

	Warm Up: A Feast for a Frog Kenn Nesbit	
Title: I Don't Want to Be a Frog	Author: Dev Petty	illustrated by Mike Boldt

A conversation between a father and son frog examines self-acceptance. Filled with silliness and humor, children will love the back-and-forth, color-coded dialogue balloons and the arrival of a fierce hunter who teaches a lesson. A great primary level mentor text for opinion writing with a persuasive stance.

Vocabulary

Tier 2 Word	Page	Student Friendly Definition (kids.wordsmyth.net, collinsdictionary.com, Idoceonline.com)
slimy	9, 21	covered with an slippery liquid that most people do not like
wise	14	smart; able to make good decisions; understanding what is right and true
glum	16	sad; unhappy
gobble	19	to eat quickly and in a sometimes noisy manner
fierce	22	dangerous; vicious; ferocious

Warm Up Poem:



I thought she was done, but the next thing I knew, she turned to my frog and asked, "What about you?" My frog then surprised me. He looked up and spoke. He said, "Just the usual... flies and a croak."

- Kenn Nesbitt





Reading		Dev Patty MikeBold
Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk. * a Tier 2 word that is not explicitly taught, but appears in the text	JOYcabulary Getting students to own their words: speaking, reading, and writing.
Before Reading	Let's study the covers. The frog has his hands on his hips. Both his mouth and eyes are opened wide. I think he really means it when he says "I don't want to be a frog." I wonder why? On the back cover, he is speaking directly to us about not wanting to be a frog. Turn and tell your partner what animal you <i>would</i> like to be. Give a few reasons why.	
During Reading P. front papers-5	All these animals seem really happy. Frog is smiling. He looks like he may be admiring those animals. Maybe he wants to be one of those. Huh, now he is reading about cats. Is he researching what animal to be? I think the bigger frog with the glasses may be his father. When dad says 'because,' the little frog starts giving reasons. This sounds like our opinion writing structure: opinion and reasons. Let's see if he convinces his father to be a different animal. I wonder which one he will choose?	
P. 6 - 11	Frog keeps trying to argue for a new animal and dad keeps giving reasons why that animal wouldn't work. When the opposing side gives you reasons why your opinion, or claim, is wrong, that's called a rebuttal (Yes - it has butt in the word!). I notice the illustrator changes the colors of the talking balloons for each speaker. That's cool! I could try that in my own writing. It helps the reader keep track of who is talking.	slimy
P. 12 - 15	Oh boy! Dad is getting tricky in his argument. First he agrees with the little frog, but then he gives a whole list of reasons why being an owl won't work.	wise
P. 16 - 21	Uh oh! We have a new character. He's so big his whole body does not fit on the page. Dad looks a little worried. Now they look frightened. I think they are worried they are going to be eaten until he says he does not eat frogs. Little frog begins to change his mind. Turn and talk about why the wolf is more convincing than dad.	glum " let you in on " gobble
P. 22 - 25	Dad seems relieved that little frog finally decides to be a frog. Why do you think the author ended the story with a new question?	slimy fierce



After Reading	who we are." What lesson can we learn from that?	fierce bug-eating self-acceptance
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Extensions

Writing

- Using talking balloons for dialogue using color coding to indicate speaker
- varying punctuation
- Question/ answer structure
- list-making
- description

Vocabulary

- hyphenated words: bug-eating (P. 23)
- let you in on (P. 17)
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Word Study

- contractions
- to, two, too

Other titles you may enjoy:

• Frog and Toad series - Arnold Lobel

Fun Snack

See the WHOOT.com



Be Funny & Silly: Caption Frog Pictures





