

# A TALE OF TWO FROGS

By Martha Hamilton and Mitch Weiss

Pre-Kindergarten

## **Outcome:**

Students will demonstrate an understanding of the story through the use of phonics, auditory comprehension, sequencing, writing, and a gross motor activity.

## **Overview:**

Students will read and explore a folktale from Russia, while utilizing interdisciplinary connections in language arts, science, math, and cooking.

## **Materials:**

Book, A Tale of Two Frogs

Scissors, crayons, pencils

1 container of whipping cream, salt, small clean jars with lids (such as baby food), napkins, plastic knives, crackers

Glue sticks, 1 rubber band

## **Assessment Tools:**

Sequencing worksheet

Lily Pad Counting and Writing Readiness Worksheet A

Lily Pad Counting and Writing Readiness Worksheet B

Phonics worksheet

Frog Science worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction:**

- Teacher asks students if they ever had a task to do that was hard or difficult to complete. Did they keep trying to achieve success? Teacher gives an example from personal experience such as learning to tie shoes or ride a two-wheel bike. Students share their experiences.
- Tell students they will listen to a story from another country, Russia.
- Introduce the book to students, reading title, authors, and illustrator.
- Read story to students.
- Pause on the following pages (15, 17, 21, 23, and 27) to ask the students what they think will happen next.

### **Discussion Questions to Assess Comprehension:**

- Who is this story about?
- What did the younger frog like to do?
- What did the older frog like to do?
- What did the frogs find in the barn?
- What happened when they jumped into the pail?
- How did they get out of the pail?
- What lesson did the older frog learn?
- What did you like about the story?

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## **Sequencing:**

Directions: As a class, cut out the pictures on the Sequencing worksheet and place them in the correct order to tell the story. Place the correct number under each picture. Color the pictures. Practice retelling the story.

## **Writing Readiness:**

An activity for differentiated learning

Group A: Complete Lily Pad Counting and Writing Readiness Worksheet A.

Directions: Trace the dotted lines to follow the frog's path as she hops from lily pad to lily pad across the pond. Students practice counting the lily pads out loud, in the correct numerical order. Trace the numbers on the bottom of the page.

Group B: Complete Lily Pad Counting and Writing Readiness Worksheet B.

Directions: Trace the dotted lines to follow the frog's path as she hops from lily pad to lily pad across the pond. Students practice counting the lily pads out loud, in the correct numerical order. Trace the numbers on the bottom of the page. Then write the numbers on the lily pads in the correct order.

## **Phonics:**

An activity for differentiated learning

Phonics worksheet directions: Circle the pictures that start with the same sound as frog.

Group A: Complete worksheet as a group with teacher.

Group B: Complete worksheet individually.

## **Cooking:**

Making butter from cream.

**Materials:** whipping cream, several clean small jars (such as baby food) with lids, spoon, plastic knives, napkins, crackers

Directions: Fill each jar about half full with cream. Pass the jars around the class and have the children shake them. Continue to shake the jars for about 20 minutes. Children can listen to Russian music (Peter and the Wolf) as they shake these jars. Pour the buttermilk off the butter in each jar. If necessary, use a spoon to remove remaining buttermilk from butter. Rinse the butter with cold water. Add a small amount of salt. Spread the butter on crackers. Class enjoys butter and crackers for snack while discussing the differences between how they made butter and how the frog made butter.

## **Leap Frog Relay Races:**

Teacher instructs students to form two lines. Students arrange themselves so that they are arms length apart. Then, they bend over on their hands and knees. The student who is in the back of each line places his hands on the back of the students who are bent over and leap frogs over each student until he is the first person in line. Each team continues by having the last person leap over the others until that student is first in line. When every team member has had a chance, the team sits down. The first team to finish is the winner.

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## **Science:**

Teacher informs students:

- Frogs have very good eyesight and they use it to help them catch insects to eat.
- When a frog sees an insect, it whips out its tongue.
- A frog's tongue is elastic like a rubber band and can stretch a large distance (teacher demonstrates with rubber band).
- The frog catches its prey on its tongue's sticky tip.
- Class completes Frog Science worksheet.

Directions:

Cut out the frog's tongue and the insects. Cut out the slit in the frog's mouth. Slide the tongue into the slit in the frog's mouth. Use a glue stick to make the tip of the frog's tongue sticky. Place the pictures of the insects on the tip of the tongue. Students practice "catching bugs" by sliding the strip in and out of the frog's mouth.

## **Extension Activity:**

Read Little Boy Frog and Little Boy Snake in Shake-It-Up Tales! page 139 (Margaret Read MacDonald, August House 2000).

Compare Little Boy Frog with the two sister frogs in A Tale of Two Frogs.

