

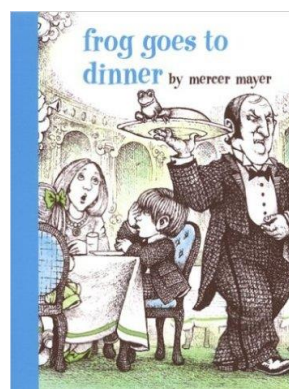
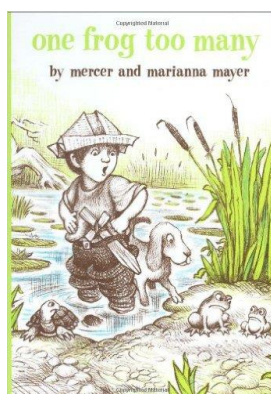
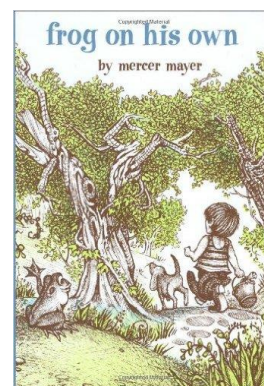
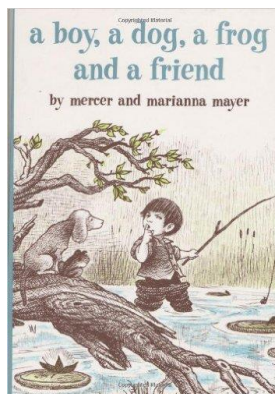
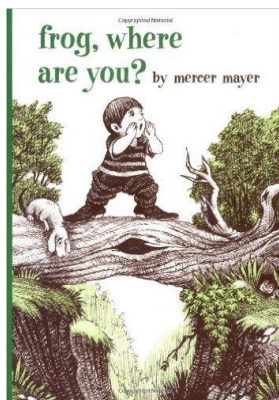
## Let's talk about a boy, a dog and a frog

By Mercer Mayer

Mercer Mayer's detailed drawings will have you and your child turning pages to find out what happens when a boy and his dog go on an adventure to a pond and meet up with a frog. You may find that your child rushes through the pages to see what happens. That is okay. Don't be afraid to let your child lead you through the book. You can briefly describe the pictures or ask questions. As you read the book more times, or when your child is a little older, you will be able to spend more time on each page. When you ask questions about the story or pictures, it helps your child build their early reading skills. If your child has gone fishing before, you can remind her of that time. One of the principles in the Le Clerc Centre's Shared Reading Project is to **"connect concepts in the story to the real world."** When children are able to relate their own experience to that of the characters in the book, they gain a deeper understanding of the story.

### Read More About It!

If your child likes this story, there are more adventures to enjoy. Mercer Mayer created 6 books in the series. Here are the others to look for:



## Let's Play with Rhymes

### **Jump, Froggie, Jump!**

(Tune: "Alice the Camel")

(From the book: *Sing, Sign and Learn* by Sherrill B. Flora)

One little froggie jumped one time.  
One little froggie jumped one time.  
One little froggie jumped one time.  
So, jump, froggie jump!

Two little froggies jumped two times...  
Three little froggies jumped three times...  
(Continue with as many froggies as your child wants.)

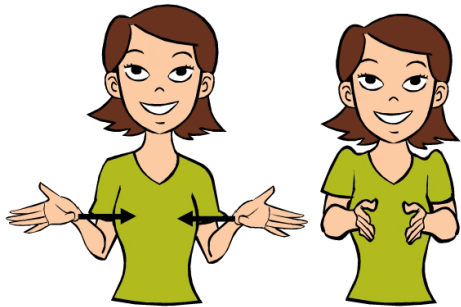
Here are some signs you might use for this rhyme:

