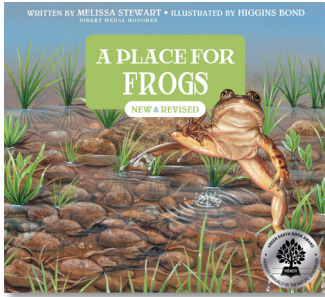


# TEACHER'S GUIDE



## A Place for Frogs (Third Edition)

by Melissa Stewart | illustrated by Higgins Bond

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Ages 7-11 | Informational | Series: A Place for . . .

AR • RC • Lexile • F&P • GRL P; Gr 3

### ABOUT THE BOOK

Sometimes people do things that make it hard for other creatures to live and grow. *A Place for Frogs* clearly yet gently explains some of the ways human action and inaction can affect frog populations.

This book focuses on eleven North American frog species and shows each one in its natural habitat. Simple text describing each frog's struggle to survive is perfect for young children reading on their own. Sidebars with additional information extend the usefulness of the book to older children and to young children reading with a teacher or parent. Sections at the beginning and end of the book include information about the life cycle of frogs, their role in the food chain, and simple things readers can do to help protect frogs and their habitats. The endpapers feature range maps for all the frog species discussed in the book.

*A Place for Frogs* introduces readers to a wide range of environmental issues, and its concrete examples of cause and effect show children how the choices we make can have far-reaching consequences for frogs and other creatures that share our world.

### SKILLS REINFORCED

- Compare and contrast
- Cause and effect
- Sorting and sequencing
- Size and scale

### THEMES

- Frogs and amphibians
- Habitats
- Life cycles
- Animal adaptations
- Interdependence of living things
- Food chains
- Plant and animal diversity
- Endangered species
- Human impact on the environment

### TEACHING SUGGESTION

The two levels of text in this book make it ideal for Reading Buddy programs, which are now popular at many schools. For more information, please see: <https://melissa-stewart.com/wp-content/uploads/2024/06/scirdbuddies.pdf>

**BEFORE YOU READ****Grades K–2**

- After looking at the cover of the book and reading the title, ask students what they think *A Place for Frogs* will be about. Write their responses on chart paper.
- Provide a list of vocabulary words and discuss their meanings.
- Look at the range maps on the endpapers and work with students to identify frogs that live in your area.

**Grades 3–5**

- Ask students to predict the main idea of *A Place for Frogs*. Write their responses on chart paper.
- Have the students discuss the following questions in small groups. Before reading the book, compile the groups' answers on chart paper.
  1. What human actions positively affect frog survival? Explain how.
  2. What human actions negatively affect frog survival? Explain how.
  3. List some habitats where you might find frogs.
  4. Does the survival of frogs affect the survival of other animals? Explain why or why not.
- Provide a list of vocabulary words. Encourage students to buddy up and work together as they look up the words and write definitions.

**AS YOU READ****Grades K–2**

Ask students to think about the main idea of the book.

**Grades 3–5**

- Encourage students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper.
- Students should also think about the ideas you recorded on chart paper. Are there things they would like to change or add? They may want to make notes on a piece of paper.

**AFTER YOU READ****Grades K–2**

- Ask students to identify the main idea of *A Place for Frogs*. Work with them to find details that support that idea. List them on chart paper.
- Choose two frogs in the book and ask students to compare them. Students should consider each frog's body size and coloring as well as its range, habitat, and food sources. Explain the usefulness of a Venn diagram (overlapping circles showing similarities and differences) and lead students in creating one.

**Grades 3–5**

- Ask students to identify the main idea of *A Place for Frogs* and recall details that support that idea. List them on chart paper.
- As a class or in smaller groups, have students add new information or erase incorrect information you recorded earlier on chart paper.

**CLASSROOM ACTIVITIES****SCIENCE****Grades K–2**

- Using information in *A Place for Frogs*, invite students to work in pairs or small groups to create 11×17-inch posters that show how people in your community (including the students themselves) can help frogs live and grow.
- Invite students to pretend they are frogs. Ask them to describe what it feels like to catch flies with their tongues. Then ask what they wish people would do to help them live and grow. Consider recording videos of a few children's responses with your phone and then sharing them for the whole class.
- Young children can often see and evaluate the actions of others, but they may have trouble understanding the impact of their own behaviors. And yet, they need that awareness before they can get involved in meaningful conservation.

To help students develop their thinking in this direction, encourage them to discuss how they might be harming the environment without even realizing it. They can use some examples from *A Place for Frogs* as thought starters. Then encourage students to suggest ways they might change their behavior to help protect animals and preserve natural environments in your community.

