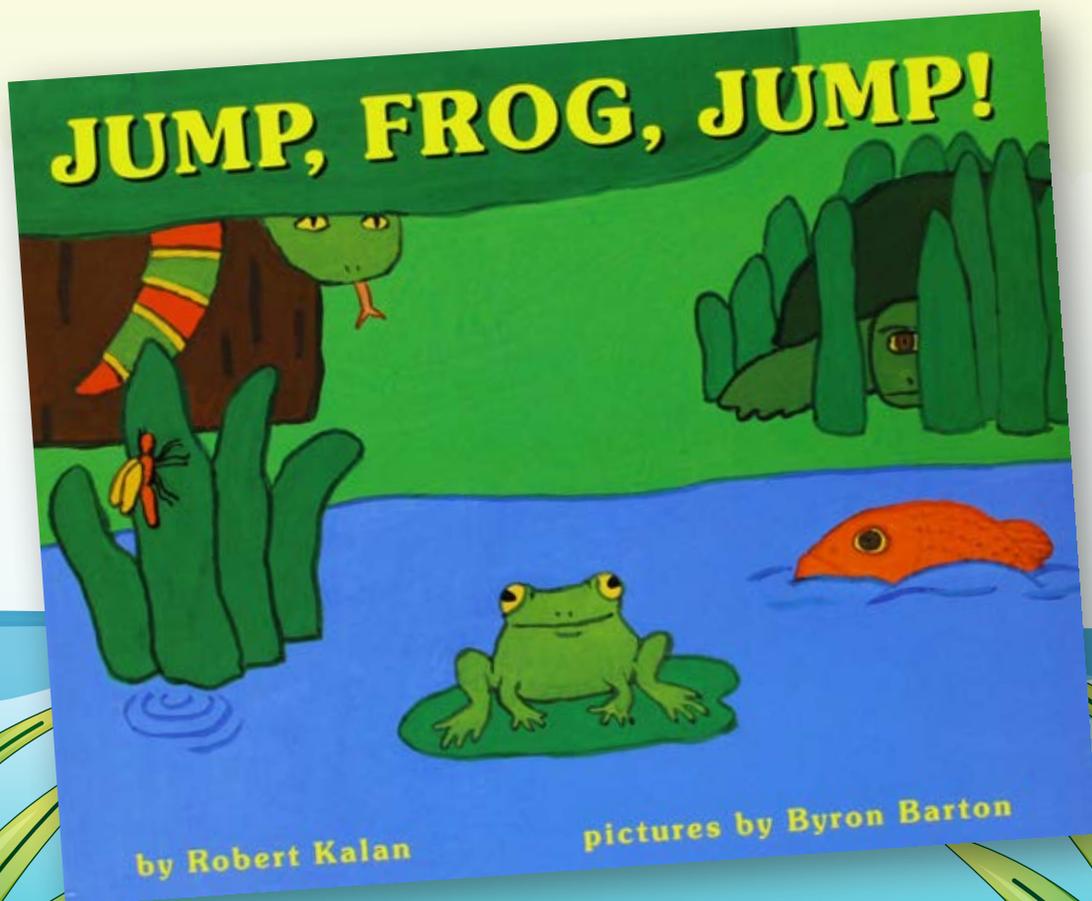


Family Book Adventures with...





Family Book Adventures

8 Introduction and Planning Pages



Packet Contents

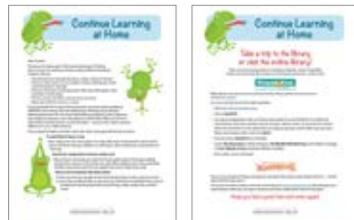
1 Invitation



1 Reminder Card Page



2 Family Take-Home Pages



1 Certificate



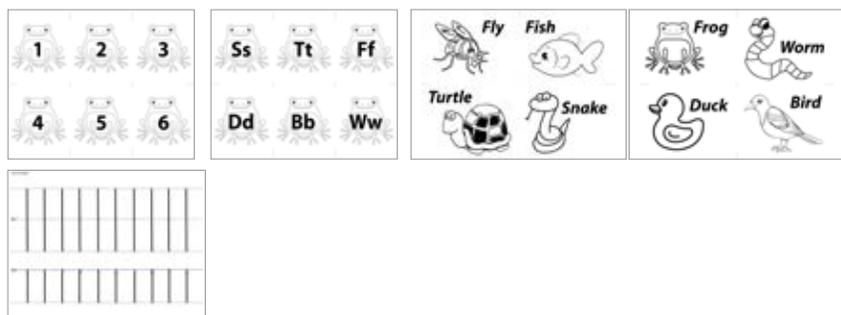
5 Table Tent Pages



3 Activity Pages

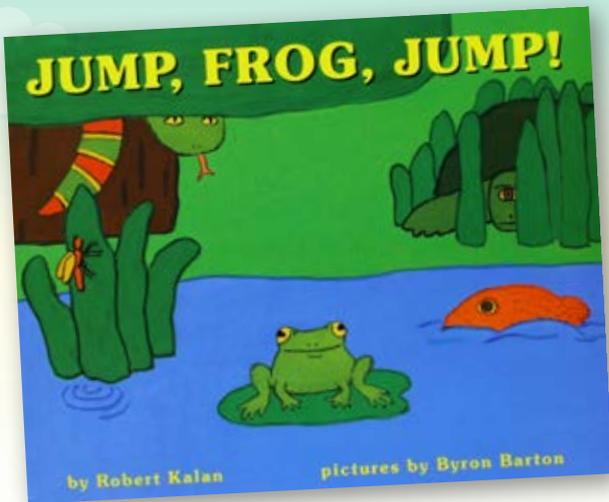


5 Activity Cards / Template



Family Book Adventures

Jump, Frog, Jump by Robert Kalan



A special time for adults and children ages 2–8 to sing, talk, read, write, and play together.

Introduction

Thank you for taking time to learn more about Family Book Adventures! The activities that follow can be shared with families as a one- to two-hour interactive family night. The activities are outlined for three different age groups of children: three activity stations to support preschool/ kindergarten literacy skill building, an exploration table especially for toddlers, and extension activities that offer primary grade children the chance to take a jump into the subject. Please keep in mind that you know your families best, and can adapt all activities, age suggestions, and groups to provide a successful and fun experience for those who attend.

The purpose of these family night activities is to **educate families about the importance of early literacy**. Partnering with families in this way can increase the positive impact on children's pre-reading skills. The activities included in this resource focus on five research-based practices emphasized by the **Every Child Ready to Read @ your library 2nd Edition** initiative: **Singing, Talking, Reading, Writing, and Playing**. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Jump, Frog, Jump* and would welcome the opportunity to collaborate and share.

Through these activities, families have fun together while building a foundation for early literacy. The "why" behind the "what" of each activity is outlined so that caregivers can see the important role they play in the education of the children in their lives. Caregivers not only engage in fun activities, but also learn how to maximize pre-reading skills through simple strategies they can continue at home.



Facilitator Resources

Preparation and Planning Tips

A Message for Facilitators

SETTING THE STAGE: Introduce the featured book, *Jump, Frog, Jump*, written by Robert Kalan and illustrated by Byron Barton. *Jump, Frog, Jump* is a cumulative poem (sometimes called a chaining story) about a frog trying to catch a fly without getting caught itself. Every page adds a line to the poem and the entire poem is recalled and built upon. These stories are fabulous for exercising a child's working memory skills.

Share with families that the evening will include reading the book together, followed by some activity stations related to the story. Talking points are provided, if interested, to help emphasize to families the learning components of the adventure for which they are about to embark.

THE ADVENTURE BEGINS: Read the book together, and then provide the opportunity for families to travel and explore various activity stations that relate to the book and support early literacy development. A printable table tent with instructions, as well as learning connections, is provided for each station.

TRANSFER TO HOME: As a wrap-up, gather your group together once more for a closing activity. Take-home activity sheets are provided, so families can extend their learning at home.

