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Resource ID#: 26234

Primary Type: Lesson Plan

# Comparing and Contrasting with Frog and Toad

In this lesson, students will learn how to compare and contrast the experiences of the familiar characters, Frog and Toad, by completing t-charts and writing a simple paragraph about the similarities and differences in the characters' experiences across stories.

## General Information

**Subject(s):** English Language Arts

**Grade Level(s):** 1

**Intended Audience:** [Educators](#)

**Suggested Technology:** Document Camera

**Instructional Time:** 3 Hour(s)

**Resource supports reading in content area:** Yes

**Freely Available:** Yes

**Keywords:** compare, contrast, experiences, Frog and Toad, Arnold Lobel

**Instructional Component Type(s):** [Lesson Plan](#), [Text Resource](#), [Formative Assessment](#)

**Resource Collection:** CPALMS Lesson Plan Development Initiative

## Attachment

[Frog and Toad Together compare and contrast tchart.docx](#)

[Frog and Toad All Year compare and contrast tchart.docx](#)

## Lesson Content

**Lesson Plan Template:** General Lesson Plan

**Learning Objectives: What should students know and be able to do as a result of this lesson?**

Lesson Objective: After reading two Frog and Toad books, students will be able to compare and contrast the experiences of two familiar characters, Frog and Toad, by completing a t-chart and writing a paragraph about the similarities and differences of the events in each story.

Learning Goal: Students will be able to compare and contrast the adventures and experiences of characters in stories.

**Prior Knowledge: What prior knowledge should students have for this lesson?**

Students should be able to describe what is the same and what is different about two objects and/or people.

Students should be able to compare and contrast the characteristics of familiar characters in stories.

Students should also be familiar with the use of a t-chart.

Students should be able to write a simple paragraph to a specific purpose.

**Guiding Questions: What are the guiding questions for this lesson?**

In this chapter (story), what did Frog and Toad do that was the same?

In this chapter (story), what did Frog and Toad do that was different?

What did we learn about Frog and Toad by comparing their experiences?

How does comparing and contrasting Frog's and Toad's experiences help us better understand the story?

How are your experiences like Frog's and Toad's experiences?

### **Teaching Phase: How will the teacher present the concept or skill to students?**

**Activating Prior Knowledge:** Engage students in a compare/contrast activity using two real-life objects (like a basketball and baseball) or two students. Using a t-chart labeled same/different, elicit responses from students comparing and contrasting the two objects (e.g. they are both round, both are used for sports; one is orange and one is white, one is rubber and one is leather) or people (both have on red shirts; one has brown hair and the other has black hair).

#### **PART 1**

**Instruction:** Explain to students that when we find what is the same about two things or people, we are comparing them (add the word "compare" above the word "same" on the t-chart). Further explain that when we find out what is different about two things or people, we are contrasting them (add the word "contrast" above the word "different" on the t-chart). Just like we compared and contrasted the objects/people at the beginning of the lesson, we can compare and contrast characters in stories by finding what is the same and what is different about them.

Using the exemplar text *Frog and Toad Together* (450L), begin by comparing and contrasting external characteristics of Frog and Toad. Looking at the book cover, have students compare and contrast Frog's and Toad's appearances (e.g. both are wearing coats and pants; Frog is green with a brown jacket while Toad is brown with a green jacket; Toad is wearing a hat). Write these characteristics on a new t-chart entitled "Frog and Toad Together" with the headings of compare(same) and contrast (different). Then discuss what Frog and Toad are doing in the picture (riding a bike). Add it to the compare column. Explain to students that riding a bike is an experience that Frog and Toad are sharing, something they are doing together. Tell students that, as we read the book, we are going to look for more experiences that Frog and Toad have. Their experiences could be the same, like riding the bike, or may be different. As we read we will record their experiences on our t-chart. (CONTINUE TO GUIDED PRACTICE FOR PART 1)

