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Count along as a small frog eats and eats until he is no longer a small frog. Now the much bigger frog has a problem. The half-sunk log that frog is sitting on starts to rise. What's going to happen?

Ages: 2 to 6 years

Interest Level:
Toddler to 1st Grade

ATOS Reading Level:
3.10

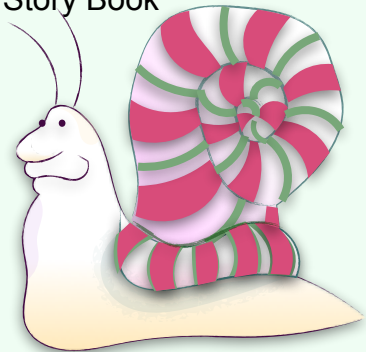
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Genre: Fiction

Classification: Picture
Story Book



A Frog in the Bog

Why does the frog decide never to sit on a half-sunk log?

Topics: counting, comparison, predicting, sequencing

Math Connections: Use *A Frog in the Bog* to help your child practice essential counting skills.

Counting has many stages. Children first develop an understanding of quantity, the idea that there is more or less of something. While reading *A Frog in the Bog*, explore quantity by talking about whether there are more snails or flies, more fleas or frogs. Talk about what happens to the frog as he swallows more and more creatures.

As children start learning number names, it's very common for them to say those names out of order. Don't be surprised to hear your child say, "one, two, three, six, five, ten." They will begin to say the numbers in order more consistently with practice.

Young children typically like to count. Count together often and make it fun. Count the number of buttons on a shirt, the number of stairs climbed, the number of crackers on a plate, the number of dogs at the park, etc. Children need many experiences with counting. Over time they will learn what number come next in a sequence. Counting small collections of objects, like shells, toy cars, or silverware helps children develop number sense which is an important foundation for addition, subtraction, and other types of math. While reading *A Frog in the Bog*, count the creatures you see together.

One-to-one correspondence is a concept that children develop with counting practice. They begin to understand that when counting a collection of objects, each object is counted once and only once. They begin to understand that each object is given only one number name. With practice, children develop strategies for counting each object only one time. Their strategies might include putting the objects into a line, putting objects into stacks or groups, or moving objects out of the group as they are counted. As your child begins to count larger groups of objects, talk about the strategies they are using to make sure that each object is only counted once. As you read the story, notice which groups of animals are easiest to count. For example, it's easier to count the three flies that are flying in a straight line rather than the mixed up group of creatures the frog has swallowed. Ask your child what might make it easier to count the creatures the frog has swallowed.

Another important counting concept, known as **cardinality**, is the idea that the very last object counted in a group tells you the total number of objects in the group. When your child counts a group of objects, ask "How many do you have?". It is common for children to count the objects over again when asked this question because they don't fully understand that the last number said is the number of objects. Once your child consistently tells you that the last number counted is the number of objects that they have, then they understand cardinality.

As children become more comfortable with counting they begin to associate number names with written numbers. For example, they associate the value of three, with the word "three" and the written symbol "3". As you read the story, point out some of the number words that are included in the story. If your child expresses an interest in knowing what the numbers look like when written as numerals, write the numbers 1-5 on a piece of paper.

Extension Questions:

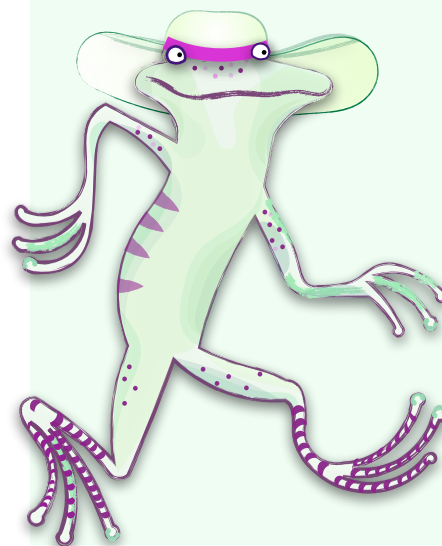
1. What happened in this story from start to finish?
2. Why does the frog keep growing bigger and bigger?
3. What does the frog eat that seems to make him grow the very biggest? Why do you think so?
4. Do you think it would be easy to mistake an alligator for a half-sunk log? Why do you think that?
5. The frog screams "gator" and out come all of the bugs, slugs, flies, snails, and the tick. What happens to the frog?
6. Why do you think the alligator decided not to chomp on the frog?

