

Frogs/The Mysterious Tadpole Prompt 1

Using a tree map provide details for each of the 4 stages of a frog's life cycle.
Use the completed tree map to write about the 4 stages in the life cycle of a frog.

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Frogs/The Mysterious Tadpole Prompt 2

Create a double bubble map to compare tadpoles and frogs. Write a paragraph comparing tadpoles and frogs. Begin with an opening sentence, followed by detail sentences, and then end with a closing sentence.

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Frogs/The Mysterious Tadpole Prompt 3

Option 1: Give each student 5 index cards. Ask them to illustrate a part of the story on each card and then have a partner try to place them in order. On the back of the cards the student-creator should write the numerical order for self-checking. Model for them that the first card is the beginning, the 5th card is the ending, and the 3 other cards are for middle events.

Option 2: Create a flow map showing the beginning, middle, and end of today's story.

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Frogs/The Mysterious Tadpole Prompt 4

Why did Ms. Shelbert, the teacher, decide that Alphonse was not turning into an ordinary frog?
Give evidence for your answer based on Frogs, and The Mysterious Tadpole.

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Use evidence learned from the fiction and nonfiction selections read during this unit of study on frogs as well as information on what an author should consider when choosing a title.

Frogs/The Mysterious Tadpole Prompt 5

Write a letter to Steven Kellogg, the author & illustrator of The Mysterious Tadpole, sighting reasons as to why his title creation for the book was or was not a good choice. Use evidence learned from the fiction and nonfiction selections read during this unit of study on frogs as well as information on what an author should consider when choosing a title.

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