

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Frog and Toad Are Friends by Arnold Lobel

## Making Connections Lesson Plan

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**Making Connections**

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
Learn About Comprehension Strategies

- Think about the text you read
- What you get confused

**Summary**  
*Frog and Toad Are Friends* is a series of short stories about two best friends, Frog and Toad. These two share adventures, take care of each other when one is not feeling well, and help each other solve problems. Like every friendship, sometimes Frog or Toad gets upset, frustrated, or has his feelings hurt, but the other one is always there to make life better! Their friendship is also full of a few tricks and surprises, like the time Frog tried to send Toad a letter to cheer him up and gets his own surprise instead!

**Link to What You Know**

- Think about a time when you did something that you didn't want to do. What did it make you feel?
- How would you feel if your friend played a trick on you? How would you feel if your friend surprised you?

**Important Words to Know and Understand**

**Lonely** - Not visited by friends  
**Field** - An area of open land

**Why Readers Make Connections While Reading**  
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

@BookPages.com

Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**Making Connections**

**3**  
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Turn talk with a reading partner or write your thoughts down on your practice page.

**Page 11** - Frog wants Toad to get out of bed. Make a **text-to-world** connection and tell what you know about toads in the winter. How does knowing this help you to understand the story?

**Page 17** - Frog asks Toad to tell him a story to make him feel better. Make a **text-to-self** connection by sharing what makes you feel better when you are sick.

**Page 39** - Toad loses a button while he and Frog are taking a walk. Make a **text-to-text** connection. Tell about another story you have read where one of the characters loses something. What happened at the end of the story?

**Page 52** - Toad picks up his clothes and goes home after someone laughs at him in his swim suit. Make a **text-to-self** connection. How would you feel if you were Toad? Do you think Toad feels the same way? How do you know?

**Page 64** - Frog asks a snail to take a letter to Toad. Make a **text-to-world** connection. What do you know about snails? Based on what you know, do you think it was wise for Frog to give the letter to a snail? Why or why not?

**Time to Reflect**

**Think** - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand it even more. How did your prior knowledge help you as a reader?

**Talk** - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the connections that you made while reading *Frog and Toad Are Friends*. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?

**Write** - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Frog and Toad Are Friends*. (Remember to include examples from the book!)

@BookPages.com

**Determining Importance**

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**3**  
Determine Importance While Reading

- Look for big ideas
- Notice when you hear something new
- Look for new words that are important to the text

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Turn talk with a reading partner or write your thoughts down on your practice page.

**Page 12** - Frog asks Toad many reasons why he should wake up. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 27** - Frog tells Toad that he has a letter for Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 39** - Toad loses a button while he and Frog are taking a walk. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 52** - Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 64** - Frog asks a snail to take a letter to Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Time to Reflect**

**Think** - When you read a book, you should remember what the author says. Why do you think it's important to remember what the author says? How do you think you can remember what the author says?

**Talk** - Tell your reading partner one of the most important facts of the book. How do you think you can remember what the author says? How do you think you can remember what the author says?

**Reflect** - Think about the most important facts of the book. How do you think you can remember what the author says? How do you think you can remember what the author says?

**Write** - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Frog and Toad Are Friends*. (Remember to include examples from the book!)

@BookPages.com

**Understanding Text Structure**

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**3**  
Understand Text Structure While Reading

- Notice the words on the page that describe things or explain things
- Look at the pictures, drawings, or illustrations
- Notice when the author uses words that are important to the text

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Turn talk with a reading partner or write your thoughts down on your practice page.

**Page 11** - Frog wants Toad to get out of bed. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 17** - Frog asks Toad to tell him a story to make him feel better. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 39** - Toad loses a button while he and Frog are taking a walk. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 52** - Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 64** - Frog asks a snail to take a letter to Toad. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Time to Reflect**

**Think** - When you read a book, you should understand what the author says. Why do you think it's important to understand what the author says? How do you think you can understand what the author says?

**Talk** - Tell your reading partner one of the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Reflect** - Think about the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Write** - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Frog and Toad Are Friends*. (Remember to include examples from the book!)

@BookPages.com

Determining Importance

Understanding Text Structure

**Synthesizing**

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
Learn About Comprehension Strategies

- Think about the text you read
- What you get confused

**3**  
Synthesize While Reading

- Look for big ideas
- Notice when you hear something new
- Look for new words that are important to the text

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Turn talk with a reading partner or write your thoughts down on your practice page.

**Page 12** - Frog asks Toad many reasons why he should wake up. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 27** - Frog tells Toad that he has a letter for Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 39** - Toad loses a button while he and Frog are taking a walk. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 52** - Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 64** - Frog asks a snail to take a letter to Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Time to Reflect**

**Think** - When you read a book, you should understand what the author says. Why do you think it's important to understand what the author says? How do you think you can understand what the author says?

**Talk** - Tell your reading partner one of the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Reflect** - Think about the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Write** - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Frog and Toad Are Friends*. (Remember to include examples from the book!)

