



Literature & Character Education

# Hop Jump

by Ellen Stoll Walsh

Teacher Resource Guide

PreKindergarten \* Theme 4: Respecting Others

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# ABOUT THE BOOK

## Story Summary

A frog named Betsy is bored with hopping and jumping. One day she watches leaves fall through the air. As she tries to imitate their twisting and turning, she discovers dancing. "No room for dancing," the other frogs say. Betsy goes off on her own. Soon the others grow curious and come to watch. Before you know it, they are all dancing, too. All but one, that is. He continues to hop and jump. "No room for hopping," the others now say. Betsy convinces them that there is room for both dancing and hopping.

## About the Author/Illustrator

Ellen Stoll Walsh grew up listening to and then telling stories. "My mother loved books," Walsh says, "and she took such pleasure in reading to us that we couldn't help loving them, too. She made up voices for the different characters and great sound effects—and when something was funny she would laugh until tears rolled down her cheeks. She knew lots of stories as well—especially from Uncle Remus—and sometimes she just made up stories as she went along. As the family got bigger she didn't have much time to read to the little ones, so I became the storyteller."

After she grew up, Walsh began making up stories for her own son, Ben. Soon, she realized that she wanted to write and illustrate picture books, not just for Ben but for all children. Her books include *Mouse Paint*, *Mouse Count*, *For Pete's Sake*, and *Jack's Tale*.

## Context of the Story

Young children often get caught up in following the "rules." *Hop Jump* illustrates the benefits of respecting differences and learning from those who do things differently. There is room enough for all of us if we can learn to cooperate.

# DAY 1

## CONNECT

### Introduce the Central Question

*Can we be different and still be the same?  
How can we show respect?*

Write the Central Question on the board and read it aloud.

Tell children that you will be reading a book about some frogs who like to do different things. Ask,

- *Do you have a friend who is different from you? How is your friend different? Can you think of ways that you and your friend are alike?*
- *Have you ever wanted to do one thing and your friend wanted to do something else? What happened?*
- *Has anyone ever made fun of you because you tried something new or did something a different way? What happened?*
- *Have you ever made fun of someone who was different from you?*
- *How do you feel when someone makes fun of you?*

### Teacher Sharing

Tell children about a time when you or someone you know did something "outside the box." This can be a time from your childhood or a more recent experience. Use the following questions to help structure your presentation.

- *What did you or the person you know do that was different?*
- *How did others react?*
- *How did it turn out? Was the new way better, worse, or just different?*
- *Did you learn anything from this situation? What?*

Draw a picture or act out your story as you tell it. Allow time for students to ask questions and make comments.

## EXPRESS

### Whole Group Sharing: I Do It This Way

Pose several situations or problems and invite children to tell or show what they would do or how they would think. For example:

- *When you get dressed in the morning, what do you put on first? Next? Last?*

## Resources

Analyze your classroom for an anti-bias approach. Visit the Web site of the National Network for Child Care for more information.

[www.nncc.org/Diversity/sac26\\_anti-bias.analyz.html](http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html)

Or use the checklist at the Anti-Defamation League's Web site.

[www.adl.org/education/default\\_anti\\_bias.asp](http://www.adl.org/education/default_anti_bias.asp)

## Plan & Prep

### Objectives

- To talk about how people are alike and different
- To explore the concept of respect
- To participate in group sharing
- To participate in learning center activities

### Materials

- Materials and supplies for learning centers

### Teacher Prep

Prepare the Sorting Cards and tracing templates for your centers (see descriptions of activities on p. 9).

### Teacher Tip

Make sure that reading, listening, and viewing materials reflect males and females from different backgrounds and with various abilities, talents, and interests.

- *What is the slowest way that you could move from where you are to the door?*
- *What is your favorite color?*
- *How would you put these pattern blocks together? What design would you create?*
- *What do you like to do when you are bored?*

Encourage children to talk about how they think and do things alike and differently. Lead them to understand that there is more than one way to do things and that it is okay to be different. Ask,

- *What do you think of (child's) way of (action)? Do you think you might try it that way?*
- *Are you surprised to know that we are so much alike?*
- *Are you surprised to know that we can be so different? What is the most surprising thing you learned about someone?*
- *Is it okay to be different? Why or why not?*

### PRACTICE

#### Learning Center Activities

Set up your learning centers on Day 1 so that children have all week to explore them. Model the activities and provide instructional rebus cards when necessary. Make sure boys and girls spend time in a variety of centers. Encourage everyone to try something new. Here are a few suggestions for activities that reinforce concepts in *Hop Jump*.



