

Guided Reading Lesson Plan (Levels A-L)

Title: Frog and Toad Are Friends

Level: J

ISBN: 978-006444020-2

Publisher: HarperTrophy

Familiar Read: (3 min.)		Day 1
Familiar Writing: (3 min.) 1. pulled 2. outside 3. begin	Word Building (3 min.) coin-voice-noise-point	
<p>Before Reading: (5-7 min.) This book can be read, one chapter a day for 5 days. The title of this book tells us a lot about Frog and Toad. In these adventures, we will read about Frog and Toad helping out each other, enjoying each other’s company.</p> <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual) <p>Chapter 1 Spring pp. 1-15. In this first story, Frog tries to get Toad to get up because it is spring. (Discuss hibernation of reptiles during the winter months.) Think about the ways Frog tries to get Toad to get up as you are reading. Think how you would get Toad to wake up.</p> <ul style="list-style-type: none">• Difficult Words/Vocabulary: shutters (6) meadows (8) calendar (12)• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers look for chunks they know to help them figure out new words.		
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: Does it match? Does it sound right? Does it make sense?</p>		
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none">• Discuss the story Why did Frog want Toad to get up? What were some things he wanted to do with Toad? Why wouldn’t Toad get up? How did Frog finally get Toad to get up? Do you think he tricked Toad? <ul style="list-style-type: none">• Return to Teaching Point: Show a word that you figured out using a chunk you know. (Alternately, have students turn to page 8 and show some words containing familiar chunks.)• Comprehension Strategy Focus: connections, questions, <i>inferences</i>, visualizing, <i>summarizing</i>, synthesizing, determining importance		
<p>Writing Connection: (5 min.)</p> <p>How would you have gotten Toad to get up if you were Toad’s friend?</p>		

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Familiar Read: (3 min.)		Day 2
Familiar Writing: (3 min.) 1. once 2. walk 3. better	Word Building (3 min.) or-corner-story-porch	
Before Reading: (5-7 min.) <ul style="list-style-type: none">Book Introduction: (include meaning, structure, visual) <p>Chapter 2 The Story pp. 16-27 In this story Frog is not feeling well, and Toad tries to think of a story to tell Frog to help him feel better. As you read think about what you would do to make a friend feel better.</p> <ul style="list-style-type: none">Difficult Words/Vocabulary: quite (16) perhaps (19) answer (27)Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers think about what is happening in the story to help them figure out new words.		
During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: Does it match? Does it sound right? Does it make sense?		
After Reading: (5-7 min.) <ul style="list-style-type: none">Discuss the story <p>Where did the story take place? What was the problem in this story? How did Toad try to help? Did it work? Why or why not? What did Frog do for his friend Toad? Did it work? How do you know? What would you do for a friend who is ill to try to make him/her feel better?</p> <ul style="list-style-type: none">Return to Teaching Point: Can you show us a word you figured out through reading the story?Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance		
Writing Connection: (5 min.) Tell about what you have done for a sick friend or what you would do for a sick friend.		

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Familiar Read: (3 min.)		Day 3
Familiar Writing: (3 min.)	Word Building (3 min.)	
1. along	behind	park
2. across	began	or party
3. back	become	partner
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none"> Book Introduction: (include meaning, structure, visual) <p>Chapter 3 A Lost Button pp. 28-39.</p> <p>In this story, Toad has lost the button on his jacket. Frog and other animals try to help him. As you read, think about how Toad and Frog behave, and how they treat each other.</p> <ul style="list-style-type: none"> Difficult Words/Vocabulary: sparrow (32) square (34) trouble (37) Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers think about the characters as they read. 		
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed.</p> <p>Prompts to Support readers: <i>Does it match?</i> <i>Does it sound right?</i> <i>Does it make sense?</i></p>		
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none"> Discuss the story <p>Where did the story take place?</p> <p>What was the problem in the story? How did Frog try to help?</p> <p>What other animals try to help? Were they able to help?</p> <p>How did Toad behave? Do you think he was right?</p> <p>How did Toad solve his problem?</p> <p>How do you think Frog felt when he received the gift from Toad?</p> <ul style="list-style-type: none"> Return to Teaching Point: What words (adjectives) would you use to describe Frog? Toad? Comprehension Strategy Focus: connections, questions, <i>inferences</i>, visualizing, <i>summarizing</i>, synthesizing, determining importance 		
<p>Writing Connection: (5 min.)</p> <p>What would you do if you treated your friend badly?</p>		

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Familiar Read: (3 min.)		Day 4
Familiar Writing: (3 min.) 1. how 2. want 3. was	Word Building (3 min.) stay-away-today-display	
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none">Book Introduction: (include meaning, structure, visual) Chapter 4 A Swim pp. 40-52. <p>In this story, Frog and Toad are going swimming, and Toad is embarrassed by his bathing suit. As you read, think about how Frog tried to help his friend Toad.</p> <ul style="list-style-type: none">Difficult Words/Vocabulary: riverbank (44) field (47) of course (52)Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice when something does not make sense. They may reread the sentence or page to help them understand.		
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed.</p> <p>Prompts to Support readers: <i>Does it match?</i> <i>Does it sound right?</i> <i>Does it make sense?</i></p>		
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none">Discuss the story Where did the story take place? What were Frog and Toad doing? What was the problem? How did Frog try to help? Do you think he really helped? Why or why not? How did Toad handle his problem? Did it work? What did he do at the end of the story? What did the other animals do? <ul style="list-style-type: none">Return to Teaching Point: Was there anything that did not make sense to you? Did rereading help you?Comprehension Strategy Focus: connections, questions, <i>inferences</i>, visualizing, <i>summarizing</i>, synthesizing, determining importance		
<p>Writing Connection: (5 min.)</p> <p>What would you do if your friend was being laughed at?</p>		

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Familiar Read: (3 min.)		Day 5
Familiar Writing: (3 min.)	Word Building (3 min.)	
1. came		
2. wait		
3. always	wait-mail-snail-complain	
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none"> Book Introduction: (include meaning, structure, visual) <p>Chapter 5 The Letter pp. 53-64.</p> <p>In this last story, Toad is sad because he never gets anything in the mail. As usual, Frog tries to help. As you read, think of things you would do for your friend if he/she was sad.</p>		
<ul style="list-style-type: none"> Difficult Words/Vocabulary: unhappy (54) envelope (57) pleased (64) Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers think (infer) what lesson the author may be trying to teach them. 		
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed.</p> <p>Prompts to Support readers: <i>Does it match?</i> <i>Does it sound right?</i> <i>Does it make sense?</i></p>		
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none"> Discuss the story What was Toad's problem? How did he feel? What did Frog do to help? How did Toad feel when he found out what Frog had done? Return to Teaching Point What do you think the author was trying to teach us through this book? What examples did he give us for how to treat our best friends? (Review what the actions of Frog and Toad in each story.) Comprehension Strategy Focus: connections, questions, <i>inferences</i>, visualizing, <i>summarizing</i>, synthesizing, determining importance 		
<p>Writing Connection: (5 min.)</p> <p>What would you do to help your friend feel better if he/she was feeling sad?</p>		