#### **PART 2**

Using the text *Frog and Toad All Year* (300L), begin by comparing and contrasting external characteristics of Frog and Toad. Looking at the book cover, have students compare and contrast Frog's and Toad's appearances (e.g. both are wearing coats, scarves, and boots; their clothes and boots are different colors, Toad is wearing a hat). Write these characteristics on a new t-chart entitled "Frog and Toad All Year" with the headings of compare (same) and contrast (different). Then discuss what Frog and Toad are doing in the picture (building a snowman). Add to the compare column. Explain to students that building a snowman is an experience that Frog and Toad are sharing, something they are doing together. Tell students that, as we read the book, we are going to look for more experiences that Frog and Toad have. Their experiences could be the same, like building the snowman, or may be different. As we read we will record their experiences on our t-chart. (CONTINUE TO GUIDED PRACTICE FOR PART 2)

### **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

#### **PART 1**

Divide students into cooperative groups (2-4 in a group). Read the first chapter of *Frog and Toad Together*. After reading, have groups discuss the experiences that Frog and Toad had in this chapter. Allow each group to present an experience and record them on the class t-chart (e.g. Toad made a list, Toad went to Frog's house, Frog and Toad went for a walk, Frog chased the list, Frog and Toad sat and did nothing, Frog and Toad went to sleep). Use guiding questions to deepen comprehension of the chapter.

Read the second chapter of *Frog and Toad Together*. After reading have groups discuss the experiences that Frog and Toad had in this chapter. Allow each group to present an experience and record them on the class t-chart (e.g. Frog and Toad both planted a garden, Toad yelled/sang/read to/played music for his seeds, Toad fell asleep). Use guiding questions to deepen comprehension of the chapter.

Continue with third chapter and repeat above steps. Provide feedback to groups as necessary. (CONTINUE TO INDEPENDENT PRACTICE FOR PART 1)

#### **PART 2**

Divide students into cooperative groups (2-4 in a group). Read the first chapter of *Frog and Toad All Year*. After reading, have groups discuss the experiences that Frog and Toad had in this chapter. Allow each group to present an experience and record them on the class t-chart (e.g. Frog dressed Toad in winter clothes; Frog and Toad rode on the sled; Frog fell off the sled; Toad crashed the sled; Toad went home). Use guiding questions to deepen comprehension of the chapter.

Read the second chapter of *Frog and Toad All Year*. After reading have groups discuss the experiences that Frog and Toad had in this chapter. Allow each group to present an experience and record them on the class t-chart (e.g. Frog and Toad were caught in the rain; Frog tells a story; Frog looked for spring when he was little; Frog and Toad looked for spring after the rain stopped). Use guiding questions to deepen comprehension of the chapter. (CONTINUE TO INDEPENDENT PRACTICE FOR PART 2)

#### **Part 3**

Display the class t-charts created in the previous sections. Guide students in discussing the overall similarities and differences between the two stories. (CONTINUE TO INDEPENDENT PRACTICE FOR PART 3)

### **Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

#### **PART 1**

Distribute student t-charts [FrogandToadTogethercompareandcontrasttchart.docx](#) to each student. Read (or have students read) chapter 4 of *Frog and Toad Together*. Instruct students to complete the t-chart by listing the experiences that Frog and Toad had in this chapter. Remind them to record experiences that are the same under the compare column and experiences that are different under the contrast column. Instruct them to record at least one experience that is the same and one experience that is different in this chapter. Allow time for completion. Then read the last chapter (or have students read) and instruct students to complete the t-chart with the experiences that Frog and Toad had in chapter 5, at least one in each column. Collect t-charts.

#### **PART 2**

Distribute student t-charts [FrogandToadAllYearcompareandcontrasttchart.docx](#) to each student. Read (or have students read) chapter 3 of *Frog and Toad All Year*. Instruct students to complete the t-chart by listing the experiences that Frog and Toad had in this chapter. Remind them to record experiences that are the same under the compare column and experiences that are different under the contrast column. Instruct them to record at least one experience that is the same and one

experience that is different in this chapter. Allow time for completion. Repeat with chapters 4 and 5. Collect t-charts.

### **PART 3**

After class discussion about the similarities and differences in the two stories, provide students with their t-charts from the previous independent activities. Instruct students to choose events from a chapter in the first book and events from a chapter in the second book to compare and contrast. Using information from their t-charts and the books, have students respond to the following prompt: How are Frog's and Toad's experiences in Frog and Toad Together the same as in Frog and Toad All Year? How are they different? Write at least three sentences describing how their experiences are the same and how they are different in these two stories. Use examples from your t-chart or the stories.

