

Frog Went A-Courtin'

Book by John Langstaff

Unit study prepared by Wende

Social Studies

Scotland – In the beginning of this book the author tells us how the ballad *Frog Went A-Courtin'* originated in Scotland and came to America with the early settlers over 400 years ago. Have your child locate Scotland on a world map. Scotland is a country located north of England in the British Isles, part of the continent of Europe. It is divided into two areas, called the highlands and the lowlands. Besides the ballad *Frog Went A-Courtin'*, can your child think of anything else that may have been brought to America from Scotland? How about the story of the Loch Ness Monster, and bagpipes? Complete Scotland lapbook components and add them to your lapbook. If your student would like to learn more about Scotland, try our [Always Room for One More](#) unit study.

France – After Frog and Mousie were married, they honeymooned in France. Have your child locate France on a world map. France is a country in Europe, its capital being Paris. Is your child familiar with France? Discuss with your child some of the sites Frog and Mousie may see in France such as the Eiffel Tower, Seine River, outdoor cafes, or artists on the streets (maybe even wearing a beret like Frog's!) If interest warrants, share some stories about France with your child, such as *Madeline* by Ludwig Bemelmans, or the *Anatole* series by Eve Titus (about a mouse in France). Complete France lapbook components.

Appalachia – The words to this ballad were adapted from the versions sung by Appalachian children. The Appalachian Mountains are a range in eastern United States, running from Pennsylvania to Alabama. Have your child find the Appalachian Mountains on a United States map. This region has a very unique culture, with stories, songs, dances and games that carried on for generations. The log cabin, spinning wheel, fiddle and banjo found throughout the story are all characteristic of Appalachian culture. A fun book to go along with *Frog Went A-Courtin'* is *Billy Boy* by Richard Chase. Also a picture book written from a ballad, the setting will expand upon this lesson on Appalachia.

Courting – The title of this story is *Frog Went A-Courtin'*. Does your child understand what courting is? Courting is a centuries old tradition, preceding

dating. It was especially important when homesteads or plantations were far apart. When a young man became of marrying age, and was financially ready to support a wife and family, he would pay flattering attention to a young lady in the presence of a chaperone with the intention of making her his wife. The courting visits were carefully planned and joyfully anticipated. The man would usually bring flowers and gifts, and would sometimes serenade her with music. Most of the time together was spent talking and getting to know each other. When the two people knew each other well enough, and made the decision that they would like to spend the rest of their lives together, with the permission of her parent or guardian, they would get married.

Have your child write or dictate to you What is Courtship? in simple fold lapbook component, if desired.

Working Together – Weddings take a lot of preparation, and they go much more smoothly if all involved work together towards a goal. In *Frog Went A-Courtin'*, everyone (almost!) worked together to give Mr. Frog and Miss Mousie a beautiful wedding. Have your child explain some of the different jobs the various characters had. Miss Rat made the wedding gown, and insects hung decorations, laid out the tablecloth, and brought food and beverages. Some of the guest provided entertainment by playing music and dancing. Ask your child which one guest was not at all helpful. The cat, of course! Have you ever prepared for a wedding or another party? Were your children helpful? It may be fun to plan a small party, with the help of your children, while you are sharing this story. This story especially lends itself to maybe a Valentine's Day party, with your children working together to send out invitations, plan the menu including a heart shaped cake, cut paper lace doilies to hang for decorations, serve pink lemonade, and of course enjoy music and dancing!

Science

Frogs – The main character of this story is a frog. Frogs are amphibians so they live both on land and in water. Adult frogs lay their eggs, called spawn, in water. It takes two weeks for the eggs to hatch into tadpoles, which have gills to breath under water and tails like a fish for swimming. The tadpole gradually grows legs, the back ones first. When the tadpole is three months old the gills shrink and the

lungs develop. The tails get shorter and the legs get bigger and stronger. The young frog then jumps onto land where it lives out its adult life. Frogs have smooth moist skin, and eat insects and worms that they catch with their long sticky tongues. They like to live near wet places. They protect themselves by camouflage and by playing dead. If interest warrants, your child may want to further study frogs, maybe even catching tadpoles to watch their growth. If desired, have child complete the lifecycle wheel or notebook page.

Animal Classification - There are many animals mentioned and pictured throughout this story. Animals are divided into different classes based on their characteristics. Introduce or review the various animal classifications with your child. *Note* Fish are not included in this lesson as they are not represented in the story. Have child list various characteristics and glue correct animals into Animal Classification Tab Book as you discuss each class. Also included are individual animal graduated books if your child shows an interest in any particular animal to expand upon. A general animal resource book such as *The Kingfisher Animal Encyclopedia* may be helpful in completing the lapbook components.

	Mammals	Amphibians	Reptiles	Insects	Birds
Vertebrate	X	X	X		X
Invertebrate				X	
Warm Blooded	X				X
Cold Blooded		X	X		
Milk for Babies	X				
Eggs		X	X	X	X
Live Births	X				
Lungs	X	X	X		X
Gills		X			
Spiracles				X	
Number of Legs	4 (most)	4	4 (most)	6	2 legs, 2 wings
Body Covering	Hair or Fur	Skin	Scales; Plates	Shells	Feathers
Animals Pictured or Mentioned in Story	Horse Mouse Rat Raccoon Cat	Frog	Snake	Moth Beetle Bumblebee Flea Mosquito Grasshopper Ant Fly Caterpillar Praying Mantis	Goose Chick

Language Arts –

Ballad – A ballad is a poem, which tells a story. Sometimes it is read and sometimes it is sung. *Frog Went A-Courtin'* is a ballad that was handed down through many generations, modified as it went. Be sure to read “The Story of this Story” in the front of the book, explaining how the author came to choose the different verses for this ballad.

