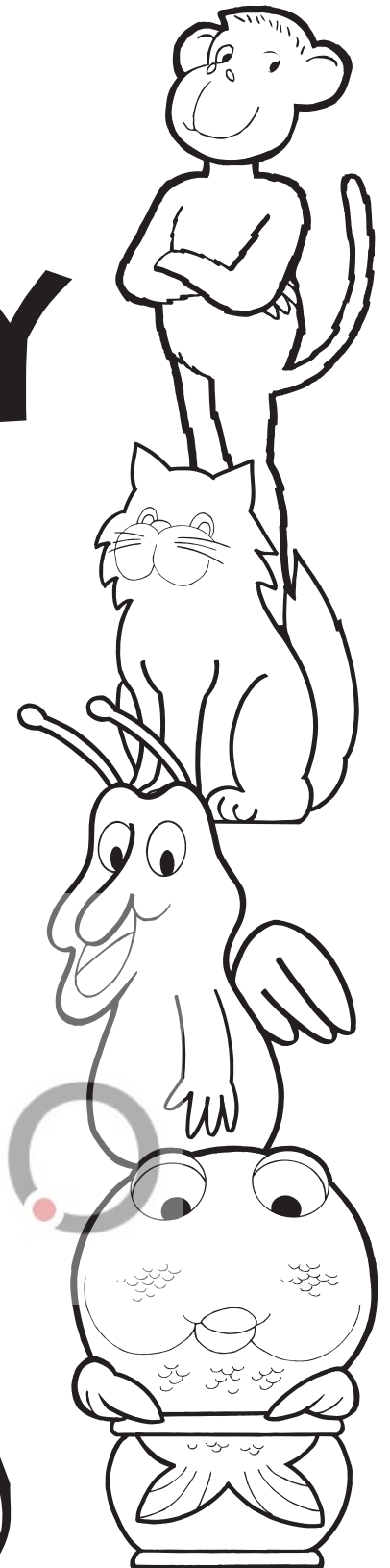


MORE FROGGY & FRIENDS BOOK III

WRITTEN BY KATHIE GUILD

6 STORIES
WITH ACTIVITIES ON:

CONSIDERATION
FEELINGS
ARGUING & FIGHTING
SHARING
BOSSINESS
PLAYING TOO ROUGHLY



Illustrated by
Harry Norcross



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MORE FROGGY & FRIENDS/BOOK III

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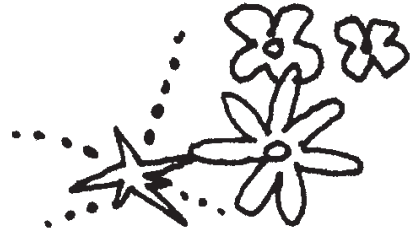
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CONTENTS

5	INTRODUCTION	
7	CONSIDERATION	
8	INTRODUCTION	
12	FROGGY LEARNS TO BE CONSIDERATE (STORY)	
15	FROGGY LEARNS TO BE CONSIDERATE (PUPPET PLAY)	
30	ACTIVITY SHEETS	
43	FEELINGS	
44	INTRODUCTION	
50	FROGGY LEARNS ABOUT FEELINGS (STORY)	
63	FROGGY LEARNS ABOUT FEELINGS (PUPPET PLAY)	
68	ACTIVITY SHEETS	
85	ARGUING & FIGHTING	
86	INTRODUCTION	
92	FROGGY LEARNS ABOUT ARGUING & FIGHTING (STORY)	
109	FROGGY LEARNS ABOUT ARGUING & FIGHTING (PUPPET PLAY)	
115	ACTIVITY SHEETS	



129	SHARING
130	INTRODUCTION
135	FROGGY LEARNS ABOUT SHARING (STORY)
144	FROGGY LEARNS ABOUT SHARING (PUPPET PLAY)
147	ACTIVITY SHEETS

