Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
First	**Reading**		**"The Letter" from Frog and Toad are Friends**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five days	**Fourth Quarter**	It may be helpful for students to be familiar with other Frog and Toad stories.

Unit Description: "The Letter" is a story in the book Frog and Toad are Friends by Arnold Lobel. The theme of the book is friendship and the characters, Frog and Toad, display recognizable qualities we look for in a friend.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Strand 2: Comprehending Literary Texts Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature Performance Objective 2: Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	Given words and phrases that describe character traits and actions, students will be able to cut, sort, and match them to the appropriate character web: Frog or Toad. (see attached) The teacher may read the words and phases for children who need assistance, but she/he may not assist them with sorting and matching. ➢ 100% accuracy is expected for mastery. ➢ Character webs with at least 3 out of 4 matched correctly (75%) will be consider "developing." ➢ Students scoring less than 75% will need intervention.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Teacher will use the Observation Checklist for Developing Readers' Character Analysis Skills (attached) during small group instruction. Students will be informally assessed during small group reading instruction to determine which students may need word recognition support during the summative assessment.
Materials/Resources Needed *(Include all items for the entire unit.)*	Six to Eight copies of Frog and Toad are Friends by Arnold Lobel for small group reading instruction. An "Elmo" or similar projector is needed to enlarge print during direct, whole class instruction. The following materials are needed for the summative

	assessment: Frog character web, Toad character web, list of character traits/actions, scissors, glue sticks.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Activate Prior Knowledge: 1.Display the cover of the book, Frog and Toad are Friends by Arnold Lobel on an Elmo or similar projector and ask students to tell you what they know about Frog and Toad. 2. Tell them that today we will read the story "The Letter" and turn to the first page of the story. 3. Ask students to predict what they think the story will be about. Read the Story Aloud 1. Displayed each page on the projector, tracking the words with a pointer. 2. Pause when appropriate to ask the following questions: *Why is Toad sad? What did Frog decide to do to make Toad fell happy? Who did Frog ask to help him with his plan?* After reading 1. Encourage a discussion with the following possible questions: *At the end of the story what were Frog and Toad doing? How were they feeling? Why?*	1. Teacher organizes reading groups for small group instruction in which groups of approximately 6 and no more than 8 students gather with the teacher to re-read the story orally. (The rest of the class will be at learning centers, computers, or at their seats working on literacy activities.) 2. Teacher observes and assists students with decoding, fluency, vocabulary, and comprehension as needed. 3. Teacher asks clarifying questions about each of the characters' traits, actions, and reactions. 4. Teacher asks students to find specific words and phrases that describe the characters and tell about their actions and reactions. 5. Teacher uses the Observation Checklist for Developing Readers Character Analysis Skills to record individual student's performance.	1. Teacher prepares scripts of dialogue from the story: Frog speaking and Toad speaking for choral reading activity. 2. Divide the class population in half. Explain that students on one side of the room will read when Frog speaks in the story and the other half will read when Toad speaks by using the script the are about to receive. 2. Conduct the choral reading activity. Teacher reads all parts other than the dialogue spoken by the two groups of students. 3. Encourage students to act out the feelings and actions of the characters during the reading. 4. After reading, draw a T-chart on the board and list descriptive words and phrases from the story that describe each character or clarify their actions or reactions. (Use words and phrases that will be presented in summative assessment.)	1. Teacher organizes materials needed for the **summative assessment** or asks students to have scissors and glue sticks on the desks. 2. Teacher passes out the character webs and asks students to think about what each character is like. 3. Teacher passes out the list of descriptive words and phrases describing characters' actions. 4. Teacher writes the following directions on the board and explains them. *1.Cut out all the words and phrases.* *2. Match them to either Frog or Toad.* *3. Glue a word or phrase to each of the ovals on the web they match.* 5. Teacher can assist students with cutting and reading the words and phrases, but students need to match the character traits and actions independently.	Extension Activity 1. Teacher tells the class that today we are going to write a letter to a friend. 2. Display the letter Frog wrote on page 62. 3. Tell students that the way the letter is written in the book is not in the proper format for a friendly letter. 4. Display the same wording of the letter in the book written in proper format with an Elmo or similar projector. 5. Ask student to read it with you chorally. 6. Display the letter format on chart paper. 7. Conduct a modeled writing lesson by writing a letter to a class volunteer. 8. Encourage class participation.

