



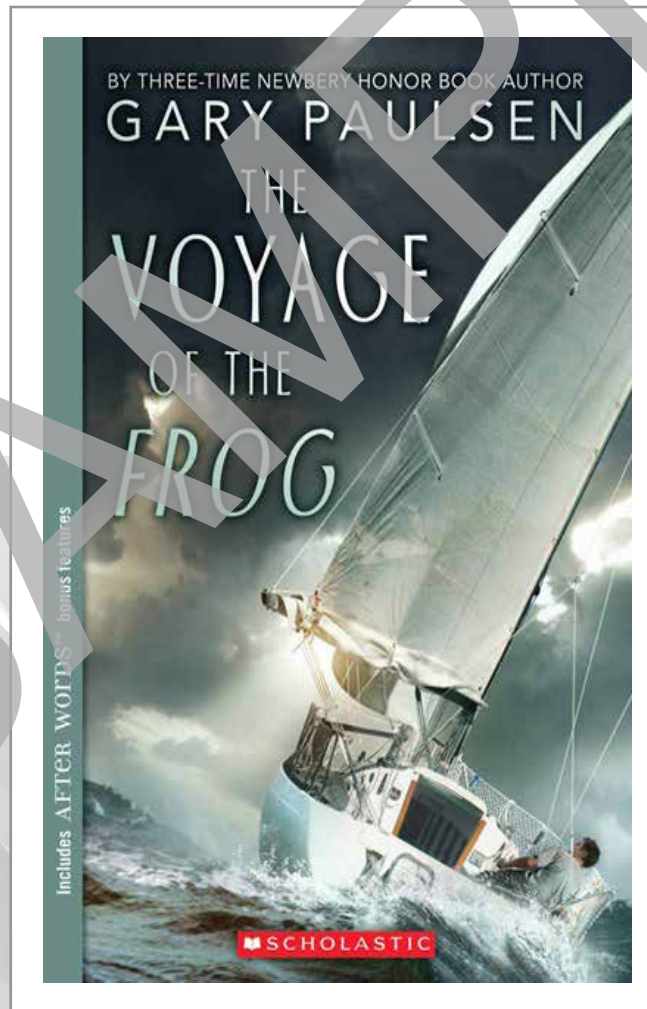
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Voyage of the Frog

Gary Paulsen



READ, WRITE, THINK, DISCUSS AND CONNECT

The Voyage of the Frog

Gary Paulsen

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-296-5

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	3
Initiating Activities.....	4
Vocabulary Activities.....	9
Eighteen Chapters	14
Each section contains: Plot Summary, Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
Post-reading Activities.....	29
Background.....	32
Bibliographies of Books and Videos.....	35

Skills and Strategies

Writing

Pattern writing, narrative, explanation, description, log, poetry, titles

Listening/Speaking

Pantomime, discussion, dramatization

Literary Elements

Story elements, author's style, foreshadowing, characterization

Thinking

Brainstorming, research, visualization

Comprehension

Predicting, comparison/contrast

Vocabulary

Sorting, classifying, word mapping, antonyms, synonyms

Summary

David Alspeth, a fourteen-year-old, sets sail on the *Frog*, a twenty-two foot sailboat, to cast his uncle's ashes on the Pacific Ocean. A storm drives him far out to sea and in a series of harrowing adventures—becalmed for several days, shark attack, near collision with an oil tanker, killer whales, bay of whales, a second storm plus a shortage of food and water—he learns to rely on his own resourcefulness to survive.

About the Author

Gary Paulsen was born in Minneapolis, Minnesota in 1939. He now lives in Leonard, Minnesota. During Paulsen's growing-up years, he moved many times because his father was in the standing Army.

He has worked as a teacher, field engineer, editor, soldier, actor, director, farmer, rancher, truck driver, trapper, professional archer, migrant farm worker, singer, and sailor.

Without formal writing training, he was hired as an associate editor and learned on the job. He spent about a year editing and considers it the best of all possible ways to learn about writing.

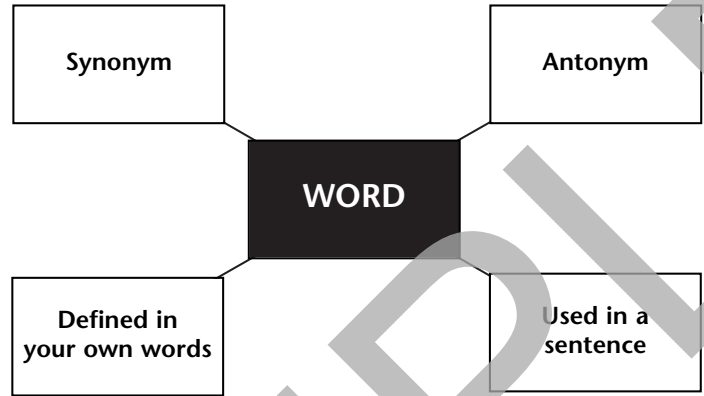
Organization of this Guide

This guide provides chapter-by-chapter plot summaries, identified vocabulary words, discussion questions, and supplementary activities. Multiple activities are included from which the teacher may choose. Blackline master graphic organizers are included as needed. The eighteen chapters can be assigned in whatever grouping the teacher selects and the entire novel study should take about 3-4 weeks depending on the class. The book's publisher identifies the reading level as 4.7.

