

Books for Young Learners Teacher Resource

Book Notes



Our Polliwogs / Los renacuajos

Author Claire Livesey

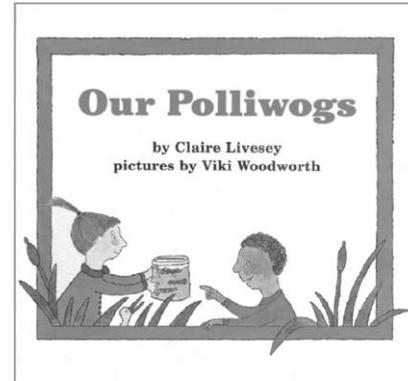
Illustrator Viki Woodworth

12 pages ■ 91 Eng. words ■ Spn. 101 words

Fountas and Pinnell Level I

Reading Recovery Level 14

Descubriendo la Lectura Level 12



Our Polliwogs

SYNOPSIS

A fantasy story about a class of children watching tadpoles changing into frogs.

WHAT THE BOOK OFFERS

- Fiction recount, realistic text but the final illustration takes it into the realm of fantasy
- First person plural
- Past tense
- Part of the life cycle of a frog
- Problem and solution through question set in readers' minds on page 4

POSSIBLE SKILLS EMPHASIS

- Gathering information for recounting
- Identifying reality and fantasy

INTRODUCING THE BOOK

- Use the title and cover illustration to establish that the students understand what polliwogs are. Some children will know them as tadpoles.

Can you think of another title the author could have used?

What is the significance of "our" in the title?

What is the setting for the cover illustration? How do you know?

What do you think is going to follow this illustration?

Books for Young Learners Teacher Resource**Book Notes****Our Polliwogs / Los renacuajos** (continued)**FOCUS OF INSTRUCTION**

Page 4: *What question might the children ask the teacher?*

As you read the rest of the book, think about the most important information about what happens as polliwogs become frogs. As you identify something very important, we will write it on our list of facts.

FOLLOWING THE READING

- Discuss how the focus of the book changed from reality to fantasy. Recount a shared classroom experience and add a fantasy element to the end. Discuss how this changes a story and why authors use that strategy.
- Revisit the list of facts and determine that all are important and essential for describing the life cycle of frogs.
- Use the gathered information and draw on the students' background knowledge to retell how polliwogs become frogs, adding a fantasy element at the end.

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Our Polliwogs / Los renacuajos (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>I think this story is . . . because it . . . The cool thing about polliwogs is . . .</i>
USE YOUR MEMORY	<i>What did the kids do after they got to the polliwog pond? Then what did they do? What happened to the polliwogs? What happened to the frogs?</i>
WHAT'S YOUR OPINION?	<i>Do you think the frogs were happy to be leaping around the classroom? How can you tell? What do you think the teacher and kids will do with all the frogs? How will they catch them?</i>
BE CREATIVE	<i>Make a diorama with a shoebox. Turn the shoebox on its side and use construction paper to make little things to show your most favorite scene in this book. You will need glue and scissors. You may want to design your diorama scene on paper first. Then you will know where you want things to go in the shoebox. When you are done, take an index card and write a title for your diorama scene and a sentence about it. What is happening in the scene? Tape the index card to the top of the shoebox. Voila! A scene in a box...</i>
VOCABULARY AGENT	<i>Fill in the blanks below with words from the story:</i> <ol style="list-style-type: none"> <i>Our teacher taught us about _____.</i> <i>We _____ to a polliwog pond one morning and we filled jars with _____.</i> <i>We _____ polliwogs into a big tub and the polliwogs _____.</i> <i>The _____ grew _____ legs, _____ legs, and their tails _____.</i> <i>Our classroom was full of _____, _____, _____ frogs!</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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