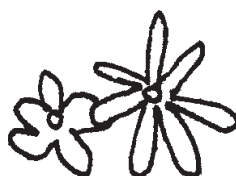


159	BOSSINESS
160	INTRODUCTION
164	FROGGY LEARNS ABOUT BEING BOSSY (STORY)
175	FROGGY LEARNS ABOUT BEING BOSSY (PUPPET PLAY)
179	ACTIVITY SHEETS

185	PLAYING TOO ROUGHLY
186	INTRODUCTION
191	FROGGY LEARNS ABOUT PLAYING TOO ROUGHLY (STORY)
205	FROGGY LEARNS ABOUT PLAYING TOO ROUGHLY (PUPPET PLAY)
209	ACTIVITY SHEETS

216	STICK PUPPET PATTERNS
-----	------------------------------

224	ABOUT THE AUTHOR
-----	-------------------------



INTRODUCTION

More Froggy & Friends is the third book of Froggy stories and activities. This elementary guidance curriculum targets social skills because children who have good social skills are able to adapt with relative ease to any social situation that arises. The stories, puppet shows, discussion questions, and follow-up activities presented in *More Froggy & Friends* reflect situations that are familiar to children. By listening to the stories or watching the puppet shows, discussing the questions, and completing the activities, children observe socially-accepted behaviors and actions and learn the consequences of unacceptable behaviors. The story and puppet show found in each of the six lessons give children the opportunity to offer advice to the characters about ways to resolve their dilemmas. Children readily identify with the characters and often begin to transfer the lessons learned in *More Froggy & Friends* to their interactions with others.

PRESENTING MORE FROGGY & FRIENDS

Each unit in *More Froggy & Friends* consists of a story, puppet presentation, discussion questions, and activity sheets. Leaders can choose to introduce the topic by reading the story or presenting the puppet play. The discussion questions apply to both the story and the puppet play.

Before beginning each lesson, look at the variety of activities available. Decide how often the topic will be presented and which activity sheets are appropriate for the grade level to which the lesson will be presented. Select and reproduce the activity sheets you will need.

NAME: _____ DATE: _____

WHO'S BEING CONSIDERATE?

Directions: Circle the animals showing considerate behavior in the pictures.