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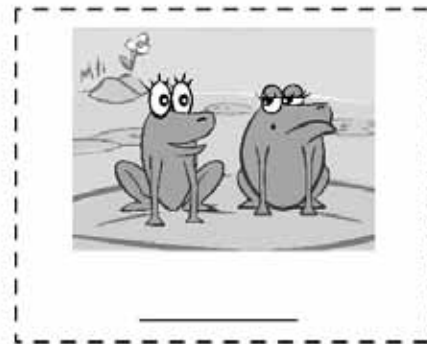
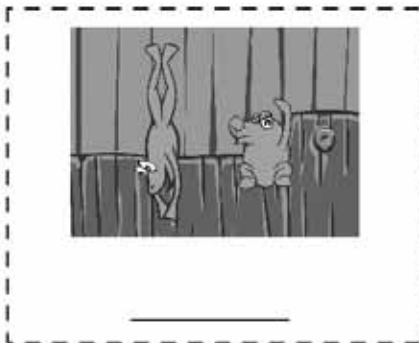
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Sequencing Pictures

**Directions:** Cut out pictures and put them in the correct order. When the pictures are in the correct order, cut out and paste the numbers 1, 2, 3, 4, 5, and 6 on these pictures.



1 2 3 4 5 6

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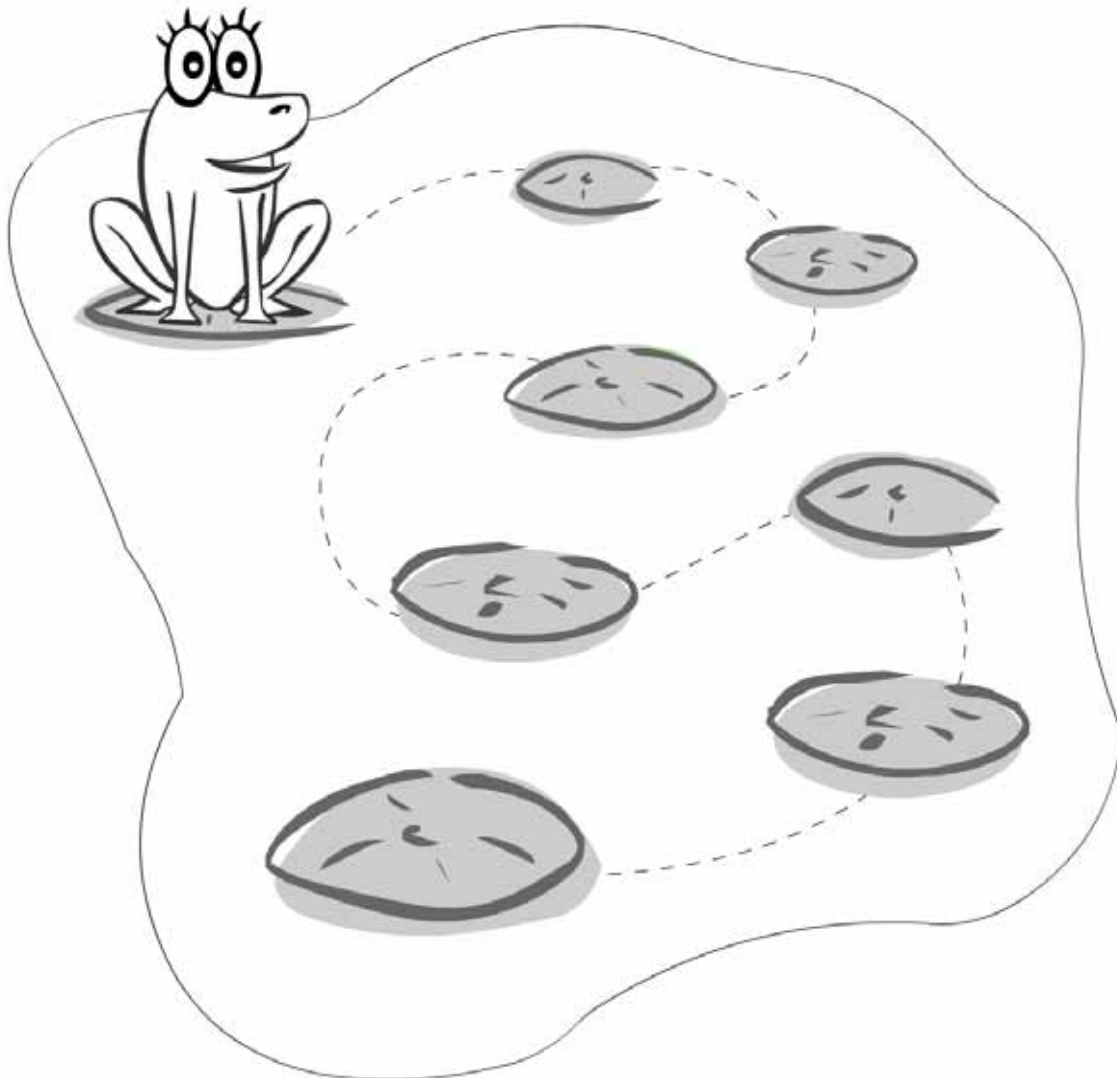
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Worksheet A

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lily Pad Counting and Writing Readiness

**Directions:** Trace the dotted lines to follow the frog's path as she hops from lily pad to lily pad across the pond. Practice counting the lily pads out loud, in the correct numerical order. Trace the numbers on the bottom of the page.