**(Sign a number) little froggie jumped (sign a number) time.**

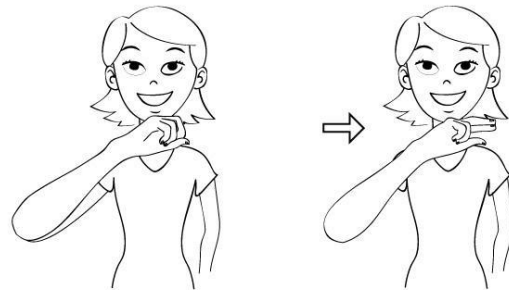
**(So,) jump, froggie jump!**



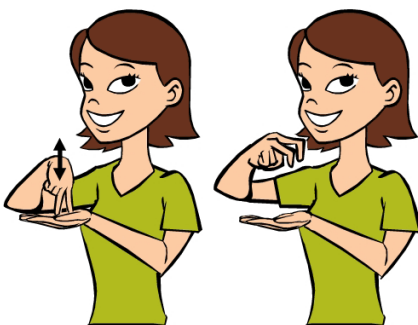
**Little**



**Frog**



**Jump**



**Time**



## Let's Learn About Language

### Role shifting

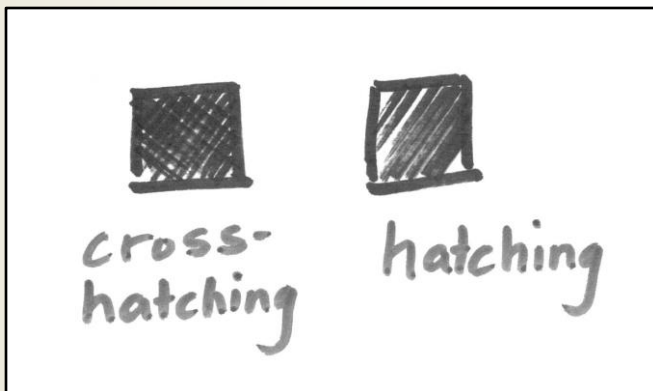
You will notice as you watch Kathy's ASL storytelling that she takes on the role of each of the characters in the story making sure to tell things from each character's point of view. Role shifting is an important part of ASL. You will notice she moves her body slightly to the side when she is "becoming" another character. She also adjusts her eye gaze to show the size of the character in relation to the other. One clear example in the video is near the end of the story when the boy and the dog are in the bathtub and they are looking at the frog over the edge of the tub. As she signs from the position of the boy and the dog, Kathy looks down and over the tub at the frog. Then as she takes on the role of the frog, she looks up from the frog's position on the floor.

## Let's Learn About Art

Mercer Mayer uses the art techniques of "hatching" and "cross-hatching" to create shading, shape and texture in the illustrations of this story.

*Hatching* is when you draw parallel lines of the same thickness to create shading.

*Cross-hatching* is when you draw parallel lines first then draw lines in the opposite direction overtop like crosses.



Take another look at the illustrations and see if you can find examples of these techniques.

How does Mercer Mayer emphasize parts of the picture from the background?

If your older child is interested in drawing, he may like to explore using these techniques in their artwork.

## Let's Play Together

Here is a fun game you can play with your child. If you are familiar with the game HEDBANZ, this is similar. In this tip sheet there are pictures of some things you might catch in a net and strips of paper to make a headband. Copy, cut the pieces out and colour them if you want. Glue or tape the headbands together so that they fit around each of your heads. Turn the pictures of the things to catch upside down on the table. Put a piece of tape on the back of each of the pictures. Now you are ready to play.

