



Title: Frog on a Log?

Author/ Illustrator: Kes Gray/ Jim Field

Age Range: 5-6

Topics/Themes: Humor; rhyme; conversation bubble; quotation marks

Vocabulary: splinter, pillar, easel

See video of this book read aloud here: [Frog on a Log?](#)

I. COMPONENTS OF BOOK (REVIEW EACH SESSION)

Author, Illustrator
(roles of each)

Title; front and back covers; spine

II. INTRODUCTION -- BEFORE READING:

Looking at the cover, what do you think this book will be about?

What else do you notice about the title? (Rhyming)

Let students know they will hear rhyming words throughout the book.

Read the dedication. Who do you think these people might have been?

Model a think-aloud strategy with the students:

- Is the story fiction or nonfiction?
- What is the story about?
- What happened at the beginning, middle and end of story?

DURING READING:

- First page: point out the speech bubble. Why do authors use speech bubbles? Explain their purpose, if class is not familiar with this style.
- What is a splinter?
- After the mule page ask, "What determines the object that the animal is supposed to sit on?" (rhyme)
- On the page listing where the animals sit, have children chant with you.
- Before showing the fox page, ask children to predict what foxes sit on.
- After the seals page, have children predict what snakes might sit on? Owls? Bees?
- After dog page, before showing illustration, have children predict what dogs sit on.
- Is it wrong to sit on a mat because you are not a cat?
- Can others sit on a log if they are not a frog?
- Frog says that he can stretch out on the sofa. Just because he can should he? What should he do?
- Show children how the author used both quotation marks and conversation bubbles.
- Why does the author put some words in bold?

- Review rhyming words (you can do that by reading to children and having them hold up their hand or letting them explore the book, individually, or in pairs).

POST READING:

- Conduct a picture walk with the students, asking students to retell as you go.
- What was the story about?
- Is the story fiction, a make-believe? Or, is the story non-fiction, true information that gives you facts to explain something? What makes you think that?
- What happened in the story that could not have happened in real life?
- Have children say rhyming words on each page.
- Have children make lists of words that rhyme with the animals and record on paper or small white board. Ask children what they notice about these lists.
- What could a bear sit on? Hair, square, chair, mare, pear, etc. See if they can think of other animals and their sitting places.
- Why do you think Mr. Gray wrote this book? What would he sit on?

III. SUPPLEMENTAL ACTIVITY:

- Show children actual pictures of animals mentioned in the book.
- Write pairs of matching words on index cards. (5-6 pairs) place face down and have students turn over 2 at a time. If the words rhyme, put them aside. Have children take turns till all matches are found.
 - Cat, mat - log, forg - fox, box - goat, coat - mole, pole - bee, tree.
 - If you are artistic, you could draw the pictures instead of writing words - or do both!