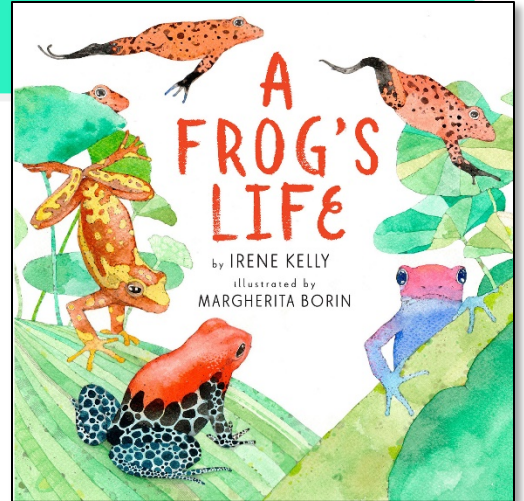


LESSON PLAN

A FROG'S LIFE

by Irene Kelly, illustrated by Margherita Borin



9780823426010 • Ages 4–8 • E-book available

Learning Objectives: Identify the main topic and retell key details of a text, ask and answer questions, identify the meaning of figurative language in context and how the author uses reasons and evidence to support claims in the book.

Guided Reading Level: Q

Grade Level: 4

Interest Level: 2–5

Instructional Standards

Reading Informational Text: RI.3–5.1,2,3,4,6,7,8

Reading Foundation Skills: RF.3–5.4,4a,4c

Writing: W.3–5.2,7,8,10

Speaking and Listening: SL.3–5.1,2,3,4,5,6

Language: L.3–5.1,3,4,5b,6

Next Generation Science Standards: **3–LS1:** From molecules to Organisms: Structures and Processes, **3–LS2:** Ecosystems: Interactions, Energy, and Dynamics, **3–LS3:** Heredity: Inheritance and Variation of Traits

BEFORE READING

1. Discuss the front-and-back cover illustrations and the title.
2. What does the title and cover illustration tell us about what we are going to read about?
3. What is the main idea of the book?
4. Predict what the book is going to be about.
5. What do you already know about frogs?
6. Create a frog chart. Describe frogs that you have seen including color, size, physical, and behavioral characteristics.
7. Identify the author/illustrator.
8. Take a picture walk through the book.
9. Identify the text type: fiction or nonfiction?
10. Describe nonfiction text features in the book: bold type, labels, headings, detailed illustrations, diagrams, back matter, and index.
11. Discuss what you do when you come to an unknown word. Read the words around the word and get the meaning from context.

DURING READING

First reading/shared: Read aloud as students follow (uninterrupted).

Second reading/individual: Read silently to find out:

1. What is a frog's life? What are the essential characteristics of a frog?



2. What is an amphibian?
3. How does the author use descriptive writing?
4. How do the words and phrases in the story appeal to our senses (touch, smell, taste, hearing, sight)?
5. How does the author use figurative language to enhance meaning and tone in the book?
6. What is the main idea of the book?
7. What information do you get from the detailed illustrations and not from the words?
8. What do the detailed pictures and diagrams show us on each page? Interpret information presented visually in pictures and diagrams, and explain how the information contributes to an understanding of the text.
9. How does the author use reasons and evidence to support claims in the book?
10. Why study and read about frogs?

AFTER READING

1. Compare and contrast frogs and toads.
2. How do frogs breathe?
3. Why is their skin like a sponge?
4. Describe the skin-shedding process.
5. Explain different ways that frogs eat.
6. How do the words and illustrations explain the favorite foods of frogs and the creatures that dine on them (predators)?
7. What are some good frog defenses?
8. Where do most frog populations live?
9. How are different frogs suited to live in specific habitats?
10. Compare and contrast frogs that live in different parts of the world. How have they adapted to their environments?
11. How do different types of frogs keep their eggs safe?
12. What types of animals enjoy frog eggs? How does this affect their survival?
13. Why are frogs in trouble?
14. Describe how each of the following contributes to the disappearance of frogs: chemicals, pollution, climate change, and people.

Research

1. How do infectious disease and invasive species threaten the environment with extinction of the frog?
2. Why are some frogs endangered?
3. How do frogs impact our environment? Why are they essential to our ecosystem?
4. Choose a frog that you read about. Research the habitat, characteristics, and behaviors of the frog. Create a diorama of the frog in its natural habitat.
5. Go back to the story and explain what Irene Kelly means:
 - “A frog’s life is full of leaps and bounds.”
 - “. . . and pulls it over its head like a sweater.”
 - “Gliding frogs use webbed toes like snails.”
 - “It’s only as big as a paper clip.”
 - “This frog is a ‘whopper’ at two-and-a-half-feet long with its legs stretched out.”
 - “Northern Leopard frogs creak like old doors opening. Couch’s spadefoot toads bleat like sad sheep.”
 - “Tadpoles are popular snacks.”



The Life Cycle of a Frog

1. What are the three main stages of the frog life cycle?
2. How much time does the frog spend in each stage?
3. What are key characteristics of each stage?
4. How does the habitat affect each stage of the frog life cycle?
5. Draw a flow chart of the diagram.

Class Project

APRIL 28th is SAVE THE FROGS DAY!

Help spread frog awareness:

1. Create informative posters to hang up in the school.
2. Write a jingle about amphibian/frog conservation.
3. Clean a nearby lake or stream of pollution.
4. Raise money through a school fundraiser such as a bake sale.
5. Donate the money to www.savethefrogs.com.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

7.18