- Frogs eat a variety of foods. As a class, do some research to find out what the frogs in *A Place for Frogs* eat. Then divide the class into small groups. Assign a different frog to each group and have students create a menu poster for their frog. Group members can work together to draw pictures of their frog. Below these images, they can draw foods they've selected for their frog to eat.

**Grades 3–5**

- Sing Melissa Stewart's "Frog Life Cycle" song with your students: [https://melissa-stewart.com/wp-content/uploads/2023/12/Frog\\_Lifecycle\\_Song.pdf](https://melissa-stewart.com/wp-content/uploads/2023/12/Frog_Lifecycle_Song.pdf). Then divide the class into small groups and invite each

team to create a life cycle song for another kind of animal.

- Children love to learn by doing, so try this kinesthetic activity. Have your students count off by fours. All number ones should go to the front of the classroom. Ask them to pretend they are frog eggs. Number twos should stand on the right-hand side of the room. They will pretend to be tadpoles. Threes should go to the back of the room and act like froglets, and fours should stand on the left-hand side of the room and pretend to be adult frogs.

After a few minutes, reassign roles so that eggs become tadpoles, tadpoles become froglets, etc. When all four groups have enacted each life stage, ask students to draw a frog life cycle.

- Divide the class in half and have each team create a Book Fact Scavenger Hunt for the other team. Have students look through *A Place for Frogs* and other books about frogs. (See the Related Reading at the end of this guide for suggestions.) They should choose a few interesting facts and turn them into questions. Here are some examples:

— In *A Place for Frogs*, how many kinds of frogs live on Earth?

— In *Frogs* by Nic Bishop (Scholastic, 2008), how many kinds of frogs are shown in the photos?

Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students can pick one question at a time and compete to see which team can answer the most questions.

- Have each student research one of the frogs discussed in the book and write a report. Each report should include the duration of each life stage, habitat and range, food sources of adults and tadpoles, and any fun facts the student discovers.

### All Grades

To help students learn to identify the frogs discussed in the book, have them play Frog Bingo. Make the cards by photocopying images from the book. To win, older students should tell you a fact about each species in their "line." If you make two sets of cards, students can also play Concentration.

### MATH

#### Grades K–2

Using the information in the next column, students should create a bar graph that compares frog sizes. Then have students choose three frogs and draw them to scale. They

can also color the frogs using the art in *A Place for Frogs* as a guide.

Green frog: 3 inches

Northern leopard frog: 4 inches

Wood frog: 2 inches

Pine barrens tree frog: 1 inch

California red-legged frog: 5 inches

### Grades 3–5

A frog uses its powerful back legs to get around. Most frogs can jump about twenty times their body length.

Write the frog sizes listed above on chart paper and have your students calculate how far each species can jump.

### All Grades

The world's longest recorded frog jump is 32 feet and 3 inches. Have a human jumping contest in your classroom to find out how far your students can jump. You may want to coordinate this contest with your school's Physical Education teacher.

### LANGUAGE ARTS

#### Grades K–2

- Have students create as many words as possible with the letters in *A Place for Frogs*. Ask the children to sort the words by: number of letters in each word, vowel sounds, and word families, such as ar, ace, and ag. (See suggestions below.) They can also alphabetize the words.

First round: ar, far, car, cars

Second round: ace, race, races, lace, grace

Third round: ag, sag, rag, rags

- Give each student a copy of Activity Sheet 1 at the end of this guide and ask them to complete it. Answers: 1. D, 2. E, 3. A, 4. F, 5. B, 6. C.
- Work with students to create seesaw books about two different frogs, such as American toads and northern leopard frogs.

On the first left-hand page, they might write: "American toads have bumpy gray skin." On the facing right-hand page, they could write: "Northern leopard frogs have smooth green skin with spots." The next page would read: "Both kinds of frogs can breathe through their skin."

Subsequent pages should continue to compare the two species—size, food, habitat, range, etc. Students can use webs to organize their thoughts.

### Grades 3–5

- Read and discuss the poem on the next page with your students. If you can't watch a real tadpole (polliwog) in

action, try to find a video of one swimming on the Internet.

Working in small groups, your students should write their own poems about a frog or tadpole. The poems can be silly, but they should also include some facts.

### The Polliwog

Oh, the Polliwog is woggling  
 In his pleasant native bog  
 With his beady eyes a-goggling  
 Through the underwater fog  
 And his busy tail a-joggling  
 And his eager head agog  
 Just a happy little frogling  
 Who is bound to be a frog.

—Arthur Gutterman

- Have students pretend they are frogs. Ask them to write how it feels to go through each life stage. Next, ask them to describe how it feels to catch a fly, leap through the air, or swim in a pond.

Encourage students to use examples from the book (invasive species, dogs running loose in woods, destroying habitats to build homes or create farmland, etc.) to explain the challenges of surviving. In a concluding paragraph, students should suggest ways humans can help frogs and improve their habitats.

