The Green Frogs
Mini-Unit Plan

Contents:

- The mini-unit designers
- Introducing the mini-unit
- Contextualizing the picture book
- Learning experiences
- Standards
- Next steps for your learning

Meet the Designers:

Robin Gurdak-Foley is an early childhood teacher who has taught integrated preschool, third grade, and Kindergarten. She has spent time in both urban and rural schools in Massachusetts, as well as a semester teaching in Great Britain. She has an M.Ed in Gifted & Talented Education, and a CAGS in Special Education, both from the University of Massachusetts, Amherst.

Kim Shanahan is a Kindergarten educator, who has spent most of her years teaching K-2 in urban, global majority schools in Massachusetts and Texas. She spent three years teaching ELA and Debate at a rural Kansas high school. Kim is currently completing a Masters in Reading and Language, and focuses on diversity and inclusion issues at her charter school in Lowell, Massachusetts.

Mini-Unit created July 2017
This mini-unit was developed at the Doors to the World 2017 Summer Institute sponsored by the Five College Center for East Asian Studies and funded by the Freeman Foundation.

Introducing the Mini-Unit:

This unit is designed for instruction in integrated K-2 classrooms, although the standards referenced are from the Kindergarten Common Core State Standards.

Questions for understanding The Green Frogs:

- Is it a folktale that explains why frogs croak in the rain?
- Is it a fable to tell children to obey their parents?
- Is it a fable to tell parents always to be truthful with their children?
Student goals as “I can” statements:

- I can use critical thinking skills to analyze images and text in multicultural picture books.
- I can use art infusion techniques to demonstrate comprehension of ideas, specifically of family relationships.
- I can collaborate with peers to learn and talk about Korean culture.

**Contextualizing the Picture Book:**

**Title:** *The Green Frogs: A Korean Folktale Retold by Yumi Heo*

**Author:** Yumi Heo

**Illustrator:** Yumi Heo

**Publisher:** Houghton Mifflin Company, Boston

**Date of Publication:** 1996

**Genre(s):** Folktale/fable

**Summary:**
Two little green frogs live with their mother by a lotus pond. The sons always do the opposite of what their mother tells them to do. Their mother uses reverse psychology and doesn’t provide consequences for their negative actions. As the frogs grow older they continue to disobey and do the opposite of what their mother says, up until her death. Prior to the mother frog’s death, she uses reverse psychology when planning her burial spot. This idea backfires as the frog sons finally do as they are told, with dire consequences for the mother. There are lessons to be learned for both parents and children. The folktale also explains why frogs cry out in the rain.

**About the author/illustrator:**

**Yumi Heo** was an illustrator and/or author of more than thirty books. Born in Korea in 1964, she grew up in several rural villages due to her father’s military assignments. In an interview for the Korean-American video series *The Portfolio*, Heo explains that “Nature was my playground.” She describes how she played outside, often with her brother, especially taking delight with the frogs in the rice paddies while her mother washed clothes in a nearby stream.

http://www.yumiheo.com/contact/

Because of the frequent moves of her military family, Yumi was often trying to make new friends. Her mother signed her up for art classes when Yumi entered junior high to ease the loneliness. Yumi focused on watercolors and she was hooked. She earned a BA in graphic design at Sang Ji University in Korea, and then attended New York School of Visual Arts where she completed an MFA.

Heo’s experiences influenced her writing, including the boycott of Korean and Korean-American owned stores by African Americans in New York City in 1990—an event that became the cornerstone for her picture book, *In Brooklyn*. Because of the sensitivity around content reflecting racially charged events, no New York editors wanted to publish it at the time. In the late 1990s, Heo worked for the New York City Transit Authority and created thirty stained glass windows representing the people of Queens. These public artworks are located along the 7 train stations.

Yumi Heo illustrated several folktales and picture books by other authors, such as *Sometimes I’m Bombaloo* by Rachel Vail, as well as *Henry’s First-Moon Birthday* and *Polka Dot Penguin Pottery* by...
Leonore Look. Yumi wrote several of her own picture books, including One Afternoon, Ten Days and Nine Nights: An Adoption Story, Father's Rubber Shoes, and Lady Hahn and Her Seven Friends.

Yumi Heo died at age 52 on November 5, 2016, after a long battle with cancer. Author Laura Godwin remembered Yumi as gracious, enthusiastic, and inquisitive. “I loved the way she incorporated mistakes into her art rather than erasing or deleting them. If she drew a squiggle where she hadn’t intended, it would show up in the final art as a tree or a rabbit or whatever struck her fancy. She was part artist, part magician, and always an inspiration!” Yumi Heo is survived by her husband, son, and daughter, who is an aspiring figure skater.

