s name</td>
<td>• Focus on the first event leading up the complication (hunting black head python)</td>
<td>• Focus on the second event leading up the complication (hunting goanna)</td>
</tr>
<tr>
<td></td>
<td>• Focus on - when, who, where</td>
<td>• Briefly LO the rest of the story</td>
<td>• Briefly LO the rest of the story</td>
<td>• Briefly LO rest of the story</td>
<td>• Briefly LO rest of the story</td>
</tr>
<tr>
<td>Reading story to/with class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Order Literate Orientation</td>
<td>What tells you he is a Cowboy?</td>
<td>How do we know he likes fishing?</td>
<td>Why do you think the author chose to call him the Cowboy Frog?</td>
<td>Share common knowledge from page 3.</td>
<td>Share common knowledge from page 3.</td>
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<td>High Order Literate Orientation</td>
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<td>A long time ago, there was a big green frog who lived near Noonkanbah Crossing.</td>
<td>A long time ago, there was a big green frog who lived near Noonkanbah Crossing.</td>
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<td>A long time ago, a big green frog who lived near Noonkanbah Crossing.</td>
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<td>Transformations</td>
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<td>• Jumble the sentence</td>
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<td>• Your card, my card</td>
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<td>Spelling</td>
<td>friog</td>
<td>gr/een</td>
<td>n/ear</td>
<td>Cr/oss/ing</td>
<td>l/ong</td>
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<td>br/g</td>
<td>Learning to spell words that tell us who</td>
<td>Learning to spell words that tell us who</td>
<td>Learning to spell words that tell us who</td>
<td>Learning to spell words that tell us when</td>
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<tr>
<td>Joint Reconstructed Writing</td>
<td>A long time ago, there was a big green frog who lived near Noonkanbah Crossing.</td>
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<td>A long time ago, there was a big green frog who lived near Noonkanbah Crossing.</td>
<td></td>
<td>A long time ago, a big green frog who lived near Noonkanbah Crossing.</td>
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</tbody>
</table>
The Cowboy Frog
Detailed Reading Passage 1

1. A long time ago, there was a big green frog who lived near Noonkanbah Crossing.

1. years ago there was a frog who lived at a river crossing.
A long time ago = many years ago
Noonkanbah Crossing = show a map and pictures

what he liked doing what he caught
2. He liked fishing and he used to catch lots of barramundi.

2. He loved to go fishing and catch barramundi.
Barramundi = show pictures

what he was like
3. He was the bravest frog in the world.

3. He wasn’t afraid of anything
Bravest = tough, not scared
In the world = there were no other frogs braver than him

what he was called
4. His name was the Cowboy Frog.

4. He was called the Cowboy Frog
Cowboy = like a cowboy with a big hat and boots