

Tale of Two Frogs

Written by Martha Hamilton and Mitch Weiss

ABOUT THE BOOK

GUIDED READING:
H

LEXILE LEVEL:
530L

CHARACTER
TRAITS:
Citizenship
Courage
Resourcefulness

REGION:
Russia

ISBN:
978-0-8748-3812-1

COMMON CORE STANDARDS

NOTE:
Find correlating
Common Core
Standards at the
head of each activity
section.

Outcome

Students will demonstrate an understanding of the story through the use of reading, writing, spelling, and discussion.

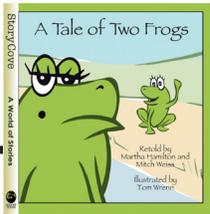
Overview

Students will read and explore a folktale from Russia, while utilizing interdisciplinary connections in language arts, geography, science, and cooking.

Materials

General

- Book, *A Tale of Two Frogs*
- Scissors
- Crayons, markers
- Pencil
- Lined paper
- Unlined paper
- Map or globe
- Copies of Frog Words worksheet (1 per student)
- Chalkboard or Whiteboard



Tale of Two Frogs

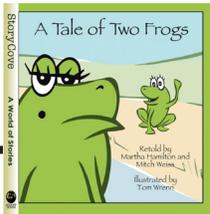
First Grade

Cooking Activities

- 4 Large sweet potatoes, peeled and grated
- 1 Cup molasses (or honey)
- ½ Cup buttermilk
- 2 Eggs
- ½ Cup melted butter
- ½ Tsp salt
- Oven
- 2-Qt. baking dish
- Paper plates
- Forks
- Napkins

Assessment Tools

- FROGO Game Card worksheet
- List of Frog Words worksheet
- Plural Words worksheet
- Alphabetical Order Worksheet A
- Alphabetical Order Worksheet B
- Alphabetical Order Worksheet C
- Sentence Completion worksheet

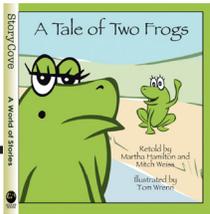


Tale of Two Frogs

First Grade

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Tale of Two Frogs

First Grade

Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.5:

Text types

CCSS.ELA-LITERACY.

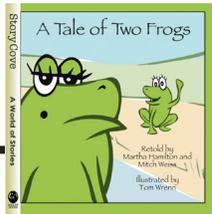
RL.1.10:

Text complexity

Introducing the Story

Directions:

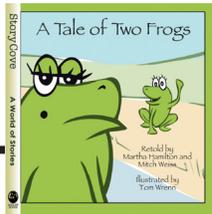
- Inform students that they will be reading a folktale from Russia about two frogs.
- Show students the location of Russia on a map or globe.
- Compare the size of Russia to the United States and all other countries.
- Distribute a FROGO Game card and a list of frog words to each student.
- Instruct students to choose twenty-four words from the list of frog words and to write one word per box on the FROGO Game card.
- Distribute approximately 15 tokens to each student to use as game markers. Students may also use a pencil or marker to “check off” each space instead of tokens.
- Inform students they will hear some facts about frogs and to listen carefully. When students hear a word that is on their FROGO card, they should mark or cover it. When all of the words on their card are covered, they should raise their hand.
- Teacher reads the following information, which contains the words recorded on their FROGO cards.
 - There are over 3,700 species of frogs and toads that scientists have identified.
 - Frogs have small bodies with bulging eyes and well-developed hind legs that are used for hopping and leaping.
 - Frogs are classified as amphibians because they spend part of their life in water and part on land.



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- Frogs live in a variety of habitats such as ponds, marshes, or rain forests. They are found on every continent except Antarctica. Frogs are most common in the tropics. Show location of the tropics on map or globe.
- Frogs eat insects, spiders, worms and even other frogs.
- Frogs do not make their own body heat. Their body temperature depends on the temperature of their environment.
- As a newly hatched tadpole grows and develops, it goes through a metamorphosis. It changes from a fish like animal into a frog. Ask students to name another animal or insect that undergoes a metamorphosis. (butterfly, insects, fish, mollusk)
- Frogs and toads look alike. Both have short neckless bodies with large flat heads. Frogs have moist, smooth skin while toads have dry skin covered with bumps called warts.
- Frogs usually have longer, stronger legs than toads. Which do you think can leap farther?
- Each student receives a copy of *A Tale of Two Frogs*.
- Teacher introduces book by identifying the authors and illustrator.
- Students read story aloud.



