



# Activity Guide

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## Frogs

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## BEFORE LISTENING

### *About the Story*

There are thousands of different kinds of frogs, but they all develop in similar ways. *Frogs* describe how frogs are born and move from their life in water to their life on land, and gives many fascinating facts about these common amphibians.

### *Activate Prior Knowledge/Build Background*

Ask children what they know about frogs. Hand out a 3-column KWL chart, with columns labeled "What I Know About Frogs," "What I Want to Learn about Frogs," and "What I Learned About Frogs." Ask them to fill in the first two columns with information they already know and what they want to learn. Then, when children have finished listening and reading, they can revisit the chart to fill out the last column.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: R.1, R.2, R.7; SL.1, SL.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

- After a frog egg hatches, what comes out?
- How do tadpoles breathe?
- How do tadpoles change so they can live on the land?
- Why do frogs have two sets of eyelids?
- What are some ways frogs escape from their enemies?

### **Vocabulary**

**CCSS: R.4; L.4, L.6**

Have children look through the book or listen again to the reading to find the meaning of the following words. Ask them to write down the definition of each word as they find or hear it. Point out that the last two words have roots from the Greek language. The word *amphibian* is from *amphi-*, meaning "of both kinds" + *bios*, meaning "life." The word *herpetologist* is from *herpeton*, meaning "creeping thing" + *logia*, meaning "study of."

- spawn
- embryo
- gills
- algae
- amphibian
- herpetologist

### **Science: Frog Life Cycle**

**CCSS: R.1, R.3, R.7; W.7, W.8**

Have children listen again to the information about the frog's life cycle, or reread the section of the book that describes it. Download and print out the free pictures of a frog life cycle at

<http://treeonline.files.wordpress.com/2010/07/bfroglifecycle21.gif>. Give one page to each child and have children cut out the pictures and the arrows. On a large piece of construction paper, have children draw a circle. Then, inside the circle, they can paste or tape each picture from the frog's life cycle with an arrow indicating the stage that comes next. Children can label and color in the life cycle stages and arrows. Hang completed life cycle diagrams in the classroom.

### **Art: Label a Frog**

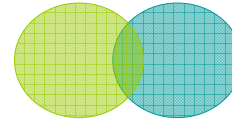
**CCSS: R.7; W.6, W.8**

Print out copies of frog printable from a site such as <http://www.coloring.ws/t.asp?b=m&t=http://www.kidscrafty.com/tgcolor/frogs05.gif>. Pass out one page for each child. Have children label the parts of the frog based on the information in the book. Children can then color in their frog pictures. Display the labeled frog portraits around the classroom.

### **Science: Comparing Frogs and Toads**

**CCSS: R.1, R.2, R.8, W.3, W.4; SL.2**

Have children listen again to the section of the book subtitled "The Difference between a Frog and a Toad" or reread the section. Then ask them to work in pairs to create a Venn diagram like the one below showing how frogs and toads are different and similar. Have them label one circle "Frogs" and one circle "Toads." In the parts of the circles that do not overlap, they can write the differences. In the parts that do overlap, they can write the similarities.



### **Social Studies: Your Local Frog**

**CCSS: R.1, W.7, W.8**

Have children work in groups to find out what kinds of frogs are most common in the area where they live or in a place they have lived before. Ask them to choose one of the frogs and look online or in reference books to find out where else the frog is found. Groups can make a map showing the range of the frog they have chosen.

### **On the Internet: Strange Frogs around the World**

**CCSS: R.7, W.4, W.7, W.8; SL.1, SL.4, SL.5**

[box]Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.[end box]

Have children use the keywords *strange frogs* to find information about one of the weird species of frog in the world, such as the Goliath frog or the ornate horned frog. Children can take notes on one of the frogs and print out a picture of the frog if possible. Have children give oral presentations on the frog they have chosen to the rest of the class.