

Using charts: A way to analyze children's picture books

Miori Shimada

Abstract

アーノルド・ローベルは、かえるくんとがまくんシリーズで日本でも馴染みのある人気の絵本作家である。ローベルの作品の中でも特に人気のある代表作「お手紙」は、長年にわたり国語教科書に採用され続けている。その観点から、児童の英語教育にも活用できるのではないかと考え、“友情”がテーマであるかえるくんがまくんシリーズの20冊について分類表を作成した。それらは、2020年度から導入される公立小学校での英語授業必修化に備え、英語指導未経験の教員に対し、絵本に使用されている英語の語彙や表現、またストーリーを発展させたアクティビティーなどを紹介するものである。本稿では、この分類表の各項目、またアクティビティーについて詳述し、実際の授業に向けたレessonプランも紹介する。

Key Words : picture books, young learners' English, teacher education

キーワード : 絵本、児童英語、教員養成

Introduction

Picture books are an important part of early language education as Leeper (2003) emphasizes. Shin and Crandall (2014) also suggest that storytelling activities encourage students to communicate in authentic ways and think critically. Children have to develop some skills to analyze facts, organize ideas, make comparisons and solve problems while attending their schools. Like Kenji Miyazawa, one of the most read and loved authors for children in Japan, Arnold Lobel is also a well-known North American picture book writer and illustrator of classic titles such as the *Frog and Toad* series, *Owl at Home*, *Mouse Soup*, and many more. Some of Lobel's books

are already popular among Japanese children because they have been selected along with many Japanese authors such as Miyazawa and international authors for use as government-authorized textbooks for many years. Among these titles, the most popular story of Lobel's for Japanese children is *The Letter* in Frog and Toad are friends. This title has repeatedly been used in government-authorized textbooks for a very long time, and many people instantly remember the story whenever they see the pictures of Frog and Toad, even after they grow older. As we see in *The Letter*, Lobel's books include universal themes such as 'friendship', 'love' and 'self-awareness'. In addition, the *I Can Read!* series by HarperCollins focuses on extensive reading and includes all the *Frog and Toad* stories for their readers and language learners to further expand their English vocabulary.

This article answers the following research questions:

- 1) How are picture books useful for teachers in early learners' English classrooms?
- 2) What kinds of words, phrases and activities can be introduced to young learners of English through the use of picture books?
- 3) How can teachers effectively use the categorization charts the author developed to arrange their lessons?

Possible answers to these questions are explored through the use of *Frog and Toad* series written by Arnold Lobel as these books are tremendously popular throughout the world.

Author, Arnold Lobel

Best known for his *Frog and Toad* series, Arnold Lobel illustrated and wrote more than seventy books for children. After he married Anita Lobel, another well-known writer and illustrator, the couple gradually realized the benefits of working together and finally made successful collaborative works such as: *On Market Street* and *The Rose in My Garden*. Since the beginning of 1970, Arnold has received many awards: Caldecott Honor Book Award, National Book Award (finalist), Christopher Award, ALA Notable Children's Book Award, Newbery Honor Book Award, and more. Among the books from the *Frog and Toad* series, Frog and Toad Are Friends was chosen as a Caldecott Honor Book in 1971. Frog and Toad All Year and Days with Frog and Toad won the ALA Notable Children's Book Award in the late 1970s. Frog

and Toad Together also received a Newbery Honor Book Award in 1973. According to Clere (2016), there is no better children's author for preparing young readers to grow up than Arnold Lobel.

Main characters

Background

Nikolajeva and Scott (2001) point out that Lobel does not characterize the age or social status of Frog and Toad although they live alone and make their own living. This suggests that those characters perhaps represent “children” who are not involved in such issues. The stories take place in “utopia” where they can play freely and make adventurous actions. Basically, they simply live their daily lives as best friends; yet, their friendship demonstrates to readers what a friend is and how friends behave and help each other. (Jezer-Morton, 2017)

Appearance and personalities

Lobel's most lovable characters, Frog and Toad, are always together and experience many ups and downs although they are very different; Frog is taller while Toad is stouter in appearance. Frog is always relaxed while Toad is more nervous and emotional. The two are very similar to the opposite characters in other familiar picture books such as: the arrogant/friendly ladybugs in Eric Carle's *The Grouchy Ladybug* or the adventurous/timid fleas in Leo Lionni's *A Flea Story*.