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First Grade

Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

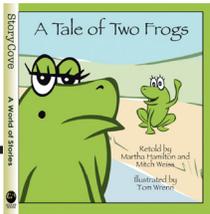
CCSS.ELA-LITERACY.

RL.1.3:

Characters, settings,
events

For Assessing Comprehension

- Where does this story take place?
- How were the two frogs different from each other?
- Why did the frogs jump into the pail?
- What happened when the younger frog kept splashing and kicking?
- What do you do when you have a task to do that is not easy?
- Most folktales teach a lesson. What lesson does this story teach?
- Suggest other titles for this book.



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Language Arts

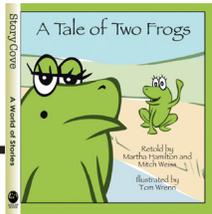
COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.2.E:
Spell phonetically

Modified Anagrams

Directions:

- Inform students that *A Tale of Two Frogs* is a tale of perseverance, exploration, and resourcefulness.
- Write each word on the board and asks class to brainstorm and create definitions for these words.
- Record answers on the board.
 - Perseverance- to continue doing a task in spite of obstacles, difficulty or delay in achieving success
 - Exploration- the action of traveling in or through an unfamiliar area to learn
 - Resourcefulness- using what you have to solve problems
- Instruct students to choose one of these words (perseverance, exploration, or resourcefulness) and use the letters in the words to create as many other words as possible. Letters may be used in any order.
- Model on board with the word frogs (for, go, so, or, fog...).
 - Perseverance (ran, pea, can, serve, prance, pen, pens, pan, pans, van, sap, nap, cap, rap, race, save, rave, reserve, reverse, see, sea...)
 - Exploration (rat, ration, rap, tar, plat, par, pan, pin, tin, not, lotion, lot, plot, rot, pat, poor, tap, nap, rope, no, top, polar, pore, or, lore, next, lane, pain...)
 - Resourcefulness (source, resource, sense, soul, fun, flee, lone, severe, flour, sour, course, recess, son, sun, for, four, floss, feel, self, run, rose, fence, no, so, essence, confess...)



Tale of Two Frogs

First Grade

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.1.E:
Verbs
CCSS.ELA-LITERACY.
RL.1.2:
Retells stories, key
details

Verbs (Differentiated Learning)

Directions:

- Verbs are words that show action or a state of being. A group of words cannot be a sentence without a verb.
- Group A:
- Review the book as a class and find the verb or verbs on each page.
- Group B:
- Work with a partner to find the verb(s) on each page.
- Group C:
- Work with a partner and each student records 10 different verbs from the story.

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.1:
Conventions of standard
English
CCSS.ELA-
LITERACY.L.1.1.C:
Nouns

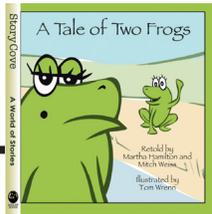
Plurals

Materials:

- Plural Words worksheet

Directions:

- The two frogs are sisters. The word sisters is a plural noun because there is more than one sister. To make a noun plural, add s to the end of the word if it does not already end in the letter s.
- Write the letter s at the end of each noun to make it a plural noun.
- Example: frog - frogs
- Write the plural word in the space provided.



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.3.B:

Decode one syllable words

CCSS.ELA-

LITERACY.L.1.1.J:

Complete sentences

CCSS.ELA-

LITERACY.L.1.1.K:

Appropriate spacing

Alphabetical Order (Differentiated Learning)

Materials:

- Alphabetical Order Worksheets A, B, and C
- An activity for differentiated learning

Directions:

Group A:

- Use Alphabetical Order Worksheet A.
- Write the following words in alphabetical order: frog, sisters, pond, farm, barn, bugs, hop, fun

Group B:

- Use Alphabetical Order Worksheet B.
- Write the following words in alphabetical order: frog, sisters, pond, farm, barn, bugs, hop, fun, two, many, lived, green, hunted, pail, cream

Group C:

