

Which Animal Is Which?

Introduction

This teacher's guide helps children learn about some animals that people often mix up. Following the principle of science as inquiry, readers discover the fun of solving the mystery of "which animal is which." As they read, children use critical thinking skills, such as comparing and contrasting, identifying sequence, and making inferences. Readers find out where animals live, how they are classified, how they are alike and different, and how they survive in their special environments.

National Standards

This series supports [Science](#) and [Language Arts](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities linking to the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: H

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Where to Find More Information About Titles in this Series:

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Teacher's Guide for [Frog or Toad? How Do You Know?](#)

One has wet skin and the other is dry and bumpy. One is thin and lean and the other is fat and round. One is a frog and one is a toad. But . . . which animal is which? In this book, engaging text and inviting photographs guide readers through the differences between frogs and toads. Readers call on their critical thinking skills to help them as they learn about the lives and habitats of these special animals.

Introduction Read the title aloud and discuss the cover photographs. Have children browse through a few pages, then ask: *What do you predict the author will tell you about frogs and toads? How will you confirm your predictions?* Help children understand that they can confirm if their predictions are right or wrong by reading the book.

Pages 2-3 Read the *Contents* page aloud. Explain that it lists where to find things in the book. Choose one entry and have children use the page number to locate it. Have them confirm that the heading matches the words on the *Contents* page. Pronounce the *Words to Know*. Have children repeat them after you. Define each word and use it in a sentence to clarify meaning.

Pages 4-5 Read the text and discuss the photographs. Have children track the text as you read or echo read with you. Let them speculate about which is the frog and which the toad. Explain that the author will provide clues to help them know for sure which is which.

Pages 6-7 Read these pages together to establish the 2-page text pattern. Explain that the author compares and contrasts the two animals. Remind children that to compare things, we tell how they are alike; to contrast them, we tell how they are different. Invite volunteers to tell how the animals are alike and different. (Alike: both have 4 legs, 2 eyes; different: frog has wet, slimy skin, needs to be near water, toad has dry, bumpy skin and can live away from water)

Pages 8-17 Point out the word *predator* on page 10. Explain that often words around a word give clues to its meaning. Model the process. *It says frogs need to get away from predators, so I think predators must be other animals that could harm frogs.* Continue to survey the photos, read the text, and ask questions to help children contrast the two animals, such as: *Which has long back legs? (frog) Which has smelly skin? (toad) How do frogs use their teeth? (to hold prey) Which is quiet? (toad) Which eggs look like little bubbles? (frog's)*

Pages 18-24 As you read *Now Do You Know*, stress how it summarizes the differences between frogs and toads. Read the text on *What a Surprise* and point out the comparison: all toads are frogs. Explain how the *Learn More* and *Web Site* information can help readers find out even more about the two animals. Finally, model how to use the *Index* on page 24.

After Reading Prompt personal responses to the book by asking: *Which part of the book do you think was most interesting? Why? What questions do you still have about frogs or toads? Where do you think you could find that information?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also, make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let children do the page with you or independently. Give help where needed. **Answers: Handout** 1. female, 2. prey, 3. moist, 4. legs, 5. jaw, 6. sings, 7. tadpole, 8. water, 9. hop, 10. chain, 11. predator. **Assessment** 1. A, 2. B, 3. D, 4. A, 5. C, 6. B, 7. D, 8. A, 9. B, 10. B.

The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Explain to children that this book includes many adjectives, or words that describe things. Write a few examples on the board, such as *slimy*, *bumpy*, *slippery*, *warm*, *thin*, and *wet*. Ask children to skim the book to find more describing words to add to the list. Then challenge children to use the words in sentences of their own, for example: *The soap is slippery. The road is bumpy. This is a warm blanket.*

Math activity:

Review that a frog can jump further than a toad. Invite children to measure their own jumping ability. Attach a piece of masking tape to the floor as a “jumping-off” line. Model how to “frog-leap” from the line as far as you can. Ask a volunteer to place a sticky where you land. Cut a length of yarn to measure how far you jumped. Then let children take turns jumping and measuring the length with yarn. Give help with the cutting of yarn. Are all the cut pieces the same length? Challenge children to sort the yarn by length, longest to shortest.

Science activity:

Remind children that frogs communicate with sounds. Access the Museum of Science and Industry website so children can listen to the sounds of different kinds of frogs. http://www.msichicago.org/scrapbook/scrapbook_exhibits/frogs/sounds/index.html Relate this animal behavior with that of humans. Stress that when we communicate, we share information with others. Help children list ways that people communicate, such as talking, writing, drawing, pantomiming, singing, dancing, or body language—a look, a gesture, how we sit or stand, an attitude. Give an example of body language for *I'm hungry* or boredom and ask children to identify the feeling/message you are communicating.