#### Art Center

- Invite students to create pictures of frogs, toads, and other pond animals. Provide a set of templates for tracing and cutting. These could include blades of grass, different-shaped leaves, rocks and stones, and animal's body parts. Fashion them after those that Walsh uses in the book. Children can trace and cut the pieces from paper and then arrange and glue them to drawing paper. Prompt students to talk to their partner about what is in their picture and how they created it.



#### Blocks/Construction Center

- Invite small groups to work together to plan and construct a stage area for dancing and other performances. Provide art supplies for making props and scenery. Prompt children to consider where performers will stand, how much room they will need, and where audience members will sit.



#### Book Corner

- Place a copy of *Hop Jump* and other books about respect and getting along, such as *The Doorbell Rang*, in the center for children to read. (See Additional Resources on p. 22.) Prompt partners to take turns identifying and describing the characters and the setting.
- As an alternative, provide books about ponds and the animals that live there. Have partners discuss the different animals and how they share the pond.
- You might also include audio recordings of the books.



#### Science/Discovery Center

- If you have a frog in the classroom, have students observe it carefully. Prompt them to work with a partner to answer these questions: *What does our frog look like? How does it move? What does it eat? How is our frog like one in the book? How is it different?*
- As an extension or an alternative, provide a collection of non-fiction books about frogs. (See Additional Resources on p. 22.) Have students use photographs and information in the books to answer the questions above.
- Provide plastic pond animals (e.g., frogs, toads, turtles, fish), sand, water, and greenery for children to build a pond scene. Encourage them to act out scenes with the animals. How can the animals share the pond? What could the frogs learn from the turtles? What could the turtles learn from the fish? What can the fish teach the frogs?



#### Games Center

- Provide a variety of games for one person (e.g., matching games, puzzles), for two people (e.g., Tic-Tac-Toe, Go Fish), and for four people (e.g., simple board games). Have students try each kind of game. Talk about when it is better to play alone, play with a partner, and play with a group.



#### Math Center

- Make several copies of the Sorting Cards (Reproducible 1, p. 18). Color them so that you have dancing frogs, hopping frogs, and sitting frogs in the same color and in individual colors. Make it possible for children to sort the cards in a variety of ways—color, design, movement/action, and so on. Prompt children to explain their criteria.

### Materials for Centers

#### Art

Tracing templates of ponds and pond animals  
Drawing paper  
Crayons and markers  
Scissors  
Glue

#### Blocks/Construction

Large blocks and other construction materials  
Art supplies

#### Book Corner

Books about respect (see Additional Resources, p. 22)  
Books about ponds and pond animals (see Additional Resources, p. 22)  
Audio recordings of books

#### Science/Discovery

Classroom frog or toad  
Nonfiction books about frogs (see Additional Resources, p. 22)  
Materials for creating pond scenes

#### Games

Cards, puzzles, and board games

#### Language

Photograph of each child mounted on an index card

#### Math

Sorting Cards (Reproducible 1, p. 18)  
Self-stick notes or index cards  
Crayons or markers  
Poster board or butcher paper



#### Music/Listening

Recordings of nature sounds

#### Writing

Drawing and writing supplies

## Plan & Prep

### Objectives

- To explore the concept of respect
- To discuss ways of showing respect
- To participate in class discussion
- To retell the story
- To continue the story through role play
- To work cooperatively

### Materials

- *Hop Jump*
- Puppets and character cards from Day 3

## DAY 4

### DISCUSS

#### Character Education Vocabulary: Respect

Ask children if they know what respect is and prompt them to help you explain it. Say, *When we respect someone, we appreciate them and accept them. We show respect in many ways. We show it when we use good manners and when we play fair. We show it when we share and when we stand up for someone. How else can we show respect?*

Review the story. Ask,

- *Do you think the frogs showed respect when they said “No room for dancing”?*
- *Did they learn to respect Betsy? How did they show it?*
- *How did Betsy show respect for the frog who wanted to hop?*

### EXPRESS

#### Retelling

Tell students that pictures often give extra information about the story and the characters, the people or animals in the story. Explain that you are going to look through the book together. On each page, students will use the story illustrations as prompts to retell the story. Encourage children to use their puppets as they retell.

#### Continuing the Story

Review the character cards children wrote on Day 3. Say, *We have a lot of frogs here. How are they alike? How are they different? Let’s pretend that all your frogs live in Betsy’s pond. What do you think will happen when one or two frogs want to do something new or different?* Prompt children to act out a scene. Say, *(Character) wants to dance, and (character) wants to sing. Is that okay? How can they show each other respect? Could they sing and dance together?* Prompt children to continue the scene.

