

Guide Notes

Title: Hog and Frog

Approach: Shared Reading

Genre: Fiction

Visual Information

Discuss the use of speech bubbles, illustrative text, bold text and signs.

What Do You Think?

(Questions to promote discussion and thought)

- Look at the cover and the title. What do you think the story will be about?
- Why do you think Hog wants to be a frog?
- How do you think Frog feels about Hog being a frog?
- When Hog painted himself green, put on goggles and flippers and jumped on a trampoline, did he really turn into a frog? Why?
- What made Hog change his mind about wanting to be a frog?
- Would you like to eat bugs? Why?
- How do you think Hog feels about Frog being a hog?



Language Focus

Interesting Words: croak, terrific, problems, jiffy, webbed, delicious

Focus on Word Families & Rhyming Words: hog/frog/log/jog/bog

Focus on initial consonant: t (terrific, tiny, tree), h (huge, handsome, hog)

Focus on blend: fr (frog), cr (croak)

Look at suffix: ed (climbed,)

Print Conventions: Capital letters for beginning of sentences and names (Hog, Frog), full stops, exclamation marks, speech marks, commas

Integrated Curriculum

Science

Maths

- Time:** Discuss how time can be measure (e.g., in a jiffy, in a minute, in an hour).
- Measurement:** Jump like a frog and trot like a hog. How many jumps does it take to cross the room? How many "hog steps"?

- Mix yellow & blue paint to create green.
- Use an internet search engine to find out more about frogs. What do they eat? What kind of environment do frogs live in?
- Discuss the life cycle of frogs.
- Look in non-fiction books to find pictures of frogs. Find out about the different shapes, sizes and colours of frogs.

Physical Development

Gross Motor Skills

- Jump on a trampoline.
- Jump with a skipping rope.
- Play the game "Leap Frog".

Moral, Social and Emotional Development

- Focus on self-esteem and self-image.** Discuss why it is important to be happy about yourself as you are.
- Encourage children to write notes to each other stating what they like about each other (E.g., "I like the way you share the toys with me" or "I like the way you play the piano.").
- Talk about the friendship between Hog and Frog. Are they friends? How do you know this?

Language

- Write a "What Happens Next?" story about Hog & Frog.
- What will Frog do as he pretends to be a hog?
- Encourage the children to retell the story.
- Encourage children to read repetitive text.
- Dramatize the story.
- Discuss the plot of the story and the characters.
- Talk about how Hog solved the problems Frog kept introducing.
- Make a class chart outlining all the differences between Hog and Frog.
For example ...

Hog is pink.	Frog is green.
Hog is big.	Frog is small.
Hog eat carrots.	Frog eats bugs.

Art

Paint a large wall mural of the forest Frog and Hog live in. Draw different creatures to cut out and paste on the mural. Add speech bubbles for the creatures (e.g., "I like eating bugs.").