

FROG, WHERE ARE YOU?

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by MERCER MAYER

Themes: Animals, Families, Fantasy, Humor, Seasons and Nature

Grade Level: K-3 (ages 4-9)

Running Time: 20 minutes

SUMMARY

A boy and his dog have a pet frog, and the frog lives in frog luxury, with its own toy boat and a little frog-sized platform for diving into the wading pool. Still, it persists in behaving like a frog. When the frog hides inside a pie, the boy's mother condemns the frog to life in a jar. The next morning, the boy and dog are alarmed to find their pet is gone. They set out to find the frog, braving lawnmowers and other frog hazards and following the dog's nose to the park. Meanwhile, at the park, the frog lands on a seesaw, gets catapulted into a pond and hides inside a toy airplane. Sure enough, the airplane is battery powered. The boy and dog arrive on the scene just in time to see the frog take off. The boy struggles with the girl who is operating the plane, which makes the plane crash. As the children and dog search anxiously, the frog floats downstream on one of the airplane's wings. In the final scenes of the story, the frog meets other frogs. The boy and dog find the frog among its frog friends and learn to accept that the frog is happiest in its own environment.

OBJECTIVES

- Children will watch and listen to a fictional story about a pet frog.
- Children will follow a narrative made up of a sequence of causes and effects.
- Children will describe the natural environment of frogs.

BEFORE VIEWING ACTIVITIES

Introduce the title of the program. Explain that this story is about an imaginary frog, but that the video was shot using live frogs as "actors." The other main characters are a boy and a dog. If children have seen or read other Mercer Mayer stories about the frog, ask them to share what they remember about the stories. In this story, ask children to pay especially close attention to the frog. Because there are no words, only pictures and music, focusing on the frog will make it easier to follow the story.

AFTER VIEWING ACTIVITIES

Repeat the title question. Then ask children to recall the different places in the story where the frog was. List the places as a way to help recall the order of events in the story. Ask children to imagine how the frog felt when he lived in each place. Help them recall the toy boat, the diving board and other clues that the frog is a spoiled pet at the opening of the story. Discuss the frog's feelings about being trapped in a jar. Ask children to imagine the frog's feelings of fear or bravery during his adventures in the park. Encourage children to recognize that the frog is happiest at the end of the story, back in a pond with other frogs. Have children share how they think the boy and dog feel at the end of the story.

Discuss the process of making a live-action film like this story. Ask children how they think the frog's tricks were achieved. Show the program again, stopping at scenes that show the frog. Help students discover how the sound and music help make the frog seem to be acting. Ask children to share what they know about animation and special effects. Ask those who seem especially knowledgeable or interested to go to the library and learn more about making moving

pictures with animals and to report on what they have learned to the class.

This story contains extensive footage of a frog's natural pond environment. This presents a good opportunity to show children how to do library research in science. In the library, show children the location of non-fiction books in general, of books about science, then books about life science. In a small library, encourage children browse among these books for more information about frogs and ponds. In a larger library, explain how to use computer search engines or card catalogs to find frog books. Encourage children to read the books and report on them to the class.

This is also a good opportunity to study the life cycle of frogs in science class. Live tadpoles would be ideal, of course. If these aren't available in your school, you might arrange with a local pet store to prepare a terrarium for temporary viewing of tadpoles and adult frogs. Explore other local resources, such as nature walks, science museums and petting zoos, where children can view live frogs.

Children who have looked at picture books about frogs and ponds might want to draw a poster or paint a mural showing frogs in the pond environment. Older children might prefer to make cross-section drawings or paintings of pond life.

Other related videos and films available from Weston Woods include:
A BOY, A DOG, AND A FROG, by Mercer Mayer
FROG GOES TO DINNER, by Mercer Mayer
FROG ON HIS OWN, by Mercer Mayer
IN THE SMALL, SMALL POND, by Denise Fleming
THE MYSTERIOUS TADPOLE, by Steven Kellogg

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