## DAY 5

### DISCUSS

#### Revisit the Central Question

Invite children to think again about the Central Question.

*Can we be different and still be the same?  
How can we show respect?*

Help children relate the Central Question to the book and to their own lives. Ask,

- *What happened when Betsy got bored with doing the same old thing and decided to do something different?*
- *How did the other frogs react at first?*
- *What did Betsy teach the other frogs?*
- *How do you think the frogs felt at the end of the story? Do you think they were happy?*
- *Is it okay to be different? Why or why not?*
- *How can you let friends know that it’s okay to be different?*

### EXPRESS

#### Writing Project: A Hop Jump Performance

One at a time, invite children to introduce the frog character they created. Then ask the class to use their puppets to retell the story of *Hop Jump* and continue it to show what they think happened next.

### PARTICIPATE

#### Family & Community Connection: Frog Party

Invite family members and school friends to a frog party. Let children help with the preparations, including setting up for their performance and greeting guests.

After children perform their play, invite them and their guests to make and enjoy a special snack. Provide several copies of Frog Pond Muffins (Reproducible 4, p. 21) and enough ingredients for everyone to make their own snack. Afterward, invite guests to join in one of the games or songs children learned during the week.

## Plan & Prep

### Objectives

- To talk about respect
- To develop oral vocabulary
- To retell a story
- To continue the story through role play
- To follow directions to make a special snack

### Materials

- Puppets and character cards from Day 3
- Frog Pond Muffins (Reproducible 4, p. 21)
- Ingredients and utensils for making Frog Pond Muffins
  - English muffins
  - Cream cheese
  - Cucumber slices
  - Gummy frog candy

## Teacher Tip/Teacher Prep

Do an allergy check first!

As children build their Frog Pond Muffins, circulate and comment on how, even though everyone is following the same set of directions, each muffin is a little different.



# SORTING CARDS




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# FAMILY LETTER

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Family Member's Name \_\_\_\_\_

This week we're talking about respect and appreciating our differences. We've been reading *Hop Jump* by Ellen Stoll Walsh. Ask me to tell you the story.

There are several theme-related activities below. Let's do these together!

- Talk to me about your friends. Tell me the things you like about them. How do you show your friends that you respect them?
- Read a favorite story with me. As we read, let's talk about how the characters feel.
- Let's visit a museum or a cultural fair or performance. Show me customs and practices of other ages and other cultures. Talk with me about how they are different from our ways and how they are the same.

When we visit the library, we can look for these books:

- *Hop Jump* by Ellen Stoll Walsh
- *It's Mine!* by Leo Lionni
- *Who Is the Beast?* by Keith Baker
- *The Sneetches and Other Stories* by Dr. Seuss

