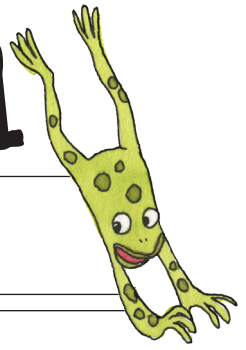
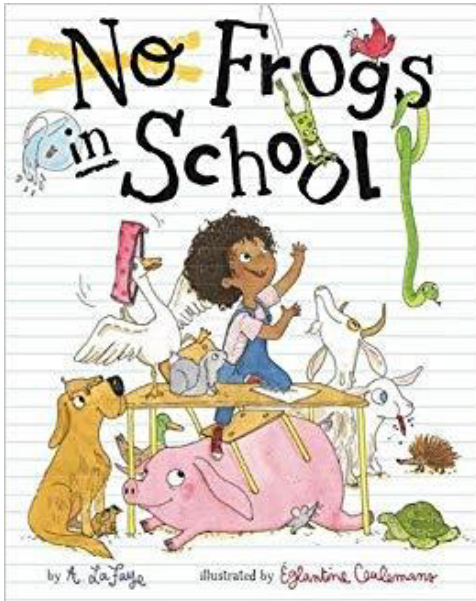


No Frogs in School



Teaching Guide

By Yvonne Furniss, Teacher & Literacy Specialist



No Frogs in School

By A. LaFaye
Illustrated by Eglantine Ceulemans
Sterling Children's Books
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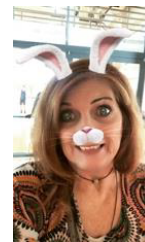
Knowing that “picture books represent a unique visual and literary art form that engages young readers and older readers in many levels of learning and pleasure,” encourages parents and educators to provide easy access to children of all ages.

Hoppy pets, hairy pets, scaly pets: Bartholomew Botts loves them all, and he doesn't want to go to school without one! Unfortunately, when Bartholomew brings his brand-new frog to class, his teacher, Mr. Patanoose, declares: No frogs in school!

How will Bartholomew keep his animal friends close at hand . . . and follow Mr. Patanoose's rules, too?

BEFORE You Hop In:

- What is an author? Who is the author of this book?
- What is an illustrator? Who is the illustrator of *No Frogs in School*?
- Book Walk
 - Let's do a quick picture walk through this book. Pay attention and be prepared to tell me or a friend something that you notice. After identifying the cover, the dedication and publisher page, the reader/teacher turns through the pages, pausing only briefly with each turn.
 - Option: Be a detective! Students use a magnifying glass to find “clues” about the story in the illustrations.
 - Cover Prediction: *Where may he (Bartholomew) be going? How does he feel about where he is going? How do we know?*
 - Title Prediction: *Who do you think is saying, “No frogs in school”? Why would someone say, “No frogs in school”? Is that a good idea? Why or why not?*
 - Now, ask the students to turn to your shoulder partner and take turns telling each other something that you noticed.
 - What are you wondering? Tell a different friend what you are wondering about this story.



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As You Hop Along:

- **Words** are used to move a story through time. *As we read, pay attention to the time words. Have student find time words used by the author to take the reader through time in the story. The words “On Monday” tell us when. Monday is a day- of-the-week word. Let’s find other words that move us through the story and help us know when something happens. Chart the words as students identify them OR have students work with a partner to identify and record the words to share during group time.*
 - “During art” reveals when Ferdinand jumped into the finger paints.
 - “On Tuesday” Bartholomew slips Sigfried into his pocket.
 - “On Wednesday” the hamster goes to school.
 - “On Thursday” Sylvia the snake slithers up the wall.
 - “Tomorrow” is for show and tell.
 - “On Friday” Bartholomew wants to take his rabbit to school.

Ask students how much time goes by during this story. Ask students to brainstorm for other words that may be used to move a story through time. (*Once upon a time* in fairy tales; *Early one morning, the next day*)

- The **onset** is the initial phonological unit of any word. Each pet in this story has a name with the same initial sound (onset). *Let’s find all the names of Bartholomew’s pets and list them on our chart.*

| | Sound | Letter |
|----------------------------|-------|--------|
| 1. Ferdinand the Frog | /f/ | f |
| 2. Sigfried the Salamander | /s/ | s |
| 3. Horace the Hamster | /h/ | h |
| 4. Sylvia the Snake | /s/ | s |
| 5. Rivka the Rabbit | /r/ | r |

Connect With the Author

A. LaFaye

Ms. LaFaye loves to do school visits & answer questions

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After students have identified all the pets and charted their names, have them make the sound of and name the initial letter for each. Then, have the student name the following animals using the same initial letter (onset) as the animal. (Daisy the dog, Kevin the kangaroo...)