### **Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

After PARTS 1 and 2, review the experiences of Frog and Toad by rereading the class-created t-chart. Discuss guiding questions as they apply to the entire story. After PART 3, allow students to share their written response to the prompt.

### **Summative Assessment**

Students will respond to the following prompt: How are Frog's and Toad's experiences in Frog and Toad Together the same as in Frog and Toad All Year? How are they different? Write at least three sentences describing how their experiences are the same and how they are different in these two stories.

Use examples from your t-chart or the stories. Use the following 4-point rubric to evaluate mastery of the extended response task:

4 - Response provides a complete and correct answer to the item. Response includes clear and specific explanations of the text based on effective comparisons. Response is supported with details from the passage.

3 - Response provides a mostly complete and correct answer to the item. Response includes explanations of the text, but there may be gaps or inaccuracies in comparisons. Response is supported with some details from the passage.

2 - Response provides a partially complete and correct answer to the item. Response may attempt to include explanations of the text, but they may be unclear or unsubstantiated, and they may show significant limitations in comparisons. Response is supported by few details from the passage.

1 - Response provides a minimally complete and correct answer to the item. Response may be too brief to show understanding of the text. Inaccurate, too few, or unsupported details may be included in the response.

0 - Response is irrelevant, inaccurate, or not provided.

A 4-point exemplar would include:

- A comparison of events that include Frog and/or Toad from a chapter in each story
- A contrast of events that include Frog and/or Toad from a chapter in each story

- Details from the story or student's t-chart that support their comparisons

### **Formative Assessment**

To assess prior knowledge of same and different, the teacher will engage the students in a compare/contrast activity with real life objects and/or students. Students will orally generate a list of similarities/differences of the provided objects/students. The teacher will record the student observations on a t-chart that is labeled same/different.

### **Feedback to Students**

During guided practice, the teacher will provide verbal feedback on the responses provided by the cooperative groups as they complete the class t-chart. After the summative activity, the teacher will re-teach any students that are unable to complete the t-chart independently.

## **Accommodations & Recommendations**

### **Accommodations:**

- For ELL/Language students, provide copies of pictures from the book for them to sort into the appropriate columns on the t-chart (there are several that show Frog and Toad doing things together and things that they do apart). Then provide pre-typed captions for them to add to the sorted pictures.
- Type sentences describing the experiences of Frog and Toad in advance and, after reading the chapter, have the students determine if they belong in the compare (same) column or in the contrast (different) column.

### **Extensions:**

- Continue practicing compare/contrast using other Frog and Toad books: Frog and Toad Are Friends; Days With Frog and Toad.
- Write an opinion paragraph about your favorite character, Frog or Toad, providing details from the stories to support the opinion.
- Have students research the difference between frogs and toads and present their findings to the class.

**Suggested Technology:** Document Camera

### **Special Materials Needed:**

- chart paper
- markers
- two objects for comparing (if not using students)
- student t-charts
- exemplar text Frog and Toad Together by Arnold Lobel (450L)
- text Frog and Toad All Year by Arnold Lobel (300L)
- copied pictures with pre-typed captions for accommodations (if needed)

- additional Frog and Toad books for extensions (if needed)
- informational text on frogs and toads (optional extension)

**Further Recommendations:**

This lesson can also be used with other favorite characters within and across books, such as Henry and Mudge, Toot and Puddle, George and Martha, and Mr. Putter and Tabby, or with two versions of the same story, such as comparing/contrasting characters in folktales and fairytales, such as the Gingerbread Man and the Stinky Cheese Man.

**Source and Access Information**

**Contributed by:**

**Name of Author/Source:** Rebecca Childs

**Is this Resource freely Available?** Yes

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**Aligned Standards**

Name	Description
<a href="#">LAFS.1.RL.3.9:</a>	Compare and contrast the adventures and experiences of characters in stories.
<a href="#">LAFS.1.W.3.8:</a>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.