Repetition – Sometimes an author will use a literary device called “repetition”. This is the repeating of a word or phrase within a poem or story to create a sense of rhythm. As you read through *Frog Went A-Courtin'*, see if your child can pick out the repetitive phrase throughout the story, “next to come in...”

Apostrophe – An apostrophe is a punctuation mark that has a few different uses. Have your child look for the apostrophes throughout the story and identify the different uses.

Sometimes an apostrophe is used to show possession, by adding an apostrophe and then s to the end of a noun. Some examples in the story are: Mouse's; Uncle Rat's; Frog's

Other times an apostrophe is used to show that one or more letters have been left out of a word to form a contraction. Some examples in the story are: Who's (who has or who is); I've (I have); That's (that is); I'll (I will); Complete Miss Mousie Contraction T-Book if desired.

Apostrophes are also used to spell words as they are actually spoken. Some examples of this use are:

A-courtin' (*g* left out); 'round (*a* left out); fixin' (*g* left out); ol' (*d* left out)

Vocabulary –

Mistress – a feminine woman who has potential power over something, i.e. Frog's heart

Consent – agree to something

Dandyman – a man of fine and elegant appearance

Yonder – being at a distance indicated

Nimble – light and quick in movement

Have older children write definitions in Vocabulary Flap Book.

Romance – In the second to last verse, the author writes, “And this is the end of my romance”. A *romance* is a form of literature, sometimes in verse, which presents life how we would actually like it, not necessarily how it is. Romances are usually filled with adventure, love, and excitement. Discuss with your child what parts of the story are adventurous. What parts display love? Look at the picture of the cat breaking up the party. Doesn’t it show lots of excitement? The author did a good job covering all the elements of a romance in a very simple way.

Simile – A simile is a figure of speech comparing two or more things using the words *like* or *as*. Frog had “boots they shone as black as jet.” Jet is a hard rock that polishes up to a deep, glossy black. The author is giving the reader a better picture image of how black and shiny Frog’s boots are by comparing them to jet.

Pronouns – Pronouns are words that are used in place of nouns. The most commonly used pronouns are called *personal pronouns*. Have your child locate some of the personal pronouns throughout the story, and identify the noun that it refers to. Some of the personal pronouns include: I, you, he, she, it(s), we, they, me, him, her(s), us, them, my, mine, your(s), his, our(s), and their(s).

There are also pronouns called *interrogative pronouns*, which ask a question. These include: who, whose, whom, which, and what. Can your child find any of these words throughout the story?

A fun game to play is to all sit on the floor and toss a ball (or better yet, a stuffed frog!) back and forth. The person who catches the ball has to call out a pronoun. If he can’t think of a pronoun he is out of the game. Younger children could also use Pronoun Word Cards for reading and/or spelling practice, and then store them in pocket.

Story Sequencing – This endearing story is filled with many busy characters. After you have shared the story with your child a few times, see if he can remember the order each character appeared and what they each did. Writing and reading children can use Story Sequencing sentence strips to recall each of the characters, and then put events in order, if desired.

Continue the Song – The very last verse of the ballad says, “If you want anymore, you must sing it yourself!” Have your child think of what may have happened next in the story. Encourage him to write two or more verses continuing the story of Frog and Mousie. Did they travel around the world? Did they settle in France and have children? Did the cat get aboard the boat too, chasing them around throughout their trip? Encourage creativity! Use stationery provided in the printables section, if desired. (Mom or Dad can record the writing for a younger student.)

Math –

Word Problems –

This story started over 400 years ago. What century would that be?

If this book was written in 1955, how many years ago was that?

How many mammals came to the wedding breakfast? How many reptiles? How many birds? How many amphibians? How many insects? How many altogether?

Art –

Caldecott – Have your child find the award on the cover of *Frog Went A-Courtin’*. The Caldecott Medal is given every year to the artist of “the most distinguished American picture book for children published in the United States during the preceding year”. First awarded in 1938, the idea for the award was proposed to the American Library Association by Fredric Melcher, secretary of the American Booksellers Association. The winner of the medal, named after 19th century picture book illustrator Randolph Caldecott, is selected by a committee of the American

Library Association and announced at their midwinter meeting. Ask your child why he thinks *Frog Went A-Courtin'* may have won this prestigious award in 1956.

Monochromatic – The illustrator of this story has chosen to use a monochromatic style on many of the pages. Monochrome is a when only one color is used. As your child looks through the story, have him pick out the pages that are monochromatic. Which color has the illustrator chosen as the single color? He has chosen green, a very fitting color for a story about a frog. Encourage your child to color his own monochromatic picture.

Color Palette – In addition to the monochromatic style, the illustrator has chosen to use primary and secondary colors. The primary colors are red, yellow, and blue. When you mix two primary colors together you make a secondary color. Secondary colors are orange, green, and violet. Have your child match up colors in his crayon box to colors in the story. How many primary colors can he find? How many secondary colors can he find? Color in Story Palette Fan blades to match colors in story.

Caricature – A caricature is a picture in which features are distorted or exaggerated, often in a comical way. The illustrator of *Frog Went A-Courtin'*, Feodor Rojankovsky, made the pictures fun and entertaining with the use of caricatures. Have your child really examine the facial features of the insects and other animals. What can he tell about the personality of each creature by looking at the drawings? Some look shy, while others look mischievous, hungry, or scared. Maybe he would like to try drawing an insect or other animal with funny, exaggerated facial features himself.

More Humor – Have your child closely examine the illustration of the sick chick and the insect that is pouring castor oil down his throat. What does he notice about the picture? What is the concerned looking praying mantis doing? (Praying for the sick chick?) What is on the shell of the insect, which resembles a Drugstore Beetle? (MDMDMD for Medical Doctor?) Why is the chick wearing a bib? (Because it is a baby, of course!) Often times, you will find that the illustrations in a book can add a bit more humor to a story. Can your child find any other humorous pictures? You may have to point out that Bean Beetles are carrying the beans!

