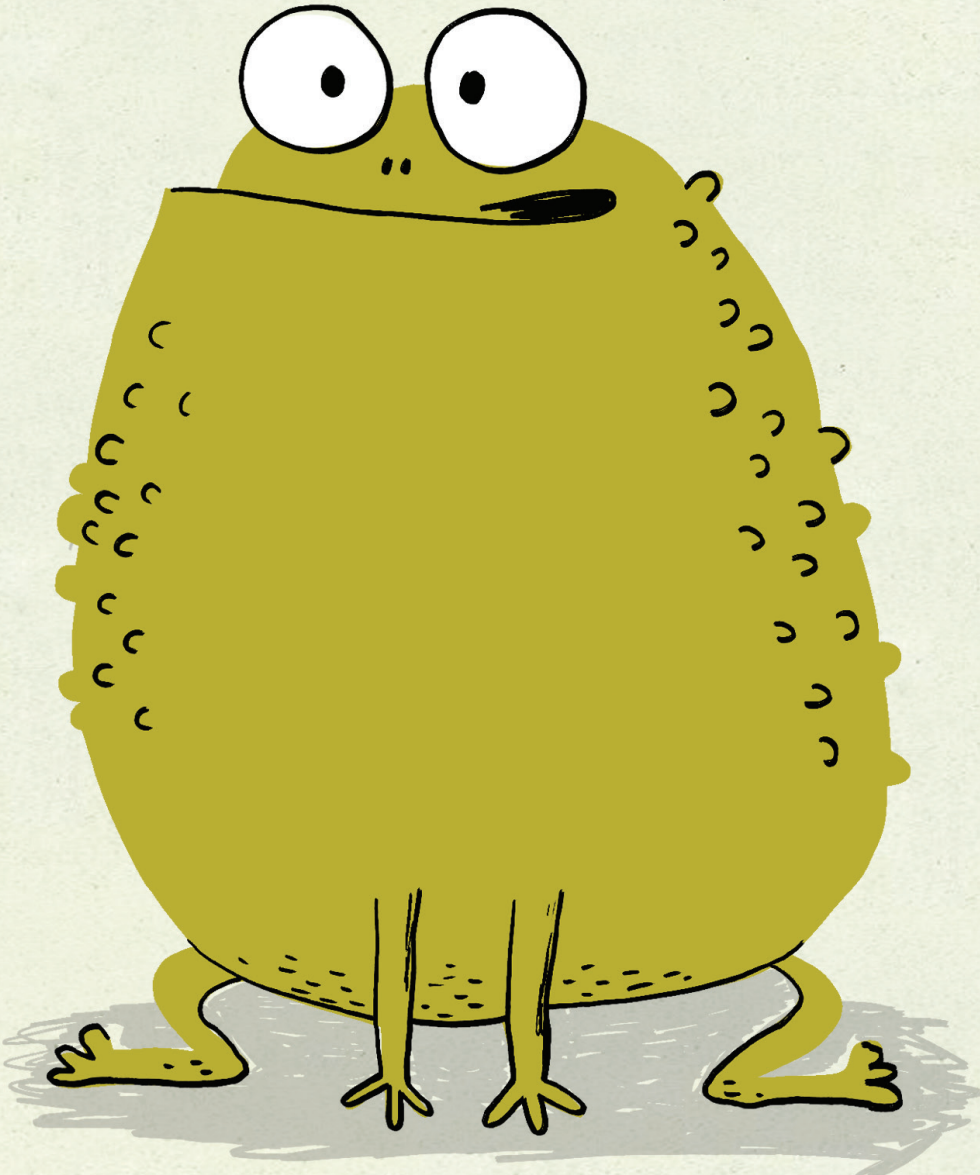


ACTIVITY GUIDE

THE TOAD

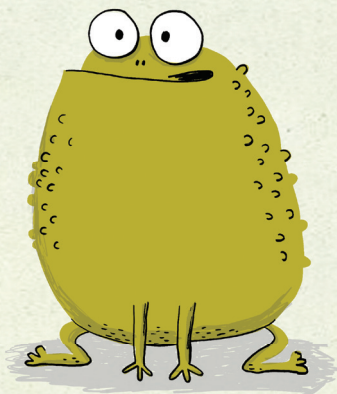
Elise Gravel

GREETINGS!



DISGUSTING CRITTERS

DEAR EDUCATOR



THE TOAD

is a hilarious illustrated non-fiction book about the toad. With the perfect blend of scientific fact and humor, this book will surely have students laughing and learning at the same time, and will leave them croaking for more! The activities and discussion prompts that follow will help your students use what they have learned to identify and describe the common toad's habitats, anatomy and behaviors, and check their understanding of this disgusting critter. Connections to Common Core State Standards have been made where applicable.