Structure of the stories

The *Frog and Toad* stories always introduce everyday events, concerns and happenings. According to Fleming (1995), the stories are basically divided by three sections---beginning, middle and end. The middle section usually presents a problem, and the ending presents a solution. However, the ending sometimes includes some kind of “humor” which is similar to Kenji Miyazawa's fables that often end ambiguously, and not necessarily happily. Miyagawa (1995) points out that such endings should be focused and considered more when understanding the story. For example, in the story of *The Letter*, the letter (to Toad) is normally delivered by someone faster; however, Frog asked Snail to do this. In the end it took four days for Toad to finally receive the letter from Frog.

Fleming (1995) states that finding a relationship between the characters is a key for everyday action of young readers. *Frog and Toad* stories are rich in teaching children how to cooperate and work through a problem with a friend, which strengthens the friendship.

English for young learners

From 2020 academic year English will become a compulsory subject for upper grades (G5 & 6) in all Japanese public elementary schools, and reading/writing in English language will also be introduced to those grades. For G3 & G4, *gaikokugo katsudo*, a “foreign language activity” period will officially be introduced. The Japanese government will replace old textbooks with new ones; however, many other materials will be needed for novice teachers; i.e., those who will be teaching English for the first time.

Recently English teachers have paid more attention to the application of picture books. (Nagai, 2017). According to Shin and Crandall (2014), narrative activities contribute to helping students understand their own cultures as well as others. They also help students develop English listening and speaking skills, and then guide teachers to conduct follow-up activities in reading and writing. In addition, picture books can generate different types of activities such as chants, arts & crafts, games, quizzes, and retelling or recreating stories.

Language lessons based on the categorization chart

The following categorization chart was developed in order to help EFL teachers of children to select picture books that have appropriate themes and stories for their classrooms. A model chart (see below) divides the components of a picture book into ten categories.

Model chart

About the book	EFL lesson ideas
1. Title, author/illustrator 2. Categories other than themes, Theme(s) 3. Main character	9. Activities 10. Other relevant book titles (by familiar authors such as Eric Carle and Leo Lionni)

<p>4. <i>Other special character(s)</i> 5. <i>Teachable words/subjects</i> 6. <i>Teachable sentences/e/xpressions</i> 7. <i>Special feature(s) of the book</i> 8. <i>Big book?</i> (<i>Large-sized book</i>) Yes No</p>	<p>*--- <i>Other educational items</i></p>
--	--

(This chart is modified from: Shimada, 2005)

Below is the chart for *Spring* in Frog and Toad are friends. Each category will be explained separately.

Frog and Toad Are Friends

About the book [1]	EFL lesson ideas
<p>1. <i>Spring</i>, Arnold Lobel 2. 'Frog and Toad' series, Nature, Encouragement, Friendship 3. Frog, Toad 4. None 5. Seasons, months, calendar, page, action verbs such as: skip, run, swim and sit 6. Present continuous, future tense, imperative form. "The sun (snow) is shining (melting)." 7. None 8. Big book? No</p>	<p>9. -Discuss symbols of spring -Think of other ways (beside tearing off a calendar) to wake up Toad as a friend -Make imperative sentences and act out -Discuss animals which hibernate -Arts & Crafts -Games -Frog quizzes 10. <i>Down the Hill</i> (Arnold Lobel) <i>The Guest in Owl at Home</i> (Arnold Lobel) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

Teachable words/subjects. Regarding Category No. 5 of the chart, the vocabulary presented varies from basic nouns such as seasons and months to complicated verbs such as present continuous or imperative forms. Kesler (2010) used a cloze reading activity with his second grade class based on the story *Spring*. His students actively participated and tried to find all the masked words. He further explains that while generating the words, the students even recognized that the word 'shades' and 'blinds' were synonyms. In EFL situations, teachers should particularly consider the level of their students and eliminate some difficult words if necessary. Teachers should also make sure that the students learn the meaning of words used in the stories' titles when reading those books.

Teachable phrases. Regarding Category No. 6 of the chart, each story includes various phrases. However, it would be better for teachers to choose some useful phrases only applicable in our daily lives or to focus on the phrases which repeatedly appear in the story, for example, “The sun/snow is shining/melting!” (*Spring*), “I take life easy.” (*Tomorrow*) or “We did it!” (*The Kite*) This is because the memory span and the capacity of young learners is short, therefore, the teacher should avoid overloading their students. Another effective way is to incorporate those phrases into games.