- Create an *A Place for Frogs* nonfiction text structure class book. Make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 1 and 2). Then bind all twelve pages into a book.

Divide students into pairs or small groups. Using *A Place for Frogs*, students can write down the name of each frog species as well as the human **cause** that's helping that frog and the specific **effect** on the animal.

**Note:** Even though the endpapers contain twelve maps, the green frog does not have an accompanying cause-and-effect page. So, it's best not to include this frog in your students' books.

- As an alternative to the nonfiction text structure class book, you could have each student create an individual book. For each student in your class, make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 1 and 2). Then bind all twelve pages into a book.

Using *A Place for Frogs*, students can write down the name of each frog species as well as the human **cause** that's helping that frog and the specific **effect** on the animal.

**Note:** Even though the endpapers contain twelve maps, the green frog does not have an accompanying

cause-and-effect page. So, it's best not to include this frog in your students' books.

- Activity Sheet 2 asks students to compare and contrast how humans interacted with frogs in the past and present. Give each student a copy of the worksheet and ask them to complete it.
- Have students write letters to author Melissa Stewart, telling her what they liked best about *A Place for Frogs*. If you email photos of the letters to [melissa@melissa-stewart.com](mailto:melissa@melissa-stewart.com), Melissa will respond.
- Divide the class into teams of three or four for a game of Frog Boggle. Choose one frog species name and give students three minutes to think of as many words as possible from the letters in the name. One member of each team should record the answers while the others manipulate the letters.

As each group reads its words, the other teams cross off any repeats. The team with the most original words wins. Repeat the game with other species names, so that each student has a chance to be the recorder.

## ART

### Grades K–2

Have students create an image of one of the frogs in *A Place for Frogs* and its habitat, highlighting what the animal needs to live and grow. Make materials with a variety of textures available, including paints, magazines, and fabric. Some students might like to use plastic wrap for water or a pipe cleaner for the frog's tongue. Encourage them to use their imaginations.

### Grades 3–5

Have students look carefully at the background art on each two-page spread of *A Place for Frogs*. As a class, list all the questions the book's illustrator, Higgins Bond, had to ask herself about each spread before beginning her paintings.

Possible questions include: Where is the habitat? What trees and other plants grow there? What time of day is it? What time of year is it? Are there eggs or tadpoles at that time of year? Which plants should be in bloom? What other animals should be shown? How many frogs should be shown? What are the frogs doing?

Using their list of questions, have students research and create a mural that depicts a natural frog habitat in your community.

## MUSIC

### Grades K–2

As a class, listen to and practice the calls made by frogs that live in your area. Encourage students to listen for

these calls on spring evenings.

### Grades 3–5

Have students use field guides and Internet resources to discover what kinds of sounds the frogs in this book make. As a class, create and record a song that includes many different frog calls.

### GEOGRAPHY

#### Grades 3–5

Have students study the range maps shown on the endpapers of the book. Ask them to list all the frogs that live in your area. Emphasize that the frogs discussed in this book represent just a few of the ninety-five species that live in North America. Have the students do research to find out about additional species in your area.

### ADVANCED ACTIVITIES

- Have students research organizations that support the protection of one of the frog habitats mentioned in this book. They should contact one organization and find out about its recent work. Students should write a report and deliver an oral presentation about what they have learned.
- Have students make a list of some of the things people do to harm the frogs discussed in this book. Then have them list ways people could change their behaviors to help frogs. Next, ask students to list some things they do every day that could harm the environment or the animals that share our world. (Possibilities include wasting electricity; wasting water; forgetting to recycle; littering; using straws, Styrofoam cups, and heavily packaged foods, such as drink boxes; and throwing out old clothes, games, toys, and bicycles instead of donating them to charities.) Can they think of ways to modify their behavior?
- Have students write a letter to a school or town official asking them to change a policy that will positively impact a habitat where frogs live.
- Divide students into teams of three or four and ask each group to pretend it is a news team. Each team should make a video of a mock news report about a local effort to protect frogs or other creatures and/or open space.

### RELATED READING

Bishop, Nic. *Frogs*. New York: Scholastic, 2008.

Guiberson, Brenda Z. *Frog Song*. New York: Holt, 2013.

Jenkins, Martin. *Fabulous Frogs*. Somerville, MA: Candlewick, 2016.

Markle, Sandra. *Toad Weather*. Atlanta: Peachtree, 2015.

Simon, Seymour. *Frogs*. New York: HarperCollins, 2015.

### AWARDS

- Cybils Award Nominee
- Green Earth Book Award, Honor Book
- National Science Teaching Association Recommended Title

### REVIEWS

“This big, bold book is as much about habitats as frogs, and both topics will fascinate elementary students. . . .