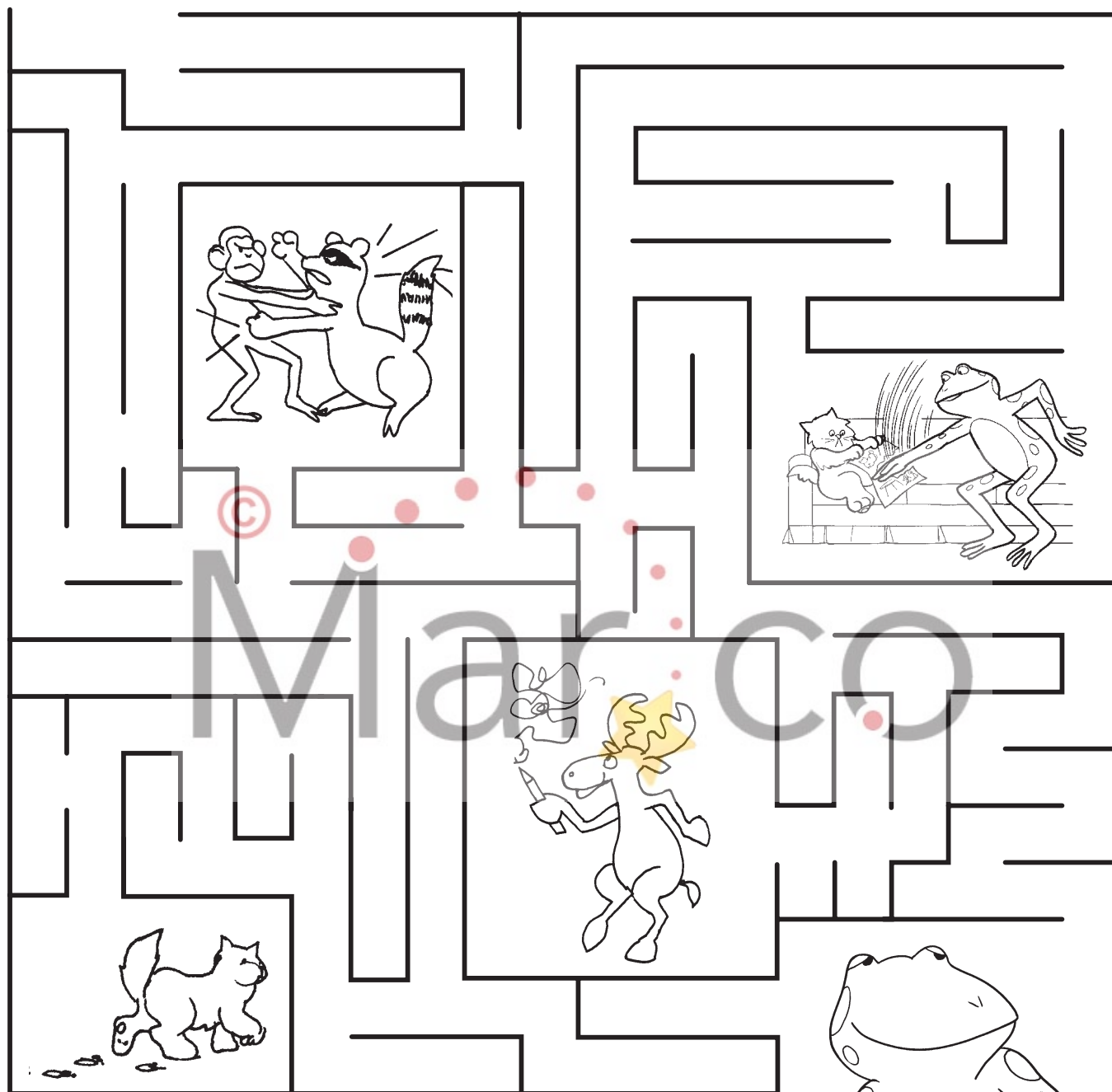


NAME: _____ DATE: _____

CONSIDERATION MAZE

Directions: Find the correct path through the maze.