Activities. Regarding Category No. 9 of the chart, songs and chants are not suitable activities to be introduced (except those in a few books such as *Christmas Eve or The Hat*), nor are coloring and drawing activities because *Frog and Toad* books are all story-based. Instead, simple discussions on the behaviors of Frog and Toad, or recreating or continuing the story would be an interesting activity. Fleming (1995) analyzed the writing behaviors of her second graders based on the *Frog and Toad* stories. First, she had her students read the *Frog and Toad* stories aloud. She then explained that each tale presented a problem to be solved. Finally, she asked the students to write their own *Frog and Toad* stories. Although this study was conducted with students whose native language was English, it is possible to introduce similar activities to EFL learners if teachers give more instruction and support. Using the Japanese translated version of *The Letter*, Hiroshima-Kamagari Bungei Kyoiku Kenkyukai (1985) introduced activities for a Japanese language class, which included “reading the minds” of Frog and Toad in the story. They point out that children learn ‘thoughtfulness’ by reading the story repeatedly. Towards the end, the students also see the ‘uniqueness’ of this story, which can lead to an interesting discussion. In an EFL class, game activities which students generally enjoy can be introduced; for example, Frog quizzes, guessing games with gestures, Japanese/English traditional games such as: “Kagome Kagome” (Japanese) or “Ring-a-Ring-o’ Roses” (English). Those games can be made into pair/group work, and eventually could raise motivation of students’ learning attitudes.

Sample lesson activities using the book *Spring in Frog and Toad Are Friends* for grade 1 and 2

The table below presents Category No. 9 (of the reading chart) “lesson ideas” alone. A few lesson activities in “Arts & Crafts”, “Games” and “Frog quizzes” for young learners will be explained thoroughly in this section.

Spring in Frog and Toad Are Friends

EFL lesson ideas
9. -Discuss symbols of spring -Think of other ways (beside tearing off a calendar) to wake up Toad as a friend -Make imperative sentences and act out -Discuss animals which hibernate -Arts & Crafts -Games -Frog quizzes

Draw “spring”. Students imagine any symbols of spring and draw pictures. The teacher gathers their works and organizes a mini-exhibition.

Arts & Crafts. The students tear pages of an English-language newspaper into pieces, put them into a middle-sized transparent vinyl bag, and put air inside to make it fluffy. Next, they tie a ribbon around the top of the bag to make a head and a body. (Make the body double size of a head.) Following this, they may also draw facial parts with a marker and stick origami paper ears. It can be any kind of animals---a (teddy) bear, a cat, a pig or a frog. Legs and hands can be added in the same way if the students are skillful enough.

Matching games of seasons and months. Prepare twelve ‘month’ cards with numbers and festival pictures (e.g., 1 representing January with a picture depicting New Year’s Day; 12 for December with a picture depicting Christmas), and four large sheets with a picture of a season on each. Students work in groups of four or five and place ‘month’ cards on each ‘season’ sheet. [*The arrangements are not necessarily accurate or the same. For example, the summer sheet can have 6, 7, 8 cards or 7, 8, 9 cards. What is importance is to check the answers/ideas of children and to share each other’s works and explore.]

Action games. Everybody stands in a circle. The teacher gives ‘action’ commands using action verbs which appear in the story. Students move forward in a circle

formation by running, skipping, swimming, etc. In the second round, the students give commands instead of the teacher and others perform the actions. [*Circle formation is much safer for children to do this kind of activity.]

Yes/no quizzes of a frog. The students can move to the ‘yes’ or ‘no’ side every time a statement is read, or raise the ‘yes’/‘no’ card to show their answers. The questions can be, for example, “A frog has four legs and four hands.” “A frog has smooth skin.” “A frog can swim in the water.” “A toad has three ears.” “A toad has rough skin.” “A toad can live on land.”

Sample lesson flow (40-45 minutes) using *Spring in Frog and Toad are friends*

1. Sing a ‘Hello’ song to start the class. (2 min.)
2. Talk about frogs. (5 min.)
3. Storytelling of *Spring*. (5 min.)
4. Review ‘action’ verbs by moving the body. (8 min.)
(verb choices: run, skip, jump, swim, sit, sleep)
 - 1) In a circle formation, the teacher calls out action verbs, and students follow.
 - 2) In a circle formation, students, in turn call out action verbs and the other students follow.
5. Review months and seasons through a matching game. (10 min.)
 - 1) Repeat the names of the months, sing a ‘month’ song (tune: London bridge).
 - 2) Repeat the names of the seasons.
 - 3) Do a matching game of the months and seasons.
6. Draw a symbol of spring and share it with your friend. (10 min.)
*The teacher will collect their works and display them on the bulletin board later.
7. Sing a ‘Goodbye’ song to end the lesson. (2 min.)
**Homework assignment: Talk with the family members and bring the idea of how to wake up Toad in a friendly way to the next class.