Details – The illustrator also took much care in presenting the different details of the flora throughout the story. Your child can probably easily identify some of the

more familiar flora, such as the cattails, dandelion seed heads, and morning glories. Can he locate the sweet peas on black bug's back? Or the wild strawberries? Have your child pick one plant from the story to copy, or use a real plant as a model. Remind him to pay close attention to the details such as coloring, number of leaves, veins, etc.

Music - *Frog Went A-Courtin'* was originally sung, not read. Many a child learned this song in primary grades, often around Valentine's Day. If your family is musically inclined, play the music written on the last page of the book and sing along with the verses written in the book.

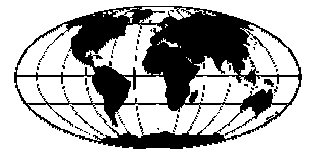
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Is
Scotland?

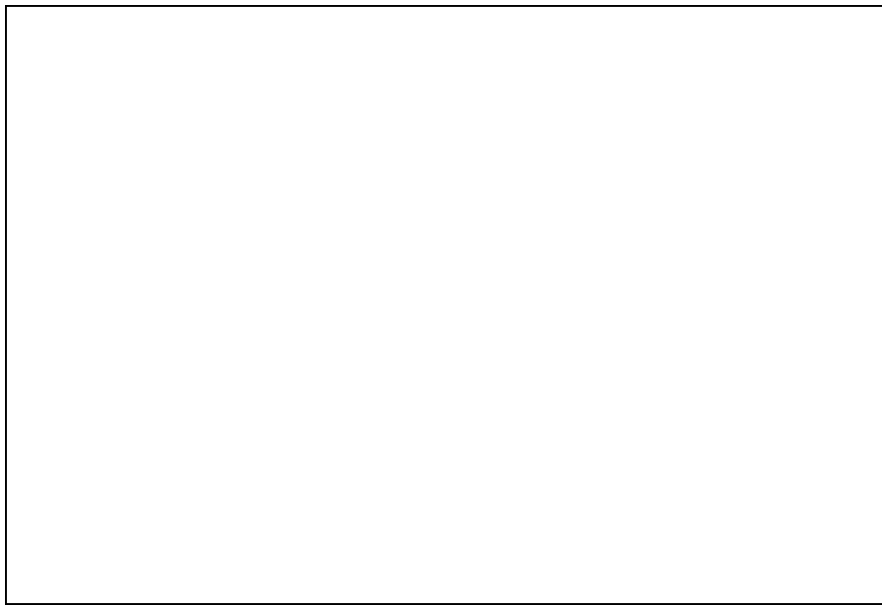
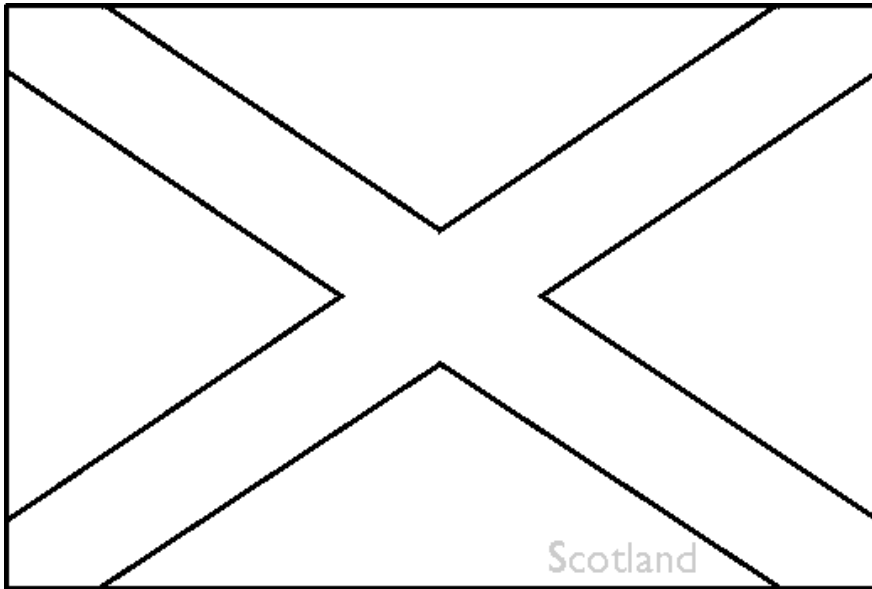
Where
in
the
World. . .



What continent is Scotland on?

Find Scotland on the map and color it in.

Cut out shutter book and map on solid lines.
Fold shutter book on dotted lines so that words
are on cover. Glue map into book under shutters.

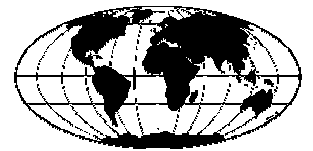


Flag of
SCOTLAND

Cut "Flag of _____" book out as one piece. Fold in half. Cut out flag. Color. Paste inside book. Older students may want to write a few flag facts in the book as well.

Is
France?

Where
in
the
World. . .



What continent is France on?

Find France on the map and color it in.

Cut out shutter book and map on solid lines.
Fold shutter book on dotted lines so that words
are on cover. Glue map into book under shutters.

