

TEACHER READING GUIDE

Charlie & Frog

written by Karen Kane
illustrated by Carlisle Robinson

This is book #1
in **The Charlie
& Frog** series.



Essential Question: How does analyzing Charlie’s words, actions, thoughts, and feelings help me understand his perspective of events happening in the story? How does Charlie’s perspective change from the beginning to the end of the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Mystery

Themes/Topics: Friendship, Diversity, Problem-Solving, Family

Lexile: 590L

SKILLS ALIGNED WITH FLORIDA’S ELA B.E.S.T. STANDARDS

Word Work

ELA.5.F.1.3 (a)

Apply word analysis skills. (Greek root *tele-*)

Vocabulary

ELA.5.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.5.R.1.3

Describe how an author develops a character’s perspective.

BUILDING BACKGROUND

Provide interesting facts about sign language to engage students in building background knowledge.

- People who are deaf or hard of hearing communicate with their hands, body movements, and facial expressions using sign language.
- Signs stand for letters (i.e., *a, b, c*), words (i.e., *cat*), or ideas (i.e., *I am hungry*).
- America and Canada use American Sign Language (ASL), but each country has its own sign language, such as Japanese Sign Language and Kenyan Sign Language.

Make Connections:

- Have you ever seen someone communicate with sign language? Where did you see it, and what were your initial thoughts or feelings?
- What could be exciting or challenging about learning a new language like ASL?
- Teach students basic signs taught and used in the text, such as *thank you, ice cream, frog, and scared*.

STUDENT LEARNING TARGETS

Today I am:

analyzing the main character’s words, actions, thoughts, and feelings.

So that I can:

understand their perspective of events happening in the story.

WORD WORK – WORD ANALYSIS WITH THE GREEK ROOT *tele-*

- ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
 - a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
- ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

- Write the word *television* on a whiteboard or chart paper. Say, "This is the word *television*. Grandma and Grandpa Tickler certainly love to watch television."
- Underline the root *tele-*. Say, "Television starts with the **Greek root** *tele-*, which means *far off or far away*."
- Circle the base word *vision*. Say, "The base word of *television* is *vision*, which means to see. The word *television* means to see from far away. Televisions allow us to watch TV shows and movies that are filmed far away from our homes."
- Say, "Recognizing and understanding the meaning of **Greek roots** like *tele-* will help you read unfamiliar words and understand what they mean."
- Ask students to copy the chart below. Provide a word with the **Greek root** *tele-*. Instruct students to write the word, underline the **Greek root**, and circle the base word.
- Students will then write the base word as well as a short definition of the word in the middle column. Provide student-friendly definitions of base words when necessary.
- Students will collaborate with a partner to discuss and determine the meaning of words with the **Greek Root** *tele-*. They will write their responses in the right hand column of the chart.
- Word List: *telescope, teleport, telecommute, telecommunications, telegram, telegraph, telemarketing*

Word With Greek Root Tele-	Root Word – Meaning	Meaning
television	vision – to see	to see from far away

TALK ABOUT NEW AND INTERESTING WORDS

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



lousy (p. 2): If someone is described as **lousy**, they are bad at something they do. Charlie says that Grandma and Grandpa Tickler are **lousy** grandparents because they never spend time with him.



staggered (p. 14): If someone **staggers**, they have difficulty standing or walking straight because they are hurt or sick. Grandpa Tickler **staggers** back when Grandma Tickler punches him in the arm during their pretend fight.



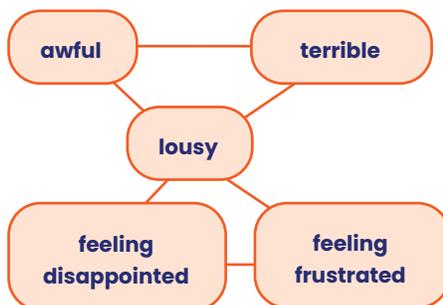
gestured (p. 16): When someone **gestures** at someone or something, they move their hands or head to communicate a message or feeling. Aggie **gestures** toward the library with her hand to tell Charlie that she wants to go inside.



fumbled (p. 23): If someone **fumbles** something, they hold it in a nervous or clumsy way. Aggie **fumbles** for a pencil so that she can write a message to explain why she is scared.

Try This!

Create a word map to provide a visual representation of the word associations students make with new vocabulary words.