Conclusion

This paper demonstrates how charts can be used by teachers in order to analyze picture books. Charts can be used to identify: themes, main and secondary characters, vocabulary, phrases, supplementary materials such as large-sized books

for classroom use as well as relevant books and activities to introduce to early learners. As already mentioned in the Introduction section, a few stories from the *Frog and Toad* series have been repeatedly used for Japanese authorized language textbooks. Moreover, they have been included in the extensive reading books. Familiarity of the story as well as pictures may help readers to comprehend the text more. In addition, those books are always available and accessible. The main theme of all the stories is 'friendship'. This theme is particularly important for young Japanese children because there have been many issues of "bullying" in Japanese schools. Through *Frog and Toad* stories, they can develop a greater understanding of the meaning of relationships with friends and increase the relevant vocabulary.

As already mentioned, the new English curriculum will officially launch in Japanese public elementary schools from April of 2020. This means that even more elementary school teachers who are possibly inexperienced in teaching English will have to give English lessons at the start of the upcoming school year. Although the Japanese government will replace old textbooks with new ones, many other materials will be needed for those novice teachers to conduct classes smoothly. As Nagai (2017) points out, the Japanese government has promoted application of picture books, and I believe Lobel's picture books with themes of 'friendship' have the potential to be modified as effective textbooks for English language learning for Japanese children. The categorization charts of Lobel's books were, therefore, developed in order to help those EFL teachers of children to select picture books, introduce new vocabulary/expressions which appear in the story, and develop some interesting activities for their English classrooms. The charts enable those busy teachers to save time for selection of books and encourage them to use the stories for educating their students the importance of 'friendship' and 'love' for others. I hope both Japanese elementary school teachers and EFL teachers of children will find Lobel's books and the charts useful for their English lessons. Further research to obtain actual feedback from the teachers who have used the charts will be conducted and analyzed in the next phase of this research.

References

Clere, B. (2016). *Frog and Toad and the self*. Retrieved from

- <http://www.theatlantic.com/entertainment/archive/2016/05/frog-and-toad-and-the-self/43399/>
- Fleming, S. (1995). Whose stories are validated? *Language Arts*, 72, 590–596.
- Hiroshima-Kamagari Bungei Kyouiku Kenkyukai (1985). *Otegami: Bungeiken kyozaï kenkyu handobukku* 2. [The Letter: Handbook for material analysis by Bungeiken 2]. Tokyo: Meijitoshō.
- Jezer-Morton, K. (2017). Discovering the dharma in “Frog and Toad”. Retrieved from <http://www.lionsroar.com/discovering-the-dharma-in-frog-and-toad/>
- Kesler, T. (2010). Shared reading to build vocabulary and comprehension. *The Reading Teacher*, 64 (4), 272–277.
- Leeper, S. (2003). *Ehon de tanoshimu eigo no sekai* [English world through picture books]. Tokyo: Isseisha.
- Lobel, A. (1970). *Frog and toad are friends*. New York, NY: HarperCollins.
- Lobel, A. (1972). *Frog and toad together*. New York, NY: HarperCollins.
- Lobel, A. (1976). *Frog and toad all year*. New York, NY: HarperCollins.
- Lobel, A. (1979). *Days with frog and toad*. New York, NY: HarperCollins.
- Miyagawa, T. (1995). Kaeru kun no tegami ha subarashii ka: Anorudo Roberu [otegami] wo yomu [Is the Frog’s letter “wonderful”?]: Reading Arnold Lovell’s The Letter (Reading)]. *Nihon Bungaku*, 44 (1), 59–63.
- Nagai, M. (2017). Eigo kyozaï to shite no ehon. [Picture books as English materials]. *Ehon Bookend*, 2017, 44–45.
- Nikolajeva, M. and Scott, C. (2001). *How picturebooks work*. New York, NY: Routledge.
- Shimada, M. (2005). Learning with books by Eric Carle. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2004 Conference Proceedings*. Tokyo: JALT.
- Shin, J. and Crandall, J. (2014). *Teaching young learners English*. Boston, MA: National Geographic Learning.

Appendix

Frog and Toad Are Friends

About the book [1]	EFL lesson ideas
1. <i>Spring</i> , Arnold Lobel 2. <i>Frog and Toad</i> series, Nature, Encouragement, Friendship 3. Frog, Toad 4. None 5. Seasons, months, calendar, page, action verbs such as: skip, run, swim and sit 6. Present continuous, future tense, imperative form. "The sun (snow) is shining (melting)." 7. None 8. Big book? No	9. -Discuss symbols of spring -Think of other ways (beside tearing off a calendar) to wake up Toad as a friend -Make imperative sentences and act out -Discuss animals which hibernate -Arts & Crafts -Games -Frog quizzes 10. <i>Down the hill</i> in <u>Frog and Toad all year</u> (Arnold Lobel) <i>The guest</i> in <u>Owl at home</u> (Arnold Lobel) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD

About the book [2]	EFL lesson ideas
1. <i>The story</i> , Arnold Lobel 2. <i>Frog and Toad</i> series, Friendship, Sharing 3. Frog, Toad 4. None 5. story, head, stand/pour/bang/feel, get into/out of bed, fall asleep 6. Why is/are (subject) (verb)ing? (Subject) could not (verb). 7. None 8. Big book? No	9. -Story making based on a personal experience -Think of other ways (beside pouring water on the head, etc.) to try to create stories 10. <i>Tear-water tea</i> in <u>Owl at home</u> (Arnold Lobel) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD

About the book [3]	EFL lesson ideas
1. <i>A lost button</i> , Arnold Lobel 2. <i>Frog and Toad</i> series, Cooperation, Friendship 3. Frog, Toad 4. Sparrow, racoon 5. colors, shapes, button, hole, pocket, sew(ing), scream/shout, meadow, river, tree, woods, home/house, thin/thick, lose/look for/find	9. -Share your experience when you lost and found something -Create similar stories by changing a 'lost' object 10. Other stories from <i>Frog and Toad</i> series <u>Have You Seen My Cat?</u> (Eric Carle)

<p>6. Past tense, future tense, That is not my (noun). My (object) is/are (adjective). (Subject) is/are (adjective). Did (subject) (verb) (noun)?</p> <p>7. None</p> <p>8. Big book? No</p>	<p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
---	--

<p>About the book [4]</p> <p>1. <i>A swim</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, “Embarrassing” experience</p> <p>3. Frog, Toad</p> <p>4. Turtle, lizards, snake, dragonflies, field mouse</p> <p>5. swim, bathing suit, water, splash(es), rocks, river(bank), prepositions, fast/small/big/funny, peek, laugh/look at, go away, come/crawl/drip out of, get into, shiver/sneeze</p> <p>6. (Subject) want(s) (person) to (verb). (Subject) will have to (verb).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>EFL lesson ideas</p> <p>9. -Games with eyes covered (e.g. Kagome kagome in Japan, Ring-a-ring-o-roses in U.K., etc.) -Share stories of embarrassment -Design a ‘nice’ bathing suit for Toad -Fashion doll (with summer clothes)</p> <p>10. <u><i>Down the hill</i></u> in <u><i>Frog and Toad</i></u> all year (Arnold Lobel) <u><i>The mixed-up chameleon</i></u> (Eric Carle)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
--	---

<p>About the book [5]</p> <p>1. <i>The Letter</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Friendship</p> <p>3. Frog, Toad</p> <p>4. Snail</p> <p>5. letter, mail, mailbox, pencil, paper, envelop anyone/someone/no one, friend, send, write, take (a letter) to, give (a letter) to</p> <p>6. (Subject) am/is/are pleased to (verb). (Subject) make(s) (person) (adjective).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>EFL lesson ideas</p> <p>9. -Writing a letter to friends -Think of other ways (beside writing a letter) to encourage your friends -Create another story after the ending (Continuation of the story) -Create similar stories by changing animals -Create a Venn diagram of a frog and a toad -Frog quizzes</p> <p>10. Other stories from <i>Frog and Toad</i> series <u><i>Where are you going? To see my friend</i></u> (Eric Carle)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
--	--

Frog and Toad Together

About the book [1]	EFL lesson ideas
<p>1. <i>A list</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Daily routine, Friendship</p> <p>3. Frog, Toad</p> <p>4. None</p> <p>5. list, paper, stick, daily routine, verbs (things to do), action verbs, write/cross out, sleep, remember, wind, blow</p> <p>6. Imperative form (Subject) can't/cannot (verb). (Subject) couldn't (verb).</p> <p>7. Handwritten listed items</p> <p>8. Big book? No</p>	<p>9. -Make various types of list (shopping, menu, 'things to do', 'future dream', etc.) -Write your schedule -'Crossout' games such as: Bingo</p> <p>10. <i>A lost button</i> in <u>Frog and Toad are friends</u> (Arnold Lobel) <u>The very busy spider</u> (Eric Carle)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
About the book [2]	EFL lesson ideas
<p>1. <i>The Garden</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Friendship, Grow plants</p> <p>3. Frog, Toad</p> <p>4. None</p> <p>5. garden, seed(s), ground, grow, sun/shine, rain/fall, hard work, candle(s), sing songs, read poems, play music, feel tired/asleep</p> <p>6. I wish I (past verb). (Subject) am/is/are afraid of (noun). (Subject) start(s) to (verb).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>9. -Grow plants -Draw a garden -Write a simple process of growth of plants -Write your schedule -'Flower' quizzes</p> <p>10. <i>The kite</i> in <u>Days with Frog and Toad</u> (Arnold Lobel) <u>Pancakes, pancakes!</u> (Eric Carle) <u>The tiny seed</u> (Eric Carle) <u>Monkey vs crab</u> (Japanese old story) <u>Jack and the beanstalk</u> (English old story)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
About the book [3]	EFL lesson ideas
<p>1. <i>Cookies</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Friendship, Sharing</p> <p>3. Frog, Toad</p> <p>4. Birds</p>	<p>9. -Make simple instructions to fix sweets -Make a menu -Make a 'not-to-do' list -'Sweets' quizzes</p>