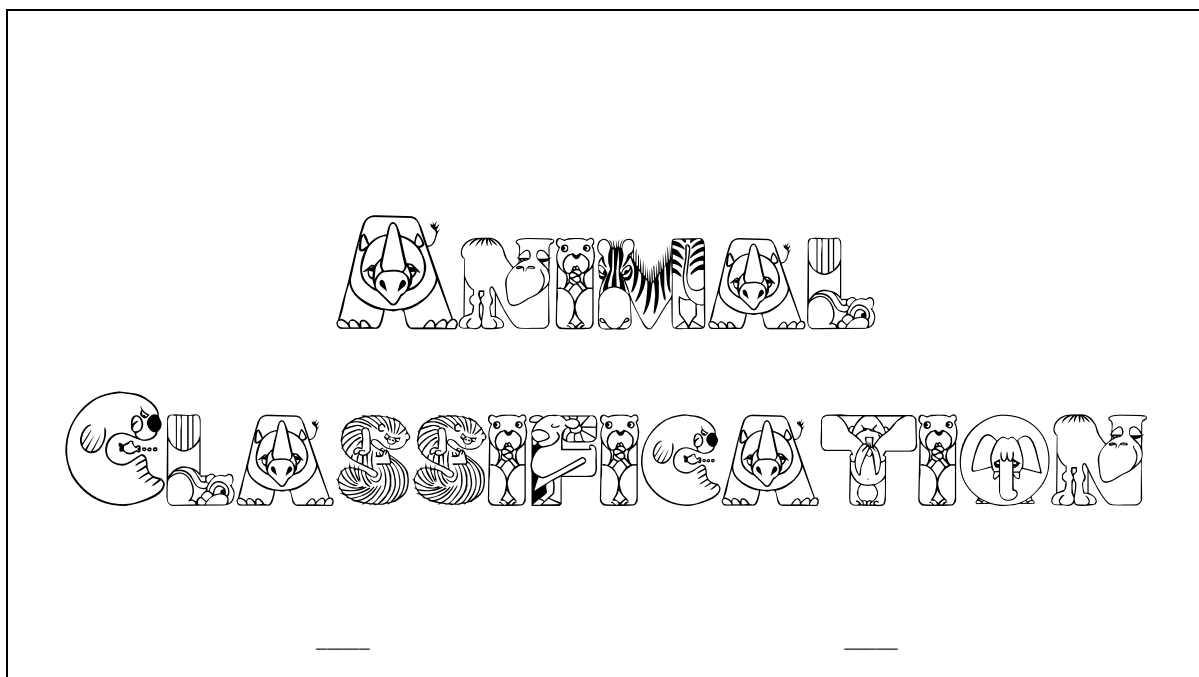
		France
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Flag of FRANCE

www.homeschoolshare.com

Cut "Flag of _____" book out as one piece. Fold in half. Cut out flag. Color. Paste inside book. Older students may want to write a few flag facts in the book as well.

Print all on paper and cut out on solid lines. Stack with cover on top and staple together at bottom. Have child write details about each animal class on lines, and cut and paste appropriate animals to each card.



Mammal

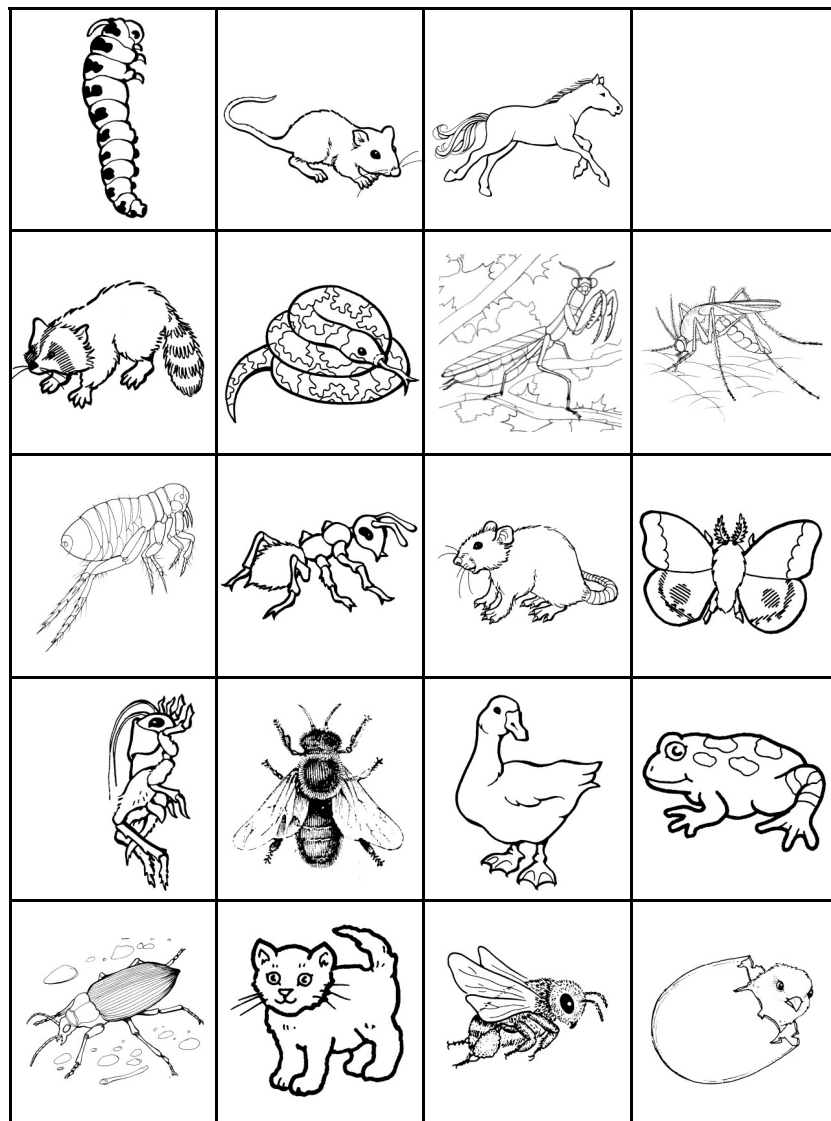
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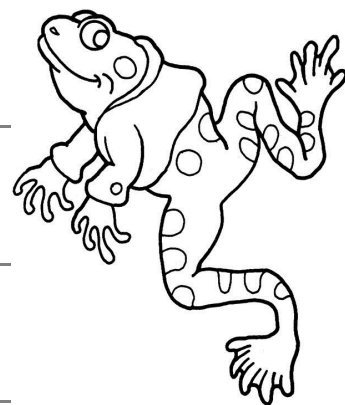
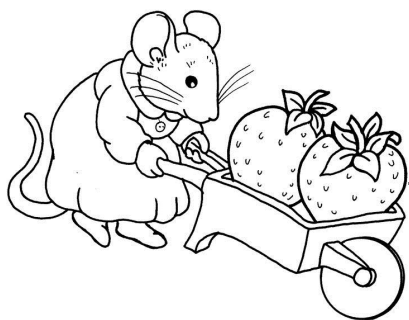
Reptile

