

Concordia University Chicago College of Education Lesson Plan Design revised Spring 2018 1

Kevin Cassidy  
Lesson Plan

<p><b>Teacher Candidate:</b> Kevin Cassidy</p>	<p><b>Date:</b> April 25, 2025 <b>Course for which the Lesson is developed:</b> EDUC-6250</p>
<p><b>Subject:</b> Language Arts <b>Central Focus:</b> Literature: <i>Frog and Toad Together: A-List</i> <b>Grade Level(s):</b> 1<sup>st</sup> Grade</p>	<p><b>Classroom Teacher:</b> Kevin Cassidy <b>Time allotted:</b> 1 hour</p>

<p><b>Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards):</b></p> <p><u>ILS.1.RL.1 Key Ideas and Details:</u> Ask and answer questions about key details in a text.</p> <p><u>ILS.1.L.4.a Vocabulary Acquisition and Use:</u> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><u>ILS.1.L.6 Vocabulary Acquisition and Use:</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>• The first-grade students will be able to identify the differences between frogs and toads, their habitats, and their traits.</li> <li>• The first-grade students will be able to define the five key vocabulary words in <i>Frog and Toad Together: A-List</i> and write how they can be used in sentences in their notebooks.</li> <li>• The first-grade students will be able to describe how Frog and Toad felt when they discovered they could complete the final task on their to-do list.</li> <li>• The first-grade students will select three body language gestures that convey Frog's and Toad's reactions and present them to a classmate.</li> <li>• The first-grade students will explain to their partner whether Frog and Toad were responsible for losing the list, and what consequences could have occurred as a result of its loss.</li> </ul>	<p><b>Assessment Tool(s) and Procedures:</b></p> <ul style="list-style-type: none"> <li>• I will observe the students' ideas on frogs and toads and ensure their understanding of these creatures by recording a checkmark on my Frog and Toad unit checklist.</li> <li>• I will monitor the students' handwriting and vocabulary comprehension by observing their sentences in the notebooks. The notebooks will be put into the language arts bin to be graded. This assessment will be graded only on the basis of effort.</li> <li>• I will walk around the room and observe the students presenting their classmates the body language gestures and ensure their understanding by recording a checkmark on my Frog and Toad unit checklist.</li> <li>• With my phone, I will take videos of the students acting and pictures of their Duplo constructions. I will upload the videos and pictures to my computer in</li> </ul>
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	<ul style="list-style-type: none"><li>• The first-grade students will be able to recreate another activity that Frog and Toad did by drawing a picture, acting it out in a group, composing a poem, or building with Duplos.</li><li>• The first-grade students will be able to assess whether they enjoyed the book by giving a “thumbs up” or a “thumbs down” at the end of the class.</li></ul>	<p>order for the assessment to be graded. Furthermore, I will put the drawings and poems into the language arts bin to be graded as well. I will grade them all according to accuracy and completeness.</p>
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
0 min.	<p><b>A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)</b></p> <p>I will begin by gaining the students’ interest in frogs and toads. This will consist of questioning the class and documenting their answers on a concept web graphic organizer on the Smart Board.</p> <ul style="list-style-type: none"> <li>• <b>Questioning:</b> “What are frogs? What are toads? Where do they live? What are they like?”</li> </ul> <p><b>B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment/Curriculum Objectives):</b></p> <p>“Today, we are going to discuss the book, <i>Frog and Toad Together: A-List</i>. You have just learned from your classmates about frogs and toads, their habitats, and their traits. I will teach you five vocabulary words and you will provide examples of how they can be used in sentences in your notebooks. Then I will read you the book. Afterward, I will partner you with a classmate to act out a scene from the book and express your thoughts on it. Next, you will be able to recreate another activity that Frog and Toad did by drawing a picture, acting it out in a group, composing a poem, or building with Duplos. Finally, we will decide whether we liked the book or not. By the end of this lesson, you’ll have learned about frogs, toads, five new vocabulary words, and the book. You will also have made a new friend.”</p>
8 min.	<p><b>C. Instructional Sequence</b></p> <ul style="list-style-type: none"> <li>- Read the electronic version of the book to the students using my computer and a Smart Board.</li> <li>• <b>Questioning:</b> “What was the most important task to finish on Frog and Toad’s list? What do you think worried them the most about losing it?”</li> </ul>
14 min.	<ul style="list-style-type: none"> <li>- <b>Academic Language:</b> Introduce five key vocabulary terms on the Smart Board using different colored markers, and explain how they can be used in sentences.</li> <li>• <b>Questioning:</b> “Can anyone please provide an example of how to use this word in a sentence? How about this one?”</li> </ul>
18 min.	<ul style="list-style-type: none"> <li>- <b>Formative Assessment:</b> The first-grade students will define the five key vocabulary words and write how they can be used in sentences in their notebooks.</li> <li>- <b>Differentiation:</b> Speak the words in Spanish first for English learners, use flashcards with pictures, sound out</li> </ul>