### *Headband Game—What did you catch in your net?*



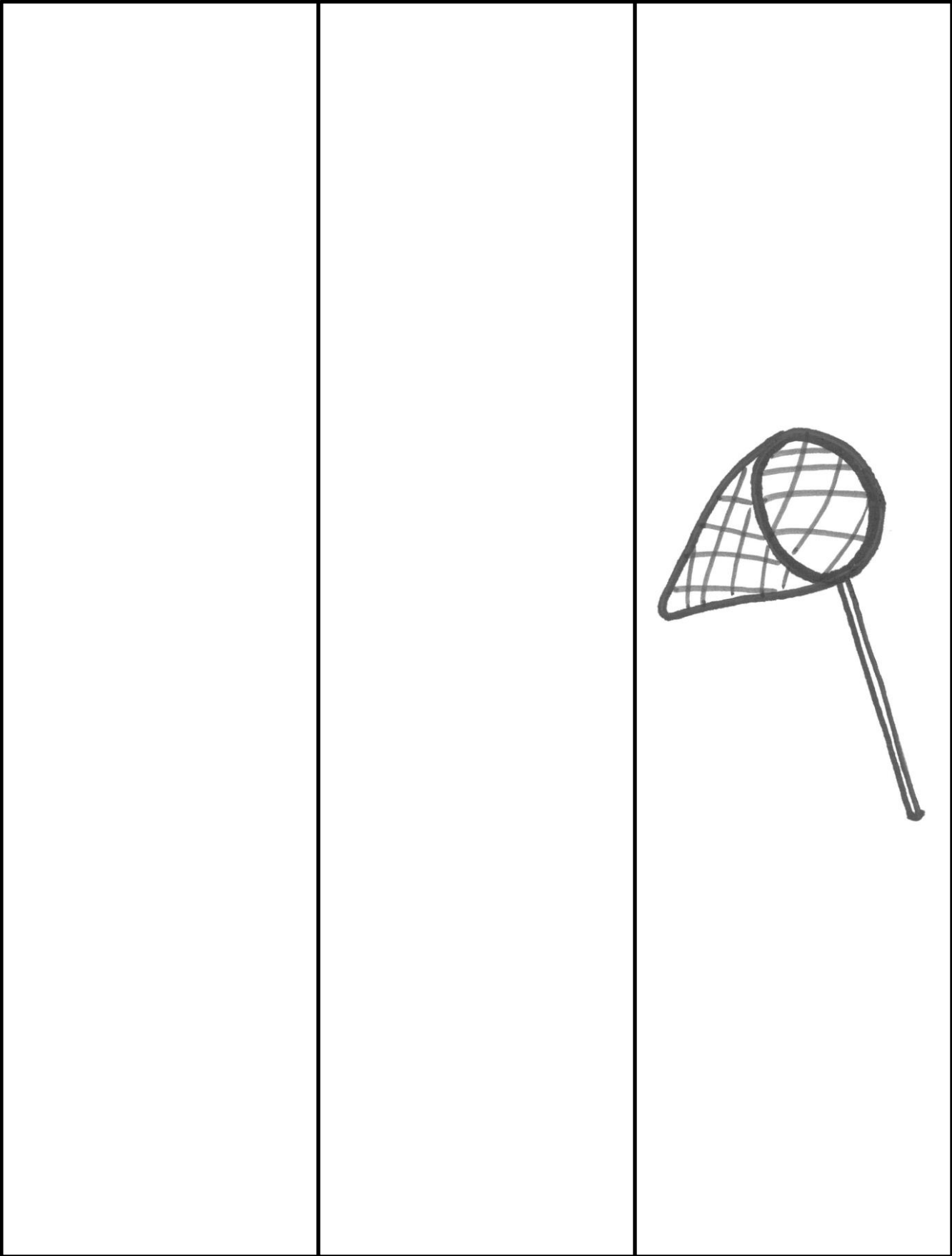
Pick a picture and stick it to the net on the front of your headband without looking at it. Now your child has to describe the picture for you using **only gestures, not true ASL signs**. And it is your job to guess the correct sign for what you caught in your net! Another option is to ask questions to figure out what your picture is. For example, you could ask “Is it a fruit?” “Is it an animal?” Once you guess, it’s your child’s turn to put a picture on their net and you describe it for them. For older children, you can write words on cards instead of pictures so that they have to practice reading the words in order to describe it.