Bird

Insect

Amphibian





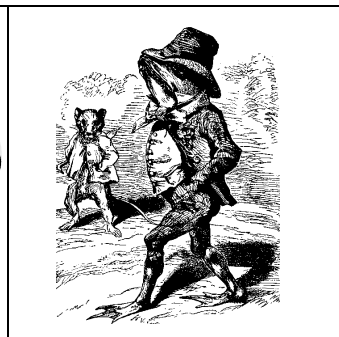
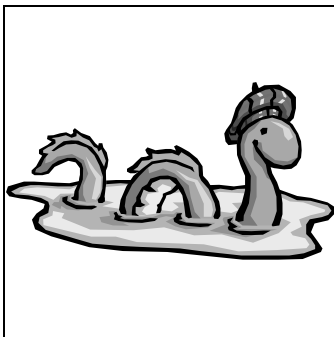
Print on paper and cut out on solid lines. Fold on dotted line.
Have child write about courting inside flap.



*What
Is
Courting?*

Cut tri-flap out on solid lines and fold on dotted lines with cover on top. Glue pictures on flaps and underneath have child write a bit about each contribution.

<h1>What Came From Scotland To America?</h1>		



Mistress		V
		O
Consent		C
		A
Dandyman		B
		U
Yonder		L
		A
Nimble		R
		Y

Cut on solid lines. Fold on dotted lines. Write definitions under flaps.

○

Story
Color
Palette

Primary

Secondary

Primary

Secondary

Primary

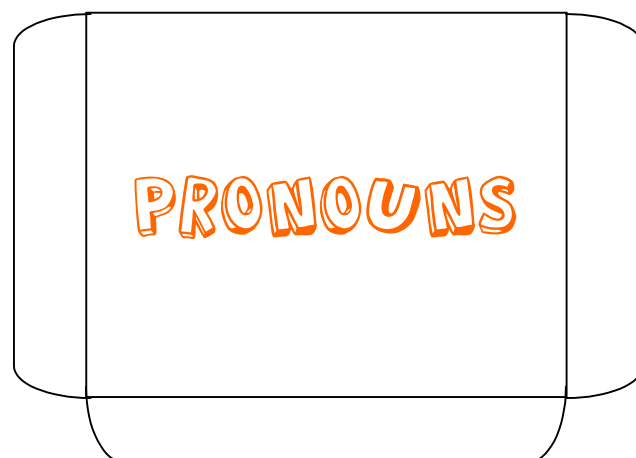
Secondary

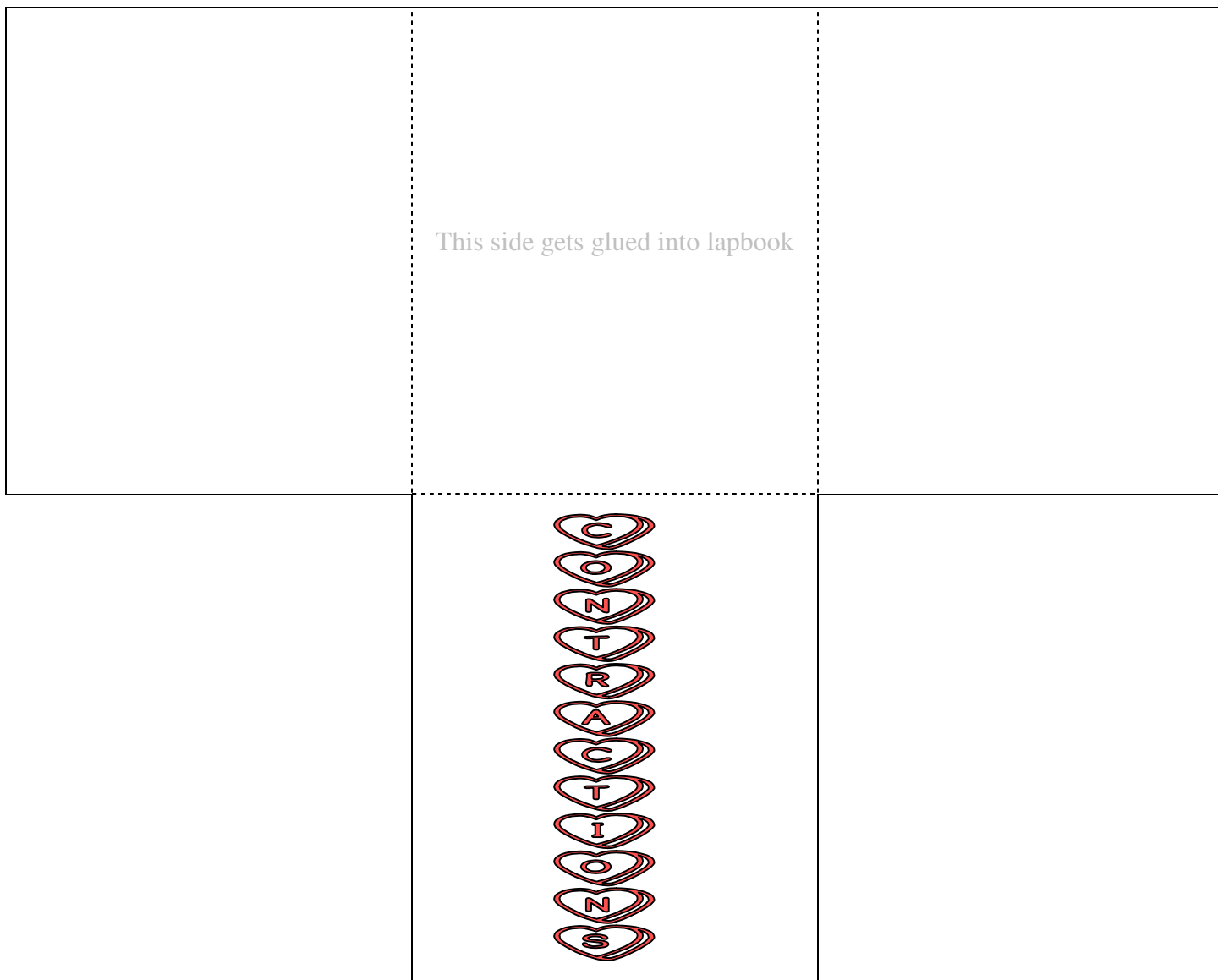
Print out on cardstock. Cut on solid lines. Color fans to match story colors. Stack with cover on top.
Hole punch and attach with a brad or string. Store in pocket.