Vocabulary for Building Math Concepts	big, bigger, five, four, half-sunk, inside, itty-bitty, later, little, middle, one, small, smaller, three, tiny, two, whole, wide
Vocabulary for Extending Math Concepts	all together, how many?, less, less than, more, more than
Vocabulary for Reading Comprehension	belly, bog, chomp, crater, glugs, holler, inhales, reeds, romps, slink, slither, sludge, slugs, swamp, tick

Spanish Title: Not available

Related Books: *Banana for Two* by Ellen Mayer; *Over in the Meadow* illustrated by Ezra Jack Keats; *Five Little Pumpkins* by Dan Yaccarino; *The Water Hole* by Graeme Base

Find this book at your local library: https://www.worldcat.org/search?qt=worldcat_org_all&q=A+Frog+in+the+Bog



Early Math Project Resources:

Swamp Match: <https://bit.ly/2G7ZK16> (English)

Swamp Match: (Spanish)

Swamp Match Two: <https://bit.ly/3e9gkn1> (English)

Swamp Match Two: (Spanish)

Frogs are Best!: <https://bit.ly/35ErdQP> (English)

Frogs are Best!: (Spanish)

Frogs are Best Challenge: <https://bit.ly/2HGfeKd> (English)

Frogs are Best Challenge: (Spanish)

Odd Frogs: <https://bit.ly/2HFPvBC> (English)

Odd Frogs: (Spanish)

Swamp Sums: <https://bit.ly/35CFdul> (English)

Swamp Sums: (Spanish)

Swamp Cards: <https://bit.ly/37MqorJ>

Number Cards: <https://bit.ly/2Tu7nCb>

Snack Time for Frog: <https://bit.ly/34BHHTo> (English)

Snack Time for Frog: (Spanish)

Picture of Frog Snacks: <https://bit.ly/3kExLVQ>

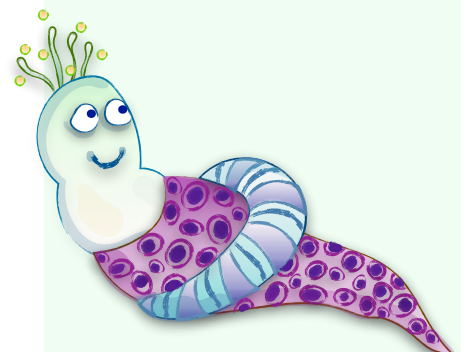
Picture of Frog: <https://bit.ly/31RyfQO>

Videos:

2019 Early Math Symposium - Dr. Megan Franke. Insights on Young Children's Counting and Early Problem Solving: <https://bit.ly/2G3jPWb>

Online Resources:

Helping Your Child See and Show Mathematical Ideas: <https://bit.ly/2TuUTKr>



EARLY MATH PROJECT LITERATURE REVIEW

Age/Grade Level	Related Preschool Foundations and CA State Standards
Infant/Toddler	Infant Toddler Foundations https://bit.ly/3ozQios
Infant/Toddler	Number Sense The developing understanding of number and quantity.
Preschool/TK	Preschool Learning Foundations https://bit.ly/34vEeN3
Preschool/TK	Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 1.1 Recite numbers in order with increasing accuracy. 1.2 Recognize and know the name of some written numerals. 1.3 Identify, without counting, the number of objects in a collection of objects (i.e., subitize). 1.4 Count objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality). 2.1 Compare, by counting or matching, two groups of objects and communicate, “more,” “same as,” or “fewer” (or “less”).
Grades K-3	California Common Core State Math Standards K-12 https://bit.ly/31No7bP
Kindergarten	Counting and Cardinality K.CC.4; K.CC.5; Count to tell the number of objects.