START



NAME: _____ DATE: _____

FEELINGS WORDFIND

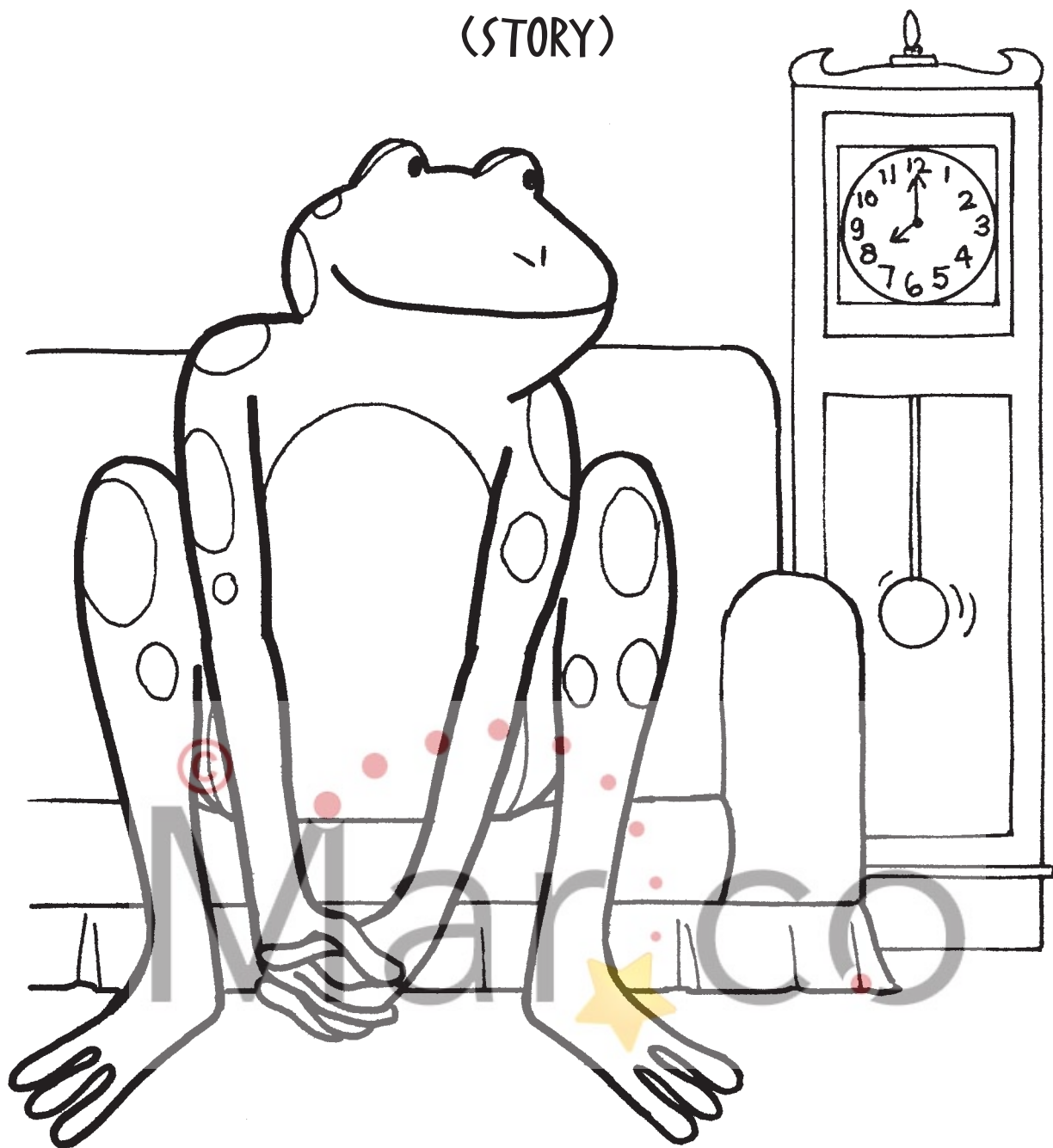
Directions: Words are hidden across and down in the puzzle. Find the words listed below and circle each one.

