

Title: Frog Song

Author: Brenda Guiberson

Illustrator: Gennady Spirin

Age Range: 6-9

Topic/Themes: Frogs, Animals, Nature, Science

Vocabulary: burrows, trills, bellow, tadpole

Items Needed: **Globe or Map, Paper or White board**

See Book Read Aloud Here: [Frog Song](#)

I. INTRODUCTION (PREP QUESTIONS)

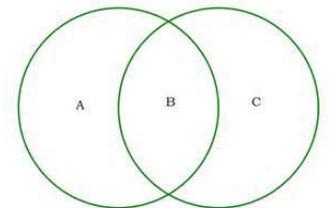
- a. Use the cover and title to predict what the story is about.
 - What is on the cover? What do we know about frogs?
 - Do frogs sing a song? How might their form of singing be different than ours?

II. INTEGRATIVE STRATEGIES

a. **Post Reading:**

- P.1 Why do you think “PSST-PSST” is written in a different font than the other words? (sound)
 - P. 4 Show students how “Buzz” and “Zap” are also written in different font, why?
- Point out to students how the place in which the frog lives is written the same way in red on every page. Use globe or map to show students location.
- Why do you think the strawberry poison dart frog hides her tadpoles high in the trees?
- At the end of the book there is a section called “Frogs of the World” which states other fun facts about the frogs in the book. Have the students pick and choose different frogs. Ask them what they remember about the frog and then discuss the other fun facts about them.

- Ask students to pick two of their favorite frogs from the book. Create a Venn diagram comparing the two frogs. Have students tell you about Frog A and Frog C. In section B write what both frogs have in common. Use white board in classroom or paper in group to record responses.



- What do you think was the author’s message to the reader? What did she want us to think about?
 - Refer to “Frogs in Trouble” at the end of the book for discussion.
 - (i) Why do you think it’s important to have clean air, clean water, and lots of plants around us?
 - (ii) What can you do to help keep our Earth clean with lots of plants?