

## Frog and Toad Lesson Plan

- I. **Topic:** The students will listen carefully to the last chapter of Frog and Toad while answering comprehension questions.
- II. OBJECTIVES/ STANDARDS

- **Objective:** Given a chapter of Frog and Toad read by the teacher, TSWBAT answer comprehension questions and review vocabulary words to 70% accuracy.
- **Vocabulary:**
  - Alone- not with anyone
  - Cheer-make happy or glad
  - Fine-very good
  - Meadow- grassy area
  - Spoiled-ruined
  - Reason-cause
- **PDE 1.2 Reading Critically in all areas:** Identify, analyze and apply knowledge of the elements of a variety of informational texts to demonstrate an understanding of the information presented
- **PDE 1.3 Reading Analyzing and interpreting areas of literature:** Read and listen to a variety of genres of literature (e.g. poetry, plays, fables, legends, picture books) and participate in guided discussion.

### III. TEACHING PROCEDURES

- **Launch (7 minutes):** Start off with introducing the last chapter of Frog and Toad by discussing vocabulary words on flashcards. Before using the words in a sentence, ask the students if they know what each vocabulary word means. If the students are having trouble, give them a sentence with context clues that hints at the meaning of the word. Explain and discuss each of the six words using the question and answer method and using the words in a sentence.
  - **Alone-** *The girl started crying because she was all alone*
  - **Cheer-** *Mom brought Dad chicken noodle soup when he was sick to cheer him up.*
  - **Fine-** *It was a fine day to eat ice cream.*
  - **Meadow-** *I saw a butterfly in the tall green meadows.*
  - **Spoiled-** *The food was left out of the refrigerator so it was too spoiled to eat.*
  - **Reason-** *The reason why we go to school is so we can learn new information.*
- **Explore (10-12 minutes)**
- The teacher will read the chapter to the students making sure that the students are seated on the carpet and facing forward. The teacher will ask comprehension questions at the end of each page to make sure that the students are paying attention to the details of the story. In addition, if a vocabulary word is used, the teacher will ask for the definition and what it means in relationship to the book. ]

#### Comprehension questions:

1. Where did Toad finally find Frog?

2. What did Toad try to do to cheer Frog up?
  3. What does Toad think when Frog does not want to be with him?
  4. How did the sandwiches get wet?
  5. Why did Frog say he wanted to be alone?
- **Summary ( 5 minutes)**
  - The teacher will discuss the vocabulary words one more time.
  - The teacher will ask: **Have you ever wanted to be alone? Why?**
  - The teacher will ask: **Do you think Toad was a good friend to Frog? Why?**
  - Have you been a good friend like Toad before?

**IV. MATERIALS**

- **Flashcards**
- **Frog and Toad Book**

**V. MODIFICATIONS/ADAPTATIONS**

- If students are not paying attention to the story on the carpet, read at the round table and have them sit at their desks.
- Ask many questions to keep the students engaged in the story.

**VI. STUDENT EVALUATION**

- Were the students able to correctly understand the vocabulary words and use them correctly in a sentence?
- Were the students active participators during the story?
- Did the students answer the comprehension questions correctly during the closure of the lesson and when the story was being read to them?

**VII. TEACHER EVALUATION**

- How did I prepare this lesson to ensure the students clearly understood the story?
- Was I professional in the way I interacted with my students?
- What activities and strategies worked well during my lesson?
- What changes would I make if I taught this lesson again?