			5. Ask students to read the words and phrases written on the T-chart chorally, pausing to clarify the list that corresponds to each character.		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	1. Students respond by discussing what they know about Frog and Toad. 2. Students look at the projector for picture clues and read along silently while the teacher reads aloud. Watch as the teacher tracks the words with a pointer. 3. Respond or listen to responses as classmates answer the teacher's questions. 4. Participate in the discussion or listen to classmates as they discuss the actions and feelings of the characters.	1. Students will take turns reading orally with the teacher's guidance or listening to classmates read. 2. Students will respond to the teacher's clarifying questions and discuss the characters' traits, actions and reactions. 3. Students will be able to find specific words and phrases that describe the characters and tell about their actions and reactions.	1. Students participate in choral reading by reading aloud the scripted dialogue for their group: Frog speaking or Toad speaking. 2. Students listen as the teacher reads other parts of the story. 3. Students act out the feels, actions, and reactions for the characters as they read and listen to the story. 4. Students watch as the teacher draws a T=chart and writes words and phrases corresponding to each character's section of the T-chart. 5. Students read the words and phrases chorally as the teacher points to each.	1. Students listen to teacher's directions and respond appropriately. 2. Students ask clarifying questions to understand the activity. 3. Students follow the oral and written directions for the activity. 4. Students may ask the teacher for help cutting paper or reading words and phrases. 5. Students match words and phrases to the appropriate character based on their experiences reading the story. 6. Students glue the words and phrases they have matched to the appropriate character web.	<u>Extension Activity</u> 1. Students listen and observe as the teacher displays the letter written by Frog on page 62 and the same letter written in proper format displayed on the projector. 2. Students listen and comment as the teacher explains the proper format or a friendly letter. 3. Students participate in a modeled writing lesson by assisting the teacher composing a letter to a class volunteer.

First Grade Summative Assessment

Given words and phrases that describe character traits and actions, students will be able to cut, sort, and match them to the appropriate character web: Frog or Toad,

The teacher may read the words and phases for children who need assistance, but she/he may not assist them with sorting and matching.

- 100% accuracy is expected for mastery.
- Character webs with at least 3 out of 4 matched correctly (75%) will be consider "developing."
- Students scoring less than 75% will need intervention.

Preparation and materials needed:

Frog character web
Toad character web
List of character traits and actions
Scissors
Glue sticks

Answer key for 1st grade character webs (summative assessment)

Toad	Frog
sad	kind
wants mail	writes a letter
tired of waiting for mail	trusts snail to bring the letter
pleased to get a letter	happy to help his friend