**Sources of inspiration for author/illustrator:** Yumi Heo’s inspiration for The Green Frogs was her time in the Korean countryside during her childhood. The illustrations in the story evoke the sights and sounds of a Korean pond. The story is based on a cherished Korean folktale, ripe for interpretation.

**Geographical region/time period:** While the story does not specify a location other than a pond, the lotus flowers and insects evoke a particularly Korean setting. The Korean pond is a symbol of purity and enlightenment.
http://www.korea.net/NewsFocus/Travel/view?articleId=114841

**Cultural themes:** Parent-child relationships as expressed in behavioral norms and expectations for children, as well as discipline practices are explored. The question of filial piety, the Confucian idea of honoring one’s parents, and cultural elements of Korean funeral rites are all demonstrated in the story.

**Media of illustrations:** Yumi started her art career with a box of crayons her mother gave her at age four. In college, her main medium was watercolor. She worked with dolls for her MFA project. Most of the illustrations in The Green Frogs are done in oil paint and ink, with resist techniques used for texture. Several pages, including the back cover, use a stamp technique for repetitive patterns.

**Awards and other recognitions:** Ten Days and Nine Nights received the 2009 Parent Choice Award—Silver Medal for Picture Books and the 2010 Christopher Award-Winner of Books for Young People. Yumi’s board book, Red Light, Green Light, received a starred review in 2015 by Publishers Weekly.

**Two CAVEATS before getting started:**

- One needs to be careful about the community connection to this story because it could result in some children in the community labeling their peers “green frogs” on the basis of their behavior. This is an excellent time to remind students that we are talking about behaviors, not the children exhibiting the behaviors.
- Discussing death and what may have happened to the frogs’ mother might be upsetting to very young children. Many children’s stories refer to death in vague terms—e.g. popular movies like The Lion King and European fairy tales like Cinderella and Snow White have protagonists whose mothers have died. In The Green Frogs the mother dies a natural death of old age, and the discussion can help to normalize this inevitable stage of life. Many children can relate to the loss of a loved one, but it is important to ease into the subject with intentionality.
Analyzing the Picture Book

Folktales have been used around the world and for many purposes. Korean and Southeast Asian folktales, in particular, are used to share values, traditions, and cultural beliefs. http://asianfolktales.unescoapceiu.org/pdf/The%20Role%20of%20Folktales%20Today.pdf

While originating in the oral tradition, folktales can also be shared through global literature and picture books. Dr. Hae-Ri Kim argues that stories can help educators and parents teach important lessons to children.

On her website, Yumi Heo compiled a set of artwork that is reminiscent of her book illustrations. One entitled *Dandelion* closely echoes the artwork in *The Green Frogs*, providing an excellent opportunity for teachers to discuss Heo’s work and artistic style separate from the picture book.

<table>
<thead>
<tr>
<th>Yumi Heo Editorial Illustration:</th>
<th>Visual Thinking Strategies (VTS) Questions and possible responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dandelion</em></td>
<td><img src="http://www.yumiheo.com/home-decor-styling/" alt="Dandelion Illustration" /></td>
</tr>
<tr>
<td><a href="http://www.yumiheo.com/home-decor-styling/">http://www.yumiheo.com/home-decor-styling/</a></td>
<td>What do you see in this painting?</td>
</tr>
<tr>
<td></td>
<td>✭ Lots of flowers (dandelions) at different stages (with seeds, without, still with blossoms)</td>
</tr>
<tr>
<td></td>
<td>✭ Seeds with <em>pappus</em> from seed head floating</td>
</tr>
<tr>
<td></td>
<td>✭ Spiral bugs with antennae</td>
</tr>
<tr>
<td></td>
<td>✭ Caterpillars</td>
</tr>
<tr>
<td></td>
<td>✭ Various white spots, dots and dashes—busy</td>
</tr>
</tbody>
</table>

How and what do you feel when you see the many elements in this painting?

Where in nature might you find these elements?

What kind of day do you think it is? What makes you think that?

How do the patterns and the color palette make you feel? Why do you think the artist made these choices?

