

# THE ORANGE FROG (5-8)

**Tactic: Intro to Orange Frog**

**Week: 1**

**Title: Getting to Know The Island and The Characters**

## **Learning Objective:**

I can read/listen to the Orange Frog Comic.

I will discuss the central theme of the Orange Frog and will discover connections for my everyday life.

## **Standard:**

Essential Concept: Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.

## **Skill:**

- Interact positively as a team member.
- Cooperate with others in a group setting.
- Generate ideas with group members.
- Listen actively.
- Read and understand information in a variety of forms.
- Express ideas.

## **Opening Question(s):**

*"When you hear the word positive, what do you think of?"*

Or

*"What do you know about Frogs? Are they happy amphibians? Do amphibians have emotions?"*

Finish with --

*"Has anyone read the Orange Frog?"*



Facilitate discussion with students. When they seem to be wrapping it up, tell them, *"We are going to read a Comic about a VERY interesting frog named Spark. Spark is going to teach us some important skills. We will also be introduced to some of his friends."*

Access the electronic book here:

<https://www.Orangefrogsschools.com/middle-school/ofcomicbook>

Read intro aloud to students.

You can either project the comic on the board, read to the students, have them volunteer to read aloud, or ask them to read pages 1-11 to themselves.

## Thoughts:

"When I hear the word positive, I think of "good". Good things are considered positive. So, if my dog does a good job of sitting, when I give him a treat, that seems like a positive thing. Positive is a (thumbs up). When I give you this sign (thumbs up) that means that you are doing something good, or right.

In the early parts of the Orange Frog, we hear about 3 very important Frogs, Misty, Plop and Bull. Misty seems to be a bit of a fun frog. Plop seems to be a bit of a nervous frog. Bull is super different. He is a work-a-holic. He is building himself a house when we meet him in the story".

Briefly discuss the reasons each frog preferred the pond they chose. Ask students what they recall. Ask the students to look at the pictures of the frogs.

"Based on the pictures, what can they decide is different? Social Cues, looks, mannerisms, etc".

(Display Table)



*“What do the frogs have in common, if anything? They seem so different”.*

*“Can anyone relate to any of these frogs? Misty’s “LET’S HAVE FUN” personality, Plop’s anxiety?”*

## **Action:**

Ask the students to have an elbow partner discussion -- *“What frog are you like? When I think about the frogs, I think about their traits. I think about the things they have said (reference chart). I am most like \_\_\_\_\_, because \_\_\_\_\_”.*

*\*\*Example: “I am most like Bull, because I am the type of person that works every second of every day. I like to make sure all of my work is done and done correctly. I don’t care much about having fun”.*

## **Bonus Questions:**

- Let’s make a connection. What is the Thrall in the “real world”? What can you connect it to? What evidence do you have from the text?
- Based on the reaction of others, is being Orange a good thing? Is it “normal”?
- What is Misty’s solution to Spark’s “problem”? Was she being mean? Why or Why not?
- On page 8, Spark looks defeated about his decision to maintain a green complexion. Do you think he felt good about his choice? What emotions do you think he is experiencing?
- Why do you think Spark turned more Orange on Page 9, when he goes swimming? Why does this help him to feel “good”?