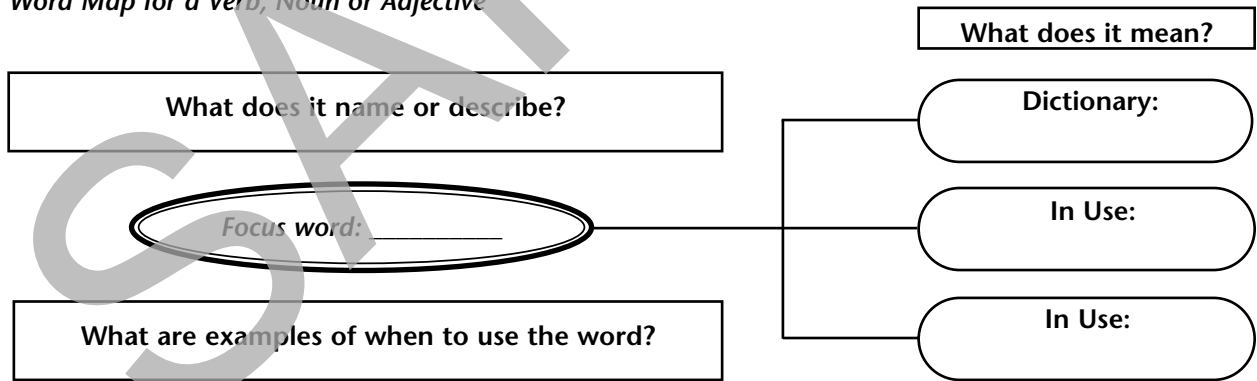
Prior to beginning the book, it is suggested that teachers prepare students by choosing initiating activities to set the stage, provide needed background, motivate and allow for predicting. The predicting will continue as the book unfolds chapter-by-chapter. (See pages 7-8 of this guide.) A portion of each day's reading instruction can be used for vocabulary activities. Suggested vocabulary activities are listed on pages 9-10 of this guide.

Word Maps to Use with Vocabulary Activities

Directions: Choose vocabulary words to map using one of the graphic organizers included here or another of your choice.



Word Map for a Verb, Noun or Adjective



-
- On page 60, David states that he was sure nothing would awaken him until daylight. Is he right? (*No, a horrible scraping noise awakens him, and, then when he sees a shark which keeps hitting the boat, he is truly frightened.*)
 - What does David surmise caused the shark to attack the boat? (*the moonlight reflecting off the boat*)

Prediction

Will David get home safely? How will he manage?

Supplementary Activities

- What do you know of sharks? Why are they so scary to many people?
- Describe David in one or two words. Defend your answer. Compile a class list of your answers.

Chapter 9—Pages 67-74

The *Frog* is becalmed.

Vocabulary

squished 67
ravenously 73

welt 69

cat-o'-nine-tails 69

becalmed 71

Discussion Questions and Activities

- What does "becalmed" mean? (*no wind*)
- What are David's possibilities to get home? Generate a list of alternatives and then consider the likelihood of each happening.

Wind coming up and sailing home	
Rescue by helicopter	
Sighting by another ship and rescue	

-
3. What is David's state of mind in Chapter 9? (*some confusion, some realization of his situation, some despair, some self-reliance*)
 4. What does David now understand about being truly poor? (*Real hunger has a profound meaning to him.*)

Supplementary Activities

1. Line up David's chances of survival, placing factors in either a plus or minus column.

+ (Plus)	— (Minus)
<ul style="list-style-type: none"> •David's intelligence •David's knowledge of sailing •Water tank •Well-equipped boat 	<ul style="list-style-type: none"> •300+ miles out in the ocean •No radio •Limited supply of food •Injured David

2. Have you ever had an experience which increased your appreciation or understanding of someone else, like David's hunger helping him understand the poor man?

Chapter 10—Pages 75-84

David surveys his situation and cleans the cabin. He finds Owen's ship's log.

Vocabulary

plankton 81

krill 81

Discussion Questions and Activities

1. Look for groups of words in the chapter which aren't complete sentences. Why does Paulsen write in such a manner? (*It follows David's thoughts and supports a stream of consciousness approach.*)
2. What is a ship's log? (*a record of a ship's voyages*) Why does the subtitle of the log, on page 80, use the word "compleat"? (*"Compleat" is an older archaic form of complete.*)
3. Why does the author include private parts of Owen's life in the log and in the book? (*Answers vary; authenticity, to make Owen seem human.*)

Prediction

What do you make of the last sentence?