<p>5. cookie(s)/cake, eat/bake, smell/taste, sick, mouth, bowl, last, will/power, try/want, open/cut/climb/pick, box/string, ladder/shelf, bird/beak,</p> <p>6. Present perfect, future tense (Subject) ate/have(has) eaten (food). (Subject) must stop (verb)ing. (Subject) can (verb). Let (pronoun) (verb).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>10. <u>Pancakes, pancakes!</u> (Eric Carle) <i>A list in <u>Frog and Toad together</u> (Arnold Lobel)</i></p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
--	---

<p>About the book [4]</p>	<p>EFL lesson ideas</p>
<p>1. <i>Dragons and Giants</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Bravery, Solidarity</p> <p>3. Frog, Toad</p> <p>4. Snake, hawk</p> <p>5. brave/afraid, jump away/leap over/run down, tremble/shout, see/run past, fall over/roll down, dragon(s)/giant(s), house/door/mirror/bed/closet, prepositions, mountain/rock(s)/cave/stone(s)/avalanche</p> <p>6. Past tense (Subject) am/is/are never afraid. (Subject) am/is/are/look(s) brave. (Subject) am/is/are (verb)ing.</p> <p>7. None</p> <p>8. Big book? No</p>	<p>9. -Share 'brave' stories -Discuss a 'brave' person and why -Find some 'dangerous' animals</p> <p>10. <u>Swimmy</u> (Leo Lionni) <u>It's Mine!</u> (Eric Carle) <i>The Dream in <u>Frog and Toad together</u> (Arnold Lobel)</i></p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

<p>About the book [5]</p>	<p>EFL lesson ideas</p>
<p>1. <i>The Dream</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Dream, Friendship</p> <p>3. Frog, Toad</p> <p>4. None</p> <p>5. dream/asleep, theater/costume/stage/bow piano/note(s), wire/trick(s), wonderful, lonely, walk/dance/wear/sit/play/fall/miss, breakfast, see/hear/shout, voice/answer, window/sunshine</p>	<p>9. -Share talents/tricks -Discuss a 'brave' person and why</p> <p>10. <u>Down the hill</u> in <u>Frog and Toad all year</u> (Arnold Lobel) <u>A lost button</u> in <u>Frog and Toad are friends</u> (Arnold Lobel) <u>Tea-water tea</u> in <u>Owl at home</u> (Arnold Lobel)</p>

Using charts: A way to analyze children's picture books

<p>6. Passive form, comparison, Can (subject) (verb)? (Subject) will (verb). There is/are (noun). Where am/is/are (subject)? (Subject) look(s) (size, comparison---smaller). 7. A strange voice is signified by the use of capital letters, 'Read aloud' CD 8. Big book? No</p>	<p><u>Geraldine, the music mouse</u> (Leo Lionni) <u>I see a song</u> (Eric Carle) *Arnold Lobel Collection/Box books Coloring book</p>
---	---

Frog and Toad All Year

About the book [1]	EFL lesson ideas
<p>1. <i>Down the Hill</i>, Arnold Lobel 2. <i>Frog and Toad</i> series, Nature, Friendship 3. Frog, Toad 4. Crow 5. snow/winter/winter clothes/snowpants/coat/hat/scarf/sled, wonderful/beautiful/fun, tramp through/ride(run) down/rush past/leap over/dive into, move/steer/hit, alone, seasons, bump/tree(s)/rock(s)/snowbank/hill, shout/scream 6. Past/future tense, imperative form (Subject) can't/cannot (verb). (Subject) will (verb). There is(are)/was(were) (noun). 7. Onomatopoeia with italics 8. Big book? No</p>	<p>9. -Discuss winter/summer sports -Fashion doll (with winter clothes) 10. <u>Cookies in Frog and Toad together</u> (Arnold Lobel) <u>A Swim in Frog and Toad are friends</u> (Arnold Lobel) <u>The very busy spider</u> (Eric Carle) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

