LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

Concept or Topic: Make-believe (Fiction) v. Real (Non-Fiction)

Suggested Grade Level: K

Subject: Communication Arts, Science

Suggested Time Frame: 2 – 4 class periods

Objective(s): Students will be able to identify a selection as being either Fiction (Make-believe) or Non-fiction (Real) giving 1 Supporting Point of Evidence with 80% accuracy.

State Standards: CA2, 3,7,1.5, 1.6, 1,9

Making Connections
Identify connections, with assistance, between
• text ideas ---similarities and differences in various real and make-believe works (fiction and nonfiction)

Assessment Options: CHOOSE 1 OF THE FOLLOWING OPTIONS AS ASSESSMENT:

1. GO SHOPPING – Student gets 2 large gift bags, one labeled “REAL” and one labeled “MAKE-BELIEVE” and goes to “store” area (table with a variety of fiction and non-fiction books) and must choose 2 of each and place in appropriate gift/shopping bag. Then take bags to “check-out” area where teacher is the clerk. Student “pays” clerk by giving 1 reason for each choice in their bags.

2. HAMBURGER FOLDS – Hold a large piece of paper in landscape position. Fold in half by bringing left and right sides together. Student draws a picture from the Non-fiction selection on the left side (A) and a picture from the Fiction selection on side (B). Help them write the title they think belongs each side.

Vocabulary:
fake: not real
untrue: not true, a lie
fantasy: not real, impossible, magical
nonsense: doesn't make sense
illustrations: drawings in a book
facts: things we can prove to be true
covers: the front of a book
photographic: pictures taken with a camera
diagrams: plans, drawings with names of the parts

Subject Area Integration: Science, Art, PE
# LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

**Background Information:** Students have previously been briefly introduced to the concepts of Fiction (MAKE-BELIEVE) and Non-Fiction (REAL).

- Fiction: pretend, make-believe, fake, untrue, fantasy, not believable, nonsense words, silly covers and illustrations
- Non-Fiction: true, real, facts, believable, not a lie or fake, science words, photographic covers and pictures and diagrams

**Materials:**

**JIM SMILEY AND HIS JUMPING FROG** (MARK TWAIN) – Adapted by Tom & Mary Gilding  
**FROG AND TOAD ARE FRIENDS** – ARNOLD LOBEL  
**FROGS** – GAIL GIBBONS  
Construction paper (assorted colors) – for life cycle necklaces and ballots  
Yarn or ribbon  
Power Point or pictures of various frogs (both real or make-believe)  
Plain frog coloring sheet from any of technology links below  
Crayons  
Plain paper for Hamburger Folds  
2 – 4 shopping/gift bags  
Jumping Frogs Contest: small plastic frogs  
Small index cards or pieces of paper for origami frogs  

**Technology:**

Smart Board, Promethean Board, projector and screen, individual computers  
[http://www.first-school.ws/t/cp_animals/frog-4.html](http://www.first-school.ws/t/cp_animals/frog-4.html)  
[http://members.enchantedlearning.com/subjects/amphibians/Frogprintout.shtml](http://members.enchantedlearning.com/subjects/amphibians/Frogprintout.shtml)  

**Related Twain Quotes/Passages:**

“He ketched a frog one day and took him home and said he cal’lated to educate him; and so he never done nothing for three months but set in his back yard and learn that frog to jump.”
LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

Lesson Sequence: Each segment of the lesson will take approximately 1 class period.

PART 1: ANTICIPATORY SET

• Decorate reading area with frog items – stuffed frogs, toy frogs, frog posters, etc.
• Cut out enough complete frog life cycles – eggs, tadpoles, frogs – (each family cycle in a different color) to make sure each child will have one piece (make extra eggs to be given to any odd-numbered child without a match-up and let him/her join their “family) and make necklaces
• Greet each child at door and place a necklace around their neck
• Explain that they need to find their colored frog family and sit together
• Welcome and ask them what they think we will be reading and learning about
• The enthusiastic response should be “FROGS!”
• Show FROGS PowerPoint/pictures and ask how the frogs were the same and how were they different
• Record their responses on board or paper
• Ask: Which frogs could be your pet?
  • Which frogs could not be your pet?
  • Why – only real frogs can be your pet because only a real, living animal can be a pet. The other frogs are make-believe or toys

PART 2:

*Continue anticipatory set for each part of lesson by again handing out Life Cycle necklaces and grouping students.

• Preface the storytelling by asking students to listen carefully to the kind of words used in each book – scientific, silly, etc.
• Read Frog and Toad Are Friends by Arnold Lobel – ask what kind of words did they hear and did they sound like they were talking about “real” frogs or “make-believe” frogs
• Repeat with Frogs by Gail Gibbons
• Lead discussion about which book is about real frogs and which is about pretend
• Now show students both covers and the illustrations/photos – Ask if they still think they know which is about real frogs and which is about make-believe frogs – did they change their mind?
• Review characteristics of real and make-believe books
• Activity: Give each student a frog coloring sheet from any of the frog links and let them decorate it as a “real” frog or a “make-believe” frog (walk around and ask them to explain their drawing – is it a real frog or make-believe frog and why
LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

PART 3: INTRODUCTION OF MARK TWAIN

• Use information from http://www.marktwainmuseum.org/index.php/research/twains-life-and-works and book by Tom and Mary Gilding to introduce students to Mark Twain.
• Explain that he wrote both REAL and MAKE-BELIEVE books.
• Today they will listen to one of his books that just happens to be about frogs. They will need to listen for clues to help them decide if Mark Twain’s book is real or make-believe. Give each child 2 slips of different colored paper (designate 1 color for REAL and 1 for MAKE-BELIEVE)
• Read book – stopping to paraphrase when needed.
• When finished, have each child vote for REAL or MAKE-BELIEVE by holding up appropriate colored slip of paper.
• Discuss results

PART 4: ASSESSMENT AND CLOSING

• Set up Shopping Area and Hamburger Station
• Go over 2 assessment activities and tell students they will get to: do one
• Divide students according to choices
• When all students have finished, conduct your own Jumping Frog Contest. Possibilities: Students can be the frogs and do the jumping.
  Use small novelty plastic frogs – (try U.S.Toy)
  Simple origami jumping frogs (see link in technology section)

Suggested Follow-Up Activities:
• Invite local conservation agent to visit and share information about frogs.
• Extend Jumping Frog Contest to school-wide event
HOW DO WE KNOW WHICH IS REAL OR MAKE-BELIEVE?

• SILLY OR SERIOUS?
• NOT BELIEVABLE OR SOUNDS TRUE?
• ILLUSTRATIONS OR PHOTOGRAPHS?

(WHICH COULD BE A PET?)