### **Why Gestures?**

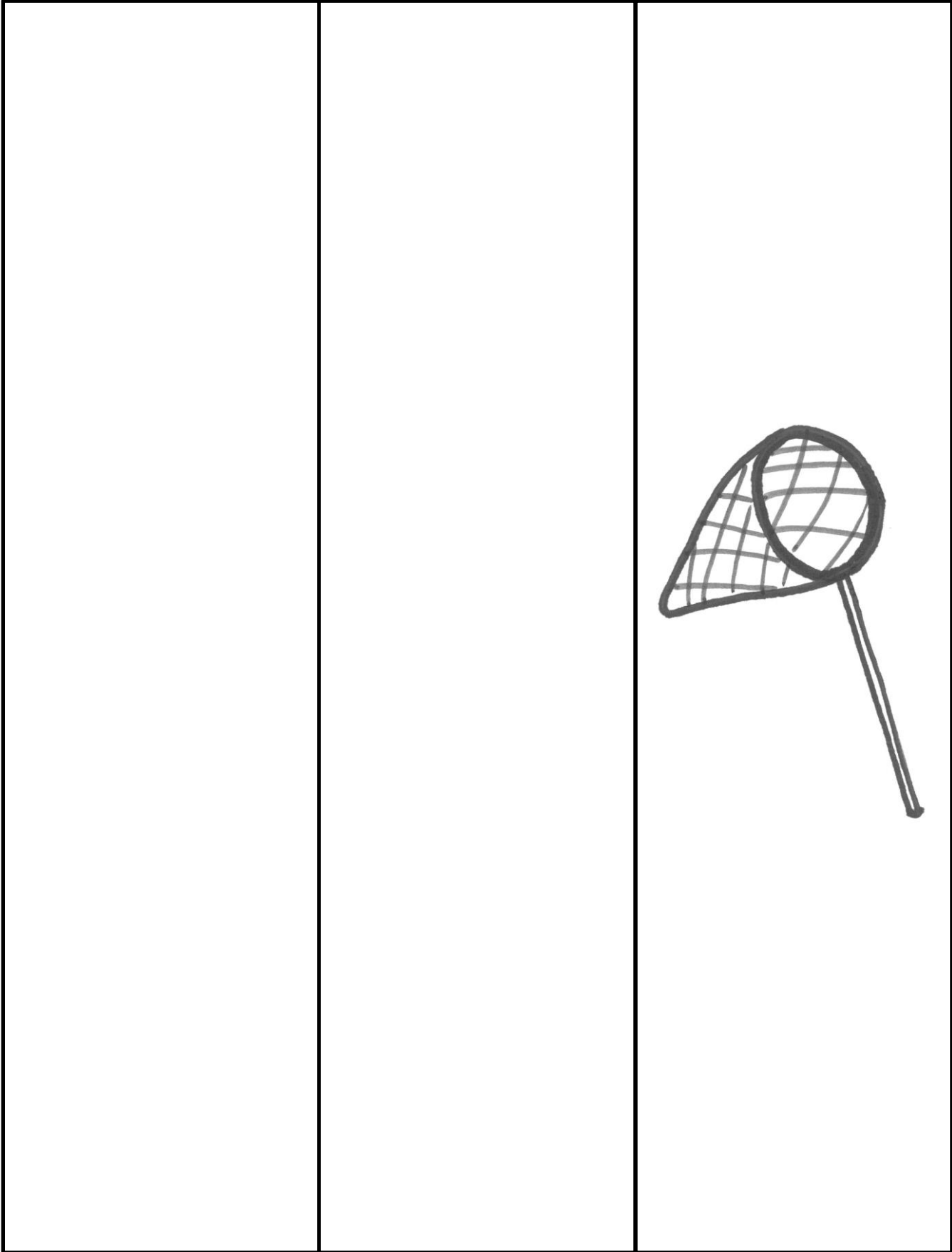
Gestures are a form of non-verbal communication. They include movements of the hands, arms, and/or other parts of the body. Children can use gestures to communicate before they have the ability to use words and phrases in their first language. Gestures not only complement language development but also enhance the child’s ability to communicate. Gestures allow children (or parents who are learning a new language like ASL) to convey a message or thought that is not easily expressed through limitations of the vocabulary.