Social Studies activity:

Access http://www.msichicago.org/scrapbook/scrapbook_exhibits/frogs/facts/index.html at the Chicago Museum of Science and Industry. Maps there show children that frogs live on all continents, except Antarctica. Browse the frog facts, and then explain that frogs benefit humans by eating large numbers of annoying insects, however, frog and toad populations are in danger. Every year, there are less and less. Access <http://www.savethefrogs.com/how-to-help/index.html> and discuss what humans can do to help save the world's frogs and toads.

Arts activity:

Refer back to the list children made of ways that people communicate. Write the sentence *I am tired* on the board. Read it aloud and ask volunteers to communicate the idea, but without speaking. Encourage a variety of ways, including drawing a tired person, yawning, and slumping in a chair. Then write *Today I am very happy* and ask children to contribute other ideas for the class to communicate in song, dance, pantomime, or body language.

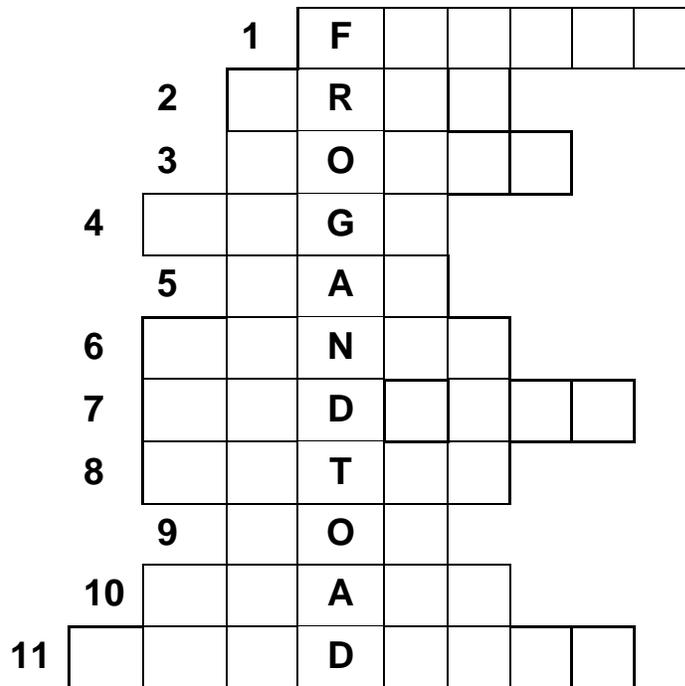
Handout

Cross-a-Word

One column in this puzzle spells **FROG AND TOAD**. Read each clue below about frogs and toads. Then fill in the missing letters of the words.

Clues

1. she lays the eggs
2. an animal that is hunted
3. a little bit wet
4. a frog has strong ones for jumping
5. teeth grow out of this
6. what a frog does loudly
7. baby frog or toad
8. frogs need to live close to this
9. a toad takes small ones
10. toad eggs lay in long ones
11. animal that hunts other animals



Frog or Toad?

Assessment

Circle the letter that best completes the statement or answers the question.

1. A frog needs to live close to water.
 - A. True 😊
 - B. False ☹️

2. Toads have strong back legs for making long jumps.
 - A. True 😊
 - B. False ☹️

3. A toad's bumpy skin _____.
 - A. makes the skin feel slimy
 - B. smells very nice
 - C. is smooth and silky
 - D. keeps water inside the toad's body

4. Frogs have teeth but toads do not.
 - A. True 😊
 - B. False ☹️

5. Which word means the same as *predator*?
 - A. jaw
 - B. prey
 - C. hunter
 - D. chain

6. *Moist* means "very wet."
 - A. True 😊
 - B. False ☹️

7. Tadpoles are _____.
- A. animals that hunt other animals for food
 - B. logs on which frogs sit
 - C. the songs that toads sing
 - D. baby frogs or toads
8. To draw a conclusion, you look at the facts and decide what is true. After reading this book, you can conclude that frogs and toads lay their eggs in water.
- A. True 😊
 - B. False 😞
9. The author suggests that _____.
- A. all frogs are toads
 - B. all toads are frogs
 - C. all toads are “true toads”
 - D. all frogs are “true toads”
10. A male frog sings softly on warm spring nights.
- A. True 😊
 - B. False 😞