WEIRD SHY PROUD WORRIED
SILLY SCARED BORED
EXCITED HAPPY JEALOUS



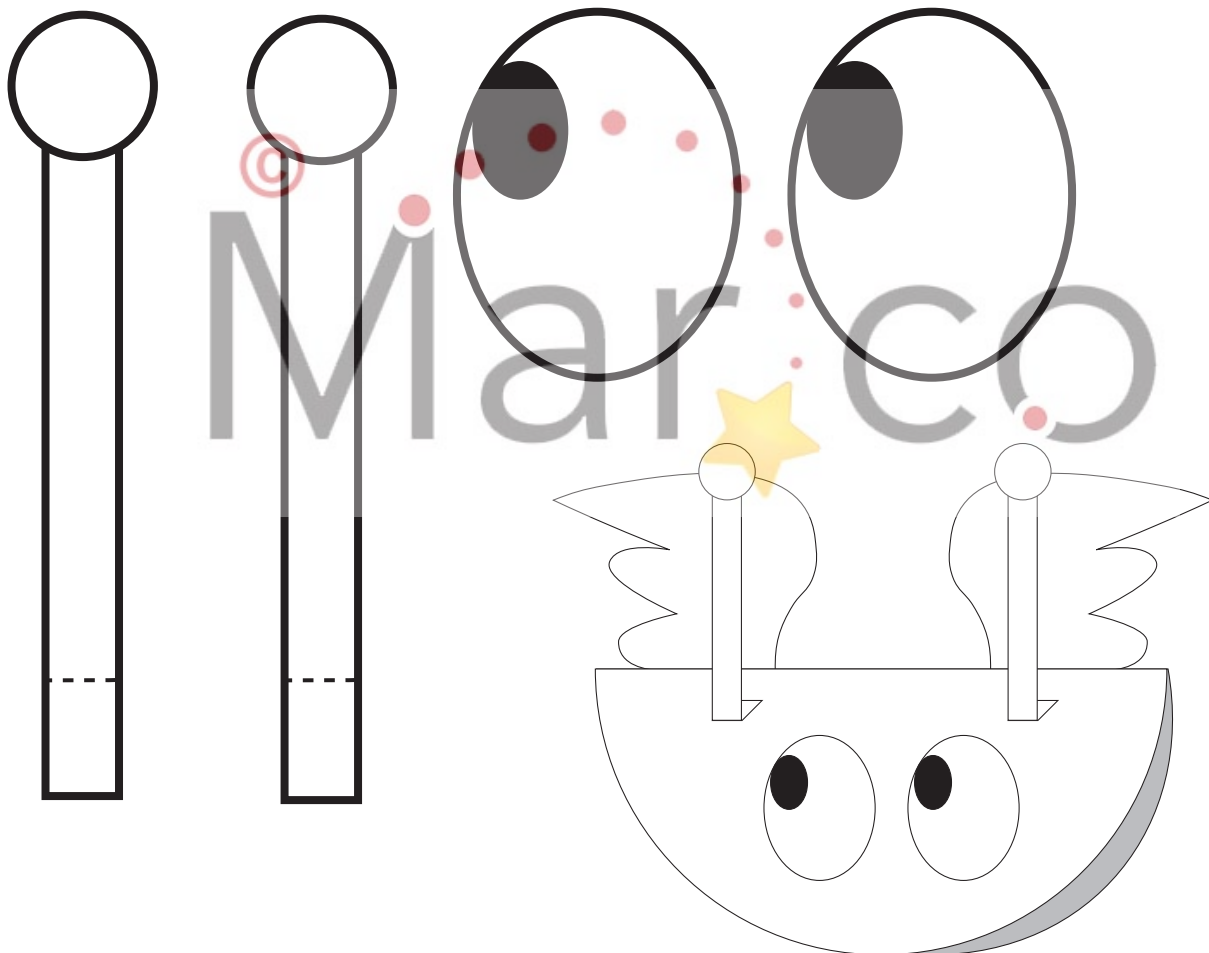
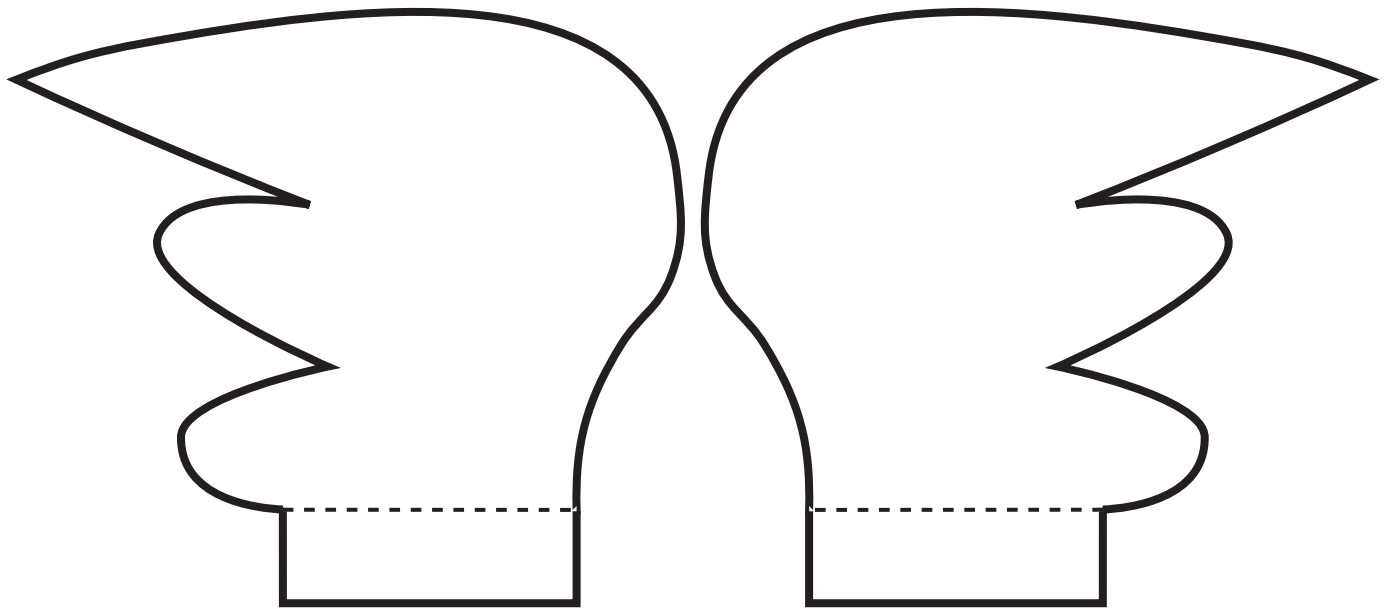
FROGGY LEARNS ABOUT ARGUING & FIGHTING

