



FROG ON A LOG

AUTHOR: KES GRAY

ILLUSTRATOR: JIM FIELD

See a video of the book read aloud here: [Frog on a Log](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

Frog does not want to sit on a log! But Cat tells him that's where he belongs. Doing his best to find an alternative place to sit, Frog asks Cat a whole lot of questions. For every answer Cat has, Frog has another question, until he finds out what dogs sit on! This is a silly read-aloud story with funny rhymes and hilarious illustrations. (from scholastic.com)

ABOUT THE AUTHOR

"I have an amazingly good memory. I can remember balls I kicked, lollies I licked and scabs I picked. I can remember sights I saw as a child, sounds I heard as a child, smells I smelt and feelings I felt. Lots of my childhood memories have worked their way into my stories." Kes Gray lives in Witham, Essex, with his wife, family and assortment of animals. (from kesgray.com)

ABOUT THE ILLUSTRATOR

Jim Field is an illustrator, character designer and animation director. From music videos and title sequences to illustration and picture books, Jim has worked on a variety of projects. In 2013 Jim designed and art-directed the interactive children's exhibition 'Journey to Space' at Discover Children's Story Centre. He has since illustrated children's books with Kes Gray and others. Jim now lives in Paris with his wife, daughter and a small grumpy cat.

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- (cover) Here's another book where we have two names, but don't know which is the author and which is the illustrator, or if they both wrote and illustrated. I wonder if we can tell when we get to the title page.
- (cover) There's a question mark following the title. I wonder why.
- (end papers) The frog is doing all sorts of things on these pages. (reader: point out a few, e.g. catching a fly, or sitting on the toilet)
- (title page) This page still doesn't tell who did what. We need to look at the tiny print on the page opposite the title to see that Kes Gray is the author and Jim Field is the illustrator (we can only tell by looking at the copyright information)

FROG ON A LOG

TOPICS & THEMES:

- Rhymes
- Rules
- Animals

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

- (title page) What is the frog doing? How does the illustrator show the frog is jumping?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- (p. 2) Can you see the splinters in the frog's bottom?
- (p. 2) I wonder why a frog **MUST** sit on a log.
- (p. 4) Can you think of another word for "hare"?
- (p. 10) What do you notice about the words in this story? (rhyming)
- (p. 12) Look at all the fleas on peas.
- (p. 24) Can you tell me what the frog is holding in his hand? (help, surrender)

AFTER READING

Use these after reading the story to help students understand what they just read.

- Can you think of anything to sit on that's not been mentioned in the story? What animal might sit on it? Remember, it needs to rhyme. (e.g. ants/pants, pigs/wigs)
- Or...can you think of an animal not mentioned in the book and figure out what it can sit on, according to Cat's rules.

BRINGING THE BOOK TO LIFE!

- (p. 12) Let's count how many fleas are on peas. (we can see 27, including the one in the magnifying glass)
- (p. 15) What sound does a gorilla make? (pounding chest). If you think he can stay seated on the pillar while he's pounding his chest, put your hand on your chest. If you think he will fall off the pillar while he pounds his chest, put your hand over your eyes. It looks like more of you think he will stay/fall.

COOPERATIVE LEARNING

- (p. 4) Turn to your neighbor and whisper in their ear what you think another word for "hare" might be. When you think you've figured it out, wiggle your nose with your finger. On the count of three everyone with your finger on your nose say the word out loud.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- Let's look at the end papers again to see all of the things the frog is doing.
- (p. 4) If the author had used the word "rabbit" for this animal, what might he have been sitting on?
- (p. 11) What does the cat mean by "doing the right thing"?
- (p. 12) Do you think there might be more fleas? How can you tell?
- How does the illustrator (who also illustrates words) show us the rhyming words?

Suggested Optional Activity:

- (p. 15) Cat is writing on a black page. What is he writing with? (reader: hand out black construction paper and white chalk and have students replicate one of the illustrations in the book, similar to what Cat has done)

2. WRITING ACTIVITY

- Write the names of three animals from the story. Write down what they sit on. Then write down other possibilities of places they can sit. Remember to rhyme.

3. EXTENSION ACTIVITY

Teach students the song (can be spoken) “Five Green Speckled Frogs” (words and lyrics available at https://en.wikipedia.org/wiki/Five_Little_Speckled_Frogs). Additionally: print out 5 copies of a clipart frog and one of a log (or make a log with construction paper) and use to demonstrate the song. Or simply use your fingers as frogs and your arm as the log.

COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.3, K.4, K.5, K.6, K.10