About the book [2]	EFL lesson ideas
<p>1. <i>The Corner</i>, Arnold Lobel 2. <i>Frog and Toad</i> series, Nature, Friendship, Family 3. Frog, Toad 4. Worm, lizard, birds, mother/father 5. rain/wet/cold/dry, tea/cake, seasons, colors, family members, house/garden/stove, pine tree(s)/stump/flowers/sun, mud/pebbles, meadow/woods/path/corner/side, happy/right</p>	<p>9. -Discuss winter/summer sports -Fashion doll (with winter clothes) 10. <u>The story in Frog and Toad are friends</u> (Arnold Lobel) <u>Spring in Frog and Toad are friends</u> (Arnold Lobel) <u>The very lonely firefly</u> (Eric Carle)</p>

<p>6. Present perfect, past tense (Subject) is/are just around (the corner). I went around the corner to (verb). There is/was only a(n) (noun).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
---	--

<p>About the book [3]</p>	<p>EFL lesson ideas</p>
<p>1. <i>Ice Cream</i>, Arnold Lobel 2. <i>Frog and Toad</i> series, Friendship 3. Frog, Toad 4. Mouse, squirrel, rabbit 5. Ice cream (cone)/chocolate, seasons, body parts of a human/animal, sun(ny)/hot/cold, drip down/splatter, stick/leaves, clothes, sweet/soft/awful, pond/path/rock/store/shade, cry/shout, fall into/come up/run by 6. Imperative form (Subject) can(not) (verb). (Subject) like(s) (noun) best. 7. None 8. Big book? No</p>	<p>9. -Arts and crafts (Make ice cream with cotton/paper or clay) -Create similar stories by changing sweets</p> <p>10. <u>The letter in Frog and Toad are friends</u> (Arnold Lobel) <u>Cookies in Frog and Toad together</u> (Arnold Lobel)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

<p>About the book [4]</p>	<p>EFL lesson ideas</p>
<p>1. <i>The Surprise</i>, Arnold Lobel 2. <i>Frog and Toad</i> series, Friendship 3. Frog, Toad 4. None 5. tree(s)/leaves/lawn/garden/yard/rake(noun) grass/wood(s)/pile/shed/ground, everywhere, clean/messy, push/pull, days, months, home/house/closet/window/bed/light, rake(verb)/clean up/blow, get to/look in 6. (Subject) am/is/are(will be) (past participle : surprised, pleased, etc.). (Subject) like(s) (noun) best. 7. None 8. Big book? No</p>	<p>9. -Arts and crafts (Make a picture with fallen leaves) -Discuss students' roles at home/household chores -Create another story after the ending (Continuation of the story)</p> <p>10. <u>The letter in Frog and Toad are friends</u> (Arnold Lobel) <u>A lost button in Frog and Toad are friends</u> (Arnold Lobel)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

Using charts: A way to analyze children's picture books

About the book [5]	EFL lesson ideas
<p>1. <i>Christmas Eve</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Caring, Friendship</p> <p>3. Frog, Toad</p> <p>4. A big animal</p> <p>5. Christmas (Eve)/Halloween, woods/hole/path, hit/move/wrap, clock/door/cellar/attic/kitchen/house/fire, lantern/frying pan/rope, cold/wet/hungry, cook/eat up/decorate, pull/get/run/fall out</p> <p>6. What if (subject) (present verb/present perfect)? (Subject) will never (verb).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>9. -Arts and crafts (Draw/Decorate a Christmas tree, Make a Christmas card with paper, etc.)</p> <p>-Sing Christmas songs</p> <p>-Make a wish for Santa Claus by writing or talking</p> <p>10. <i>The letter</i> in <u>Frog and Toad are friends</u> (Arnold Lobel)</p> <p><i>Tea-water tea/Strange bumps</i> in <u>Owl at Home</u> (Arnold Lobel)</p> <p><i>Ice cream</i> in <u>Frog and Toad all year</u> (Arnold Lobel)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

Days With Frog and Toad

About the book [1]	EFL lesson ideas
<p>1. <i>Tomorrow</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Daily routine, Encouragement, Friendship</p> <p>3. Frog, Toad</p> <p>4. None</p> <p>5. yesterday/today/tomorrow, mess/dust, pick up/put in/pull over, wash/dry dishes, bed/sink, scrub/water, closet/cupboard/window(s)</p> <p>6. (Subject) am/is/are thinking about (noun). If (subject) (present verb), (subject) will(not) have to (verb). "I take life easy."</p> <p>7. None</p> <p>8. Big book? No</p>	<p>9. -Make various types of list (shopping, menu, 'things to do', 'future dream', etc.)</p> <p>-Write your schedule</p> <p>-'Crossout' games such as: Bingo</p> <p>10. <i>Spring</i> in <u>Frog and Toad are friends</u> (Arnold Lobel)</p> <p><i>A list</i> in <u>Frog and Toad together</u> (Arnold Lobel)</p> <p><i>A lost button</i> in <u>Frog and Toad are friends</u> (Arnold Lobel)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