(STORY)



Froggy was very excited. His good friend, Moosey, was coming over to spend the afternoon with him. Froggy had been looking forward to this day for a long time. He kept looking at the clock, wishing the time would go faster. Finally, he heard a loud knock on the door. He quickly hopped over and opened it. There was Moosey, looking as excited as Froggy. Moosey came in and the two friends went into Froggy's living room.

GET A LONG PAPER PLATE PATTERN



SHARING CIRCLE ACTIVITY

Set aside a time each week or each day for students to share their opinions, beliefs, news, and feelings. In the beginning, it is best to have the *Sharing Circle* be structured and directed by the teacher, who will introduce simple topics for the students to discuss. At this time, the focus of the *Sharing Circle* is on sharing and listening, giving students practice in learning how to interact with and respect one another. The teacher acts as the group facilitator, summarizing and restating what each student has said and making sure the rules are followed. Students have the option of passing. See *Rules Of The Sharing Circle* (page 154) for specific directions and the *Suggested Topics For The Sharing Circle* (page 155) for more information on how to begin. As the students become accustomed to the *Sharing Circle*, the topics can be focused and directed by the students themselves.

It is a good idea to use a ball or a stuffed animal that is passed around the circle. Only the person holding that object is allowed to speak.

EXTENDED ART ACTIVITIES TO USE WITH THE SHARING UNIT:

PUFFY SHARING FISH (PAGES 156-157)

Using the pattern provided, cut out or let each student cut out two *Puffy Sharing Fish* from construction paper. Give each student markers, glitter, sequins, glue, and newspaper. Tell the students to decorate their *Puffy Sharing Fish*. Go around the room and staple the two *Puffy Sharing Fish* together at the top, leaving the bottom open. Tell the students to tear their newspaper into strips, wad it up, and stuff it into their fish. Then staple the bottom of the fish together. Use a hole punch to punch out a small hole in the top of each *Puffy Sharing Fish*, thread a piece of yarn through the hole, and hang the fish from the ceiling. Staple long colorful ribbons/streamers to the tail of each fish.

PAPER PLATE FISH

Distribute a small white paper plate, scissors, pencil, markers, glue, glitter, and sequins to each student. Tell the students to draw a picture of their favorite fish on the paper plate, cut it out, and decorate it. (**Note:** For younger students, the leader may need to draw the fish on the paper plate.)



NAME: _____ DATE: _____

FLOWER LETTER HUNT

Directions: Find the flowers with one shaded petal. Write the letter inside the flower on the lines below. Then unscramble the letters to make a word.