About the Author

Elise Gravel is an award-winning author/illustrator from Quebec. She has won a Governor General's Award for Children's Illustration in French, and is well-known for her original, wacky picture books and graphic novels. After completing her studies in graphic design, Elise found herself quickly swept up into the glamorous world of illustration. Her old design habits drive her to work a little text here and there into her drawings and she loves to handle the design of her assignments from start to finish. She is inspired by social causes and likes projects that can handle a good dose of eccentricity.



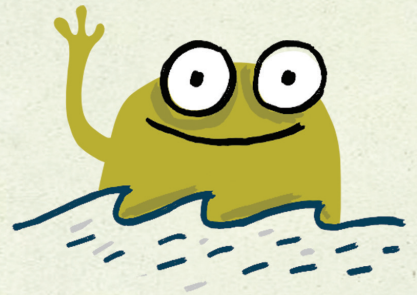
© Elise Gravel

BUT, WAIT!

Before sharing the book with the class, read out the following clues:

- I am an amphibian.
- I am smaller than a breadbox.
- I think bugs are a delicious treat!
- The baby version of me looks very different than the grownup me.
- Who am I?

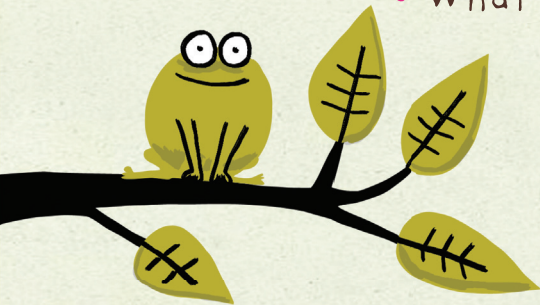
What do you know?



Discover what your students already know about toads. Consider using the following questions as prompts:

- Who has seen a toad before?
- Where did you see them?
- What did you notice about them?
- How do you feel about toads? Why?
- What else do you know about toads?
- What do you want to know about toads?

CCSS.ELA-Literacy.SL.1.1
CCSS.ELA-Literacy.SL.2.1
CCSS.ELA-Literacy.SL.3.1
CCSS.ELA-Literacy.SL.4.1



TERRIFIC TOADS!

Show what you have learned about toads. Circle the best answer(s).

How many different species of toads and frogs are there?

- a) More than 50 but less than 100
- b) More than 500 but less than 1000
- c) Less than 50,000 but more than 1000
- d) More than 500,000

Where can you find toads and frogs?

- a) Land and water
- b) In your bed
- c) Trees
- d) a) and c)

Baby toads are called:

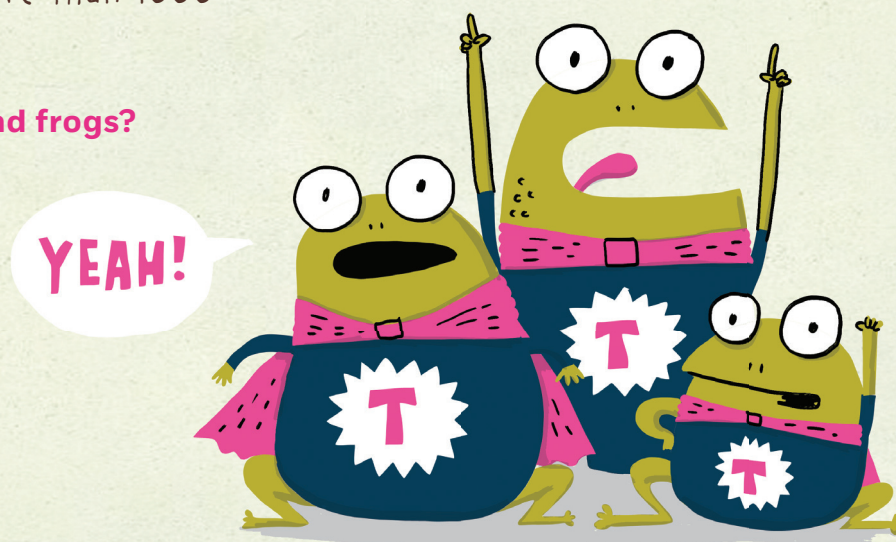
- a) Toadlets
- b) Tadpoles
- c) Froggies
- d) Cane Toads

When it comes to hunting their prey, which word best describes a toad?

- a) Determined
- b) Energetic
- c) Lazy
- d) Adventurous

Which of the following are not types of toads?