The following section provides analysis of various picture book parts, including identifying elements for the teacher and possible Whole Book Approach and Visual Thinking Strategy questions to choose from for discussion:

**Jacket**

**Identifying elements:**

✭ The front of the jacket matches the front cover of paperback version, which shows a busy scene with mother frog and sons in a pond teeming with nature.
The inside of the front jacket includes a short synopsis of the text with stamped images of lotus and dragonflies in a limited, pale palette. The lotus, a symbol reflective of Korean culture, figures in both Buddhist and Confucian teachings. The lotus signifies honest poverty and virtue. The mother frog is always seeking for her children to be virtuous by being obedient to her.

Inside the back jacket includes author information with stamped images of dragonflies.

Possible WBA/VTS questions:
- Predict what you think the book is about. What do you see that gives you that idea?
- How are the characters feeling? How do you know?
- The story is about a couple of green frogs. Why do you think the publisher used dragonflies on the insides of the jacket?
- What are the frogs doing? What thoughts go through your mind when you see the frogs wearing clothes on the cover? Why did the author make the choice to have them act like people?

Cover
Identifying element:
- Embossed image of two upside-down frogs

Possible WBA/VTS questions:
- What are the frogs doing? Why do you think the author chose to pose the frogs in this position?

Format
Identifying element:
- The landscape format is used to mirror the expanse of the natural pond landscape.

Possible WBA/VTS questions:
- How is the book formatted? Why do you think the author chose to use a landscape format for the book?

Front matter
Identifying elements:
- Title page—two upside down frogs
- Publication information
- The dedication says “To my wonderful husband, Steven.”

Possible WBA/VTS questions:
- Why do you think the author chose to put a lotus and two bugs next to the publication information?
- What do you see in the dedication picture? Why do you think the author chose this?

Gutter
The gutter serves as a point of separation in different ways. In the third illustration the gutter separates the mother from her sons. In the fourteenth illustration the gutter separates the mother’s grave and her sons from rising floodwater.
**Typography**
Images are placed on the page opposite a page of text, alternating on verso and recto sides. This gives a sense of movement throughout the story, matching the sons’ unceasing energy. There are only a few places where the illustration crosses the gutter to create a double page spread, which are the only pages without text. All of the illustrations have simple white frames around them, which help the reader feel as though they are getting a glimpse into the pond life without actually being a part of it.

**Medium and Style**
Yumi Heo chooses oil paint and pen for the illustrations, her pale, muted palette informed by her background in watercolor. The colors are mostly muted shades of olive greens and yellows, with the pink color of mother frog’s dress reminiscent of the shade of pink of the lotus. The pen is used to define detailed parts of the tiny insects. Heo’s style is personal, reflecting her experience living in the country near a pond and streams.

**Connecting Picture Book to Family, Community and Current Events/People:**
In a class discussion or turn and talk, the following questions and prompts can be posed…

(Alternative: You can also play the game “Big Wind Blows” to connect children who identify with the prompts. http://www.group-games.com/ice-breakers/big-wind-blows-game.html)

*How might child readers connect this story to their own family?*
- The green frog sons always did the opposite of what their mother said. Tell about a time when you did the opposite of what someone told you to do.
- Mother Frog tempted her children out of bed with their favorite breakfast: duckweed soup. What is the best way for your family to get you up in the morning?
- The Green Frogs made a mess when they finally ate their soup. Tell about a time when your family had a messy meal.
- The Green Frogs were supposed to help their mother clean up their mess, but they made the kitchen even messier. Tell about a time when you tried to help your family but you made a bigger mess.
- One of Mother Frog’s favorite things to do is read a book to herself quietly. How is this similar to or different from your family? What do the grown ups/older siblings in your house like to do?
- Mother Frog tried to teach her sons to croak correctly. What kinds of things has someone in your family taught you? (Memory prompts: writing your name, tying your shoes, riding a bike.)
- Mother Frog told her children, “Don’t get dirty!” Think of a time when you got dirty doing something. (Memory prompts: digging in the garden, helping to cook, eating spaghetti, chocolate, or ice cream that’s melting fast.)
- The green frog sons and their mother kept behaving the same way for a very long time—for years, in fact. What do you think about the way the little frogs behave? How could they behave differently? What kinds of consequences would be appropriate for the green frogs? What do you think about what the Mother Frog does? If a family member tells you to do something, what do you usually do? What could the Mother Frog have done differently?
How might this story be used for thinking about community?

- Have you ever had a pet that died? Is there anything you would like to share about your experience?
- Do you know anyone who has died? Did you go to the funeral? What happens at a funeral? What kinds of feelings did you have?
- What do you know about Korean culture? What are some of the similarities and differences with your own cultural background? Do you personally know someone from Korea?