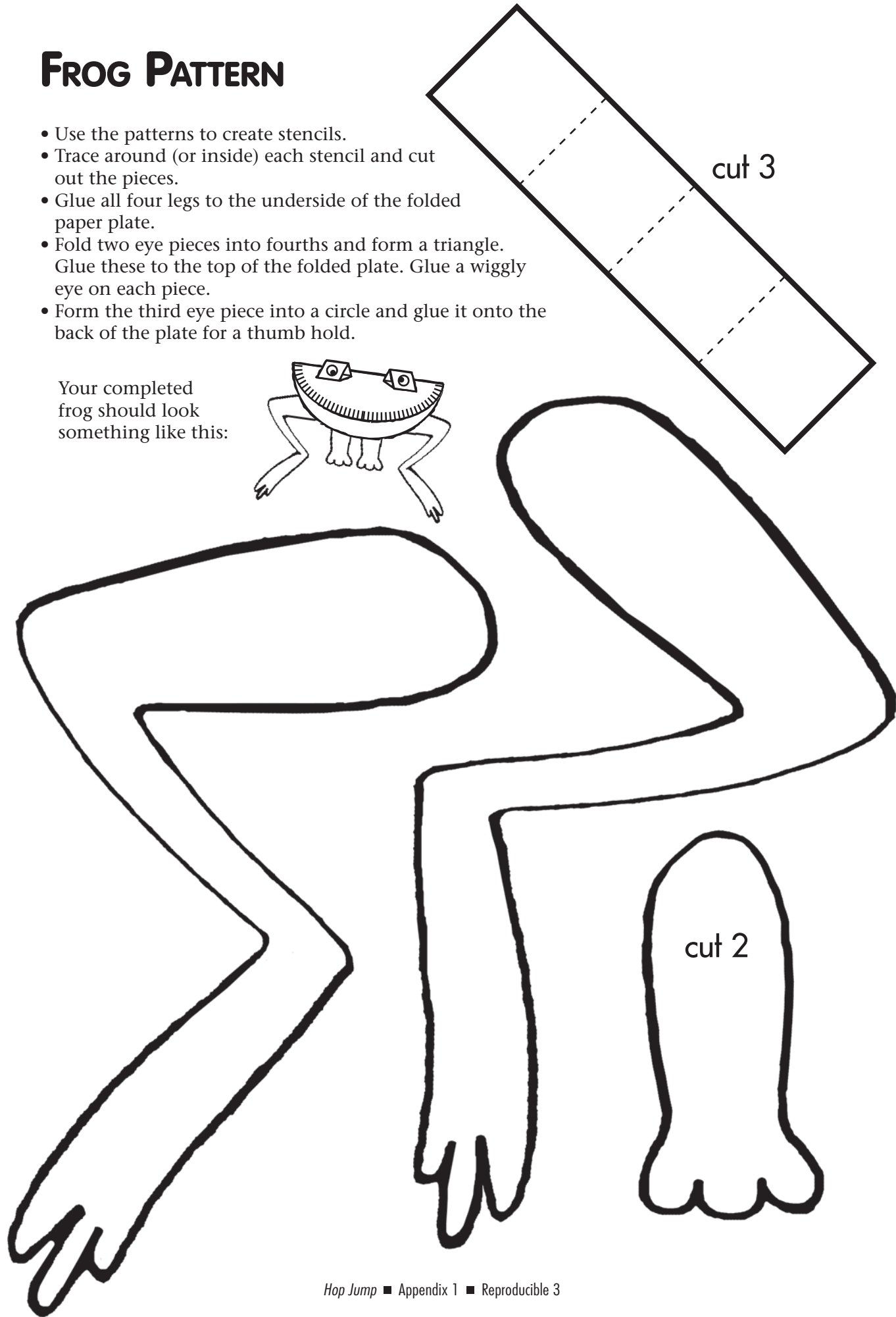
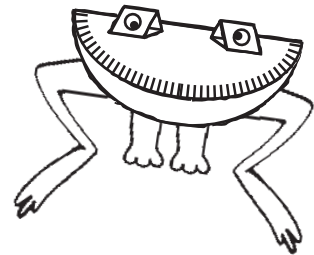
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# FROG PATTERN

- Use the patterns to create stencils.
- Trace around (or inside) each stencil and cut out the pieces.
- Glue all four legs to the underside of the folded paper plate.
- Fold two eye pieces into fourths and form a triangle. Glue these to the top of the folded plate. Glue a wiggly eye on each piece.
- Form the third eye piece into a circle and glue it onto the back of the plate for a thumb hold.

Your completed frog should look something like this:



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# FROG POND MUFFINS

You need:



1. Use a



2. Spread



on the



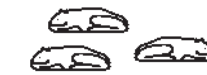
3. Put



on the



4. Add



to the



5. Mmmmmm!



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# RETELLING RUBRIC FOR *HOP JUMP*

Name \_\_\_\_\_ Date \_\_\_\_\_

	★ ★ ★	★ ★	★
<p><b>Characters</b> Who was in this story? What can you tell me about the main characters?</p>	<p>Retelling included names of main characters. Descriptions gave good idea of what characters are like and how they are related.</p>	<p>Retelling included names of main characters. Descriptions gave some idea of how the characters are related.</p>	<p>Retelling included one or two names of main characters. Descriptions gave little information about the characters.</p>
<p><b>Sequence</b> Tell what happened in the beginning, middle, and end of the story.</p>	<p>Retelling included all important events in the correct order.</p>	<p>Retelling included most important events, and most are in the correct order.</p>	<p>Retelling included one or two important events, and the order is unclear.</p>
<p><b>Problem</b> Tell me about the problem in the story. What happened?</p>	<p>Retelling identified and explained the problem completely.</p>	<p>Retelling identified and explained the main part of the problem.</p>	<p>Retelling identified and explained only a part of the problem.</p>
<p><b>Solution</b> How was the problem solved? What happened?</p>	<p>Retelling identified and explained the solution completely.</p>	<p>Retelling identified and explained the main part of the solution.</p>	<p>Retelling identified and explained only part of the solution.</p>

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