

# Reading the Book

## **Introduction**

This overview will help you use the book "*I DOUBLE Dare You!*"

## **Skill Highlights**

This book incorporates many literacy skills into its story line. Included are:

- Increasing phonemic awareness
- Using question words
- Expanding vocabulary
- Focusing on word endings such as -ed, -ing, -est, -er.

## **Before you Read**

**Predict:** Ask children, what they think the story is about by just looking at the cover? They may notice the title. Make predictions about the double dare.

## **As you Read**

As you read the book, use your voice to emphasize the voices of each character.

## **After you Read**

### Responsibility

I am responsible to make good choices,  
I am responsible for all that I do,  
I am responsible to make good decisions  
that are good for me and you.  
(Unknown author)

## Curriculum Connections

### Art

Notice the watercolors the illustrator used throughout the story, have the children choose their favorite part of the story and create their own watercolor painting of it.

Make a frog puppet. Make a paper chain snake. Or make stick puppets of the characters in the story.

### Math

In the story there are many activities that lend themselves to incorporate math. They can do patterning using nuts of different size or shape.

**Have a frog jumping contest with different frogs.**

### Language Arts

Make connections using events in the story or characters such as:

- Text to text (compare this story to another)
- Text to self (compare something in the story to self)
- Text to world (compare the story to something in the real world)

Write about your connection to the story that you made. Perhaps write about a time that you were dared to do something like Sassy or Bucky. Or a time that you made a bad or a good decision. Why did you make that decision? Maybe you could write about a time that you played some of the games that are in the book.

### Science

Learn about life cycles of frogs and snakes. Talk with the children about what a walnut is and have one for them to observe, showing them the outside and reveal the nut inside. Set up an investigative center with various types of nuts that are in shells for them to observe and even break open. See which ones sink or float

## Frog Jumping Contest

Frogs are available to purchase on [www.orientaltrading.com](http://www.orientaltrading.com). They are plastic jumping frogs item # IN-39/14. They cost \$4.99 for 144 frogs.

In this activity pairs of children each select a frog and have them jump in series of contests to decide which frog jumps the farthest and which frog wins most often.

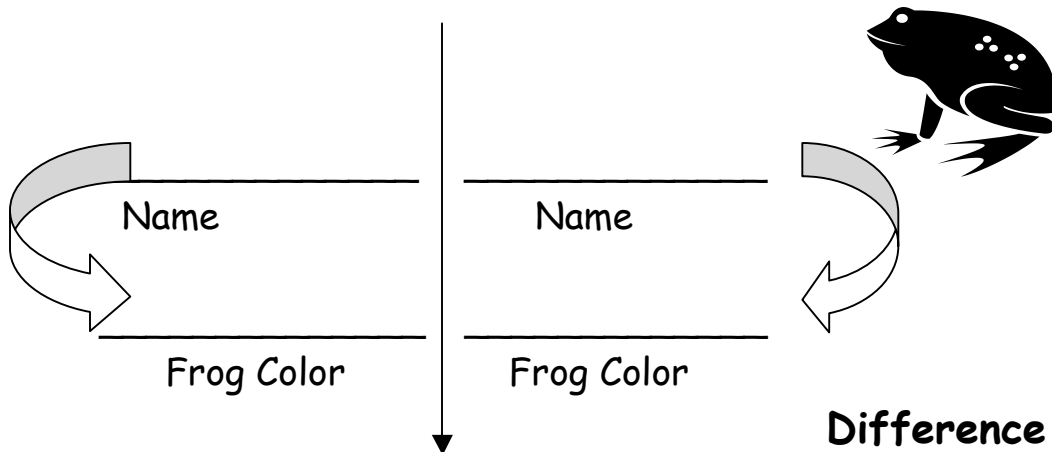
### Materials

- 2 different color frogs (if 2 choose the same color frog have one use a permanent marker to make it speckled)
- 1" grid for jumping track (you can tape 3 pages together to make longer.)
- Recording sheets, at least one for each pair of students
- Unifix cubes for comparing how many boxes they jumped (optional).
- Ruler for measuring (optional)