PREPARATION AND PLANNING TIPS:

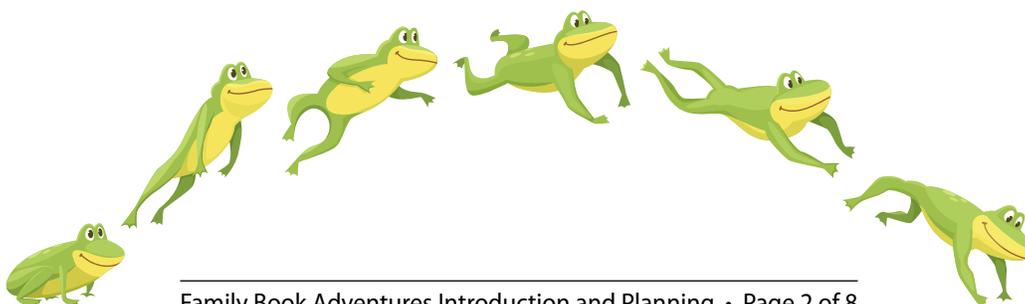
To help save time, included in this resource are:

- Preparation and Planning Tips for Facilitators
- Sample Event Invitation/RSVP and Reminders
- Sample Completion Certificate

Depending on the time frame of the event, you could pair the event with a light meal or refreshments to encourage participation and relaxed networking among families.

These activity suggestions are here as a guide. Feel free to add creative ideas to make it your own and meet the needs and interests of your participants.

ENJOY AS YOU JUMP INTO READING TOGETHER!





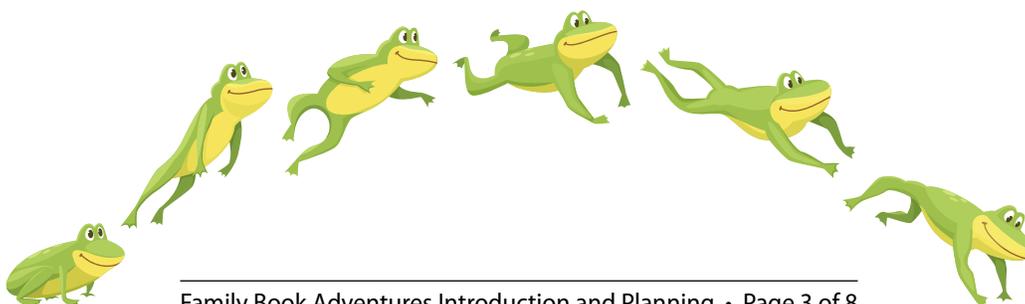
Facilitator Resources

Preparation and Planning Tips

Setting the Stage: Talking Points

As you welcome families to this special event, consider including these talking points from everychildreadytoread.org to help set the stage:

- It is wonderful to see the families in the room making time to enjoy a literacy event together. Families are truly a child's first and most important teacher. They may not realize it, but they are an essential partner in their child's education.
- Research shows that when the adults in a child's life nurture early literacy skills at home, there is a major, positive impact on that child's reading success.
- Simple yet research-based practices, such as talking, singing, reading, writing, and playing support and enhance children's language and literacy skills.
- Tonight, we are going to go on a book adventure together. We are going to read a great book called *Jump, Frog, Jump* by Robert Kalan. After reading, we are going to have time to explore activity stations connected to the book.
- Each activity station has a table tent nearby that provides instructions for the activity. In addition, the tent provides some neat facts about how, as adults, our interactions with children during each of these fun activities can build specific early literacy skills!
- The cool thing about these strategies is that they can be practiced anywhere. We have some materials here that are part of each activity station, but all you really need to continue practicing these strategies at home is the knowledge we hope you will gain as you learn and play together this evening.





Facilitator Resources Preparation and Planning Tips

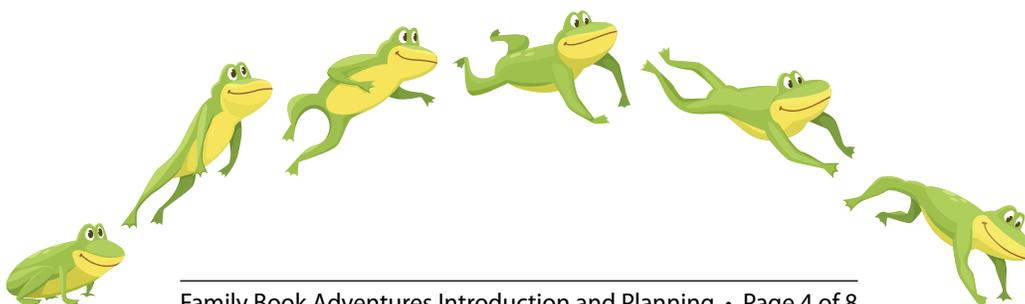
THE ADVENTURE BEGINS: Messages for Families

To support interactive reading, pass out copies of the book to each family, if they are available, and point out the label on the inside of the cover. Interactive, or “shared,” reading between adults and children is the most important activity to help children become stronger readers. Invite families to follow along using their copies of the book as you read the story aloud. Reassure families that it is OK if younger children skip ahead, or want to stay on a page a little longer. Young toddlers may bat at the book or “taste” the book. That is the beginning of print awareness and book handling. You can ask families what they know about frogs: Have they ever seen a frog? Have they watched a frog jump or heard a frog croak (ribbit)? Asking children questions helps us to understand their perspective and predictions. In addition, this background knowledge is something that aids comprehension, or the ability to understand a text.

The frog is only one of many interesting pond residents we will be meeting and learning about in this book. The author, Robert Kalan, created this book as a cumulative tale where the rhyme repeats phrases, building up as it goes along.

Encourage children to clap to each word when repeating the phrase “**Jump, Frog, Jump!**.” This book is ideal for a story walk in which the children go on a walk to find all the pond residents that you have hidden around the room or outdoors in various places, easy to see. The book lends itself to gross motor actions that replicate each pond resident – jumping like a frog, swimming motions like a fish, slithering like a snake – as the story is told. Great, great fun for children!

Informational books like this one offer children the opportunity to hear repeated words in which they can memorize the phrases and “read” along with the story.





Facilitator Resources

Preparation and Planning Tips

Activity Stations

Briefly explain the stations (three for the preschool/kindergarten age group, as well as an exploration table for toddlers and extension activities that allow primary grade children to stretch their learning) and assign families a starting point. Rotate about every 15-20 minutes, depending on the size of your group. Families with both older and younger children may need some support as they select and visit stations.

Stations for preschool/kindergarten children:

1. Catching Frogs in Bogs: Matching letters and words (S for snake, T for turtle)
2. Six Little Speckled Frogs: Cutting pond grass and decorating with tissue paper flowers or bugs (fine motor activity). Glue to blue paper pond.
3. Movin' to the Music: Dance until music stops/freeze & "land" on an alphabet lily pad.

Exploration for younger children:

- Exploring books (interactive books & others)
- Catching frogs (matching colors): w/tongue compressors & Velcro as above
- Frog on a lily pad: parachute play

Explorations and extensions for older children:

- Guided website exploration
- Book nook about pond life and amphibians
- Step-by-step draw a real-life frog (template included)
- Make-your-own Tadpole Tale (drawing pencils, etc. for pics)

Transfer to Home

Gather families back together to talk about their experience: What station was their favorite? Were any activities more challenging than expected? How did families adapt to help their child succeed? Did anyone learn a new fact that surprised them? Did anyone experience a new activity?

Together, select a finger play or large motor play (examples are included) or another short story about amphibians, pond life, or frogs to read or recite together. If you use a finger play or gross motor play, display the words and/or pictures on flipchart paper so that it is easy to follow along. Share with families that this helps children with print awareness, or realizing that print has meaning.

In closing, use the questions at the top of the take-home sheet to guide families as they reflect on the evening's activities. Provide each family with copies of the take-home activity sheets for extending learning.

Finally, thank families for taking time to do this important (and fun!) work together, and provide each with a certificate for participating.



Facilitator Resources

Preparation and Planning Tips

Materials to purchase, make, or gather: Setting the Stage

- Create a sign-in sheet and make/gather name tags for attendees.
 - Order or locate book: *Jump, Frog, Jump* by Robert Kalan.
 - When books arrive, place labels inside the cover.
 - Print introductory talking points (included), if desired.
 - Create table tents for three preschool/kindergarten activity stations, for toddler exploration tables, and for primary grade extensions.
- Hint:** To create table tents, print the sheets included that list the name of the activity, how to play, and what is learned through play. Fold each sheet as you would a trifold brochure. Open the sections and staple or tape the middle so that the tent stands up. Example below.



THE ADVENTURE BEGINS

ACTIVITY 1: Catching Frogs in Bogs

- Print several sets of frogs with the beginning letters of each pond resident. Template included. Velcro. Laminate – optional (more durable).
- Tongue depressors w/ Velcro for catching **letter** frogs.
- Pictures of pond residents with **name** of pond residents (fly, frog, snake, turtle, fish). Display pond residents for easy access to children.
- Lay out letter frogs as if in a pond (can use texture table).
- Tent with instructions for the activity.

ACTIVITY 2: Six Little Speckled Frogs

- Blue construction paper, cut to look like a pond w/6 green lily pads.
- Frogs with numbers 1-6 printed on them. Template included. One set per child.
- Green construction paper – 3" wide and length of pond (approx. 11")
- Colored tissue squares – approx. 2"x2"
- Bug, butterfly, worm stickers, if available
- Glue sticks, scissors, washable markers
- Tent with instructions for the activity.



Facilitator Resources

Preparation and Planning Tips

ACTIVITY 3: Movin' to the Music

- Music player (computer, CD player, etc.) & lively music
- Alphabet floor mats (as pretend lily pads)
- Tent with instructions for the activity.

EXPLORATION TABLE FOR TODDLERS

- Gather additional children's books about frogs (board books preferred but not necessary), such as *The Big Wide-Mouthed Frog* by Ana Martin Larranage or the *Frog and Toad* series by Arnold Lobel.
- Tongue depressors with Velcro dots added to one end
- Print and cut out colored frogs (laminates if possible) and add Velcro dots
- A green balloon with a frog drawn on it and a parachute (or sheet)
- Tent with instructions for the activities.

EXTENSION FOR CHILDREN IN PRIMARY GRADES

- Computers or iPad/tablet with internet connection, if available
- Copies of website instruction sheet (included)
- Informational books about pond life and amphibians for book nook, such as *Life Cycle of a Frog* by Angela Royston, *Frog or Toad? How Do You Know?* by Melissa Stewart
- Instructions for writing a tadpole tale, drawing & print paper (included), pencils, drawing materials (colored pencils, markers, etc.).

TRANSFER TO HOME

- Print certificates for each family.
- Write selected finger play (samples included) on flip chart paper that can be posted on day of event.
- Print copies of Take-Home Handout 1.
- Print copies of Take-Home Handout 2.

If available, extra copies of any of the activities from the evening can be shared as take-home activities.



Facilitator Resources

Preparation and Planning Tips

Timeline Checklist

SIX WEEKS BEFORE THE EVENT

- _____ Read over all details within this resource. Many of the materials needed have been provided for you.
- _____ Select date and location for your Family Night. Consider a location that has enough space for multiple activity stations. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Jump, Frog, Jump* and would welcome the opportunity to collaborate.
- _____ Obtain copies of the book/books if needed and/or desired.
- _____ Plan menu if providing a meal or refreshments.

ONE MONTH BEFORE THE EVENT

- _____ Send home invitation with RSVP advertising your Family Night. (Sample provided)
- _____ Begin to purchase/make/gather materials. (List included)
- _____ Solicit volunteers for the evening, if needed.

ONE WEEK BEFORE THE EVENT

- _____ Tally RSVPs received and send reminder invitations or emails if needed.
- _____ Confirm meal/refreshments order if providing.
- _____ Review activity instructions and ensure all necessary materials have been purchased or prepared.

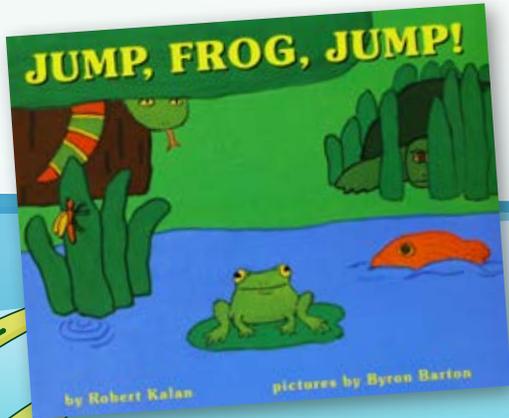
DAY BEFORE THE EVENT

- _____ Send children home with reminder badge. (Sample provided)
- _____ Enjoy celebrating literacy with your families during your event.

Dear Families, you are invited to attend this special event:

Family Book Adventures

A fun-filled night of talking, reading, writing, singing, and playing together!



We will be diving into the book,
Jump, Frog, Jump!
written by Robert Kalan and
illustrated by Byron Barton.

If you plan to attend, please fill out the
bottom portion of this form and return it to:

Family Section

YES, we will be attending the Family Book Adventures event.

Names and ages of children attending:

Number of adults attending:



***Family Book
Adventures!***
Tomorrow!



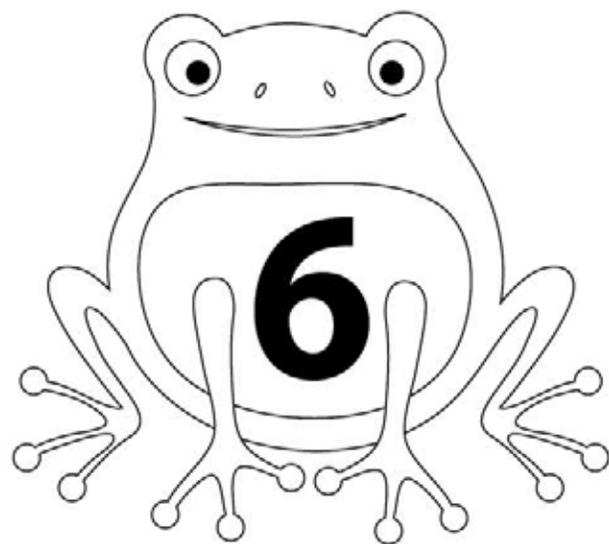
***Family Book
Adventures!***
Tomorrow!

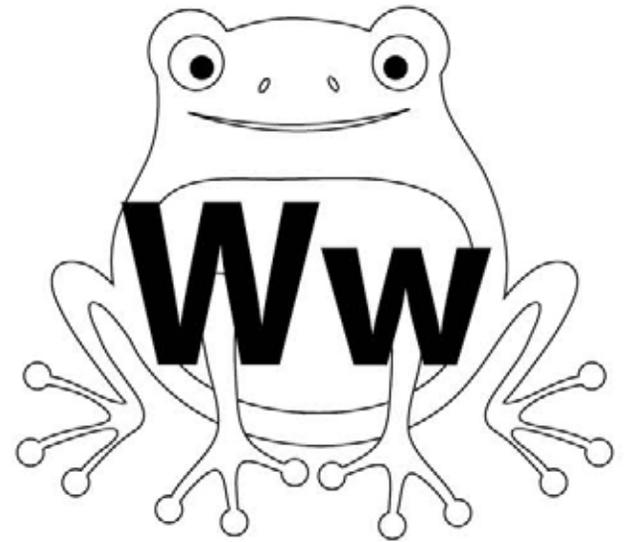
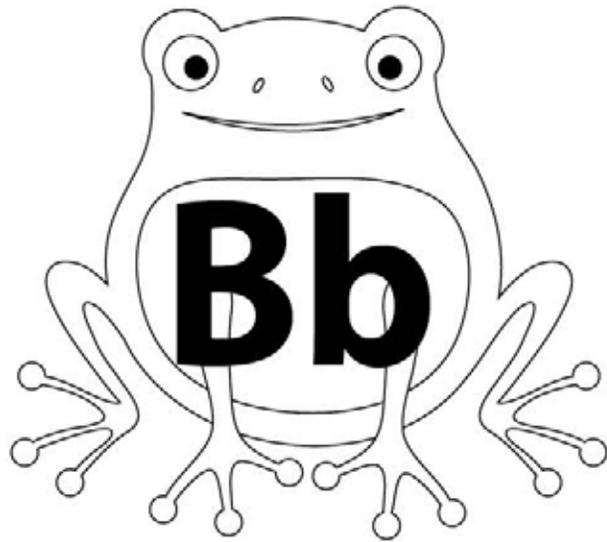
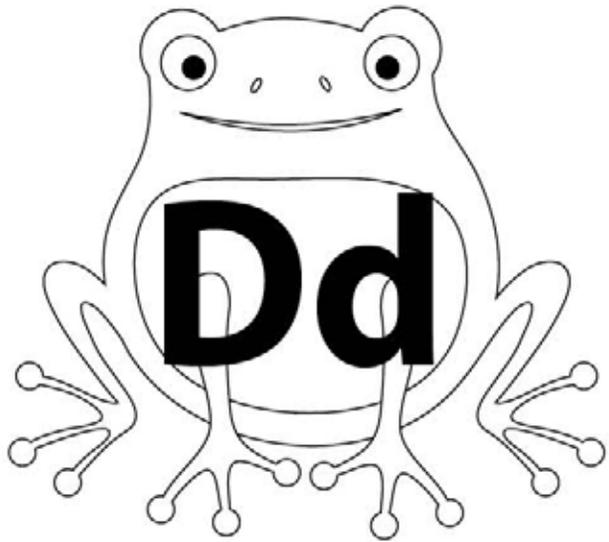
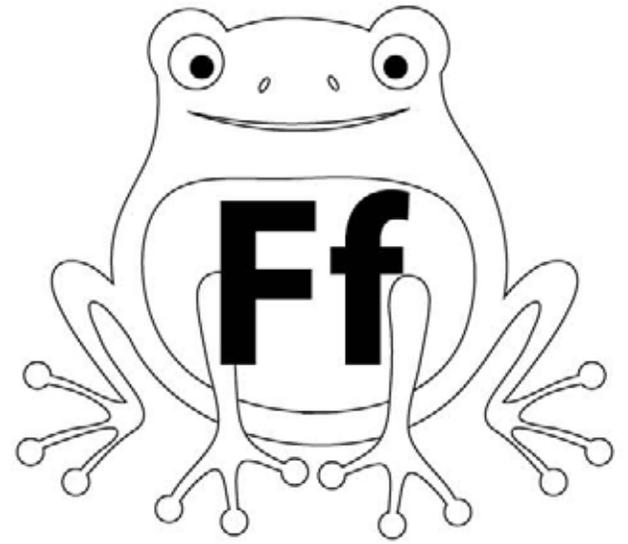
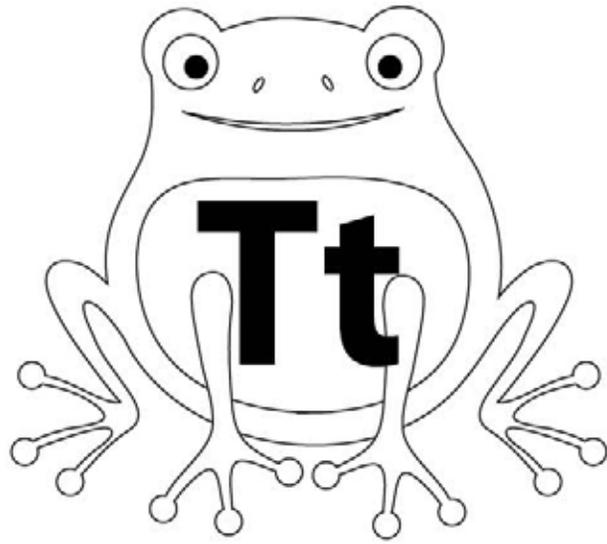
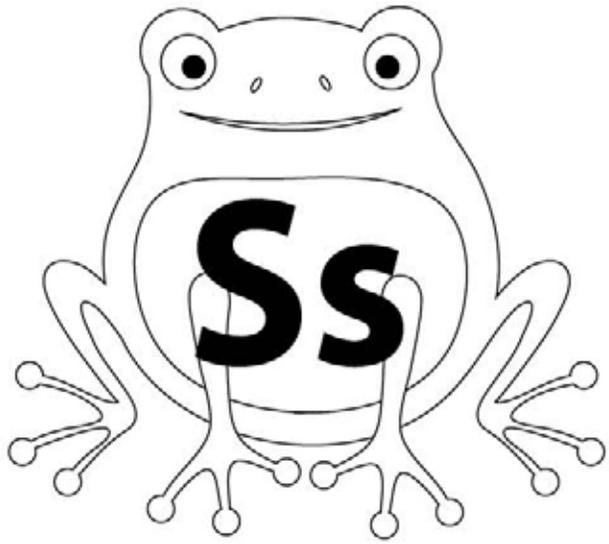


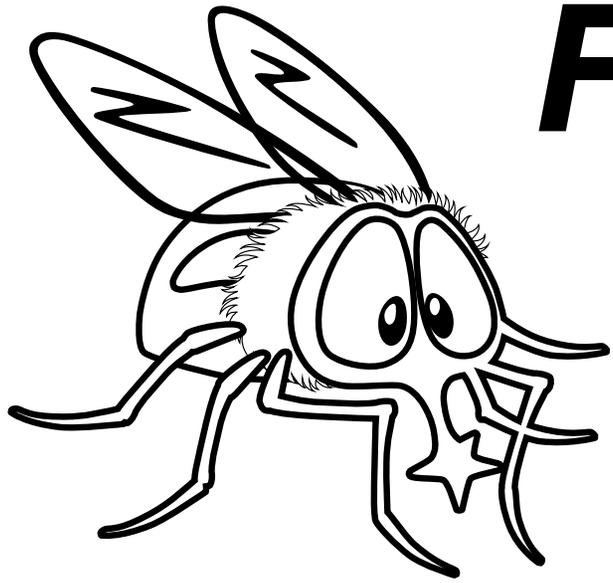
***Family Book
Adventures!***
Tomorrow!



***Family Book
Adventures!***
Tomorrow!

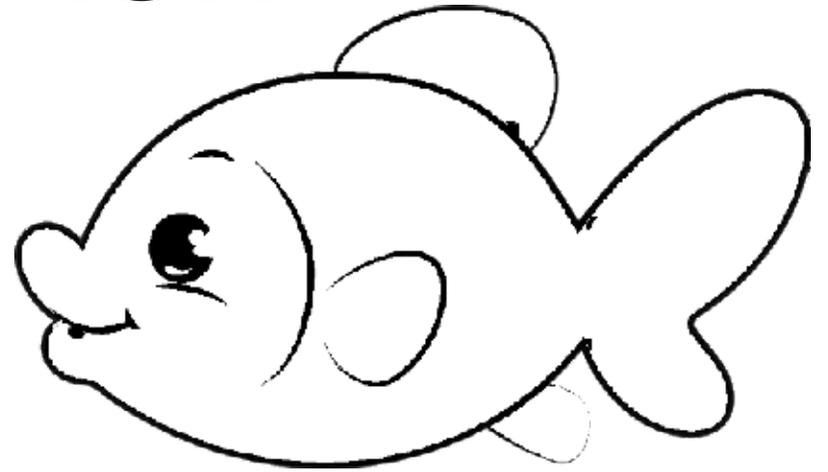




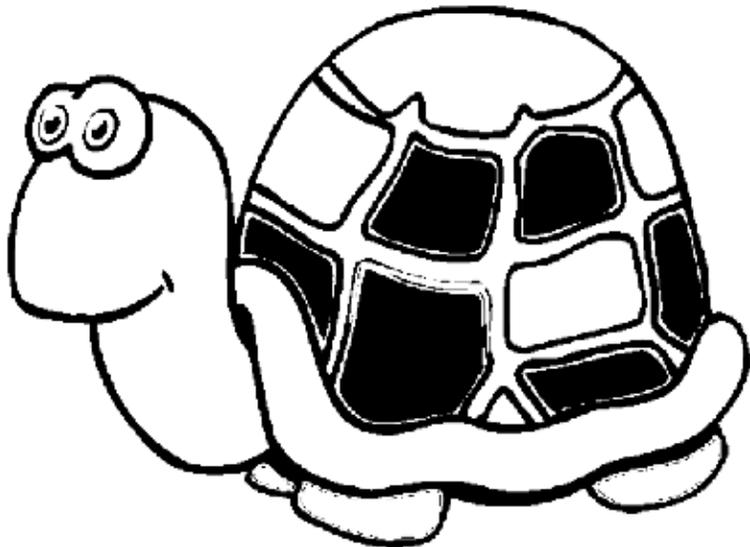


Fly

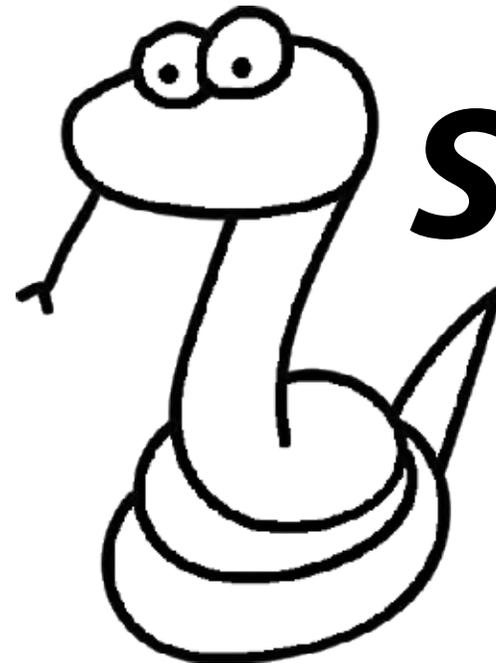
Fish

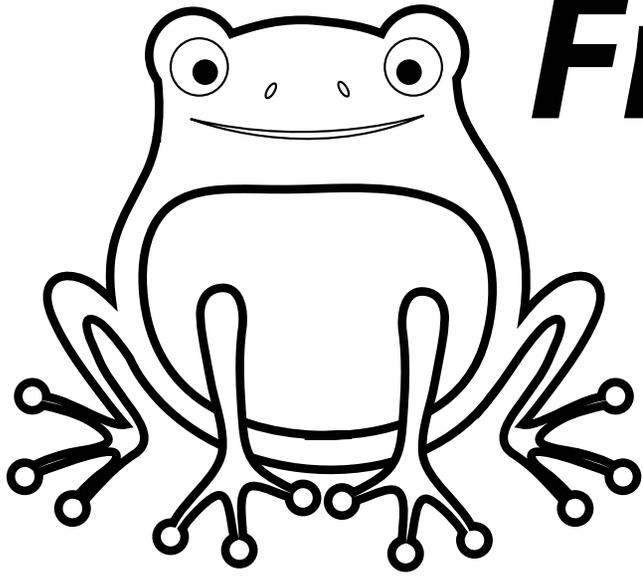


Turtle

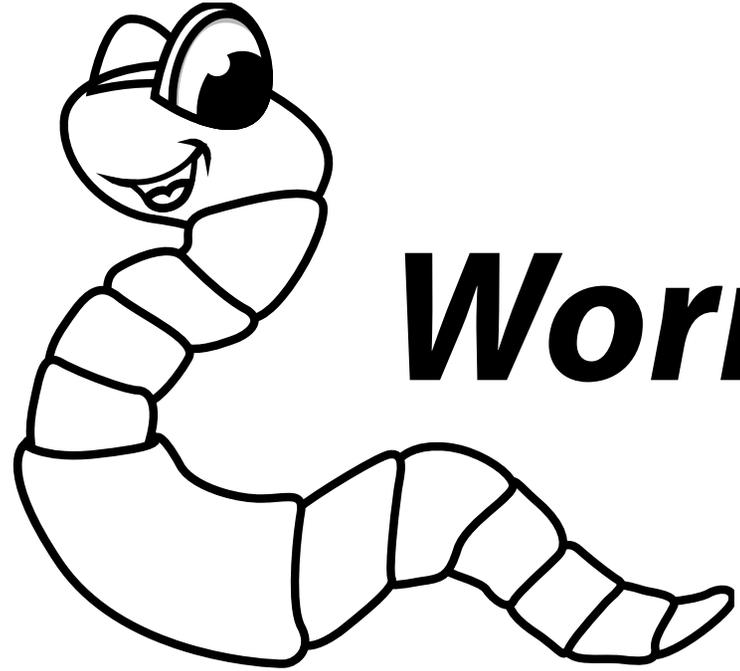


Snake

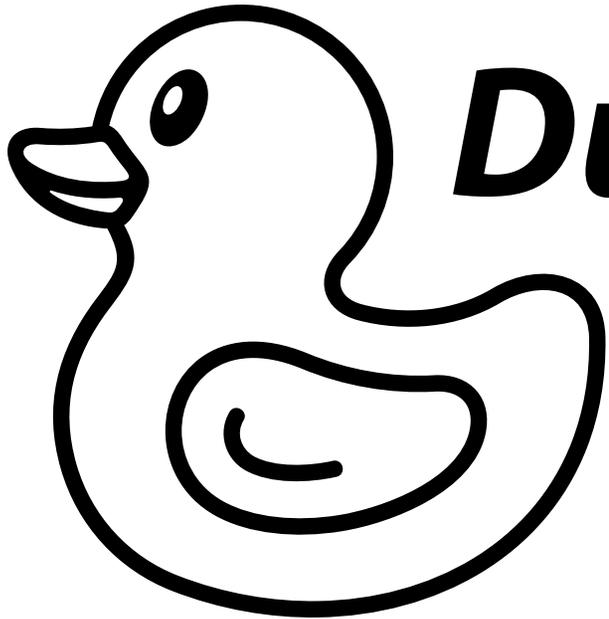




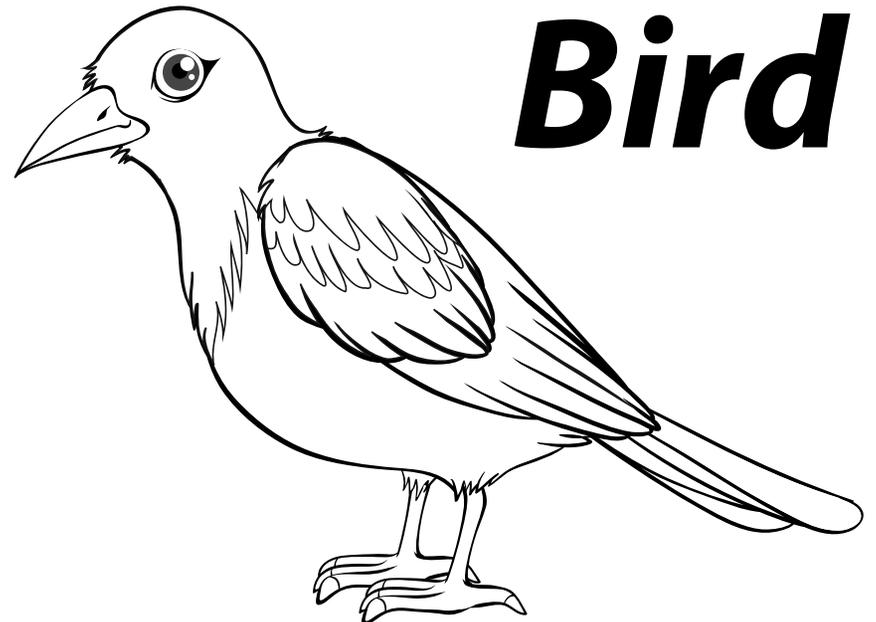
Frog



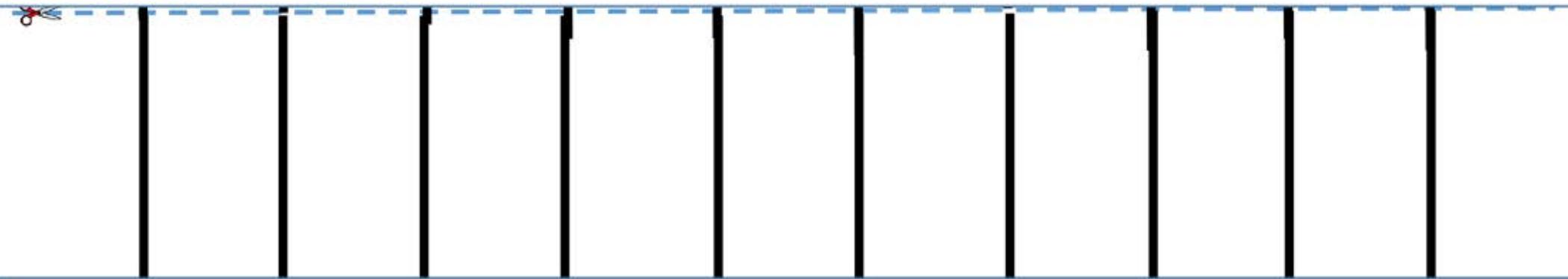
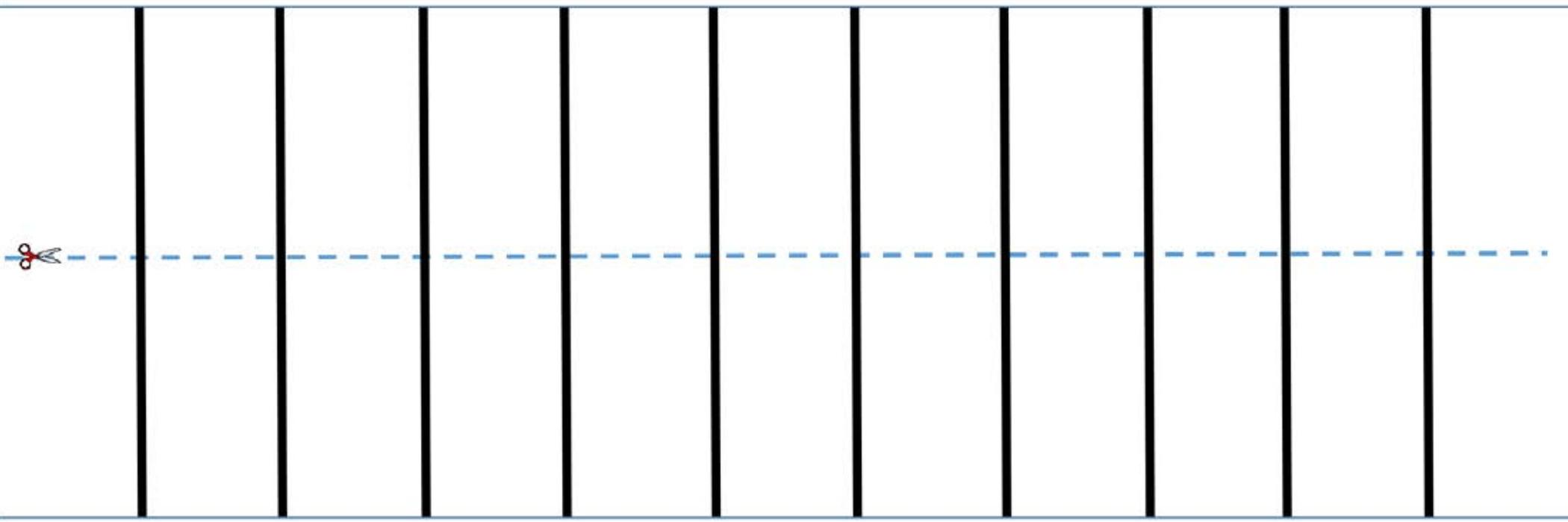
Worm



Duck



Bird



Draw a frog.

Here are some fun facts about the frog you might find interesting.

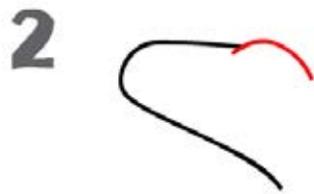
1. Frogs are widely known as exceptional jumpers.
2. There are 5,000 species of frogs.
3. Frogs range in size from 10 mm to 300 mm.
4. Certain frogs change color between night and day.
5. Camouflage is a common defensive mechanism in frogs.

Instructions, courtesy of www.howtodrawanimals.net/how-to-draw-a-frog

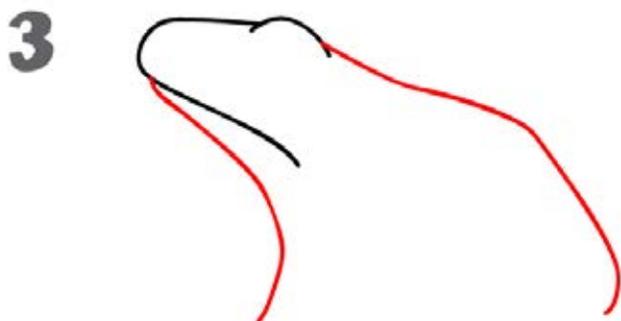
Step 1: Start by drawing the nose and head section.



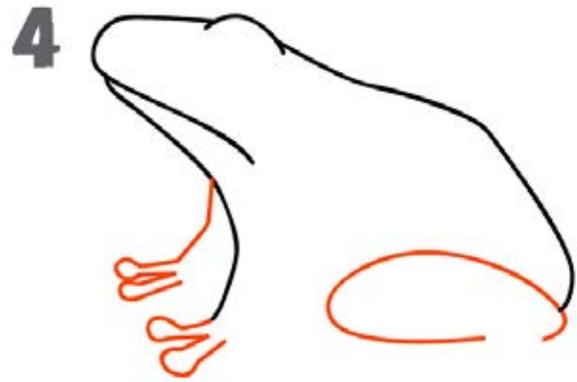
Step 2: Draw the eyebrow section.



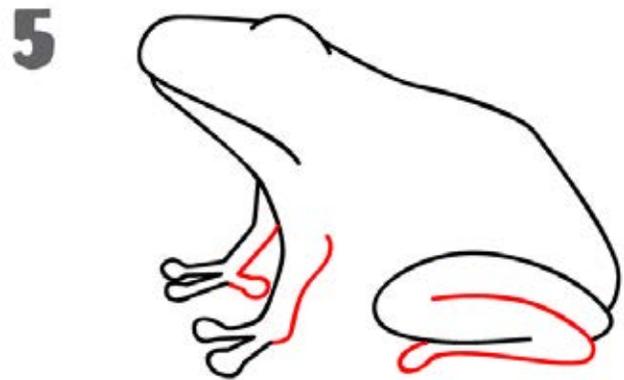
Step 3: Sketch the back and lower jaw area.



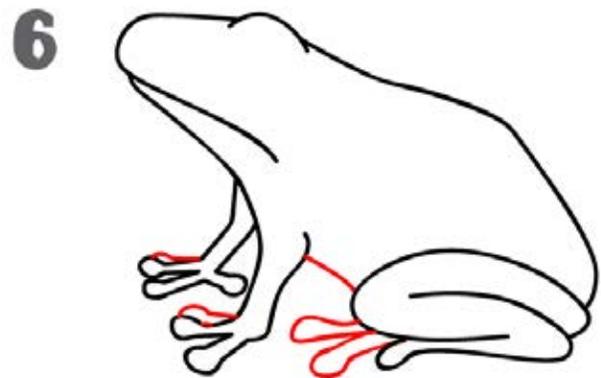
Step 4: Draw the front feet and hind leg.



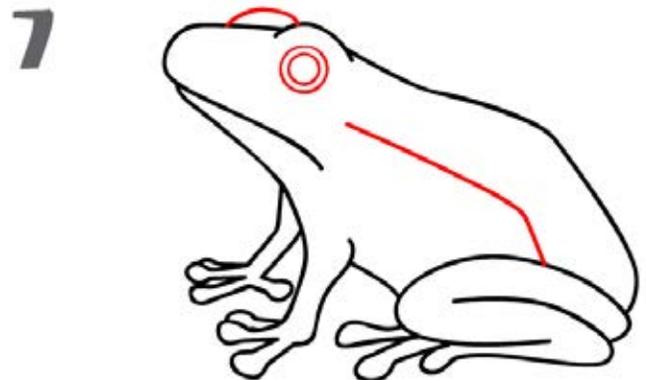
Step 5: Finish the front legs and rear leg.



Step 6: Draw the second rear leg.

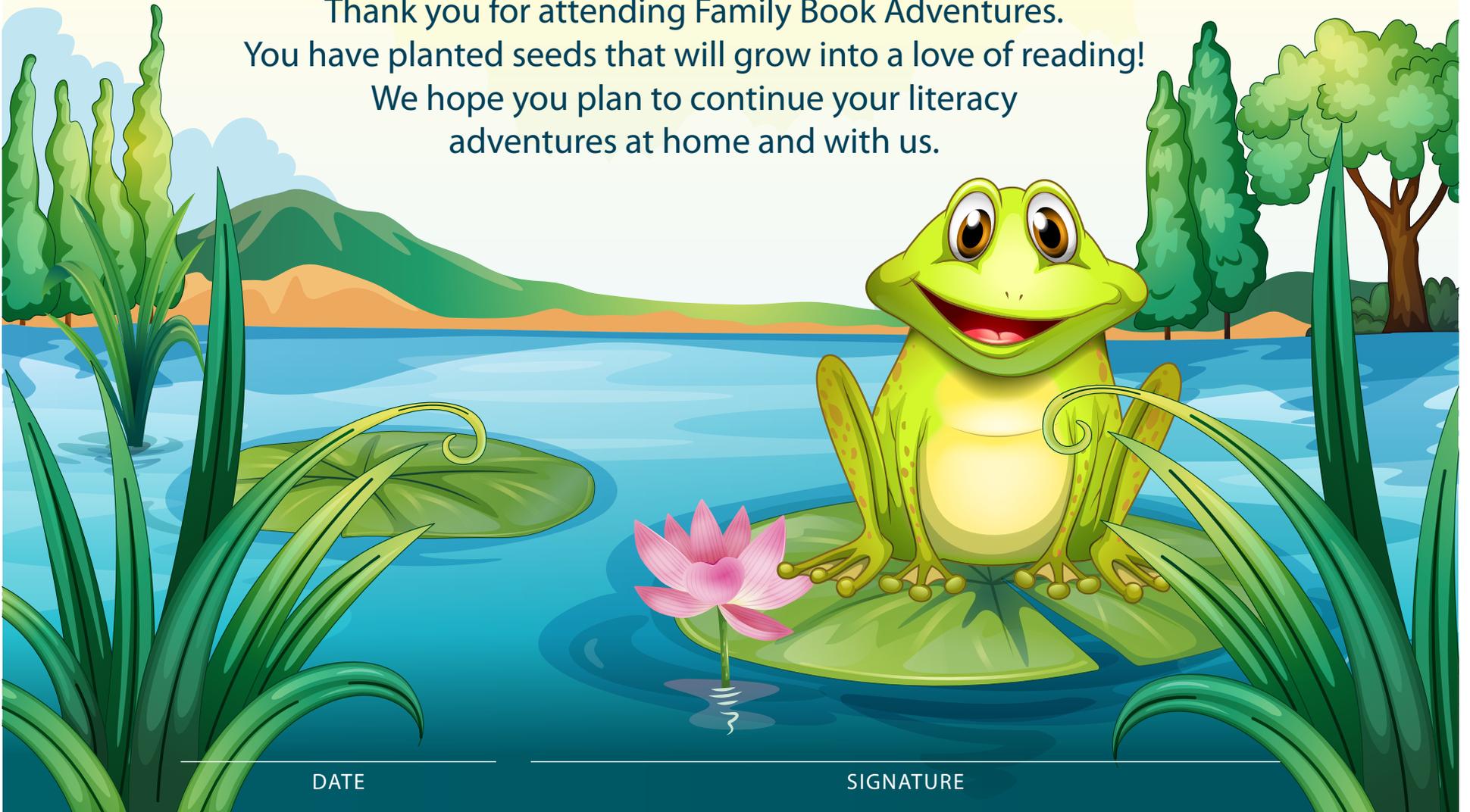


Step 7: Draw the eyes and add the body stripe to complete the drawing of a Frog.



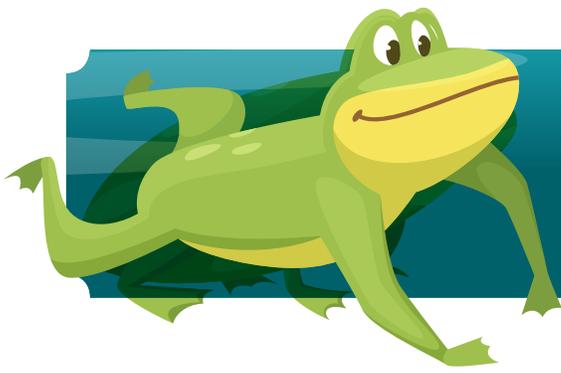
Congratulations!

Thank you for attending Family Book Adventures.
You have planted seeds that will grow into a love of reading!
We hope you plan to continue your literacy
adventures at home and with us.



DATE

SIGNATURE



Fingerplays

Five Little Frogs

5 Little frogs sitting on a well, *(Have five fingers on one hand out.)*

1 looked in and down he fell. *(Hold one finger up, then point him down to the ground and fall.)*

Frogs jumped high! *(Hold both hands up over head.)*

Frogs jumped low! *(Hold both hands down to the ground.)*

Frogs jumped everywhere, to and fro! *(Move arms all around.)*

You can continue with 4, 3, 2, 1 frogs if you want or just do one verse.



Five Little Green Frogs

(tune: Five Little Ducks)

Five little green frogs hopping to and fro,
Down to the blue pond they would go,
The big bullfrog with the freckles on his throat,
Called them back with a croak, croak, croak.

Continue with four, three, two, and one.
Zero little green frogs went down to swim
The big bullfrog called them all to him
Five little green frogs stuck out their tongue
Each got a bug to eat, yum, yum, yum!

Five Green and Speckled Frogs

Five green and speckled frogs

Sitting on a hollow log

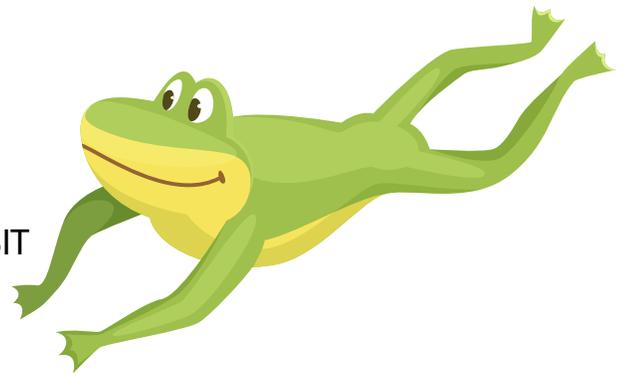
Eating the most delicious bugs – YUM YUM

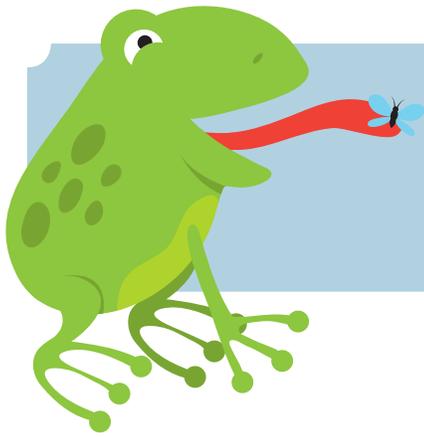
One jumped into the pool

Where it was nice and cool

Now there are only four speckled frogs – RIBBIT RIBBIT

(count down from there)





Continue Learning at Home

Dear Families,

Thank you for being part of this special adventure! Thinking back on your time reading, writing, singing, talking, and playing together, did you:

- Describe pictures and give directions using a variety of words?
- Point out new words, such as position words, and help your child understand their meaning?
- Ask your child open-ended questions (like what will happen next) and listen to their ideas?
- Point to words and letters and say them out loud?
- Read and retell the events in a story?

If you answered YES to any of these questions, you have done something AMAZING this evening. You have helped your child grow by practicing following directions (in a fun way!) and building vocabulary, print awareness, phonological awareness, and comprehension skills! These skills are critical to early literacy and becoming a successful reader – and you have made a positive difference in your child's learning.

If you enjoyed tonight's activities, jump into a few more great adventures at home:

A snack idea: Frog on a log

Clean celery and cut in short pieces for a log. Add cream cheese that has been tinted green with food coloring. Children can add raisins, dried cranberries, or pistachios for the frogs.

Stretch the imagination (and your body, too!)

Add activity to the books you read! Get those creative juices flowing by adding movements or props to the stories you read. When reading *Jump, Frog, Jump*, have children jump every time the story repeats the words "Jump, Frog, Jump."

Visit an environmental education center

To find one near you, google "environmental educational center" near (your town or city). They usually are free or very low cost. And what a wonderful way to spend an afternoon learning about the world of frogs, toads, snakes, fish, and lots more!





Continue Learning at Home

Take a trip to the library or visit the online library!

There are some amazing books to read about tadpoles, snakes, dragonflies, turtles, and other pond life. Libraries are full of great adventures – and it is free!



With a library card, you can access awesome books, videos, photos, facts, and more at [POWER Kids Library!](https://kids.powerlibrary.org/)

For a fun read that ties into the night's activities:

- Visit <https://kids.powerlibrary.org/>.
- Click on **BookFLIX**.
- You may be prompted to enter your library card number to access BookFLIX. If so, follow the instructions to enter your number. If you do not have a library card or do not know the number, follow the instructions on the website that can help you get your number. When you have your library card number, enter it and click **submit**.
- View the intro to **BookFLIX** and click **start**.
- Search **One Frog Sang** by Shirley Parenteau, **The Big Wide-Mouthed Frog** by Ana Martín Larrañaga, or **From Tadpole to Frog** by Kathleen Weldner Zoehfeld.
- Read, watch, search, and enjoy!



Did you ever wonder if frogs and toads are the same? How does a snake shed its skin? Or ... do fish sleep with their eyes open?

The answers to these wonders and more can be found at www.wonderopolis.org. Wonderopolis has a search feature where you can type in questions and learn amazing facts about many topics.

Hope you had a great time and come again!



ACTIVITY 1

Catching Frogs in Bogs

This station explores alphabet letter recognition and/or letter identification, and understanding that letters make words.

Grab your connect stick ... can you catch a frog in the bog?



This activity supports Pennsylvania Learning Standards for Early Childhood 1.1 PK.B that focuses on identifying the basic features of print.

Table Tent Card



How to Play

Step 1:

Browse through your copy of the *Jump, Frog, Jump* and find the words on each page that says "Jump, Frog, Jump." Point out the word "frog" as it is repeated.

Step 2:

Get ready to catch the frogs in the "pond" with a connect stick! What letter is on your frog? Can you find that letter on one of the pictures?

Step 3:

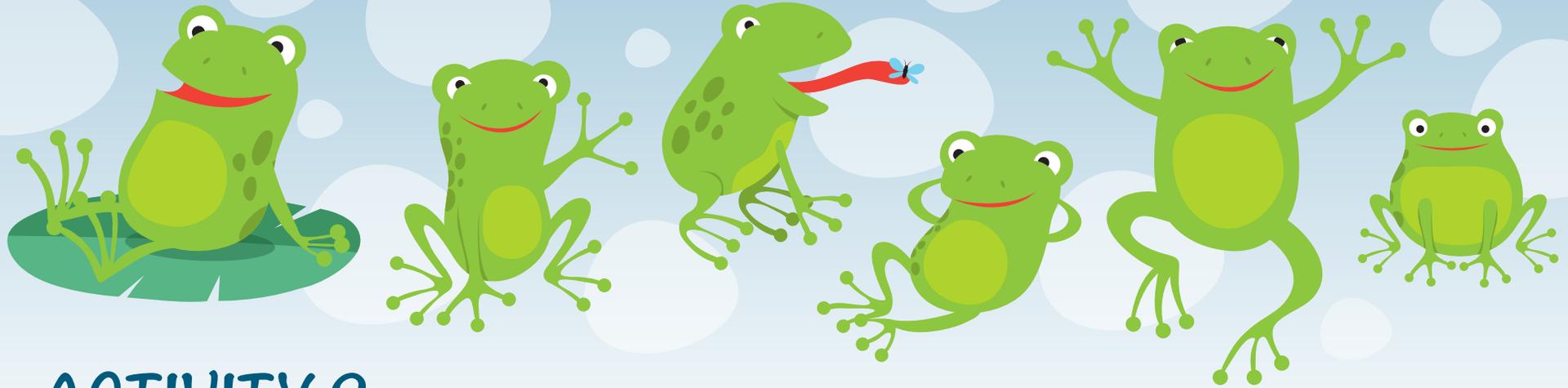
Sound the letter out loud while pointing to the picture that begins with the same letter. Make sure to repeat the sound and the name of the pond resident (picture). Replace letter frogs in the "pond" for next player.



Here's What's Happening When You Play

When providing opportunities for learning in a print-rich environment, children start to naturally identify letters. They may recognize and name some of the letters when exposed to them often in words or pictures that have meaning to them. Other ways to build this skill include:

- Reading alphabet books.
- Reading books that repeat words or phrases throughout the book. Point out beginning letters in repeated phrases.
- Provide a variety of materials (hands on and digital) for exploring letters. Allowing space for writing and reading.



ACTIVITY 2

Six Little Speckled Frogs

This station explores numbers and creative expression. Oh no! The speckled frogs are lost! Can you create a lovely pond for them and place each frog on a lily pad?



This activity supports Pennsylvania Learning Standards for Early Childhood 2.1 PK.A.1 that focuses on knowing number names and the count sequence.

Table Tent Card

How to Play

Step 1:

Each child gets to create their own pond by cutting and gluing grass at the edge of the pond (blue construction paper). Add tissue paper flowers (crumpled tissue) on the grass, and stickers. It is their very own pond creation!

Step 2:

Count out six frogs. With adult help (if necessary), print numbers 1-6 on each frog. Glue them in numerical order on the lily pads.

Step 3:

Count the frogs together, pointing to each number as you say it.

Here's What's Happening When You Play

Children become familiar with the idea that numbers can be represented in print, they learn that each number represents a quantity, and they can communicate that numbers answer the question "how many?" Other ways to build this skill include:

- Reading number books and point out numbers, count numbers.
- Singing number songs. Dance and have fun with number songs.
- Point out numbers in everyday life—everywhere!
- Play number games, such as, Candyland and Chutes & Ladders.



ACTIVITY 3

Movin' to the Music

This station grooves to the music and you dance away! ... that is, ... until the music stops, YOU FREEZE! Dance to the rhythm of each song.



This activity supports Pennsylvania Learning Standards for Early Childhood 9.1.M K.B by responding to music and dance through participation and discussion.

Table Tent Card



How to Play

Step 1:

Get ready to dance to the rhythm of the music when it is turned on. Does it make you feel like jumping? Twirling? Wiggling?

Step 2:

When the music stops, you run to the nearest "lily pad" and freeze.

What letter was on your lily pad?

Step 3:

Dance away when the music starts again.

Step 4:

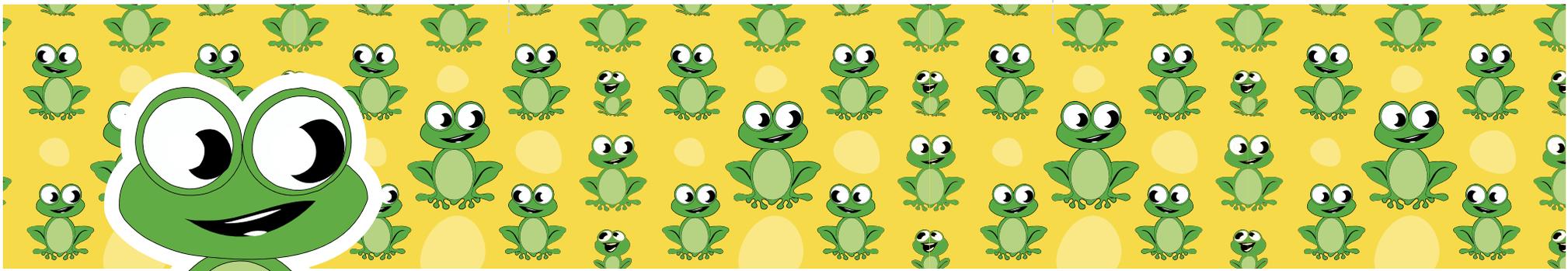
When the dancing session is finished, talk about what you liked about the dance. How did it make you feel? What was the music like?

Here's What's Happening When You Play

When children are given opportunity to express themselves in physical movements and musical rhythm, they develop their own creative expressions, which, in turn, influences their growth of imagination and creative problem solving. Other ways to build music and movement skills include:

- Play a variety of music types for listening and participation.
- Introduce children to a variety of songs, finger plays, and rhythms. Do they pay attention to the words?
- Encourage children to discuss music and how it makes them feel.
- Expand creative expressions with children, creating their own songs and dance.





Exploration Table for Toddlers

These activities support Pennsylvania Learning Standards for Early Childhood in the following areas:

1.3 Y.T.K It is important for children to actively engage in reading activities for short periods of time.

2.4 Y.T.A.4 When catching colored frogs, children learn to participate in sorting objects.

10.4 O.T.A When participating in parachute play, children are coordinating in body movement.

Table Tent Card

How to Play

Step 1:

Get ready to dance to the rhythm of the music when it is turned on. Does it make you feel like jumping? Twirling? Wiggling?

Step 2:

When the music stops, you run to the nearest "lily pad" and freeze.

What letter was on your lily pad?

Step 3:

Dance away when the music starts again.

Step 4:

When the dancing session is finished, talk about what you liked about the dance. How did it make you feel? What was the music like?



Here's What's Happening When You Play

When children are given opportunity to express themselves in physical movements and musical rhythm, they develop their own creative expressions, which, in turn, influences their growth of imagination and creative problem solving. Other ways to build music and movement skills include:

- Play a variety of music types for listening and participation.
- Introduce children to a variety of songs, finger plays, and rhythms. Do they pay attention to the words?
- Encourage children to discuss music and how it makes them feel.
- Expand creative expressions with children, creating their own songs and dance.



Extensions for Older Children

These activities support Pennsylvania Learning Standards for Early Childhood in the following areas of Language and Literacy Development:

- 1.1 Children learn the foundational skills of fluency and comprehension.
- 1.2. Children increase knowledge, vocabulary, and interest in the environment through informational texts.
- 1.4 T. Older children learn about the writing process and the use of creativity in constructing their own tale.

Table Tent Card

Ways to Play

Jump into the Book Nook

Read some informational books provided in the book nook and learn a little more about pond life and amphibians.

Website Exploration

Use the website instructions sheet to visit some hoppin' sites like BookFLIX and Wonderopolis! The steps on this sheet will help you discover amazing places!

A Tale in Your Own Words

Make up your own story about the "tail" or "tale" of a tadpole. Be super creative! Draw pictures if you wish.

Draw a Frog

Use the template provided and follow the guide to make your very own frog!



What's Happening When You Read and Write

Reading informational texts helps integrate past knowledge with new information, increases vocabulary, and gives opportunity for building comprehension. Adding writing skills to reading enhances the ability to express and relay creative ideas in print.

Adults can support and encourage good literacy skills through visiting the library often. Making sure reading and writing materials are easily available is so very important for a child's literacy development!