

THE ORANGE FROG (K-4)

Tactic: Intro to Orange Frog

Week: 3

Title: Choosing Orange – Feeling Better – Spreading Orange

Learning Objective:

I can think and act like Spark.

I will discuss what it means to handle situations like Spark.

Standard:

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

- 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.

Skill:

Active listening, express ideas

Allow Spark to read pages 13-18 for the students or read to them.

<https://www.Orangefrogschools.com/elementary/ofkidsbook>



Thoughts:

We start by hearing that Spark has made the decision to be Orange. When Spark is happier, he becomes more Orange. The happier he becomes, the more Orange he becomes. When he is helping others, or taking care of himself, he becomes a healthier, happier version of himself.

Action:

When Bull was helping Spark and smiling, he got a small Orange spot. What do you think it would take for you to get an Orange spot? What are things you could be doing to be helpful, or create happiness? (Facilitate discussion)

Let's look at some images. We are going to match the frog (Spark, Misty, Bull or Plop) goes with the word that best describes them. (it's okay to use more than one word for the same frog)

Questions:

- Why is Plop afraid to be friends with Spark?
- Why did Bull develop an Orange spot?
- What lesson did Misty learn working at the *Fly by Night* restaurant?

Bonus Questions:

- What happened as Spark became more Orange?
- Why did Spark choose to become more Orange?
- How did Spark's decision to become Orange impact those around him?