### Procedure

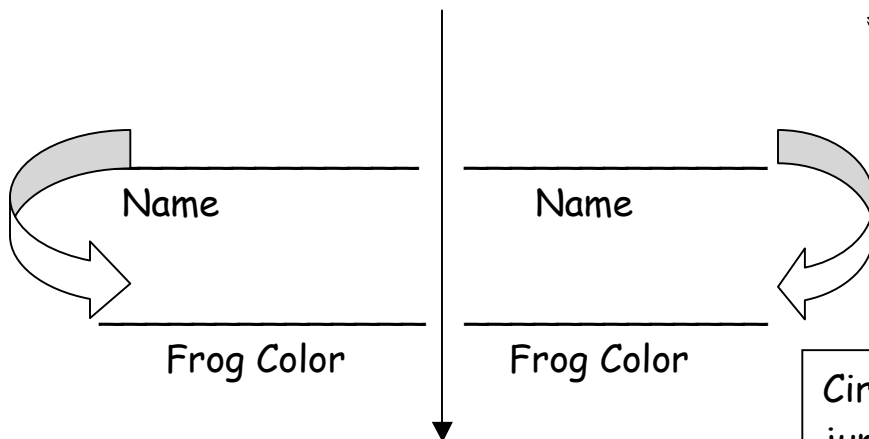
- Demonstrate the following
  1. Show how the grid paper will be taped together to make a jumping track.
  2. Show the recording sheet. Fill in the top with the color that matches the frog.
  3. Place 1 frog in front of the jumping track. Press its tail and watch how far it jumps. Count the number of spaces it jumped, built a tower of cubes that number of spaces high and record that number in the first box of the contest sheet
  4. Demonstrate how to figure the difference. (If cubes are used stand them next to each other.) Teach them how to write out the problem as a subtraction problem and record the difference.
    - Select partners to work together.
    - Provide each pair with recording sheet and materials to make the track.
    - Have pairs conduct as many contests as possible.
  5. Another option is to circle the frog that jumped the most squares or the least squares.





|        |  |  | Difference  |
|--------|--|--|---|
| Jump 1 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 2 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 3 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 4 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 5 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 6 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 7 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 8 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |
| Jump 9 |  |  | $\underline{\quad} - \underline{\quad} = \underline{\quad}$ |

Which frog won the most jumps? \_\_\_\_\_



|               |  |  |
|---------------|--|--|
| <b>Jump 1</b> |  |  |
| <b>Jump 2</b> |  |  |
| <b>Jump 3</b> |  |  |
| <b>Jump 4</b> |  |  |
| <b>Jump 5</b> |  |  |
| <b>Jump 6</b> |  |  |
| <b>Jump 7</b> |  |  |
| <b>Jump 8</b> |  |  |
| <b>Jump 9</b> |  |  |

Circle the frog  
jumped the longest  
distance.

X the frog that  
jumped the shortest  
distance.

Which frog won the most jumps? \_\_\_\_\_

## Movement

### Frog Hop

Children move from one point to another, hopping like a frog.

### Hatch, Hatch, Little Egg

Several pond animals come from eggs. In this movement game, children curl up into a ball and pretend to be an egg. One child is tapped on the shoulder, and pretends to hatch and acts like an animal they choose. That student taps the next child who hatches, then taps the next child, etc.

### Slither like a snake

Children lie on the floor and try to slither like a snake.

## **SQUIRREL AND NUT (game)**

One child is chosen to be "it" is given a nut to hold. The other children form a circle, sitting on the floor. They extend one hand & close their eyes. "It" tiptoes around the inside of the circle & puts the nut into one of the outstretched hands. The one who receives it jumps up & chases after the other until he catches "it". He/she then becomes "it" & the game proceeds as before. The children open their eyes as the chase begins.

**Squirreling Around:** Help your students to improve their balance while having some fun. Using masking tape, make a "telephone line" across your classroom floor or down the hallway. Have your students pretend they are squirrels and walk along the line without falling off while holding a "nut". (The nut can be anything that they have to hold with both hands, like a basketball.) When they get proficient at this, and then have them walk along the telephone line while being chased by another squirrel (another student) that wants their nut!

### Busy Squirrel Game-

1 child is the "squirrel" and hides the nut- then the rest of the class finds it. The child who finds it first is the next squirrel.

## Snakes

Snake lifecycles

Snake sorting activity- sorting small rubber snakes

Snake patterning

## Fingerprint Snakes

Use 2 colors of paint and stamp out a snake.

Dip the Index finger in green paint and pinkie finger in brown paint.

Stamp index finger horizontally to make the snake's head, then pinkie vertically and alternate colors and directions in a wiggly line to make the snake as long as you wish.

## Paper Chain Snake

Build snakes out of small strips of paper.

## Snake Measurement

Make 5 different snakes out of play dough or clay and then measure.



Name \_\_\_\_\_

# Snake Measurement

Build 5 snakes out of play dough or clay then trace them onto this paper and then use \_\_\_\_\_ to measure them.

1.

2.

3.

4.

5.