What connections to and disconnections from current and/or historical events and people (global, regional, local) do the themes in the text represent?

- The theme of this book is based on the Confucian principle of filial piety—obedience to one’s family—which may be changing in modern day Korea. According to Lee Kim Sooyeon, who wrote an article for the Sookmyung (University) Times, nonconformity may be a virtue. Good behavior may no longer produce the desired results. Why do you think nonconformity may be more acceptable now? The idiom, “the squeaky wheel gets the grease” seems to be the way to get things accomplished in society, rather than “following the rules.” As globalization increases, eastern and western approaches come into greater contact, and influence one another.

Juxtaposing Texts:
There are several opportunities for juxtaposing texts with The Green Frogs. The theme of disobedient children can be compared and contrasted with Baby Rattlesnake by Lynn Moroney and Te Ata (1989), as well as No, David! by David Shannon (1998). Learning Experience #2 details an exploration juxtaposing The Green Frogs with Baby Rattlesnake, analyzing text, story elements, and illustrations. Grandma Lives in a Perfume Village by Fang Suzhen and Sonja Danowski (2014) is a Taiwanese story of a young boy visiting his dying Grandmother. Little Xiao Le embodies the epitome of filial piety, providing strong contrast to the green frogs in the mentor text.

Learning Experiences:

Learning Experience Design #1: Critical Analysis Interactive Read-Aloud
The purpose of this lesson is for students to critically analyze images and text in the literature to help understand and make cross-cultural connections with ideas about family. The students should initiate many of the observations for the chosen pages.

First illustration
Identifying elements:
- Mother frog standing on lily pad
- One frog son sitting on lily pad
- Lots of bugs, lotuses, fish darting in the water

Possible WBA/VTS questions:
- What do you see in the picture?
- There are so many creatures in the picture—why do you think the illustrator made this choice? What feeling does it convey to you? How can you connect this scene to experiences in your life?
Second illustration
Identifying elements:
- Mother frog wakes up sons
- Sons are under the covers

Possible WBA/VTS questions:
- What is happening in the picture? How can you relate to this scene?
- Mom says: “I know how to get them up.” What do you think she will do? What leads you to say this?

Third illustration
Identifying elements:
- First page to use double page spread
- Gutter separates the mother from sons
- Mother frog sitting down to eat soup, sons jumping around

Possible WBA/VTS questions:
- What are the boys doing now? Why are they jumping around?
- What do you think the mother is thinking now? What makes you this?

Fourth illustration
Identifying elements:
- Two sons are eating in very messy manner

Possible WBA/VTS questions:
- What is happening now? Why do you think they are eating this way?
- If mother wanted them to eat, why did she say “Well, then, don’t eat!”?

Fifth illustration
Identifying elements:
- Two sons wield brooms wildly as they jump around; leave many footprints

Possible WBA/VTS questions:
- What is happening in the picture? How does the illustrator convey movement with her artistic style?
- Where have you seen the repetitive prints before? What did you think or feel when you saw the footprints?

Sixth illustration
Identifying elements:
- Mother is separated from sons along a plant line

Possible WBA/VTS questions:
- What is happening in the picture?
- Where is the mother, and what does the mother want? If she was not successful, what could she have said instead?
Seventh illustration
Identifying elements:
   ✴ Second page to cross the gutter
   ✴ Mother frog is significantly larger in size

Possible WBA/VTS questions:
   ✴ How is this illustration different from the others we’ve seen?
   ✴ Why do you think the illustrator chose to make the mother so much larger than the boys?

Eighth illustration
Identifying elements:
   ✴ Mother frog separated physically from sons by diagonal line of lily pads and lotus

Possible WBA/VTS questions:
   ✴ What is happening in the picture?
   ✴ Where is the mother, and what does the mother want? If she was not successful, what should she have said instead?

Ninth illustration
Identifying elements:
   ✴ Double-page spread with two sons swimming across the pond

Possible WBA/VTS questions:
   ✴ What do you notice that is different on this page?
   ✴ Why do you think the author chose no words?
   ✴ If there were words, what do you think the author would have said?

Tenth illustration
Identifying elements:
   ✴ Mother separated from sons—she is vertical and sons are vertical

Possible WBA/VTS questions:
   ✴ What emotions do you think sons have? What makes you think this?
   ✴ Why did mother say “Bury me in the shade by the stream”? Make predictions—what will sons do?

