



# TALE OF A TADPOLE

AUTHOR: KAREN WALLACE

ILLUSTRATOR: VARIOUS (7 INDIVIDUALS)

See a video of the book read aloud here: [Tale of a Tadpole](#)

**\*\* REMEMBER: HAVE FUN AND THE KIDS WILL TOO! \*\***

## OVERVIEW

### ABOUT THE BOOK

With a spare, flowing text, this book covers the growth and development cycle of a frog from egg to tadpole to mature adult with comments on the animal's anatomy and physiology and likely predators. It is heavily illustrated with striking full-color photographs and insets that invite a close inspection of features that might normally be overlooked, such as the creature's delicate fingers, tiny nostrils, or long tongue. The photographs are well chosen to illustrate this lively, carefully written narrative. (School Library Journal)

### ABOUT THE AUTHOR

"I was born in Canada and grew up in a log cabin in Quebec. My childhood was spent playing in the forests and messing about on the Gatineau River. It was a wonderful wild time and in many ways is the source of all of my writing. Someone once said that children's writers never grow up, and in many ways this is true in my case. I write books for children from five to fifteen years old. After leaving school, I went to London University to read English. When I am asked whether I always wanted to be a writer, I say, yes. Making up stories is something I've done all my life." Karen lives with her husband, two sons, and two Maine Coon cats, in England. (from karenwallace.co.uk)

### ABOUT THE ILLUSTRATOR

There are seven photographers for this book, as many photographs were used to illustrate the information it contains.

## THE READ ALOUD

### BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- (cover) What do you know about this book just by looking at the cover? (title, author, subject)
- (cover) What does the number 1 mean in the white circle? (show back of book where it defines levels)
- (title page) The title of this book is *Tale of a Tadpole*. It's written by Karen Wallace. What about the photographs? If you read the really tiny print on the facing page, you'll find out

## TALE OF A TADPOLE

### TOPICS & THEMES:

- Life cycle
- Frogs
- Metamorphosis

### *Tips for every book!*

### POWER PHRASES:

*I WONDER...*

*I NOTICE...*

*TELL ME MORE...*

### DIGGING DEEPER:

*"Tell me more, why do you think that?"*

*"How do you know that?"*

*"Why do you think they feel like that?"*

*"Interesting, did you notice anything else?"*

that there are seven people who took the photos. I guess that's too many to put on the title page. Do you think there's room for everyone's name on this title page?

## DURING THE STORY

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*Use these while reading the story to help students interpret the action and content.*

- (p. 5) Is this jelly like the jelly you would put on bread? What do you think the jelly around the egg would feel like?
- (p. 7) Where do you think the tadpoles' gills are located?
- (p. 9) Why do you think this bug is called "great diving beetle"?
- (p. 15) What is a flipper?
- (p. 18) Which half is tadpole? Which is frog?
- (p. 19) If you remember the word for changing from one thing into another (from *Waiting for Wings* that we read a few weeks ago), put your hand on your head. (reader: call on two or three to see if they remember metamorphosis)
- (p. 21) If you know where your nostrils are, cover them with your hands.
- (p. 23) What does slimy feel like?
- (p. 26) What does the frog see? What do you think is going to happen now?

## AFTER READING

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*Use these after reading the story to help students understand what they just read.*

- What happens now? (starts over from the beginning)
- Show the Word List in the back.
- Slimy body, sticky tongue, beady eyes – how many of you have ever seen a frog in a pond, river, anywhere? Have you ever touched one?

## BRINGING THE BOOK TO LIFE!

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- (p. 9) Show me how you would dive into the pond if you were the great diving beetle.
- (p. 12) Move your legs like you think the great diving beetle might move his.
- (p. 14) Show me your hands. Spread out your fingers. Do any of you have webbed fingers?
- (p. 26) If you know what "beady eyes" look like, make your eyes beady.
- (p. 28) Show me what it would look like to catch a fly with your tongue.

## COOPERATIVE LEARNING

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- (p. 6) Discuss with your neighbor what you think a tadpole is. When you've agreed on what it is, put your hand on your lips. (reader: call on two or three groups for the answer)

## SMALL-GROUP IDEAS

### 1. DISCUSSION ACTIVITY

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- (p. 5) Remember when we read *Whose Nest* and they showed the sticky nest of frog eggs hanging from a branch. This image is a photograph. Where have the eggs been laid? (if *Whose Nest* is still available, compare the images)
- Let's try to answer a few questions to see what we remember from this book. What is a tadpole? How does a tadpole become a frog? Where do frogs live? What do frogs eat?
- How do you think flippers help tadpoles (or swimmers) go faster than if they didn't have them?
- reader: Talk a little about an index being a "map" of the book. Find something in the index and find it in the book.

### Suggested Optional Activity:

- With the students, create a corrugated cardboard jumping frog (instructions on [youtube.com https://youtu.be/UffZCWxml-Y](https://youtu.be/UffZCWxml-Y)) and have a frog-jumping contest.

## 2. WRITING ACTIVITY

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Write a list of three objects around the classroom. (e.g. teacher's desk, clock, whiteboard). Create an index by writing where the objects are located in the classroom (e.g. by the door, over the bookcase, at the front of the class).

## 3. EXTENSION ACTIVITY

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- Print out images of frog eggs, tadpoles, half-tadpole/half-frog, frog. Have students put these images in order of a frog's metamorphosis.

## COMMON CORE LINKS

CCSS.ELA-LITERACY.RI.K.1, K.2, K.3, K.4, K.5, K.6, K.9, K.10