

Froggy Goes to Hawaii Read-Aloud Activity

Summary

Whole class reads Froggy Goes to Hawaii together. Students will then work individually, in small groups or as a whole class, on a Google Lit Trip which explores the places Froggy went on vacation and asks questions about the text.

Main Core Tie

English Language Arts Grade 2

[Reading: Literature Standard 1](#)

Additional Core Ties

English Language Arts Grade 2

[Reading: Literature Standard 7](#)

English Language Arts Grade 2

[Writing Standard 8](#)

Time Frame

1 class periods of 30 minutes each

Materials

Froggy Goes To Hawaii by Jonathan London, Froggy Goes To Hawaii Google Lit Trip and Student Explorer Journal Worksheet

Intended Learning Outcomes

Student will answer who, what, where, when, why, and how questions to demonstrate understanding of a story. Students will use information gained from the illustrations and words in the story to demonstrate understanding of its characters, setting, or plot. Student will make connections from the story to their personal lives. Students will practice using upper and lowercase letter correctly.

Instructional Procedures

Step 1: Gather student together for whole class instruction. Step 2: Activate student background by asking student if they have ever gone on a trip or a vacation? Where did do they go? Who did you go with, family, friends? What activities did they do? Discuss places that you would like to go and visit and why. Give a personal example, tell the about, who went, where you went, why, and what you did. Step 3: Introduce the read-aloud, by saying, "We are going to read a story about Froggy who also went on a vacation, let's find out where he went." Read aloud Froggy Goes to Hawaii to entire class, pause frequently to ask comprehension questions, to test student's comprehension of the story and to insure students are staying on task. Example comprehension questions, "Who are the characters?", "Where does the story start?" "Where is Froggy's family going on vacation?", "Who saves Froggy from the waterfall?", "What does Froggy pack?", "What does Froggy swim in his underwear?" etc. Step 4: After the read-aloud have student return to their desks/tables. Explain that you are going on a Google Lit Trip together as a class, to visit the places Froggy went on this vacation. Pass out Explorer Journal Worksheet to each student. Step 5: As a class go on the Froggy Goes to Hawaii Google Lit Trip on Google Earth. Each location has a summary of the section of the book, an image, and two questions to engage students. Pause at each location. Read together the summary and questions. Student will record their answers on their Explorer Journal Worksheet. Model answering the first two

questions. (Be sure to give ample time for student to write their answers before moving onto the next location.) Step 6: When students have completed their journal worksheet have them add it to their Explorer Journal Binder. Later in the year students will select journal worksheets from their Explorer Binder that they wish to include in their end of year portfolio.

Strategies for Diverse Learners

Students can work in small groups to discuss questions and their personal answers.

Assessment Plan

Students will record their answers on their Explorer Journal Worksheet, which they will add to their Explorer Journal Binder. Students worksheets will be graded on the completion of the worksheet, the thoughtfulness of their answers, legible of writing and writing conventions using the Froggy Goes to Hawaii Journal Rubric. Students will receive a score of 2, 1 or 0.

Rubrics

[Froggy Goes to Hawaii Journal Rubric 2](#)

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