<p><b>26 min.</b></p>	<p>the consonants, and grade this assessment only on the basis of effort.</p> <ul style="list-style-type: none"> <li>- <b>Scaffolding:</b> Help the students by writing the more difficult parts of the sentences in their notebooks and having them fill out the easier ones.</li> <li>- <b>Formative Assessment/Student Interaction:</b> The first-grade students will select three body language gestures that convey Frog’s and Toad’s reactions and present them to a classmate. They will explain to their partner whether Frog and Toad were responsible for losing the list, and what consequences could have occurred as a result of its loss.</li> <li>- Partner students with those who they haven’t worked with before and should get to know better.</li> <li>- Observe the students’ participation by walking around to different pairs.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Questioning:</b> “Class, who do you think has the most creative body language gestures? Who has the body language gestures that most fit the scene?”</li> </ul>
<p><b>32 min.</b></p>	<ul style="list-style-type: none"> <li>- <b>Formative Assessment:</b> The first-grade students will recreate another activity that Frog and Toad did by drawing a picture, acting it out in a group, composing a poem, or building with Duplos.</li> <li>- Keep the students occupied with drawing, acting, poem writing, and building until the end of class.</li> <li>- <b>Scaffolding:</b> Give corrective feedback concerning the illustrations by drawing and explaining the difficult concepts and having the students draw the easy ones. Ask them to reflect on why they chose those particular activities.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Questioning:</b> “Class, what student do you think made the best piece of artwork? Why?”</li> </ul>
<p><b>50 min.</b></p>	<ul style="list-style-type: none"> <li>- Award the students with stickers and provide positive reinforcement.</li> </ul>
<p><b>54 min. – End</b></p>	<p><b>D. Closure</b></p> <p>“I hope you enjoyed the book and this lesson! We learned a lot today about frogs, toads, new vocabulary words, and the book. You were also able to make a new friend in the class! If you enjoyed the book, let me see your thumb up! If you disliked it, let me see your thumb down. Now please pack up your language arts notebooks, pencils, crayons, paper, and Duplos, and retrieve your pencils and math notebooks.”</p> <ul style="list-style-type: none"> <li>- Document that the last activity has been completed in my gradebook. Students will pack up their language arts supplies. Subsequently, they will prepare for the math lesson by retrieving their pencils and math notebooks.</li> </ul>

## Lesson Plan Details

### **Instructional Materials:**

- *Frog and Toad Together: A-List* by Arnold Lobel (Lobel, 1979)
- The Smart Board
- Different colored markers
- Language arts notebooks
- Pencils
- Paper
- Crayons
- Duplos

### **Selection and Use of Technology and/or Resources:**

Smart Board, electronic version of the book

### **Safety in the Physical Environment:**

I will ensure that students remain seated while they are writing in the notebooks with their pencils. I will observe them so they do not have conflicts when working with each other. Students will be instructed not to run, throw objects, or engage in other reckless activities while they are communicating their body language gestures.

### Assessment

(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s).  
At least one type of assessment is required in a lesson plan.)

**Diagnostic (Pre-):** (*Formal or Informal*). This assessment is informal. The students will be able to identify the differences between frogs and toads, their habitats, and their traits.

**Formative:** (*Formal or Informal*). These assessments are informal. The students will be able to define five key vocabulary words and write how they can be used in sentences in their notebooks. I will speak the words in Spanish first for English learners, use flashcards with pictures, sound out the consonants, and grade this assessment only on the basis of effort. The teaching assistant and I will walk around the room and observe the students. We will help them write the more difficult parts of their sentences and have them fill out the easier ones. They will be able to describe how Frog and Toad felt when they discovered they could complete the final task on their to-do list in *Frog and Toad Together: A-List*. They will select three body language gestures that convey Frog's and Toad's reactions and present them to a classmate.

**Reflective:** (*Formal or Informal*). This assessment is informal. The students will explain to their partner whether Frog and Toad were responsible for losing the list, and what consequences could have occurred as a result of its loss.

**Summative:** (*Formal or Informal*). This assessment is formal. The students will recreate another activity that Frog and Toad did by drawing a picture, acting it out in a group, composing a poem, or building with Duplos. I will grade the students on the task according to accuracy and completeness. They will assess whether they enjoyed the book by giving a "thumbs up" or a "thumbs down" at the end of class.

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

## References

Lobel, A. (1979). *Frog and Toad Together: A-List*. HarperCollins.