

## Kindergarten, Unit Three Sample Lesson Plan

### *Frog and Toad Together, by Arnold Lobel*

In this series of six lessons, students:

- Explore the adventures of the two characters, Frog and Toad (RL.K.1, RL.K.2, RL.K.3, SL.K.2)
- Identify the differences between the two characters (RL.K.1, RL.K.2, RL.K.3)
- Examine the relationship between Frog and Toad (RL.K.1, RL.K.3)
- Note the author’s use of humor (RL.K.1)
- Imagine and share new adventures of Frog and Toad (W.K.1, W.K.2, W.K.3, SL.K.5, SL.K.6)

### Summary

Lesson I: “A List”	Lesson II: “The Garden”	Lesson III: “Cookies”
<p>Examine the book cover and identify the two leading characters in the book (RL.K.2)</p> <p>(Together) spell out their names (RF.K.3, RF.K.3)</p> <p>Note their activity (RL.K.2, RL.K.7, SL.K.2)</p> <p>Become aware of the author/illustrator’s name (RL.K.5, RL.K.6)</p> <p>Note the purpose of “Contents” and list the five stories in the book (RL.K.5)</p>	<p>Recall details about Frog and Toad from “A List” (RL.K.2, SL.K.2)</p> <p>(After listening to “The Garden”) recall the story’s events (RL.K.1, RL.K.2, RL.K.3)</p> <p>Examine Lobel’s illustrations (RL.K.7)</p> <p>Explore Toad’s dedication to his garden (RL.K.1, RL.K.2, RL.K.3)</p> <p>Note Frog’s support of Toad’s efforts (RL.K.1, RL.K.2, RL.K.3)</p>	<p>Explore the details of Frog and Toad’s friendship so far (RL.K.1, RL.K.2, RL.K.3)</p> <p>(After listening to “Cookies”) revisit the term, “willpower” and examine its use in the story (RL.K.1, RL.K.2, RL.K.3)</p> <p>Determine if Frog and Toad are successful in their attempts to exercise willpower (RL.K.1, RL.K.2, RL.K.3, SL.K.1)</p> <p>Revisit the ending of the story and discuss Toad’s statement: “I am going home now to bake a cake.” (RL.K.1, RL.K.2, RL.K.3)</p>

<p>(After listening to the teacher reading the story, “A List”) list all the facts that have been learned about Frog and Toad (RL.K.1, RL.K.2, SL.K.2)</p> <p>Ponder the ways that Frog and Toad demonstrate their friendship (RL.K.3)</p>		
<p>Lesson IV: “Dragons and Giants”</p> <p>Note the way that the story begins when Toad says: “The people in this story are brave.” (RL.K.1)</p> <p>(After listening to the story) consider whether Frog and Toad are brave (RL.K.1, RL.K.2, RL.K.3)</p> <p>Determine if their friendship helps them when they try to be brave (RL.K.3)</p> <p>Discuss the humor in the story (RL.K.1)</p> <p>Recall other humorous moments in the previous stories (RL.K.1)</p>	<p>Lesson V: “The Dream”</p> <p>Consider how this story is different than the others (RL.K.1, RL.K.2, RL.K.3)</p> <p>Explore Lobel’s use of the dream (RL.K.1, RL.K.2, RL.K.3)</p> <p>Note the purpose of Lobel’s use of capital letters</p> <p>Examine the different expressions on Toad’s face (RL.K.7)</p> <p>Explore what one learns about Frog when he tells Toad: “I always do.” (RL.K.1, RL.K.2, RL.K.3)</p>	<p>Lesson VI: Our Own Stories</p> <p>Revisit Frog and Toad and list the lessons that have been learned (RL.K.1, RL.K.2, RL.K.3, RF.K.3)</p> <p>Explore the details that show they are friends (RL.K.1, RL.K.2, RL.K.3)</p> <p>Imagine new adventures for the two characters (SL.K.6)</p> <p>Translate the new adventures into illustrations (W.K.1, W.K.2, W.K.3)</p> <p>Share Frog and Toad’s new adventures (SL.K.5, SL.K.6)</p>

**Lesson VI: Our Own Stories**

**Objectives**

Revisit Frog and Toad and list the lessons that they have learned (RL.K.1, RL.K.2, RL.K.3, RF.K.3)

Explore the details that show they are friends (RL.K.1, RL.K.2, RL.K.3)

Imagine new adventures for the two characters (SL.K.6)

Translate the new adventures into illustrations (W.K.1, W.K.2, W.K.3)

Share Frog and Toad's new adventures (SL.K.5, SL.K.6)

### **Required Materials**

- Frog and Toad Together*, by Arnold Lobel
- Markers
- Drawing paper

### **Procedures**

#### 1. Lead-In:

Students take turns discussing:

- The plot of each of the five stories
- The characteristics of Frog and Toad
- The nature of their friendship

#### 2. Step by Step:

- a. Imagining new adventures. Students (either individually, in groups, or with the entire class) invent new adventures for Frog and Toad. Students consider what they already know about the two characters.
- b. Students draw pictures of the new adventures of Frog and Toad, labeling the characters' names.
- c. While the students work, they explain their choices, drawing upon their familiarity with the two characters.
- d. Students may share their ideas with their neighbors while they work.
- e. Display the students' work.
- f. Students share the details of their stories and answer questions from their peers.

#### 3. Closure

At the conclusion of the lesson, offer specific details regarding the students' work. Point to the students' ability to:

- Understand what a plot is
- Differentiate between the two characters
- Apply their understanding as they imagine new adventures
- Describe the stories that they drew

### **Differentiation**

#### **Advanced**

- Students will create a graphic organizer (such as a Venn diagram or digital organizer that compares and contrasts the two characters, Frog and Toad).

#### **Struggling**

- Students will first act out one of the stories previously read in the unit, showing the difference between the two characters, Frog and Toad, and demonstrating the understanding of the beginning, middle, and end of the story.
- Students will then receive a new situation for Frog and Toad. In a small group, students will discuss a story plot and act out the story.

### **Homework/Assessment**

N/A