Print on cardstock. Cut out all cards. Cut out pocket on outside lines. Fold under flaps and glue flaps into lap/notebook. Use pocket to store cards.

I	they	my	its
you	me	mine	our
he	him	your	ours
she	her	yours	their
it	us	his	theirs
we	them	hers	who
whose	whom	which	what





Cut out book on solid lines and fold on dotted lines.

Two side flaps will fold in towards center, and then cover flap fold down.

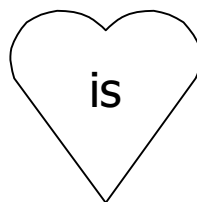
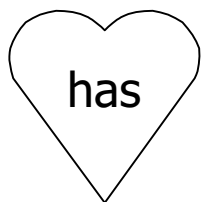
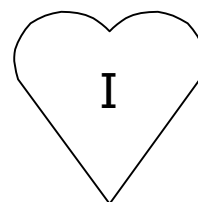
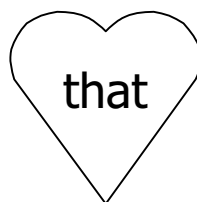
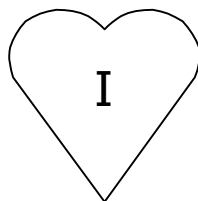
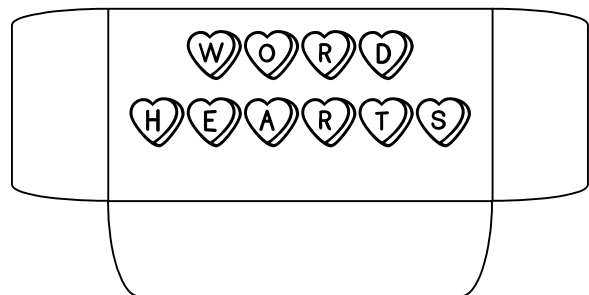
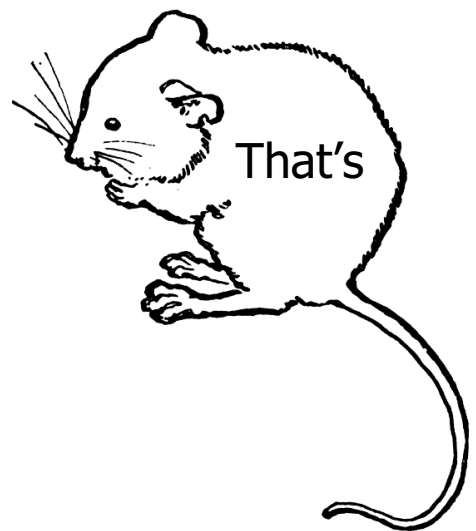
Cut out all the mice and glue on front and back of side flaps.

Glue pocket in center. Cut out all hearts and store in pocket.

Have child match up heart words to Miss Mousie's contractions.

You could print two sets of hearts, and glue one set under each mouse-tail for younger children to match words.

Miss Mousie loves contractions almost as much as she loves Frog!



Print out and cut strips on solid lines. Have child fill in the blanks, using word bank if desired.
Mix up strips and have child put them in correct order. Staple on left and glue into lapbook.

| STORY SEQUENCING

Frog was courting Miss _____.

Uncle _____ agreed to the wedding.

Old Miss _____ made the wedding gown.

The little white _____ spread the cloth.

The big black _____ carried a cider jug.

Mr. _____ brought a silver spoon.

The spotted _____ passed the wedding cake.

The _____ had a banjo on his knee.

The nimble _____ danced a jig.

The old gray _____ cut loose.

Two little _____ were fixing to have a dance.

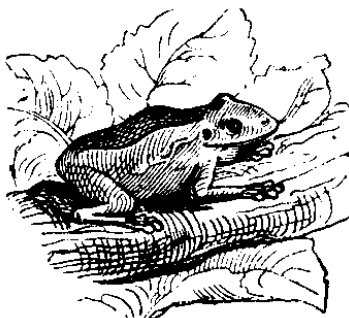
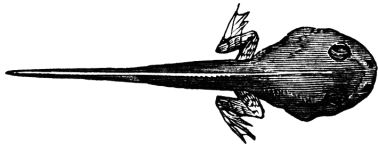
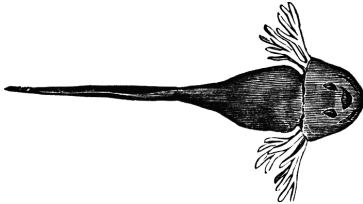
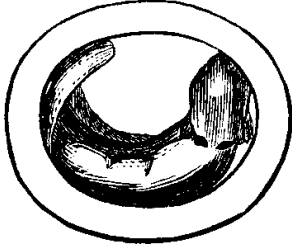
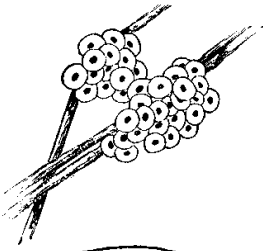
The little old _____ ate up the wedding pie.