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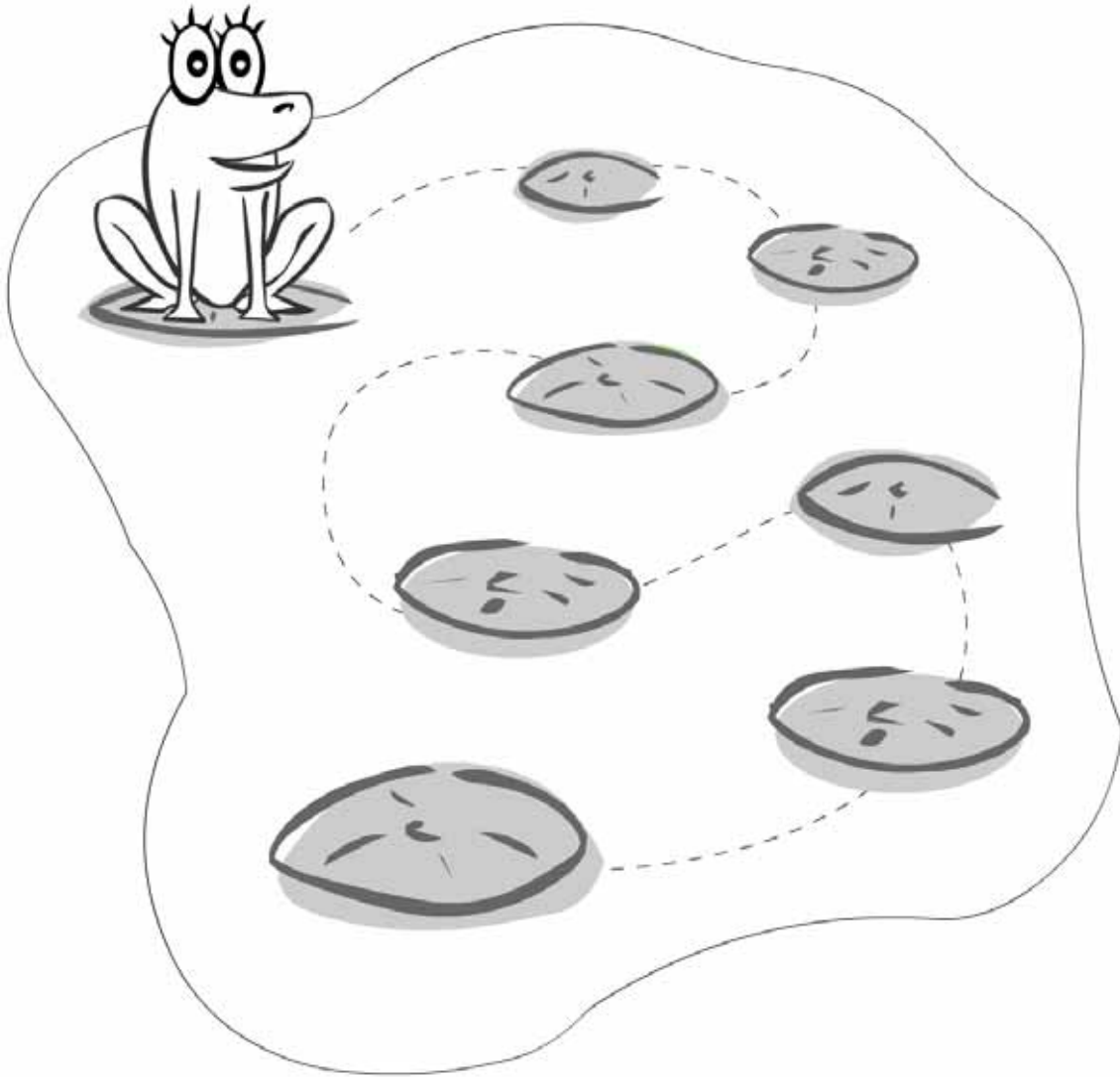
Pre-Kindergarten

Worksheet B

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lily Pad Counting and Writing Readiness

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1 2 3 4 5 6 7

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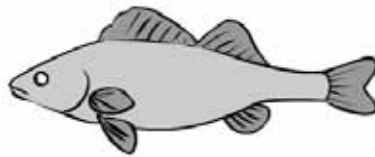
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Phonics

Directions: Circle the pictures that start with the same sound as frog.



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Frog Science

**Directions:** Cut out the frog's tongue and the insects. Cut out the slit in the frog's mouth. Slide the tongue into the slit in the frog's mouth. Use a glue stick to make the tip of the frog's tongue sticky. Place the pictures of the insects on the tip of the tongue. Students practice "catching bugs" by sliding the strip in and out of the frog's mouth.

