

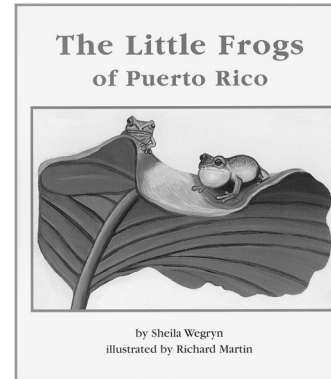
Books for Young Learners Teacher Resource

Book Notes



The Little Frogs of Puerto Rico

Author Sheila Wegryn
 Illustrator Richard Martin
 12 pages ■ 143 words



Em	Early				Fluent			
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	S		G		I			

S = Shared G = Guided I = Independent

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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The Little Frogs of Puerto Rico (continued)

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.