Vocabulary Extension Activity

Word associations encourage students to connect new words to related words and concepts. Use the Think-Pair-Share strategy to support students in interacting with new words and understanding word relationships.

- Think: What other words or feelings come to mind when you think of the word *lousy*?
- Pair: Share your thoughts with a partner.
- Share: Take turns sharing their thoughts and word associations with the class.

READ FOR MEANING – AUTHOR’S DEVELOPMENT OF A CHARACTER’S PERSPECTIVE

- ELA.5.R.1.3: Describe how an author develops a character’s perspective in a literary text.
- ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.



Before:

- Review the terms *point of view* and *perspective* with students.
 - **Point of view** is the type of narration (e.g., first-person) the author chooses to tell the story.
 - **Perspective** is a character’s particular attitude toward or way of regarding something happening in the story.
- Discuss the following points with students to set the purpose for reading:
 - The story *Charlie and Frog* is told from a third person, limited point of view. It is told from the point of view of an outside narrator, and the narrator knows the innermost thoughts and feelings of the main character, Charlie.
 - Authors develop a character’s perspective by describing how the character reacts to events in the story. Readers can analyze the characters’ words, actions, thoughts, and feelings to make inferences about their perspective or how they view events happening in the story.
 - Since Charlie faces multiple conflicts throughout the novel, the reader gains insight into his feelings, perspectives, and personal views based upon his words and reactions to each conflict.



During:

To determine Charlie’s perspective, present three prompts to guide students’ analysis of Charlie’s reactions to situations he encounters throughout the text. Using their responses to the prompts, students will write a constructed response explaining Charlie’s perspective, citing evidence from the text to support their answers.

- What is the problem or conflict Charlie is facing?
 - Introduction sentence: *The conflict that Charlie faces in this chapter is ...*
- How does Charlie respond to the conflict? (words, thoughts, feelings, actions)
 - Cite one piece of evidence from the text to support how Charlie responds to the conflict.
- What does Charlie’s response to this conflict reveal about his perspective?
 - Elaboration sentence: *Charlie’s response reveals his perspective ...*

Use a think aloud to model responses for each of the prompts after reading Chapter Three: *Stay*.

- **What problem or conflict is Charlie facing?** Charlie’s parents are traveling to South Africa for three weeks to help Giant Golden Moles, and they are leaving him in the care of his grandparents. They tell him that when they return, he will be sent to boarding school far away from them.
 - Guide students to write a sentence using the introduction sentence stem.
- **How does Charlie respond to the conflict? (Words, Thoughts, Feelings, Actions)**
 - **Words:** “You never said anything about sending me to boarding school. I don’t want to go to boarding school.”
 - **Words:** “Why can’t I stay here with Grandma and Grandpa Tickler?”
 - **Thoughts/Feelings:** Charlie wants his parents to ask him what he wants, instead of making decisions for him.
 - Guide students to write one sentence citing evidence from the text to support how Charlie responds to the conflict.

READ FOR MEANING – AUTHOR’S DEVELOPMENT OF A CHARACTER’S PERSPECTIVE



- **What does Charlie’s response to this conflict reveal about his perspective?** Charlie feels like he is not important and that his parents do not care about what he wants. For example, his parents tell him that they want him to go to boarding school because it’s too complicated to care for him while they travel around the world to help animals.
 - Guide students to write a sentence using the elaboration sentence stem.

Repeat these steps as Charlie encounters conflict throughout the text in chapters 6, 16, 24, 25, 27, and 31.



After:

- After reading Chapter 38: *Friends*, analyze Charlie’s perspective to identify the shift from feeling unimportant to feeling cared about by the people in his life.
- Reread the dialogue between Charlie and Frog on p. 248.
 - Frog plopped down next to Charlie and opened her notebook. *Mom told Grandpa Sol you have to come to our school. Even though you are hearing and not a Castle.*
 - *“Why?”* Charlie signed. *“Why me?”*
 - *Because, Frog told Charlie, Mom said you need us.*
- How does Charlie respond to this conversation using words, actions, thoughts, and feelings?
- Based on Charlie’s response to this conversation, what is his perspective at the end of the story?

Try This!

Explain that the Latin root *spect-* means *to look or view*. Underline *spect-* in the word *perspective*. Reinforce the idea that a character’s perspective tells readers how the character looks at or views events happening in the story.