

Books for Young Learners Teacher Resource

Book Notes



The Little Frogs of Puerto Rico / Las ranitas de Puerto Rico

Author Sheila Wegryn

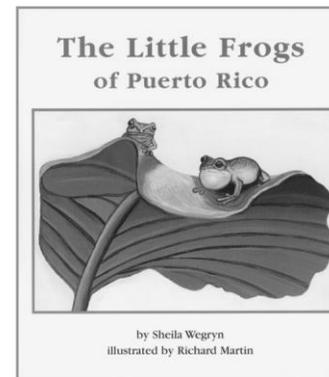
Illustrator Richard Martin

12 pages ■ 140 Eng. words ■ 1Spn. 134

words Fountas and Pinnell Level J

Intervention Level 16

Descubriendo la Lectura Level 12



The Little Frogs of Puerto Rico

SYNOPSIS

A bedtime conversation between a boy and his grandmother, recalling memories of frogs singing in their homeland of Puerto Rico.

WHAT THE BOOK OFFERS

- Realistic fiction
- Third person
- Tense changes, alternates between past and present tense
- Recall of one aspect of life in another country
- Mainly dialogue
- Book language
- Cultural links
- Setting in illustration alternates between current home and previous one but characters remain in same setting
- Speaker not always identified, requires careful and inferential reading
- Some Spanish words, essential to the story
- Map and extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Understanding the structure of the text, recall
- Understanding the alternating setting in illustrations
- Expression through language structures, especially the grandmother's speech
- Maintaining meaning over longer and more complex sentences
- Understanding tense changes

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INTRODUCING THE BOOK

The title tells us that we are going to find out something special or important about the frogs of Puerto Rico, and the illustrations on the cover and title page could lead us to think that this is going to be a nonfiction book. But if we flip through the book, what do we find? So what kind of text do you think this might be? I think you are going to find this a very interesting book because of the way the author tells her story. See if you can find the pattern she uses.

FOCUS OF INSTRUCTION

- It will be important to help the students establish that the frog illustrations are images in Tomás's and Abuela's memories of Puerto Rico.

Page 3: Where do you think the frogs really are?

Well, where are Tomás and Abuela? Which words tell you that the frogs and Abuela and Tomás are not in the same place? What else do those words tell you?

Pages 4 and 5: Where are these frogs? And what has happened to the tense? Check back to page 2 and then read on to page 6.

Page 6: Which words told you that Abuela is speaking about something in the past?

Page 7: What do you notice about the speech here? How else could Abuela have said this? Why do you think the author chose to write it like this? How does that help distinguish it from the previous page?

Page 12: Do you think this conversation is something that happens regularly? If so, why is it important to Abuela? And to Tomasito?

FOLLOWING THE READING

What will Tomás likely be dreaming about?

- Discuss memories and how these are in the past tense, and how diaries and photographs help people recall events from the past.
- Write about something remembered from some time ago.
- Look at other texts with alternate structures and flashbacks and discuss when these are appropriate.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Tomás missed the coquí frogs because . . . Grandmothers like to . . . and . . . because . . .</i>
USE YOUR MEMORY	<i>Where did the coquí frogs live in Puerto Rico? How do you know? Are coquí frogs big or little? Point to all the places in the book where it tells you if they are big or little.</i>
WHAT'S YOUR OPINION?	<i>Why do you think the coquí frogs only sing at night? Why do you think Puerto Rican people fall asleep listening to the little coquí frogs?</i>
BE CREATIVE	<i>Tomás fell asleep dreaming about Puerto Rico and the sound of the coquí frogs. Make up a beautiful dream that you would like to have some night. Where are you in this dream? Is anyone else with you? What are you doing? What are you seeing and feeling? Write down everything you can about your beautiful dream and then share it with a friend. Sweet dreams!</i>
VOCABULARY AGENT	<i>Look on the inside front cover of this book. You will see three Spanish words that are used in this story. Read what each word means and how to pronounce it. Then write each word in a sentence. After you are finished with your three sentences, see if you can write a sentence with all 3 words in ONE sentence.</i>