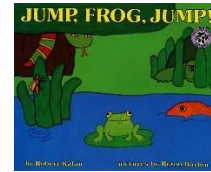


1, 2, 3, 4, and More Lessons for Parents and Early Childhood Educators

Jump, Frog, Jump!

By Robert Kalan



1st P-R-R-R-R through the book by modeling for the child how to read and think about the reading process.

Model reading the book to the child with these steps:

- *Predict by talking about your thinking as you look at pictures and text content before and after reading each page.*
- *Read each page to model how to read aloud.*
- *Respond to the predictions by affirming correct responses or allowing the child to self-correct.*
- *Reflect on the story by using questions and retelling the story, or encourage the child to retell the story.*
- *Reread the story fluently with expression.*

Sample questions and discussion during the reading:

- ◆ "What characters do you see on the cover?"
- ◆ "What do you think that is?" (point to the frog.)
- ◆ "What is the frog doing? Is the frog going to catch the fly?"
- ◆ "Can you look at the big picture and tell which animal will be next in the story? Is there a clue in the picture?"
- ◆ "Were you right?"
- ◆ "What is the fish doing? "
- ◆ "Do you think he is going to catch the frog?"
- ◆ "Did the frog get away?"
- ◆ "What animal will be next?"
- ◆ "Look at the next page to see if you were right." You can repeat this pattern of questioning as the frog meets different characters throughout the story. The important process is to

encourage the child to predict which animal might be next as they appear in the pictures.”

Suggested questions for use after reading:

- ❖ “What was this story about?”
- ❖ “Who tried to catch the frog?”
- ❖ “How did the frog get away?”
- ❖ “Did you like this story? Why or why not?”

2nd Reread the story and encourage the child to repeat the refrain of “Jump, Frog, Jump!”

3rd During this activity, help the child remember the different characters that appeared in the story. The questions below focus on the order the characters appear in the book. If needed, return to the book and review the order the characters appear in the text and pictures.

Suggested questions for use after reading

- ❖ Can you remember the names of the animals the frog met in the story? Do we need to go back and look in the book? (fly, frog, fish, snake, and turtle).
- ❖ “Now that you remember which animals appeared in the story, can you tell me the order in which they appeared? Do we need to go back and look in the book again?”
- ❖ “Close your eyes and remember the order the animals appeared in the story.”

4th Talk about the different kinds of bodies of water where frogs might live in your area. Other types of water areas that might be mentioned are a creek, pond, lake, brook, puddle, gulf, and ocean. The purpose is to expand the child’s vocabulary by discussing other words that might or might not work. As you are asking the questions below, introduce new words by talking about other types of water that the child has seen and experienced.

Suggested questions for use after reading

- ❖ "In what other types of water do you think frogs might live?"
- ❖ "Have you seen a creek, pond, or lake? How are they different?"
- ❖ "What was the water area called where the frog appeared in the story?"
- ❖ "Can you think of another name for a large area of water that you have seen?"

More You might encourage the child to dramatize what the frog does in the story by jumping when you say, "Jump, Frog, Jump!"

Older children can be asked to create another story about an animal that lives in a pond. Talk about the characters that they might include in their story. Provide paper and pencil or the computer to write another version of the story using different animals.

Reference: *Kalan, Robert. ill. by Byron Barton. Jump, Frog, Jump!* New York, NY: Greenwillow Books: Revised 1995.