

One Frog Too Many

By Mercer and Marianna Mayer

Big Frog does not like that Little Frog has joined his family. But when Big Frog gets rid of his family's new member, he really regrets it.

BEFORE READING:

- Show the children the front of the book. Ask them to guess what the book is about.
- Ask them what they see on the front cover.
- Ask them name the different animals they see on the cover of the book.

WHILE READING:

- Stop at any time if there is something you or the children would like to talk about.
- Ask them questions so that they can connect what is happening in the book to things they already know about. Try some of these ideas:
 - ⇒Do you have a new brother or sister?
 - ⇒Do you have any new friends?
 - ⇒Have you ever had a friend move away? How did you feel?

AFTER READING:

Spend some time talking about the story. Ask the children things like:

- ⇒How did Big Frog feel when Little Frog came?
- ⇒How did Big Frog's actions affect his family?
- ⇒How did the boy feel?

Read this book several times to the children. Hearing the same story again and again helps them learn new words and understand the ideas they hear better. Each day, pick a different activity to do with the children after reading "One Frog Too Many."

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MATH AND SCIENCE

Talk about the animals in the book and their different characteristics. Talk about how the frogs are wet and slimy, the turtles are slow moving and have a hard shell, and the dog has fur. Encourage the children to talk about their own pets or other animals they like.

READING READINESS

Have the children look at the cover of the book. Ask them what they think this book will be about. Have them pick one of the letters they see on the cover. Talk about what the letter is and what it sounds like. Have them copy the sound. Go around the house or classroom to find 4 or 5 things that begin with that sound.

MUSIC AND MOVEMENT

Lead the children in playing active, cooperative games such as London Bridge, Jump Rope, or Tunnel Tag to demonstrate the advantages of a group of friends joining in play. Have one or two children try to play these game by themselves. Then allow the whole group to play. Explain that games can be much more fun when you include others.

MOTOR SKILLS

Play leap frog with the children. Have the children space a few feet apart in a line and squat down like a frog. Have the child at the end of the line hop over each child until he is at the

front of the line. Continue this until every child has had a turn.

THINKING SKILLS

Help the children brainstorm a list of ways that they could help a new student, new friend, or new family member feel welcome in the group. Have them practice some of these scenarios with each other. Pair children up and have one child be the new member of the group and have the other child practice making them feel welcome. Have each pair swap roles.

ART

Create a frog puppet by cutting an egg carton into two cup sections. Have the children fold each section in half so that the tops of the cups are touching. Punch a finger hole in each cup so the children can hold the frog puppet and make it talk. The children can decorate the frog and add features. If you do not have egg cartons available, try making sock puppets or using brown bags to create the frogs.

PRETEND PLAY

Assign each child to a character in the story. Have them act out the story and make up dialog between the characters. Ask the children what the dog, turtle, and frog could have done to make the new frog feel more welcome in their family.