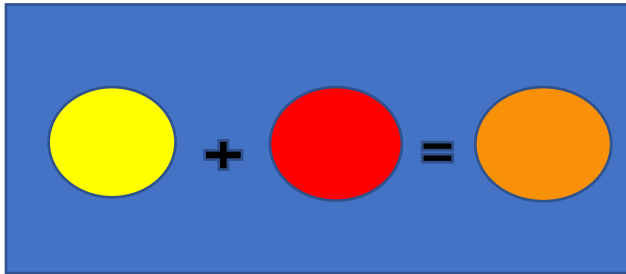
| | | |
|------------------------|-----|---|
| 1. _____ the dog | /d/ | d |
| 2. _____ the kangaroo | /k/ | k |
| 3. _____ the alligator | /a/ | a |
| 4. _____ the lizard | /l/ | l |

Words to know

- Author – the person who writes the story
- Illustrator – the person who creates the pictures for the story
- Text – the printed letters or words on the page
- Illustration – the pictures that help us understand the story

Would you rather be the author or the illustrator? You may decide to be both. Continue the story by adding another animal that Bartholomew will take to school. Sketch, draw, paint, or color an illustration for the story. You may want to partner with a friend, so one can be the author and the other be the illustrator.

- **ART:** During art, Mr. Patanoose taught his students how mixing two primary colors makes a new color. Provide students with the primary colors -red, yellow, blue, and green-of finger paints and have them mix two colors at a time to discover the newly created color. Perhaps, some of the students will design: “color formula” cards to share with the class.





Connect With the Illustrator
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[@lelephantine](https://twitter.com/lelephantine)

- **Motion and Dance:** Make your body move like the pets in *No Frogs in School*.
 - Let me see your body **jump** like Ferdinand the frog. He **slip-hopped** away.
 - What does it look like to **skitter** like Sigfried the Salamander?
 - Sanford **sha-sha-shoomed**. Can you?
 - Sigfried also **scampered** and then **scurried**. Let's scamper. Now, scurry.
 - Horace the hamster squealed and **squirmed** and **shimmied**.
Which of these are motions that we can do with our bodies?
Yes, will you squirm and shimmy?
 - Silvia **slithered** right up the wall. Try to slither on the floor.
 - How would Rivka the rabbit move? What is the action word (verb)?

After You've Hopped Out of the Story

[CCSS.ELA-LITERACY.RL.2.3](https://www.coreknowledge.org/standards/aligned/CCSS/ELA-LITERACY/RL/2/3/)

Describe how characters in a story respond to major events and challenges.

- Ask students to discuss how Bartholomew responded to Mr. Patanoose's new rule, "No frogs in school"?
- How did Mr. Patanoose respond when Bartholomew brought a different animal/pet the next day?
- **SCIENCE WORDS:** *amphibian, rodent, and reptile* (include mammals)

Revisit the story to identify each pet that Bartholomew took to school. Match the groups of animals/pets with the animal class. Create a class anchor chart for the **characteristics** of each class of animals. <https://a-z-animals.com/reference/animal-classification/>

[CCSS.ELA-LITERACY.L.2.1.E](#)

Use adjectives and adverbs, and choose between them depending on what is to be modified.

- **Adjectives** are words that describe. Author, A. LaFaye, uses adjectives to describe Bartholomew's pets. How many adjectives can you find? (*hoppy pets, hairy pets, scaly pets*)
 - Find adjectives that describe other items in the story. (*cool pink lunchbox, new rule, a hoppy happy idea...*)
 - Add your own adjectives to describe the following items using clues from the illustrations.
 - Mr. Patanoose's _____ shoe
 - _____ seedlings
 - Horace the hamster's _____ house
 - Sylvia the _____ snake
- **Verbs** are words that show action. (Option: Connect the verbs to the Motion and Dance activity above.) This story is chocked full of fun vivid verbs like *Batholomew **plopped** him in his cool pink lunchbox; but he **slip-hopped** away; Sigfried **skittered** up Sanford's sleeve.*)
 - How many more action verbs can you find in the story? List them. Select three words and then write a new sentence using each of the three words.
 - Can you come up with your own original vivid verbs? What are they? Make sure they are action words!

[CCSS.ELA-LITERACY.RL.2.5](#)

Describe the overall structure of a story, including **describing how the beginning introduces the story and the ending concludes the action.**

- Ask students where the story begins. How do we know? Do the words tell us or the illustration? Where does the story end? How do we know? Do the words tell us? Does the illustration? Or both?
- How is the end of the story the same as the beginning? How are they different?

[CCSS.ELA-Literacy.L.2.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing EXTENSION:

Think about the beginning--"Bartholomew Botts loved pets. Hoppy pets, hairy pets, and scaly pets," **and ending**--"And no one was happier than Bartholomew, because Bartholomew Botts loved pets. Hoppy pets, hairy pets, scaly pets, and classroom ones too."**-of the book.**

Fill in the blank with your name and something that you love. Think of something you love so much that it makes you happier.

_____ loved _____. No one was happier than _____, because she/he loves _____.

Continue writing to make this your own book!

Teacher Guide: No Frogs in School

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