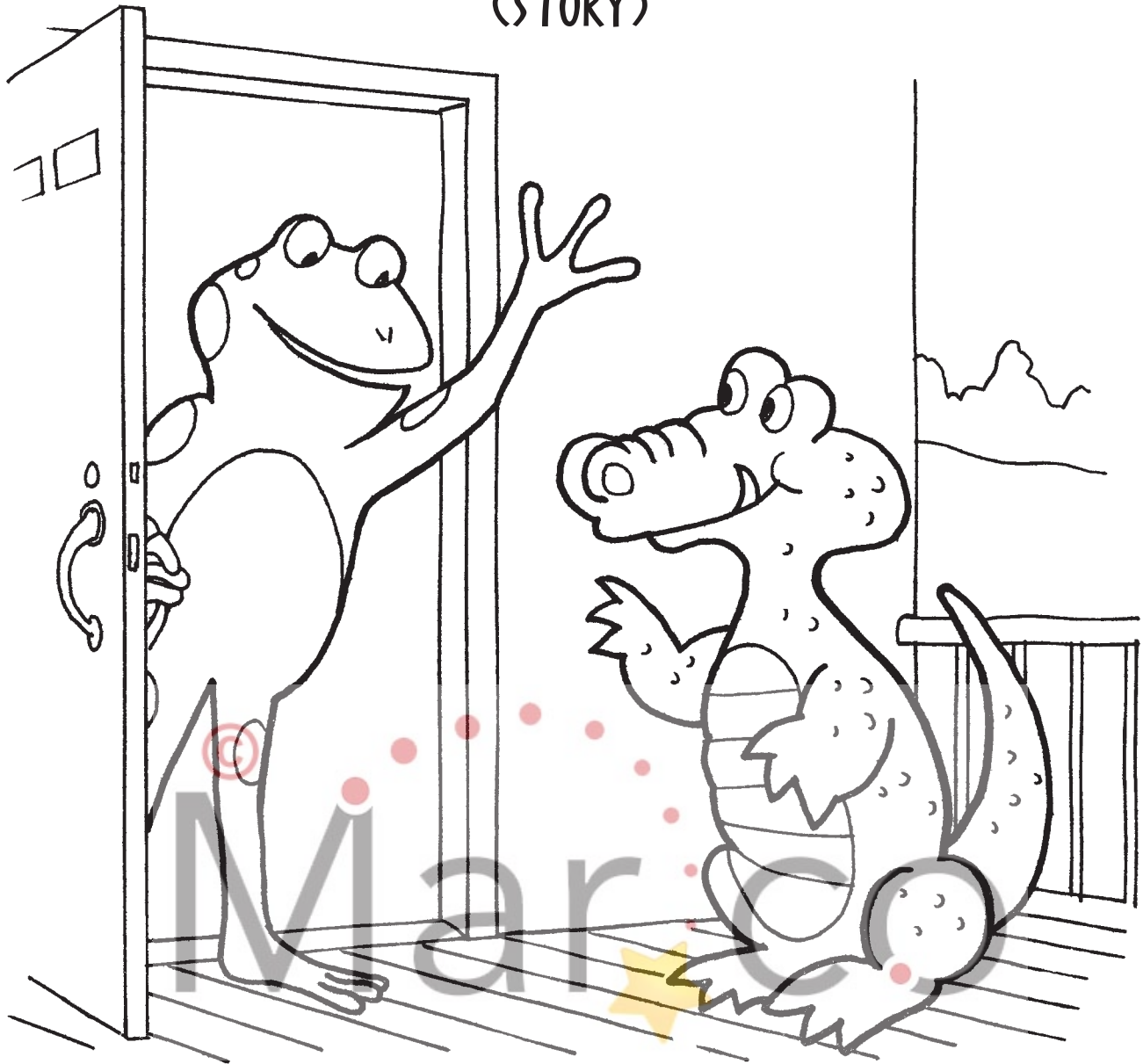
LETTERS _____

WORD _____



FROGGY LEARNS ABOUT BEING BOSSY

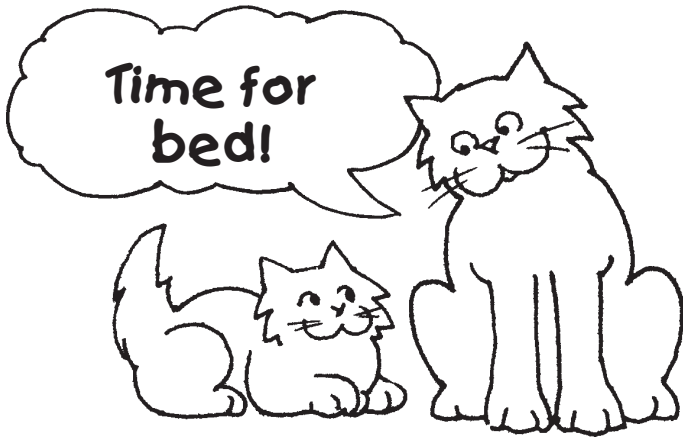
(STORY)



Froggy was very excited. His good friend, Alligator, was coming over to his house to play. Froggy had been looking forward to Alligator's visit all week. He kept imagining all the fun things they would do when they were together. Finally, Froggy heard a knock at the door. He opened the door and there stood Alligator with a wide grin on his face. Alligator told Froggy how excited he was about being invited to play at his house and how he had been thinking about it all week long.

IN CHARGE OR BOSSY?

Directions: Someone who is in charge has the right to tell others what to do. Look at the pictures below and decide if the characters speaking are being bossy or in charge. Mark your choice with an **X**.



Your big sister is babysitting you.

**IN
CHARGE**

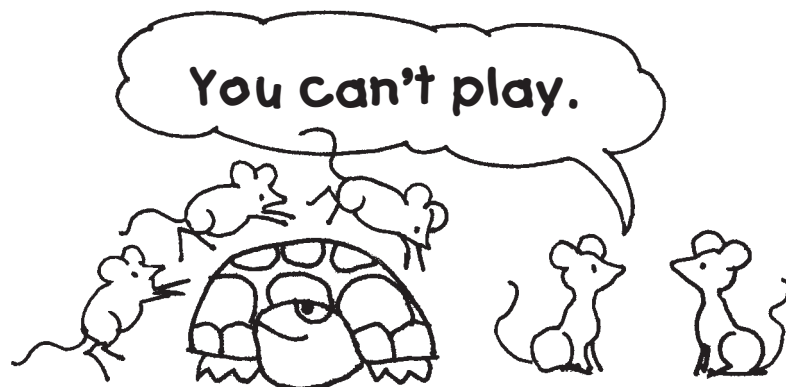
BOSSY



The line leader tells everyone to be quiet.

**IN
CHARGE**

BOSSY



Someone tells you that you can't play.

**IN
CHARGE**

BOSSY

Froggy did not pay any attention to what Mrs. Stork said. He laughed and continued to move the pencil around like a sword.

Monkey frowned and said angrily, “I mean it, Froggy. Stop! I don’t want to have a sword fight. I want to get my math done so I can have some free time and go to a fun center.” Froggy laughed, which only made Monkey more angry.



“You know,” said Froggy, “you aren’t a very good sword fighter. If you would watch movies like *The Three Musketeers*, you could learn some cool moves. I know, because that’s where I learned mine.”

WHAT DO YOU SAY TO ROUGH STUFF?

Directions: Read the sentences below and decide if they are a good way to let someone know he or she is playing too roughly. Mark your answer with an **X**.



I don't like to play that way!

YES NO



You are so stupid!

YES NO



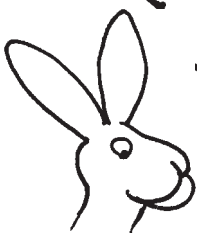
I'm not going to invite you to my party!

YES NO



Stop! You are hurting me!

YES NO



You are really going to get it!

YES NO



I don't want to play any more. You act too rough.

YES NO

FROGGY STICK PUPPET PATTERN

