

The SEL Interactive Read Aloud Collection

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

I Don't Want to Be a Frog by Dev Petty

Self-Awareness (understanding one's own identity and recognizing strengths)

Self-Management (accepting oneself and managing emotions)

Social Awareness (understanding different perspectives)

Relationship Skills (engaging in conversations, seeking advice from others)

Responsible Decision-Making (learning to appreciate oneself and making choices that reflect self-acceptance)

Background

In *I Don't Want to Be a Frog*, a young frog complains about being a frog and wishes he could be a different animal instead. His patient father explains why he must be a frog, and an unexpected encounter with a hungry wolf helps the frog appreciate who he truly is. This humorous and engaging story teaches the importance of self-acceptance and appreciating the unique qualities that make each of us special.

Before You Read

Look at the cover—what do you notice about the frog's expression? How do you think he feels?

Have you ever wished you were someone or something else? Why?

Why do you think some people (or animals) don't always like who they are?

What are some things that make you special?

Do you think being different is a good thing? Why or why not?

While You Read

Guiding Questions

(Self-Awareness) Why does the frog say he doesn't want to be a frog? What does that tell us about how he sees himself?

(Self-Management) How does the frog's dad respond when the frog complains? Do you think he's being helpful?

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	<p>(Social Awareness) The frog says he wants to be a cat, a rabbit, a pig, and an owl. Why does he think those animals are better than being a frog?</p> <p>(Relationship Skills) How does the dad help the frog understand why he can't be another animal? Have you ever had a conversation like that with an adult?</p> <p>(Responsible Decision-Making) Why does the wolf say he doesn't eat frogs? How does that make the frog feel about being a frog?</p> <p>(Self-Awareness) What does the frog realize about himself after talking to the wolf?</p> <p>(Social Awareness) How does the frog's perspective about being a frog start to change?</p> <p>(Relationship Skills) How does the dad show patience and support throughout the story?</p> <p>(Self-Management) At the end of the story, how does the frog feel about being a frog? What changed?</p> <p>(Responsible Decision-Making) What lesson do you think the frog learned? How can we use that lesson in our own lives?</p>
<p>After Reading</p>	<p>K-2 Activity: "What Makes Me Special?" Craft</p> <p>Objective: Students will recognize their own unique traits and celebrate self-acceptance.</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> 1. Discussion: Ask students to share something special about themselves (e.g., "I'm really good at running" or "I make my friends laugh"). 2. Craft: Provide frog-shaped cutouts. Inside the frog, students will draw or write things they like about themselves. 3. Sharing: Students can share their "special frog" with the class to celebrate everyone's unique qualities. 4. Reflection: "Why is it important to like who you are?" <p>3-5 Activity: "Be Yourself" Persuasive Writing</p> <p>Objective: Students will reflect on self-acceptance and write about why being themselves is valuable.</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> 1. Discussion: Ask students, "If you could be any animal, what would it be?"

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	<p>But what is something special about being YOU?”</p> <ol style="list-style-type: none">2. Writing Prompt: “The frog wanted to be different, but in the end, he learned to appreciate who he was. Write a short persuasive letter to someone who feels like they want to be someone else, convincing them why being themselves is amazing.”3. Peer Sharing: Students can share their letters with a partner or the class.4. Reflection: “What are some things that make each of us special?”
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