- a) Ptoadactylus Toad
- b) Suriname Toad
- c) Thomas Toad
- d) Emei mustache Toad



- **The toad needs to keep its skin wet / dry.**
- **Toads lay their eggs in water / on land.**
- **Toads are descended from a frog that lived in North America / South America.**

CCSS.ELA-Literacy.RI.1.1

VOCABULARY LIST

Introduce and/or review the following terms.
Assign one of the vocabulary terms to individuals
or pairs of students to present.

Trait

SPECIES

PESTS

Descended

PREY

TOXIN

Extinct

HYDRATED

Habitats

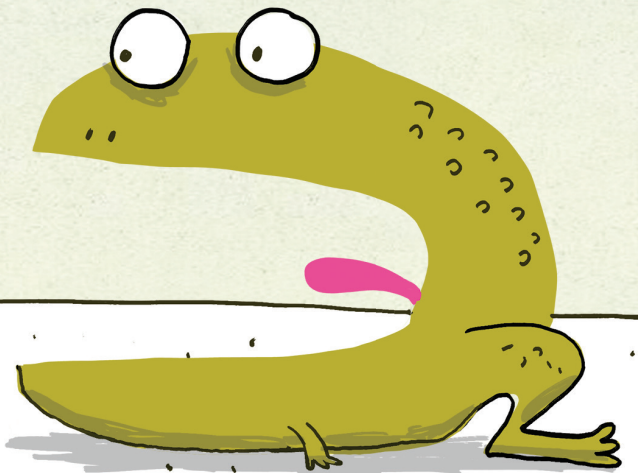
Endangered

STOUTER

PREDATORS

Pesticides

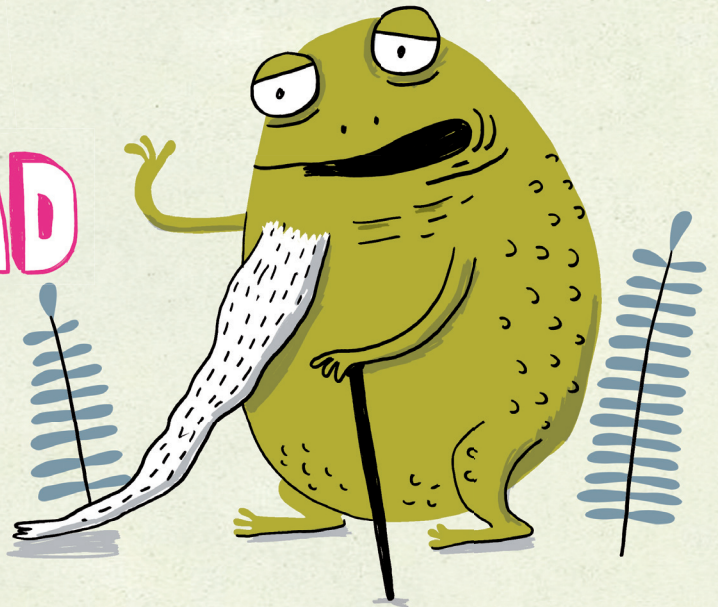
CCSS.ELA-Literacy.RI.1.4
CCSS.ELA-Literacy.RI.2.4



ULTIMATE SHOWDOWN:

FROG vs. TOAD

OLÁ!



- What are the four main differences between frogs and toads that are described in the book?

- Would you rather be a toad or a frog? Write a short paragraph explaining your choice. Include three facts about toads that you learned from the book in your paragraph.

- Write a short story about a friendship between a frog and a toad. Think of a common problem the duo might encounter and how they can solve it together. How does each of their unique characteristics help them in their journey?

CCSS.ELA-Literacy.RI.1.1
CCSS.ELA-Literacy.W.1.3

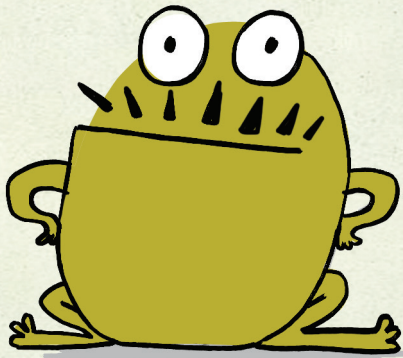
CCSS.ELA-Literacy.W.2.3
CCSS.ELA-Literacy.W.3.3

CCSS.ELA-Literacy.W.4.3

Some toads are

WEIRD!

Hey ladies!



- What does the word “weird” mean? Why are some of the toads described in the book thought to be weird?
- Select one of the weird toads described in the book to research further. Locate information that helps explain why this toad is different from the common toad, and explain whether you think this toad is indeed weird.
- Imagine you have come across the weirdest toad you can possibly think of. Without changing the basic characteristics of all toads, what is so weird about your toad? Name and write a description of the toad, and draw a picture of your toad in its natural habitat.

