



Title: Frog on a Log?

Author/ Illustrator: Kes Gray/ Jim Field

Age Range: 4-6

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

Vocabulary: splinter, pillar, easel

See the 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:

The author is from Great Britain

Let students know they will hear rhyming words. Use title as example of what rhyming words are. (They will be used to listening to beginning sounds not end sounds).

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:

- Do you notice anything funny about the language? Review rhyming words (ask the children to put their fingers on their noses when they hear rhyming words).
- Why does the author put some words in bold?
- Ask the children to guess the rhyming word using clues in the pictures.
- Hmm, what's a pillar? Go over new vocabulary.
- Read the story twice out loud to the whole group to see if they can choral read more the second time around. This allows you to keep the flow the first time and to go into more depth with the pictures and words the second time around.

III. SMALL GROUP ACTIVITIES :

POST READING COMPREHENSION:

- 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?
- 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?
- Where do these animals usually live?

- Can anyone remember what conversation bubbles are used for?
- I wonder why the author wrote this story? What was her message?
- Extension activity: Positioning Words. Time permitting create 1 Frog template per child, ideally stuck onto a stick so it can be used as a stick puppet (this can be prepared in advance or with the children). Ask the children to put the Frog under/on top of/in-between/behind/beside/beneath/inside/around. If possible, this activity can be played outside so that movement is involved.