- Complete Alphabetical Order Worksheet B.
- Use Alphabetical Order Worksheet C to write five sentences using at least one word from the list in each sentence.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

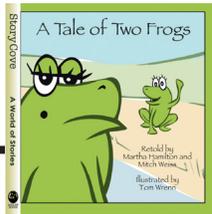
Cloze Technique

Materials:

- Sentence Completion worksheet

Directions:

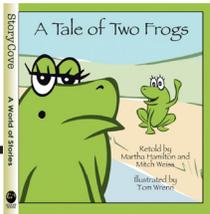
- Complete each sentence with a word from the word bank.
 - The younger sister liked to_____.
 - The older sister liked to_____.



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- They lived in a ___ on a farm.
- The younger sister hunted for ___.
- The two sisters found a big ___ in the barn.
- It had a ___ liquid that was ___ than water.
- They thought they were ___.
- The younger sister kicked so hard that she churned the cream into ___.
- Word bank: butter, pond, trapped, nap, bugs, explore, thicker, white, pail



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Cooking

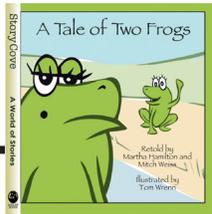
Russian Pudding

Materials:

- 4 Large sweet potatoes, peeled and grated
- 1 Cup molasses (OR honey)
- ½ Cup buttermilk
- 2 Eggs
- ½ Cup melted butter
- ½ Tsp salt
- Oven
- 2 Qt. baking dish
- Paper plates
- Forks
- Napkins

Directions:

- Preheat oven to 350 degrees.
- Grate sweet potatoes just before using to avoid browning.
- Grease a 2-quart baking dish.
- Beat eggs, add molasses or honey, melted butter, and salt.
- Stir in grated sweat potatoes.
- Pour mixture into a baking dish.
- Bake (at 350 degrees) for 2 hours or until pudding is a dark, caramel color.



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Extension Activity

Hoppy Frog

Directions:

- Make a “Hoppy Frog” and have “Hoppy Frog” races.
- *Treasured Time with Five-to Ten-Year-Olds* page 85 (Jan Brennan, August House 1990)



Name _____ Date _____

Frogo Card

		Free Space		

Name _____ Date _____

List of Frog Words

frog, toad, amphibians, ponds, species, scientists,
continent, rain forest, small, hopping, habitats, dry, eyes,
legs, smooth, warts, moist, heat, hop, spiders,
temperature, water, found, land, tropics, short,
Antarctica, wet, marshes, bodies, live, stronger, round,
leaping, bumps, environment, metamorphosis, longer,
insects, animal, tadpole

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Antarctica, wet, marshes, bodies, live, stronger, round,
leaping, bumps, environment, metamorphosis, longer,
insects, animal, tadpole

Name _____ Date _____

Plural Words

Directions: Write the letter s at the end of each noun to make it a plural noun.

Example: frog- frogs Write the plural word in the space provided.

1. farm _____

2. bug _____

3. pad _____

4. barn _____

5. pail _____

6. liquid _____

7. wall _____

8. ball _____

9. trouble _____

10. trap _____



Name _____ Date _____

Alphabetical Order

Directions: Write the following words in alphabetical order:

frog

sisters

pond

farm

barn

bugs

hop

fun



Name _____ Date _____

Alphabetical Order

Directions: Write the following words in alphabetical order:

frog

sisters

pond

farm

barn

bugs

hop

fun

two

many

lived

green

hunted

pail

cream



Name _____ Date _____

Alphabetical Order

Directions: Write five sentences using at least one word from the list in each sentence.

Handwriting practice area consisting of 10 sets of three horizontal lines (top, dashed middle, bottom) for writing.

Name _____ Date _____

Sentence Completion

Directions: Complete each sentence with a word from the word bank.

1. The younger sister liked to _____.
2. The older sister liked to _____.
3. They lived in a _____ on a farm.
4. The younger sister hunted for _____.
5. The two sisters found a big _____ in the barn.
6. It had a _____ liquid that was _____ than water.
7. They thought they were _____.
8. The younger sister kicked so hard that she churned the cream into _____.

Word bank: butter, pond, trapped, nap, bugs, explore, thicker, white, pail