@BookPages.com

Synthesizing

**Asking Questions**

**Frog and Toad Are Friends**  
By: Arnold Lobel  
Grade Level: 2 / Guided Reading Level: K

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
Learn About Comprehension Strategies

- Think about the text you read
- What you get confused

**3**  
Ask Questions While Reading

- Ask questions about the text
- Ask questions about the author's purpose
- Ask questions about the author's point of view

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Turn talk with a reading partner or write your thoughts down on your practice page.

**Page 11** - Frog wants Toad to get out of bed. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 17** - Frog asks Toad to tell him a story to make him feel better. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 39** - Toad loses a button while he and Frog are taking a walk. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 52** - Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 64** - Frog asks a snail to take a letter to Toad. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Time to Reflect**

**Think** - When you read a book, you should understand what the author says. Why do you think it's important to understand what the author says? How do you think you can understand what the author says?

**Talk** - Tell your reading partner one of the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Reflect** - Think about the most important facts of the book. How do you think you can understand what the author says? How do you think you can understand what the author says?

**Write** - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Frog and Toad Are Friends*. (Remember to include examples from the book!)

@BookPages.com

Asking Questions

**Answer Key for Asking Questions with Frog and Toad Are Friends**

**Your Turn to Practice Asking Questions with Frog and Toad Are Friends**

**Page 15:** Frog likes Toad to tell him a story. How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 39:** Toad loses a button while he and Frog are taking a walk. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 64:** Frog asks a snail to take a letter to Toad. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Answer Key for Making Connections with Frog and Toad Are Friends**

**Your Turn to Practice Making Connections with Frog and Toad Are Friends**

**Page 11:** Frog wants Toad to get out of bed. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 17:** Frog asks Toad to tell him a story to make him feel better. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 39:** Toad loses a button while he and Frog are taking a walk. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 64:** Frog asks a snail to take a letter to Toad. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Answer Key for Understanding Text Structure with Frog and Toad Are Friends**

**Your Turn to Practice Understanding Text Structure with Frog and Toad Are Friends**

**Page 11:** Frog wants Toad to get out of bed. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 17:** Frog asks Toad to tell him a story to make him feel better. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Page 39:** Toad loses a button while he and Frog are taking a walk. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What does Toad want Frog to do? How does Toad want Frog to do it? How does Toad want Frog to do it?

**Page 64:** Frog asks a snail to take a letter to Toad. What does Frog want Toad to do? How does Frog want Toad to do it? How does Frog want Toad to do it?

**Answer Key for Synthesizing with Frog and Toad Are Friends**

**Your Turn to Practice Synthesizing with Frog and Toad Are Friends**

**Page 12:** Frog asks Toad many reasons why he should wake up. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 27:** Frog tells Toad that he has a letter for Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 39:** Toad loses a button while he and Frog are taking a walk. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 64:** Frog asks a snail to take a letter to Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Answer Key for Determining Importance with Frog and Toad Are Friends**

**Your Turn to Practice Determining Importance with Frog and Toad Are Friends**

**Page 12:** Frog asks Toad many reasons why he should wake up. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 27:** Frog tells Toad that he has a letter for Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 39:** Toad loses a button while he and Frog are taking a walk. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. What reason do you think is the most important to Frog? Why do you think Toad did that?

**Page 64:** Frog asks a snail to take a letter to Toad. What reason do you think is the most important to Frog? Why do you think Toad did that?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

---

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

---

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

---

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

---

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

---

**Frog and Toad Are Friends: Asking Questions**

Pretend you are a reporter who is interviewing Frog and Toad about their friendship. Write down three questions you would ask them.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Making Connections**

Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Text  Text-to-World

Draw a picture of your connection in the box below.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Determining Importance**

Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter: I wonder... Why didn't... How does...  
I am confused about... I am curious about... I am not sure why...

Question \_\_\_\_\_ Answer \_\_\_\_\_

Question \_\_\_\_\_ Answer \_\_\_\_\_

Question \_\_\_\_\_ Answer \_\_\_\_\_

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**Understanding Text Structure**

| Text Structure | Where the Text Structure Was Used | How the Text Structure Helped Me |
|----------------|-----------------------------------|----------------------------------|
| Page: _____    | Page: _____                       | Page: _____                      |
| Page: _____    | Page: _____                       | Page: _____                      |
| Page: _____    | Page: _____                       | Page: _____                      |

Text Structures You might see While Reading:  
Narration, Sequence, Problem and Solution, Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

**Synthesizing**

Title: \_\_\_\_\_

| At first I was thinking...  | My new thinking is...     | I used to think...            |
|-----------------------------|---------------------------|-------------------------------|
| Because... _____            | Because... _____          | But now I think... _____      |
| Because... _____            | Because... _____          | Because... _____              |
| My new thinking is... _____ | Now I understand... _____ | After thinking about... _____ |
| Because... _____            | Because... _____          | I conclude... _____           |

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing