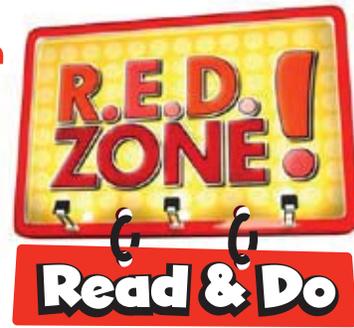


Froggy's Best Babysitter

by Jonathan London

Froggy's parents are going out for the night and they're leaving him with a babysitter! Can the babysitter survive Froggy's well-intentioned antics until his parents get home? Kids will love the colorful animations!



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *Do you take care to listen to your babysitter when your parents are gone?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder if the babysitter is nice or mean.

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Froggy's Best Babysitter*:

- sugar-coated: to make (something difficult or distasteful) appear more pleasant or acceptable
- babysitter: to take charge of a child while the parents are temporarily away
- hopped: to make a short, bouncing leap
- flopped: to fall or plump down suddenly
- tenth: being one of ten equal parts
- anniversary: the celebration or a commemoration of such a date
- doorbell: a bell chime or the like, at a door or connected with a door, rung by persons outside wanting someone to open the door
- French toast: bread dipped in a batter of egg and milk and sautéed until brown, usually served with syrup or sprinkled with sugar and cinnamon
- sprinkled: to scatter in drops or particles
- beeswax: a yellowish or dark brown wax secreted by honeybees for constructing honeycombs
- leapfrogged: a game in which players take turns in leaping over another player bent over from the waist
- leftover: remaining after the rest of something has been used or eaten
- triple: consisting of three parts, members, or units
- dinosaur: an extinct, chiefly terrestrial reptile that lived in the Mesozoic Era
- suds: a froth of bubbles on the surface of soapy water
- wig: a covering of hair or something resembling hair worn on the head for adornment, ceremony, or to cover baldness

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Rare Words in *Froggy's Best Babysitter* continued:

- beard: the hair on a man's chin and, often, his neck and cheeks
- midnight: midpoint of night at 12 a.m.
- outside: indicating the outer surface or appearance of something
- tracked: to leave footprints on
- footprints: a mark made by the foot of a person or animal or a shoe
- Australia: a continent southeast of Asia, between the Indian and the Pacific Oceans

After:

Discuss the story. Ask questions...

- What day of the week did the book begin?
- What did Froggy want for breakfast?
- Who did Froggy's mom say was coming? Why?
- What was the babysitter's name?
- Describe Froggy's parents. What do they look like?
- Name the noises that were made while Froggy made breakfast.
- What did Froggy do when he discovered that Sandy's phone was dead?
- What happened when Froggy got home from grocery shopping?
- What did Froggy do instead of watch tv?
- What did Froggy make out of the clay?
- What items do you see on the bathroom floor when Froggy and Polly are taking a bath?
- How many books did Sandy have to read to Froggy before he fell asleep?
- Was the house clean when Froggy's parents got home? Why or why not?
- Where did Froggy's babysitter say she was moving to?

Do

Clay Statues

You will need: one container of modeling clay or Playdough per child, wax paper, plastic utensils, plastic cookie cutters, small rolling pins or any other developmentally appropriate tools

Before: Cut the wax paper into 3-inch square, one square per child.

After reading the story, discuss the part of the story when Froggy and his sister played with the clay. Display a mound of clay or Playdough. Have the children describe, what the clay/Playdough looks, feels and smells like. Ask the question "what would happen if we left the clay/Playdough out all night?" Have the children predict what they think will happen to the sculptures. Write the predications on a piece of paper or on a whiteboard. Now the children will have a chance to create their own sculpture.

First, name each tool and how it can be used. Go over safety rules when using the utensils, cookie cutters, rolling pins and any other tool that you provide. Hand out the modeling clay or Playdough, one to each child. Next, place the sculpting tools on each table. Allow the children enough time to create their own animals or objects. Once the children are finished, place each sculpture on the wax paper square. Write each child's name on the wax paper and place the sculptures in a well lit place. Leave the sculptures there over night to dry.

The next day, have the children describe what their dried sculptures look, feel and smell like. Were their predications right?

Additional Activity: If desired, display the sculptures on a table and invite parents, other classrooms and teachers to view their artwork.