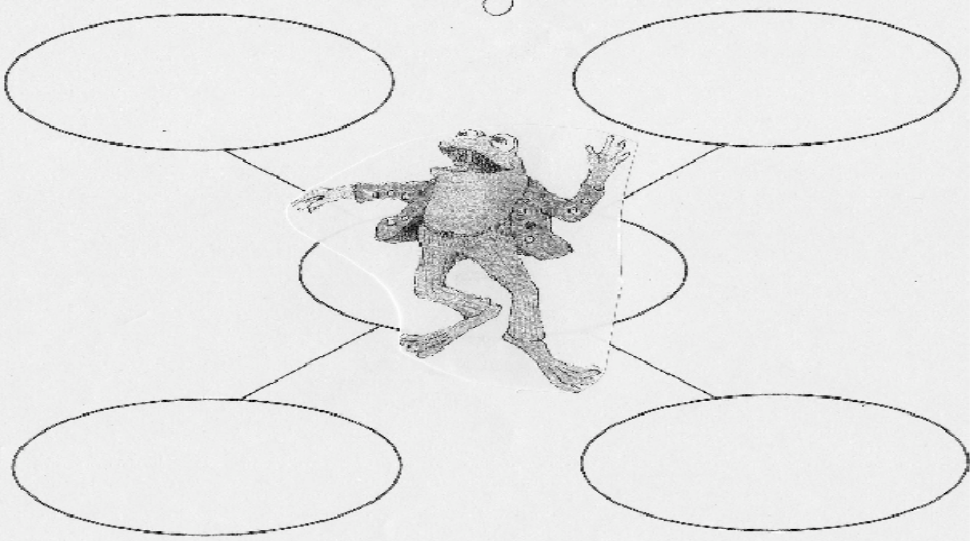
List of character and actions for students to cut and paste on to the character webs:

sad

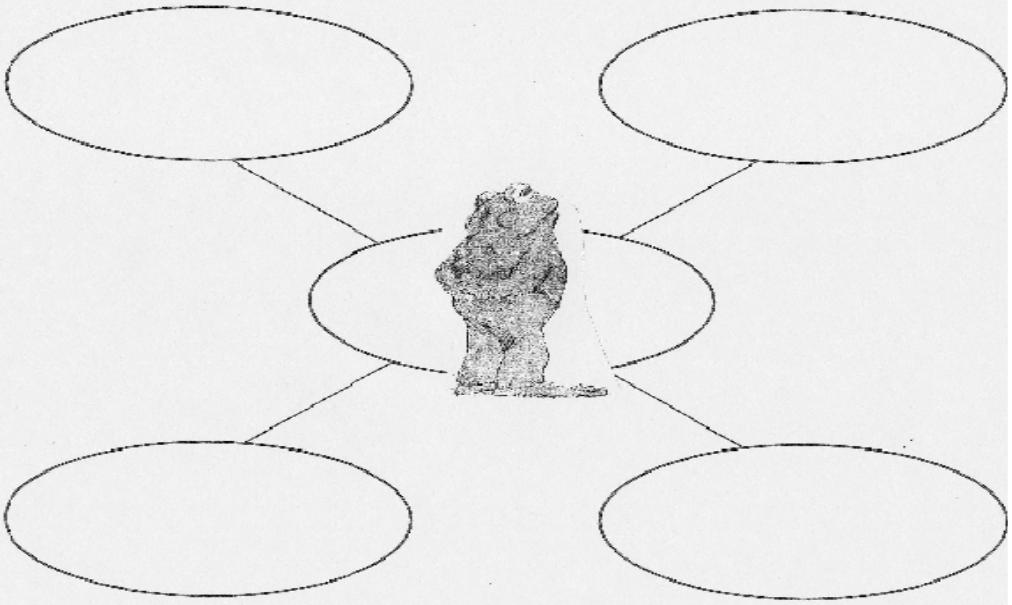
writes a letter
wants mail
trusts snail to bring the letter
tired of waiting for mail
happy to help his friend
pleased to get a letter
kind

Character web samples - next page:

Frog



Toad



T-Chart and Questions

1. We know that Muggs and Hare both like to eat cabbage. How are they different? List at least 4 words to describe each character.

Muggs	Hare

2. Would you like to have Muggs as a friend? Why or why not?

_____

_____

3. Would you like to have Hare as a friend? Why or why not?

_____

_____

Scoring Guide for T-Chart and Questions (2nd Grade summative assessment)

T-Chart

8 points for at least four words that reasonably describe each character.
Subtract 1 point for each inaccurate or missing word.

Questions:

1 point for each reasonable answer based on the character's traits.

10 points total possible

Expected proficiency = 80%