

GUIDED READING LESSON PLAN

Teacher _____ School _____

Date 2/4/05 Book Frog and Toad Are Friends: The Letter Level Early Fluent—Level K (20)

Focus/Strategy/Intended Learning (Go to [Developmental Stages of Reading](#) and select an appropriate strategy based on students' needs)

The learner will make inferences about characters based on what they say and do.

Standard(s) Addressed

The learner will explain the motives of characters.

Language Objective (Go to [Language Objectives for ELLs](#))

The learner will use language for making an inference, using vocabulary from the text, with a structure, such as "I think (character) is (adjective) because he (something the character did or said in the text—stated in the past tense)."

Resources Needed (e.g., books, visuals and realia, strategy charts, magnetic letters, alphabet charts, word walls, whiteboards)

- Six copies of *Frog and Toad Are Friends: The Letter* in an addressed envelope
- Chart paper
- Markers
- Graphic organizer for character analysis

Text Features that will Support ELLs

- Friendship theme is a familiar concept
- Pictures on every page to support meaning
- Simple narrative plot with beginning, middle, and end
- Straightforward English grammatical structures
- Not many contractions ("I am" instead of "I'm")
- Characters have very distinct personalities

Potential Text Challenges for ELLs

(e.g., vocabulary, text features, concepts)

Concepts:

- The notion of waiting for mail everyday, even though it never comes and being sad about it.
- The humor of the snail saying, "Sure. Right away," on page 57.
- Use of dialogue; speaker isn't always clearly identified.

Expressions:

- page 53: "What is the matter?"
- page 59: "You never know."
- page 60: "Don't be silly."
- page 64 "...pleased to have it."

Use of Quotation Marks:

- page 57: "A LETTER FOR TOAD"
- page 62: "I wrote 'Dear Toad, I am glad...'" (quote within quote)

Vocabulary and/or Word Work:

- multisyllabic and/or hard-to-decode words: unhappy, mailbox, together, hurried, wrote, envelope, right

Introducing the Text

• **Overview Statement and Connections to Background Knowledge**

"Who has ever gotten a letter in the mail? Who was it from? How did it make you feel? Who would like to get a letter in the mail?" (etc.) "Today we're going to read a story about two friends, Frog and Toad. In this story, called *The Letter*, Toad is sad because he never gets any mail. We are going to think about what Frog and Toad say and do in the story, and it will help us understand their personalities."

• **Picture Walk** (early and upper emergent)

"Let's look at the pictures to see what happens before we read the story." Do a picture walk, implanting language and key concepts for understanding the story.

• **OR Chunking the Text** (early fluent)

Read silently, then discuss questions. Chart on graphic organizer.

Read to page 55 and pay attention to what Toad is doing or saying.

Read pages 53–55. "What did Toad say or do? What does that tell us about Toad?" Read to page 57, pay attention to what Frog is doing or saying.

Read pages 56–57. "What did Frog say or do? What does that tell us about Frog? Why did Frog write Toad a letter? Who would you have given the letter to?"

Read pages 58–59. Continue developing theory about the characters’ personalities, based on what they say and do.
Read pages 60–61. Continue developing theory about the characters’ personalities, based on what they say and do.
Read pages 62–64. “On page 63, it says ‘They sat there, feeling happy together.’ Why are they happy?”

Discussion Questions

“Who are you most like: Frog or Toad? Give some examples. Who would you rather be friends with: Frog or Toad? Why?”

Skills and Strategies (e.g., comprehension strategy, word-solving strategies, shared writing)

Use the graphic organizer to write a paragraph together describing Frog’s personality.

Extensions (optional)

Use the graphic organizer to write a paragraph describing Toad’s personality.

Use the graphic organizer to study a character from a book you’re reading on your own.

Early Fluent Guided Reading Lesson: Frog and Toad

Graphic Organizer for Discussing Character

What the character said or did	What that makes me think about him or her
Toad said he never gets any mail. His mailbox is always empty.	Toad is always sad.
Frog wrote a letter to Toad. He gave it to a snail to take to Toad's house.	Frog is a good friend.
Toad just wanted to stay in bed. He didn't think he would ever get any mail.	Toad doesn't believe that anything good will happen to him.

Shared Writing Chart

We think Frog is a good friend because he wrote Toad a letter.
He didn't want Toad to feel sad.

GUIDED READING OBSERVATION NOTES

Teacher _____ School _____ Date _____

Take notes on students' reading, use of strategies, ability to express themselves in discussing the book, interactions with each other, confusions, etc. These notes will support you in using evidence to analyze student learning during Guided Reading lessons.

Introducing the Text and Making Connections to Background Knowledge
 The students know what 'mail' is. Their experience with mail is that the mail carrier brings bills. None of them has ever received a letter in the mail. Doing a picture walk first gave me a chance to implant a lot of the language and gave students the gist. They were able to concentrate more on the characters because they already knew what was going to happen.

Reading the Text
 We read a couple of pages at a time, then discussed the characters. In the first part, we only talked about Toad, and in the second part, we talked about Frog. After that, we looked for more evidence to support our first impressions or information that might change our minds.
 I listened to each student read a page, and they were able to read the text fairly easily. The miscues they made were generally because of pronunciation.

Nelsi:	Edgar:	Sandra:	Joel:
ask-ed, whating, pronch	Tood	where SC	√ ___ √ √ pleas-ed
asked waiting porch	Toad	there	wait for the mail pleased

Discussing the Text
 Everyone made contributions to the discussion. They said things like, "Toad is always sad because he doesn't get mail;" "Toad doesn't think he will ever get any mail;" "Frog is a good friend because he doesn't want Toad to be unhappy;" "Frog wanted to surprise Toad by writing him a letter;" "Frog is a genius because he wrote Toad a letter;" "Frog tried to convince Toad to get out of bed." They all said they were most like Frog and that they'd rather be friends with Frog than Toad. Their reasons were "because Frog is a good friend, and he wants his friends to be happy."

Learning Skills and Strategies (e.g., comprehension strategy, word-solving strategies, shared writing)
 We wrote a short paragraph describing Frog. I noticed that a couple students were pronouncing all of the words ending with '-ed' like 'waited,' so I talked briefly about the different ways of pronouncing words ending with '-ed.' There were three in the text, so we pulled those out: *asked*, *waited*, and *pleased*. I'd like to do some more work with this ending. Also, we could work on vocabulary development by adding more descriptive words (e.g., "Frog told Toad he had written him a letter because the snail took too long and he was *impatient*."). Other words to describe Frog: optimistic, upbeat, thoughtful, cheerful. Other words to describe Toad: negative, depressed, pessimist, gloomy, downcast.

Extending the Text (optional)
 Read more Frog and Toad stories to get more information about their personalities. See if our 'theories' hold true.

Students' Names	Strengths/Needs/Future Teaching Focus
Nelsi	Can self-monitor when reading in Spanish; needs help with vocabulary and pronunciation, so she'll know when something doesn't sound right in English.
Sandra	Self-corrected the second time she read 'where' for 'there.'
Joel	Slowing down a little might help him self-monitor better. He reads so fast, he doesn't notice when he omits words. Needs help with how to pronounce words ending with '-ed.'
Edgar	Reads fluently with correct pronunciation. Called Toad 'Tod.' Strong vocabulary: said "Frog tried to convince Toad to get out of bed." Shows some ability to play with words, like when he called the snail the 'mailsnail' instead of 'mailman.' Might see how he does in a group with Araceli and Flor, with higher-level text.

© All of the students read the dialogue with fluent phrasing and expression. They could all use more practice with forming opinions about characters and finding evidence in the text to support their opinions.