About the book [2]	EFL lesson ideas
<p>1. <i>The Kite</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Daily routine, Encouragement, Friendship</p>	<p>9. -Discuss various games/toys around the world</p> <p>-Fly/Make a kite</p>

<p>3. Frog, Toad 4. Robins 5. kite/string/wind/meadow/ground/bush/sky, ordinal numbers (first, second, third...) try, hold/fly/run/climb/jump/shout/watch, fly up/run across(back)/fall(crash) down/get off/wave over, joke/junk/laughter, throw away/go home, up/down/top 6. Past tense, imperative form (Subject) (verb) (comparison---higher and higher). (Subject) will never (verb). (Subject) have to (verb). (Subject) should (verb). “(Subject) did/made it!” 7. None 8. Big book? No</p>	<p>10. <u>Spring</u> in <u>Frog and Toad are friends</u> (Arnold Lobel) <u>Tomorrow</u> in <u>Days with Frog and Toad</u> (Arnold Lobel) <u>The garden</u> in <u>Frog and Toad together</u> (Arnold Lobel) <u>A very clumsy click Beetle</u> (Eric Carle) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
---	---

<p>About the book [3] 1. <u>The Shivers</u>, Arnold Lobel 2. <u>Frog and Toad</u> series, Family, “Scary” experience 3. Frog, Toad 4. Father, mother, ghost (The Dark Frog) 5. scared/afraid/shivers/shake, roar/scream, cold/dark/wind, tea/pot/teacup/chair, turn/jump, a ghost (story), time(s), on the way home, make up stories 6. (Subject) must (verb). (Subject) am,is,(was)/are(were) afraid(scared) of (noun). (Subject) am,is,are/get hungry. (Subject) (will)eat/ate (food). 7. None 8. Big book? No</p>	<p>EFL lesson ideas 9. -Sharing your ‘scary’ experiences -Draw a ‘scary’ ghost -Make a ‘scary’ mask -Discuss ways to get rid of ghosts 10. <u>The story</u> in <u>Frog and Toad are friends</u> (Arnold Lobel) <u>Strange bumps</u> in <u>Owl at home</u> (Arnold Lobel) *Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
---	---

<p>About the book [4] 1. <u>The Hat</u>, Arnold Lobel 2. <u>Frog and Toad</u> series, Caring, Friendship 3. Frog, Toad 4. None</p>	<p>EFL lesson ideas 9. -Fashion doll -Sing a ‘Happy Birthday’ song -Find out birthdays of classmates (Quiz style)</p>
--	--

Using charts: A way to analyze children's picture books

<p>5. birthday, present, hat, trip over/bump into/fall in, size (much too big, tall, etc.), think/thought(s), pleasant/happy, wear/put on/fit/shrink/grow/pour/dry/fall asleep/wake up</p> <p>6. Past tense---(Subject) did not (verb). (Subject) will not (verb) (Subject) grow/grew (size, comparison---smaller and smaller).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>-Draw a birthday cake/present</p> <p>10. <u>A lost button in Frog and Toad are friends</u> (Arnold Lobel) <u>The letter in Frog and Toad are friends</u> (Arnold Lobel) <u>The secret birthday message</u> (Eric Carle)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>
---	---

About the book [5]	EFL lesson ideas
<p>1. <i>Alone</i>, Arnold Lobel</p> <p>2. <i>Frog and Toad</i> series, Caring, Friendship</p> <p>3. Frog, Toad</p> <p>4. Turtle</p> <p>5. meals of the day, body parts, sun/shine, sandwich(es)/iced tea, pitcher/basket, note, alone, house/home/door/windows/garden, woods/meadow/island/river, dumb/silly, hurry/shout/wave/hear/see, pull up/fall in/slip off, happy/glad, wet/empty/spoiled</p> <p>6. (Subject) want(s)/wanted to (verb). (Subject) guess(es) that [sentence here] (Subject) feel(s)/felt (adjective---sad, happy). Why don't/doesn't (subject) (verb)? Let's (verb)! Please (verb).</p> <p>7. None</p> <p>8. Big book? No</p>	<p>9. -Fashion doll -Sing a 'Happy Birthday' song -Find out birthdays of classmates (Quiz style) -Draw a birthday cake/present</p> <p>10. <u>Christmas eve in Frog and Toad all year</u> (Arnold Lobel) <u>Ice cream in Frog and Toad all year</u> (Arnold Lobel) <u>Where are you going? To see my friend</u> (Eric "e)</p> <p>*Arnold Lobel Collection/Box books Coloring book, Read aloud CD</p>