Coupled with an aquarium of tadpoles and a schoolyard pond or wetland walk, this is a perfect resource.”

—National Science Teaching Association

“Written and illustrated with young children in mind, this book is a good starting place for environmental studies.”

—Booklist

“Stewart's beautifully illustrated title centers on how humans negatively affect wildlife and makes a strong case for conservation.” —School Library Journal

“Stewart has a gift for offering scientific information in an inviting way for children. . . . Highly recommended, this book belongs in every public library. Children will pick it up for love of the animal and in the process learn about their own impact on frogs.” —Kids Lit

“Kids should have fun poring over the frogs in this book while teachers and librarians can coordinate it with a lesson on life cycles, the environment, and habitats.”

—Simply Science Blog

“A Place for Frogs is a beautiful frog primer introducing children ages 6–10 to the myriad varieties of frogs, their lifestyles and habitats, their beneficial nature, and their complex role as an index species.”

—Children's Bookwatch



### ABOUT THE AUTHOR

Melissa Stewart is the award-winning author of more than 200 books for children. She has a BS in biology from Union College in Schenectady, NY, and an MA in science journalism from New

York University. Melissa speaks frequently at schools and conferences for educators.

[Melissa-Stewart.com](http://Melissa-Stewart.com)

### ABOUT THE ILLUSTRATOR

Higgins Bond, who has illustrated books for children for more than twenty-five years, attended Phillips



University in Oklahoma and received a BFA from the Memphis College of Art. She has also created illustrations for magazines and posters, calendars, ads, brochures, figurines, dolls, and individual paintings for various companies.

Her school visit presentation, "Yes, It Is Possible to Make a Living as an Artist," is perfect for aspiring artists of any age.

[HigginsBondArtist.com](http://HigginsBondArtist.com)

### AUTHOR & ILLUSTRATOR VISITS

**We have authors and illustrators who visit schools and libraries.**

**For information regarding author appearances, please contact  
800-241-0113 or  
[Publicity@PeachtreeBooks.com](mailto:Publicity@PeachtreeBooks.com)**

### Melissa Stewart's A Place for . . . series:

*A Place for Bats*  
*A Place for Birds*  
*A Place for Butterflies*  
*A Place for Fish*  
*A Place for Frogs*  
*A Place for Turtles*

### Also available from Melissa Stewart:

*Beneath the Sun*  
*Under the Snow*  
*When Rain Falls*  
*Pipsqueaks, Slowpokes, and Stinkers:*  
*Celebrating Animal Underdogs*  
*Mega-Predators of the Past*

Peachtree Teacher's Guide for  
**A PLACE FOR FROGS (Third Edition)**  
prepared by Melissa Stewart

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*A Place for Frogs*

Language Arts: Activity Sheet 1

NONFICTION TEXT FEATURES MATCH

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text features help readers understand a text. Read the name of each text feature included in *A Place for Frogs* in the left-hand column. Then, find the correct definition in the right-hand column. Write the letter of the correct definition next to each text feature.

- |    |              |       |    |  |
|----|--------------|-------|----|--|
| 1. | Bibliography | _____ | A. | This text helps reader learn more about the topic.                               |
| 2. | Close-up     | _____ | B. | This large type contains the most important information in the book.             |
| 3. | Text Box     | _____ | C. | Gives readers visual geographic clues that help readers know where animals live. |
| 4. | Heading      | _____ | D. | Helps readers understand how the author gathered the book's information.         |
| 5. | Main Text    | _____ | E. | Helps readers see details in something small.                                    |
| 6. | Maps         | _____ | F. | Gives readers clues about what they will learn from the text.                    |



Name of Frog: \_\_\_\_\_

Cause: \_\_\_\_\_

\_\_\_\_\_

Effect: \_\_\_\_\_

\_\_\_\_\_



A  
Place  
for  
Frogs

by: \_\_\_\_\_

*A Place for Frogs*

Language Arts: Activity Sheet 2

NONFICTION TEXT STRUCTURES, COMPARE AND CONTRAST

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Author Melissa Stewart uses a cause-and-effect nonfiction text structure in the main text of *A Place for Frogs*, but in the text boxes, she often compares and contrasts past human actions to present human actions.

**Directions:** Find the text boxes listed below. For each text box, compare and contrast from then to now.

**Example: Sierra Nevada Yellow-legged Frog**

**Then:** People added fish to lakes. The fish devoured yellow-legged tadpoles.

**Now:** People are removing the fish.

**Oregon Spotted Frog**

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

**Eastern Spadefoot Toad**

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

## Gopher Frog

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

## California Red-legged Frog

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

### Bonus Question:

Look at the names of the frogs in the book. Are they written in bold or italic print?