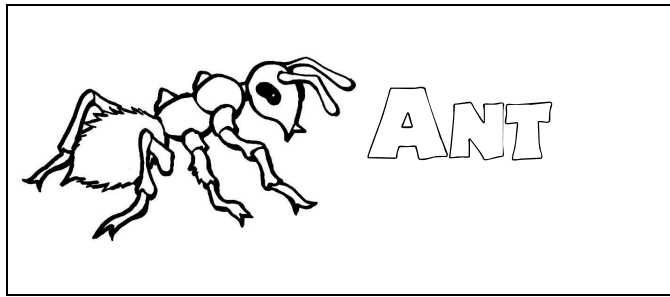
The little _____ ate too much and got sick.

The old _____ put a stop to that!

Frog and Mouse went to _____.

In your best handwriting, describe the life cycle of a frog.





— —

Where do they live?

— —

What do they eat?

— —

How do they protect themselves?

— —

What kind of teeth?

What kind of body covering?

— —

BIRD

FISH

MAMMAL

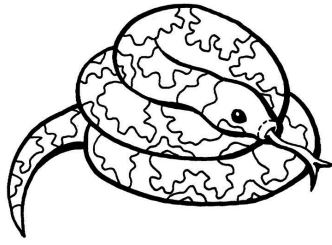
REPTILE

AMPHIBIAN

INSECT

What kind of animal?

Print out all pages and cut on solid lines.
Stack with smallest page on top and staple at top.
Fill out info on each page.
Glue back of last page into lap/notebook.



SNAKE

— —
Where do they live?

— —
What do they eat?

— —
How do they protect themselves?

What kind of teeth?

What kind of body covering?

BIRD

FISH

MAMMAL

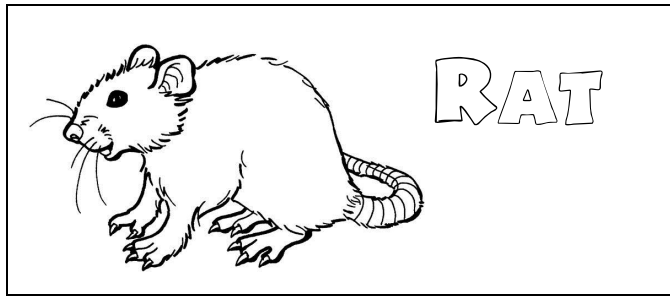
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FISH

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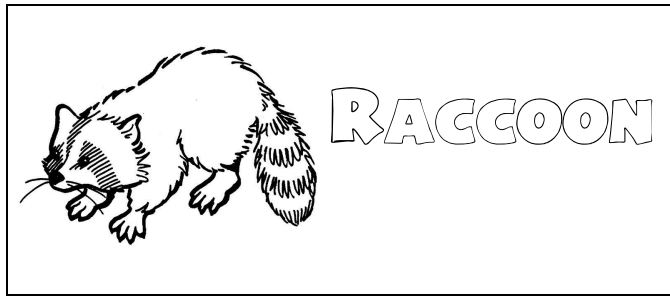
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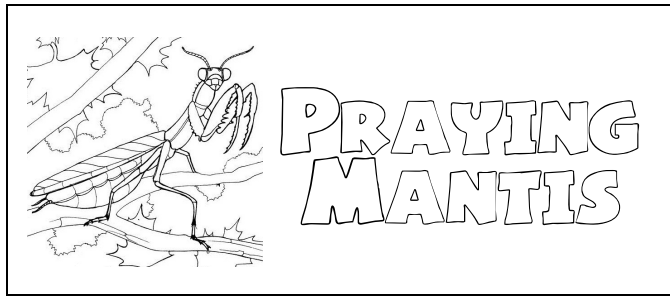
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What kind of body covering?

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FISH

MAMMAL

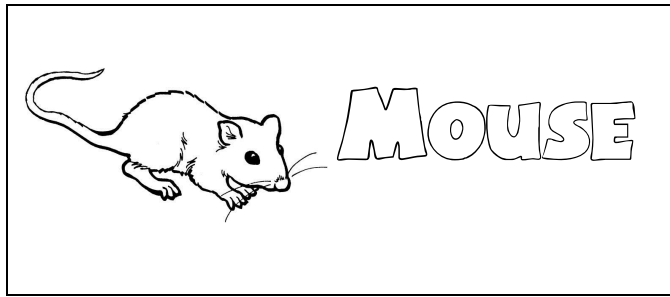
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What kind of teeth?

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BIRD

FISH

MAMMAL

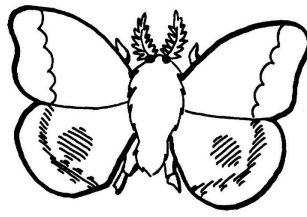
REPTILE

AMPHIBIAN

INSECT

What kind of animal?

Print out all pages and cut on solid lines.
Stack with smallest page on top and staple at top.
Fill out info on each page.
Glue back of last page into lap/notebook.



MOTH

— —

Where do they live?

— —

What do they eat?

— —

How do they protect themselves?

— —

What kind of teeth?

What kind of body covering?