CCSS.ELA-Literacy.W.1.7

CCSS.ELA-Literacy.W.3.7

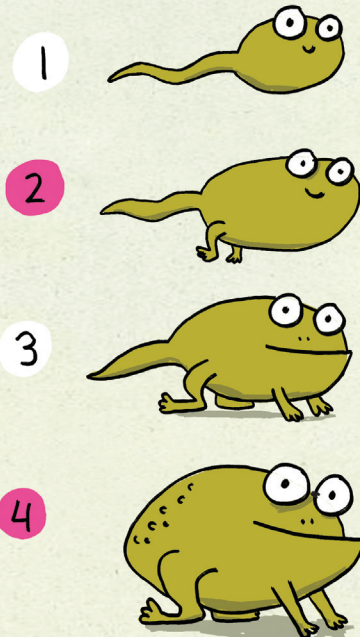
From Tadpole to Toad

- Act out with your body the life cycle of a toad. Begin as an egg, develop through the four stages described in the book and then show some of the things a toad might do in a day.
- Pretend you are a proud toad parent. Create a brag book of your baby toad. Show pictures and write descriptions of your toad from its start as an egg through to its development into a full-grown common toad.

CCSS.ELA-Literacy.RI.1.7

CCSS.ELA-Literacy.RI.2.7

CCSS.ELA-Literacy.W.4.7



A Toad's Defense

- What are two ways a toad protects itself against predators as described in the book? Why do so few of the toad's eggs survive?
- The toxin a toad releases can be deadly. What would be an example of a situation in which a toad might need to release its deadly toxin? Do you know of any other animals that release poison as a way of protecting themselves?

CCSS.ELA-Literacy.RI.1.1



- What important job do toads perform for humans? Write a thank you letter to a toad telling them how you appreciate this important service. Follow proper letter-writing etiquette.
- What is the difference between a species being endangered and extinct? What are some of the reasons that some species of toads are endangered and extinct? Can you think of one thing you can do in your daily life that will help save the lives of toads? For example, what can you do every day to help stop global warming?
- Design a public awareness campaign either in print or for broadcast that outlines the importance of toads and what our responsibility is to keep to them safe.

CCSS.ELA-Literacy.RI.1.1

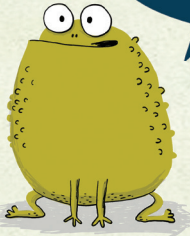
A day in the life

- Make a list of five facts that you learned about toads from the book. Assume the role of a toad and imagine you are writing a blog entry about your day. Show what you have learned about toads by incorporating the facts into your post.
- Imagine you are a toad and have a wildly popular Instagram account. Draw pictures of the photographs you might post on your account. Alternatively, make a model of a toad using clay or modeling material and photograph your toad in different environments. Caption each photo with an explanation of what is happening, but include factual information that you learned from the book in your caption.

Speech Bubbles

Rewrite the speech bubbles and read the book again with the new text.

Locate all of the speech bubbles in the book.



Scientific fact vs. fiction

Spread out around the classroom. As the following statements are read out, take a step forward if it is true. If the statement is fiction, remain still.

1. A toad is an amphibian because it lives in the water.
2. Toads drink through their skin.
3. Most tadpoles survive to become full-grown toads.
4. Tadpoles have arms, but they don't have legs.
5. A toad's lifespan can be up to twelve years.
6. Toads can be harmful to a farmer's crops.
7. The number of toads on earth is decreasing.
8. The common toad is called *Bufo bufo*.

Interesting or Disgusting?

Write down two facts about toads that you found interesting.

1. _____

2. _____

Write down two facts about toads that you found totally disgusting.

1. _____

2. _____

Write down one more question that you have about toads.

Common Core State Standards

READING: INFORMATIONAL TEXT

CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant

CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text to a grade 2 topic or subject area.

WRITING

CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

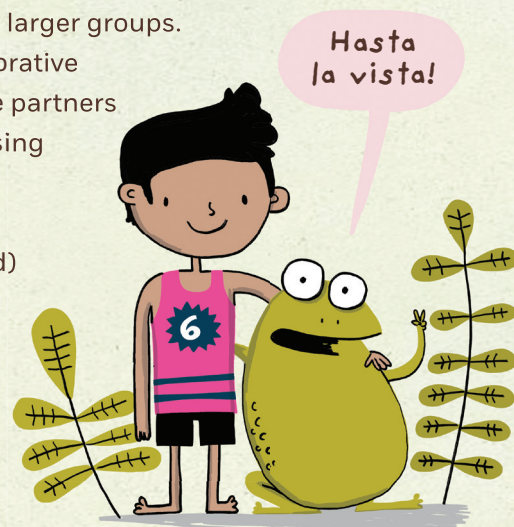
SPEAKING AND LISTENING

CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.



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