Eleventh illustration
Identifying elements:
   ✴ Sons carry mother’s coffin for burial

Possible WBA/VTS questions:
   ✴ What is happening in the picture? How can you tell?
   ✴ How can you relate to this picture?

Twelfth illustration
Identifying elements:
   ✴ Sons bury mother frog
Possible WBA/VTS questions:
- How does this picture make you feel? How do you think the sons feel?
- What evidence can you find from the illustrations to support this?

Thirteenth illustration
Identifying elements:
- Sons hide under the lily pads, as the rains begin

Possible WBA/VTS questions:
- What is happening in this picture?
- Why are the sons covering themselves with lily pads? Where else could they hide (i.e. under their bed covers)?

Fourteenth illustration
Identifying elements:
- Another illustration that crosses the gutter; pond water flooding toward mother frog’s grave

Possible WBA/VTS questions:
- What is happening in the illustration? How does the water change to show the change in weather?
- Why do you think the sons croak correctly?

Fifteenth illustration
Identifying elements:
- Boy with ice cream cone scratching head

Possible WBA/VTS questions:
- What is happening here, and how is it different?
- Why do you think the author/illustrator chose to draw a human for the first time?

Throughout the picture book, Yumi Heo uses various art media and techniques to indicate motion. Assessment of student understanding can be accomplished by completing their own mixed media art piece using muted watercolors in a limited palette to mirror the colors in the story. Students will use a stamp in the shape of a natural element to complete a repeating pattern on their print. Students can draw and cut out frog shapes from colorful paper to glue on in collage format. Where appropriate, students are encouraged to write, in any way they are able, about their frogs. Ideas include: labeling, simple sentences, or possibly a developed story.

Learning Experience #2: Juxtaposing Texts
The purpose of this lesson is to develop the skill of compare and contrast. Children’s books can be compared by theme, characters, authors/illustrators, and fiction vs. nonfiction. This lesson focuses on comparing and contrasting two folktales from different cultures (Korean and Chickasaw) in terms of the theme of children who disobey their elders and the consequences of their actions.
http://www.native-languages.org/legends-rattlesnake.htm

Review and chart thematic elements of The Green Frogs, using a T-chart.
Follow the steps for critical analysis interactive read-aloud, addressing the story elements of character, setting, and plot, as well as the feelings that the illustrations provoke. Discuss the story elements.

Complete Venn Diagram as shared writing experience.

Resources:

Learning Experience #3: Readers Theatre
The purpose of this activity is to use the whole child approach, incorporating the use of the entire body, as well as the senses, to experience quality literature. After the class has read The Green Frogs and it is familiar to all of the students, it is time to enjoy this fun and valuable mode of learning. This activity could be experienced in several different ways:

- The story can be acted out verbatim, with the teacher or child narrator reading the text, while the class simultaneously acts out the scenes in groups of three.

- The story can be acted out one page at a time, with groups of three taking turns doing motions from each of the pages.

- The story can be acted out using the following script for Readers Theatre.
Note from the playwright (Robin Gurdak-Foley): In the original picture book, written by Yumi Heo in 1996, The Green Frogs was based on a Korean folktale about frogs that live in a pond. This play is adapted to the school setting, with a twist in the ending. Enjoy!

The Green Frogs
adapted from Yumi Heo’s book The Green Frogs

Characters:
- Mrs. Ribbit, Teacher
- As many frogs as there are children in the class (Real names of students should be used. The names included in the script are used as examples)

Setting: Frog School
Time: The present

Narrator: Once upon a time there was a little school by a pond. In the pond, there lived x frogs. The frog families sent their children to the school by the pond as soon as they were no longer tadpoles. Except for the teacher, Mrs. Ribbit, the little frogs were all related to each other. They were all cousins. One of their family traits was that the children often did the opposite of what they were told.

[Mrs. Ribbit hops onto stage with class hopping behind]

Mrs. Ribbit: Class! Get in line! [Frogs hop all over the place.]

Mrs. Ribbit: Class! Stand still! [Frogs stop and sit down in a circle.]

Mrs. Ribbit: Anna and Juan, erase the board. [Anna and Juan mime scribbling on a board.]

Mrs. Ribbit: Cole and Dan, sharpen the pencils. [Cole and Dan mime breaking the pencils.]

Mrs. Ribbit: Elizabeth and Francisco, walk to the office. [Elizabeth and Francisco start jogging slowly around.]

Mrs. Ribbit: Kylie and Lily, count the lunch money. [Kylie and Lily mime pocketing money.]