— —

BIRD

FISH

MAMMAL

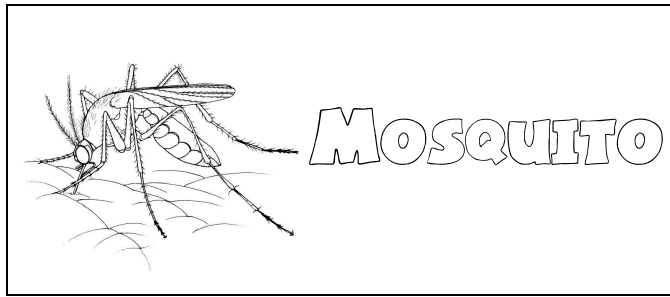
REPTILE

AMPHIBIAN

INSECT

What kind of animal?

Print out all pages and cut on solid lines.
Stack with smallest page on top and staple at top.
Fill out info on each page.
Glue back of last page into lap/notebook.



— —

Where do they live?

— —

What do they eat?

— —

How do they protect themselves?

— —

What kind of teeth?

What kind of body covering?

— —

BIRD

FISH

MAMMAL

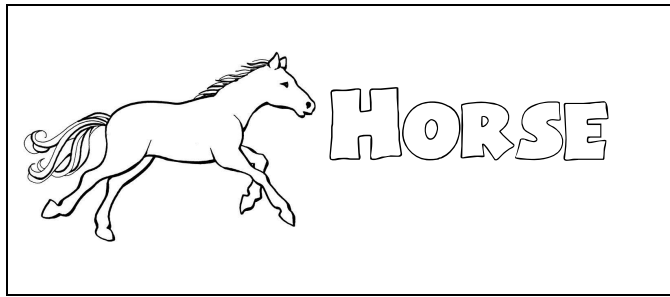
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BIRD

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GRASSHOPPER



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Where do they live?

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What do they eat?

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How do they protect themselves?

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What kind of teeth?

What kind of body covering?

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BIRD

FISH

MAMMAL

REPTILE

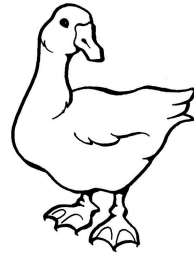
AMPHIBIAN

INSECT

What kind of animal?

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GOOSE



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Where do they live?

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What do they eat?

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How do they protect themselves?

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What kind of teeth?

What kind of body covering?

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BIRD

FISH

MAMMAL

REPTILE

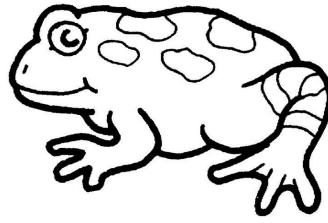
AMPHIBIAN

INSECT

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FROG



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Where do they live?

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What do they eat?

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How do they protect themselves?

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BIRD

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FLY

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Where do they live?

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What do they eat?

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How do they protect themselves?

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What kind of teeth?

What kind of body covering?

— —

BIRD

FISH

MAMMAL

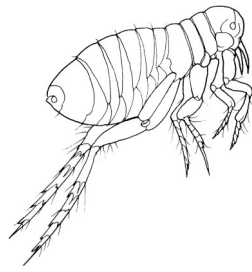
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FLEA

— —
Where do they live?

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What do they eat?

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How do they protect themselves?

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What kind of teeth?

What kind of body covering?

— —

BIRD

FISH

MAMMAL

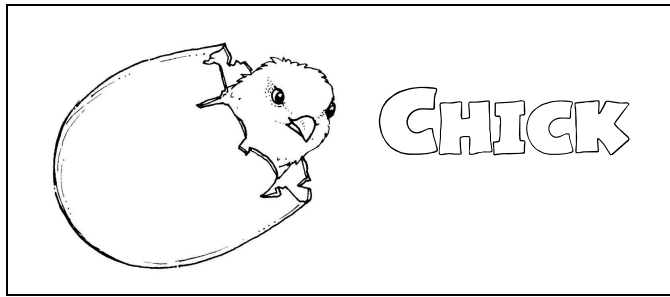
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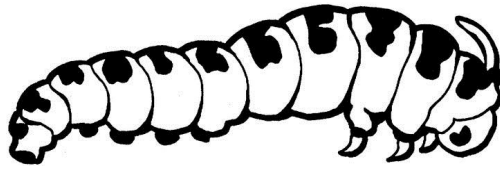
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CATERPILLAR



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What kind of body covering?

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BIRD

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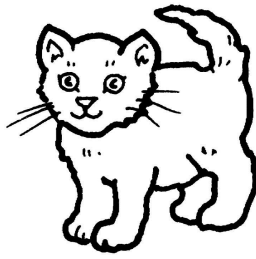
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CAT

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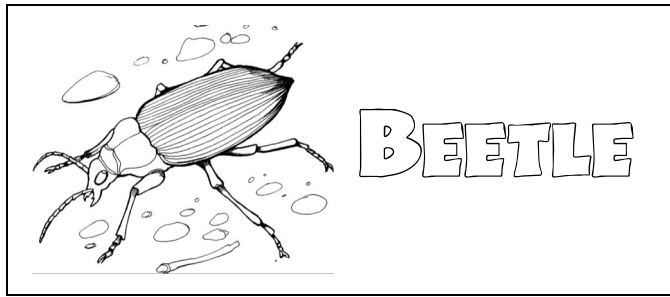
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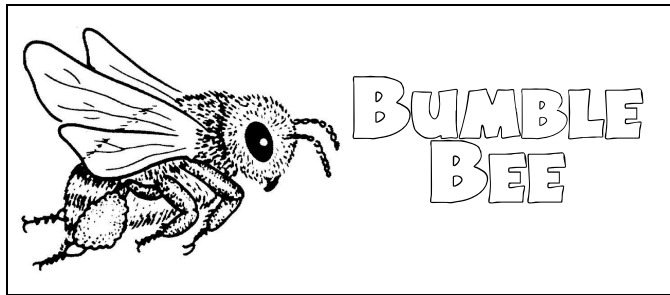
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