Headband Template

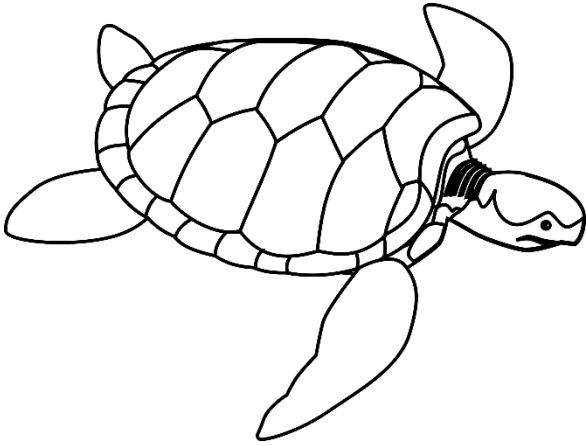


Headband Template



Headband Game Cards

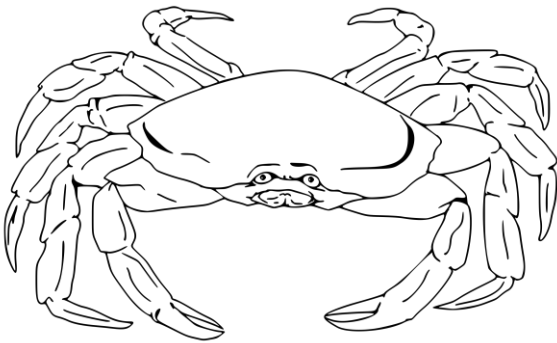
**Turtle**



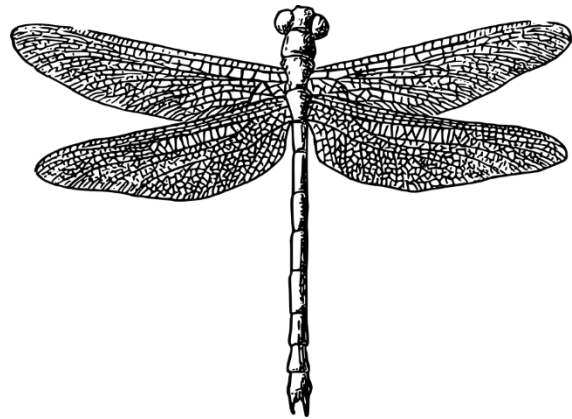
**Ball**



**Crab**

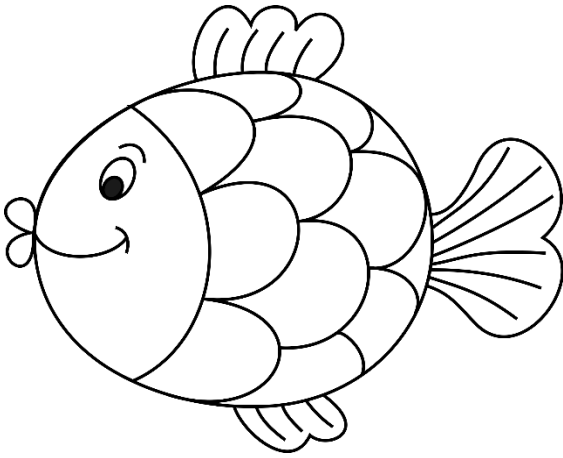


**Dragonfly**

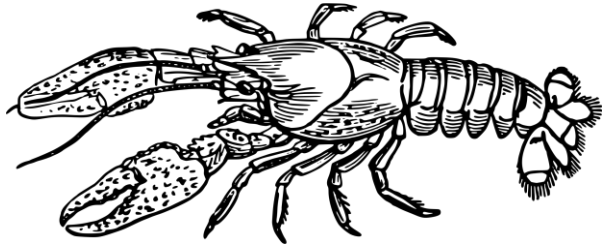


Headband Game Cards

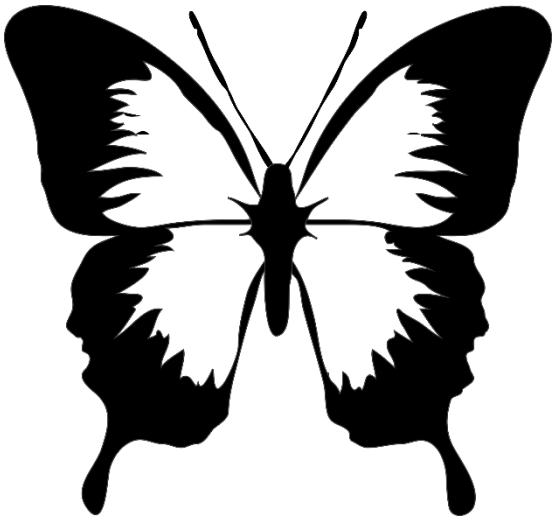
**Fish**



**Lobster**



**Butterfly**



**Frog**

