



# Michelle, the shy frog

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## Objectives

- To enjoy and understand the main idea of the story.
- To teach the concept of being foreign or different.
- To teach values such as friendship, caring for others and willingness to help.
- To teach how to talk about a variety of emotions and feelings.

## Word bank

### Key vocabulary

**Nouns:** owl, swift, iguana, fly/flies (insects), smile, feathers, straw, solution, basket, beak, heat (of the sun).

**Verbs:** travel (around the world), choose, end, shine, help, die, migrate, carry, fly, bloom.

**Adjectives:** strange, frightened, clever, old, sad, worried, soft, fresh, warm, dry, cold, quiet.

## Tips and ideas

### Before reading

- **K-W-L Chart.** K-W-L Charts (see example below) are used to track what students **know** (K), **want to know** (W), and **have learnt** (L) about a story or topic. K-W-L charts are an excellent way to direct students' thinking as they begin reading a story. **K column.** Encourage your students to think about what the book might be about. **W column.** Tell them to ask you everything they want to know about the story.

What do we <b>KNOW</b> about this already?	What do we <b>WANT</b> to know about this?	What did we <b>LEARN</b> about this?

### During reading

- **Just facts!** After reading the story for the first time, ask your students to imagine they are journalists who have to write a report about the story. Write these 6 questions on the board and ask them to think of the answers:

Who?	(Iguana)	When?	(In winter)
What?	(She is cold)	Why?	(She is foreign)
Where?	(In the forest)	How?	(Her eyes are sad and her skin is not shining)

After you read the story for second time, elicit answers to the 6 questions. This simple grid will help weaker students focus on the story before you read it for the second time.

### After reading

- **Create an advertisement!**

Tell your students to imagine that Michelle has become a very famous artist. People from all over the world want to hear her singing. Tell them to create a fun, eye-catching advertisement to present Michelle and her new World Tour! The only limit is their creativity. The advertisement must have 2 written elements: a slogan and a brief presentation of Michelle. It can be for a magazine, newspaper, billboard or television ad.

# Teacher support activities

## Great games: "Word machine"

- Word machine is a simplified version of the popular scattergories, which is ideal for young language learners. Put your students in pairs and give them 3 minutes to think of all the words they can from the story starting with a particular letter. They are only allowed to write words from the story in question. Spelling mistakes are corrected, but the word is accepted if it exists and students can pronounce it correctly.

## CLIL link: Physical education

### Graffiti art:

- Introduce the activity by showing children photos of graffiti paintings (e.g. the Berlin wall) and asking questions:  
Have you ever seen graffiti? Where? Did you like it?  
Is all graffiti the same? Why/Why not?  
Does graffiti contain messages?  
Is graffiti art or vandalism?  
Would you like to paint graffiti?
- Tell them that you are going to paint a graffiti wall about "*Michelle, the Shy Frog*" in the classroom together. Stick white paper from a roll on one of the classroom walls and hand out crayons. They can write messages (e.g. "Don't be shy!"), paint scenes from the story or use abstract art to express feelings and emotions that the book inspired.

## English theatre: "I'm so shy!"

### Dramatic monologue

Each student has to write his own dramatic monologue. The monologues should be very short, just a sentence or two. They will probably be something similar to this:

*"Perhaps they are right.... Perhaps my music is terrible."*

*"I am so sad when they laugh at me."*

Next, ask your students to **change Michelle's thoughts** and make them more positive and self-confident. Here are some examples:

*"It's not nice to laugh at people."*

*"I will stop singing, but I know that my music is nice!"*

