

## Imagination or Observation?

### Purpose

Students will practice distinguishing fantasy from reality.

### Materials

*For the teacher: Frog and Toad Are Friends* by Arnold Lobel, *Tale of a Tadpole* by Karen Wallace

### Activity

#### A. Pre-Activity Discussion

1. Tell the students that you will be reading two stories about frogs.
2. Say: "One of these stories has help from the author's imagination, and the other is the author observing what she actually sees. Let's look for clues and see if we can tell which is which."

#### B. Read *Tale of a Tadpole*

1. Look at the cover of *Tale of a Tadpole* with the students. Ask students: "Is this a photograph or a picture that someone drew? Do you think this might be something you would see in a pond, or is it something that someone invented?"
2. Search for other clues about whether the book is an imagination book or an observation book. Look at the pictures and captions, point out facts about frogs, and discuss with students that it is about the process of the tadpole growing into a frog.
3. Review the clues that the class discovers, and assist students in determining that the book is an observation (non-fiction) book.

#### C. Read *Frog and Toad*

1. Look at the cover of *Frog and Toad* with the students. Ask students: "Is this something you would normally see outside? What is creative or different about it?"
2. Read through the book. Ask students: "What do Frog and Toad do that the frogs in the other book do not do? What is important about the frogs in this book?"
3. Finish the book. Ask students: "Does this book tell you about how frogs act or does it tell you something else? What can you learn from an imagination book like this one?"

(continued)

### EXTENDING THE ACTIVITY



Show the class a selection of picture books, and ask students to say whether they are imagination or observation books based on the title and visual clues.

### connecting across the curriculum



#### Science

Have students reinforce what they have learned about tadpoles by drawing pictures of the stages of a tadpole's life or putting in order picture cards of the tadpole growing into a frog.

**Standards Links**  
**K.3.2, K.3.3, K.7.5**

**Activity (continued)** 

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**D. Close the Activity**


Review the similarities and the differences between the two books.


**Questions for Review** 


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**Basic Concepts and Processes**

Help your students to distinguish between imagination and observation books by asking the following questions when you read:

 Is this book an imagination book or an observation book?

 What are some clues that helped you decide?

 Why would you read an imagination book?

 Why would you read an observation book?

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