

A BOY, A DOG AND A FROG

A BOY, A FROG, AND A DOG

by MERCER MAYER

Themes: Animals, Friendship, Humor

Grade Level: K–3 (ages 4-9)

Running Time: 9 minutes

SUMMARY

Usually it's a dog that follows a child home, but in this story it's a frog. The program begins in the river, where the frog swims and plays. Meanwhile, a boy gets up, gets dressed and takes his dog out to play. In the garage, the boy finds a pail and net. Then dog and boy go down to the water to try and capture the frog. Their efforts are useless—the frog always splashes away. But when the boy and dog give up for the day, the frog follows them home. At the end of the story, the frog hops upstairs and joins the boy and dog for an evening bath.

OBJECTIVES

- Children will watch and listen to a fictional story about pet animals.
- Children will follow a narrative made up of a sequence of events.
- Children will compare the behavior of dogs, frogs and people.

BEFORE VIEWING ACTIVITIES

Introduce the title of the program and ask children what they think will happen in the story. Have

them share what they know about the behavior of dogs and frogs. Which animal is likely to chase the other? Which animal is more fun to play with? Encourage children to keep their ideas in mind as they watch the program—and to be prepared for a few surprises. Explain that the story is told without words, so children should pay close attention to everything they see.

AFTER VIEWING ACTIVITIES

Divide viewers into three groups. Ask one group to recall and write down everything that the boy did. Ask the other two groups to recall the actions of the dog and the frog. Then have the groups share information with each other and reconstruct the story. Review the story by fast-forwarding through the video and stopping at each change of scene.

To help children develop storytelling and writing skills, ask the three groups to meet and prepare plays, stories or poems, written from the points of view of the dog, the frog and the boy. The children's compositions should include the thoughts and feelings of their characters. Have the children present their stories to the class.

Encourage reading and library use by showing children how to find library books about frogs. Discuss and explain the differences between fiction and nonfiction books and show children the library sections where each type of book can be found. Have them practice looking up frogs in the

card catalog or on library computers. Locate magazines, videos and other materials on frogs.

To connect the story to science, bring a live frog to class and have children observe its characteristics and behavior. Encourage them to draw pictures of the frog and label its body parts. Children can also observe what, when and how much the frog eats, when and how it sleeps and how it moves. Replay the parts of the program that show the frog hopping and swimming and have children observe the same behavior in a live frog.

Play a "frog prints" game to teach map skills. Start by making small cardboard patterns of frog feet. Using these patterns and a piece of chalk, trace a path of frog prints around your classroom, school or neighborhood. Use your imagination to create an amusing path and a funny end point for the prints. For example, have the prints go in one end of a drainpipe and out the other end. End your path in the science room in front of a frog tank, or in an empty room under a portrait of a frog. Have children follow the frog prints and then draw maps of the path they took to follow the frog.

Other related videos and films available from Weston Woods include:
FROG GOES TO DINNER, by Mercer Mayer
FROG ON HIS OWN, by Mercer Mayer
FROG, WHERE ARE YOU? by Mercer Mayer

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!

This guide may be photocopied for free distribution without restriction