



## Thinksheet

## Rising Kindergarten

### Frog on a Log? By Kes Gray and Jim Field

#### Caregiver Connections:

**Before Reading:** Use a “Picture Walk” to preview the book together in the following ways:

- Look at the cover and read the title, pointing to each word as you say it and demonstrating how to read using the correct intonation for a question. Discuss with your student what a question mark means at the end of the title or in a sentence.
- Look through and discuss the characters and illustrations, and **ask your student to make predictions** about what they think the story will be about. Will this story be real or imaginary? What makes them think so?

**During Reading:** As you read with your student seated beside you and looking at the text and illustrations, **model reading fluency** and show how the text flows from left to right and top to bottom on each page. Drag your index finger along below the text as you read it, being sure to also:

- **Model reading the dialogue between the characters with voices and expression.**
- **Pause** appropriately, **enunciate** and **emphasize the matching ending sound of rhyming words** as you read to **help your student to hear the rhyming word pairs in the dialogue.**  
(ex: Only *cats* sit on *mats*,” said the cat.)

**After Reading:** Recognizing rhyming words is a foundational level of phonemic awareness, as it requires students to listen carefully to sounds within words. **Discuss with your student that rhyming words have the same middle and ending sounds, even if spelled with different letters.** (ex: *goats, coats* or *owls, towels* or *bees, keys*)

1. **Challenge your student with a question, “Can you listen for, remember, and repeat the rhymes?”**
2. Have your **student choose a page early in the story to re-read**, such as the one with the fox or goat.
3. **Read the page slowly and enunciate the ending sounds of rhyming words** while your student listens.
4. Pause and **have your student repeat back each of the rhyming pairs they heard.**  
Can they remember and repeat them all?
5. **Repeat the challenge with a longer page later in the story that features more difficult and “silly” rhymes**, such as the one with the gorilla or seal. Can your student repeat the rhymes? What is their favorite?



These resources were prepared by GELF's Educator Advisory Council, a group of 28 Tennessee educators, to encourage engagement with the K-3 Home Library books distributed to students over the summer.

Access more resources at [BookersBookClub.org/Activities](https://BookersBookClub.org/Activities)





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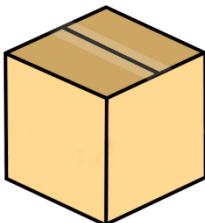

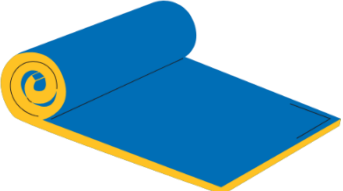



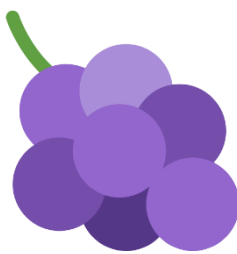

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## Frog on a Log? By Kes Gray and Jim Field

### Where Did They Sit? Bingo Game: Can You Recognize the Rhyme?

There were many rhyming pairs in the story. Your student can play this game with a friend or family member. That person chooses and reads the name of an animal from the Animal Word List below, and then the student looks for the rhyming match on the Bingo Card and places a coin or temporary marker on the square. Encourage your student to say the pair of words together when they recognize the rhyme. (Example: the person says "frog," and your student looks for a rhyming word picture and says "log!...frog, log!, putting a coin or marker on log.) When the student has three in a row, they get "Bingo!"

**Animal Word List: frog, ape, seal, cat, parrot, snake, hare, fox**

		
	<b>FREE SPACE</b>	
		



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