Mrs. Ribbit: Ahmed and Maria, get the math papers. [Ahmed and Maria mime tossing papers.]

Mrs. Ribbit: Opal and Penny, pass out the markers. [Opal and Penny mime coloring.]

Narrator: Mrs. Ribbit looked at her class. She got an idea…

Mrs. Ribbit: (loudly) Everybody run around! [The whole class stops quick—FREEZE!]

Mrs. Ribbit: (loudly) Everybody spread out! [Class comes close and sits in a circle in front of her.]

Mrs. Ribbit: Now I am going to read to myself while everyone makes animal noises… [Class is quiet.]

Narrator: Mrs. Ribbit begins to read a story to her class because now they are nice and quiet.
Mrs. Ribbit: Once upon a time*… [Class sits quietly and listens.]
* Mrs. Ribbit begins to read aloud The Green Frogs by Yumi Heo

THE END

Costume idea: Construct frog masks out of large paper plates painted green and construction paper. Cut two 16” strips of green construction paper about 3 inches wide. Measure one strip around student’s head. Staple other strip to one side, then bend it over and staple it to the other side to prevent the band from slipping down over the child’s head. Make two big eyes out of construction paper and glue or staple to the front of the headband. Then curl one strip of red construction paper about six inches long and two inches wide. Round one end and staple it between the eyes and for a tongue.

Summative Learning Experience:
The purpose of this activity is to assess student understanding of the theme of filial piety through the use of a traditional Korean craft, paper-folding called Jong-i jeobgi.

🌟 Small groups of students create a set of frogs using hangi paper.

Photo: https://www.pinterest.com/pin/116882552807709679/

🌟 Small groups “write”, in whatever manner they are able, their own folktales about the frog family. They can choose to construct additional situations for the frogs to show their understanding of filial piety. They can also choose to re-write the story changing Mother Frog’s approach to interacting with her sons.

🌟 Students perform their stories using the paper frogs as props.

Resources:
https://www.thespruce.com/origami-jumping-frog-instructions-2540791
Creating Additional Multimodal and Interdisciplinary Opportunities:

Science vs. Folklore
The folktale sets out to explain the question of why frogs croak loudest in the rain, as noted in the text on the last page: “And ever since then, whenever it rains, green frogs sit by streams and cry “GAE GUL! GAE GUL! GAE GUL!” A lingering question is, *What is the scientific basis for frogs croaking in the rain?* An interdisciplinary opportunity would include researching the various sounds real frogs make and learn the scientific and biological explanations for croaking, especially when the barometric pressure rises.

Resources:

Earth & Space 1. Recognize that water, rocks, soil, and living organisms are found on the Earth’s surface.

Life Science 3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

Cross-cultural study of funeral rites and traditions
The frog sons bury their mother, following some important Korean cultural traditions. Students can compare the events in the story with traditional rites. This theme would work well when juxtaposing *The Green Frogs* with *Grandma Lives in a Perfume Village*.

Resources:
http://traditionsandcustoms.com/death-rites/korean-funeral
http://www.myseoulsearching.com/2013/02/korean-funeral.html
http://www.seoulsite.com/survival-faq/a-korean-funeral/

Standards:

**Common Core State Standards**

**RL.K.3**: With prompting and support, identify characters, setting and major events in story.

**RL.K.4**: Ask and answer unknown words in the text.

**RL.K.5**: With prompting and support, name the author and illustrator of the story and define role.

**RL.K.7**: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RL.K.9**: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**SL.K.1**: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.K.2**: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Pre K-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

**Tier 2 words for ELL Learners**
squatted
gobbled
sighed
croak
opposite
buried/bury
shade
obey

**Science Terms and Korean Vocabulary**
lotus
duckweed
pond
chung-gaeguri
grave
stream
banks
gae gul

**Next Steps for Your Learning:**

Learn the importance of origami in Korean culture, especially the special paper used:

Discuss why adults want children to behave in certain ways in specific settings. How would the story be different if the mother did not have such expectations for the green frogs’ behavior?

**References**
Interview with Yumi Heo:
The Portfolio: Ep 14 Yumi Heo—Children’s Book Illustrator and Writer
http://www.yumiheo.com/contact/

Yumi Heo obituary:
Maughan, Shannon (November, 2016)

Korean Culture:
Center for Global Education. (accessed July 12, 2017). “The value and meaning of the Korean Family”
Key Terms
1. Korean folktale; 2. frogs; 3. filial piety