

# Here's What You'll Get in the Frog and Toad Are Friends Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### 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

**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 surprised you. What did it do? How 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

**2**  
Learn About Comprehension Strategies

**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.

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### Guided Reading Level

### Activate Prior Knowledge

### Making Connections Lesson Plan

**Frog and Toad Are Friends**  
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**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. Then 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 Toad 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?

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

**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 even more. What did you already know about *Frog and Toad Are Friends*? 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** - Glue 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!)

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### Key Vocabulary

### Explanation of Strategy

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**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
- Think about what is most important in the text

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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**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
- Think about what the text is all about

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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### Determining Importance

### Understanding Text Structure

**Synthesizing**

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

**3**  
Synthesize While Reading

- Use your brain
- Notice when you hear something new
- Think about what is most important in the text

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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**Asking Questions**

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

**3**  
Ask Questions While Reading

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

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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### Synthesizing

### 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:** The author uses problem and solution text structure to tell the story. What's Frog's problem?

**Page 34:** The author tells us the sequence of things that Toad does to get out of bed. What does he do first, next, then, and last?

**Page 35:** The author compares and contrast to describe the two characters. How are Frog and Toad different? How are they the same?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. How does Toad feel? Why do you think Toad feels that way?

**Page 64:** Frog asks a snail to take a letter to Toad. How does this help you to understand the story?

**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. 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. How does knowing this help you to understand the story?

**Page 39:** Toad loses a button while he and Frog are taking a walk. How does knowing this help you to understand the story?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. How does knowing this help you to understand the story?

**Page 64:** Frog asks a snail to take a letter to Toad. How does knowing this help you to understand the story?

**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 15:** The author uses problem and solution text structure to tell the story. What's Frog's problem?

**Page 34:** The author tells us the sequence of things that Toad does to get out of bed. What does he do first, next, then, and last?

**Page 35:** The author compares and contrast to describe the two characters. How are Frog and Toad different? How are they the same?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. How does Toad feel? Why do you think Toad feels that way?

**Page 64:** Frog asks a snail to take a letter to Toad. How does this help you to understand the story?

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

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

**Page 11:** Frog wants Toad to get out of bed. 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. How does knowing this help you to understand the story?

**Page 39:** Toad loses a button while he and Frog are taking a walk. How does knowing this help you to understand the story?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. How does knowing this help you to understand the story?

**Page 64:** Frog asks a snail to take a letter to Toad. How does knowing this help you to understand the story?

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

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

**Page 11:** Frog wants Toad to get out of bed. 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. How does knowing this help you to understand the story?

**Page 39:** Toad loses a button while he and Frog are taking a walk. How does knowing this help you to understand the story?

**Page 52:** Toad picks up his clothes and goes home after someone laughs at him in his swim suit. How does knowing this help you to understand the story?

**Page 64:** Frog asks a snail to take a letter to Toad. How does knowing this help you to understand the story?

### 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

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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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.

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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.

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Asking Questions

**Understanding Text Structure**

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

| Text Structure | Where the Text Structure Was Used | How the Text Structure Helped Me |
|----------------|-----------------------------------|----------------------------------|
| 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.

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Understanding Text Structure

**Synthesizing**

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

| At first I was thinking...  | My new thinking is...     | I used to think...            |
|-----------------------------|---------------------------|-------------------------------|
| Because... _____            | Because... _____          | But now I think... _____      |
| 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.

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Synthesizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

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

**Instructional Focus:**  
 Long i Sound

**Background:**  
 In an i \_ \_ e pattern, the i is usually long.

**Examples:**

|      |       |
|------|-------|
| bite | quite |
| mile | pile  |
| dime | grime |
| time | dir   |

- Materials and Preparation:**
- A Copy of *Frog and Toad Are Friends*
  - A Copy of *Connect III*
  - A Copy of *Connect III*
  - A Copy of *Connect III*
  - Optional - A Copy of *Connect III*
  - Optional - *Word Detective*

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

**Step 1: Introduce the Focus of Word Work**

**Introduce Long i Sound**

- Write these words on the chart paper: bite, kite. Ask for volunteers to say the words. Repeat for these pairs: mile, pile; lime, slime; fine, dine. Ask students what pattern they see in these words (i \_ \_ e). Write the pattern under one word in each pair. Ask them what sound the "i" makes in the words (long "i").

**Sample Anchor Chart**

**Long "i" Sound**

|         |         |      |       |
|---------|---------|------|-------|
| bite    | kite    | lime | slime |
| i _ _ e | i _ _ e |      |       |
| mile    | pile    | fine | dine  |
| i _ _ e | i _ _ e |      |       |
| mine    | white   | time |       |

**Step 2: Connect Word Work to Reading**

**Long i Sound in the Text**

- Direct students' attention to the book, *Frog and Toad Are Friends*.
- Tell them that the book they will be reading has many words that have the i \_ \_ e pattern.
- Read pages 36-37 out loud to the students. Ask them to put up a finger every time they hear an i \_ \_ e word. They should have 3 fingers up when you are done reading.
- Ask for volunteers to identify the i \_ \_ e words on those two pages. Write them on the chart paper. (mine, write, time). Reinforce that the "i" in each of these words makes the long "i" sound.
- Read the rest of the story. Ask students to listen for i \_ \_ e words as you read.
- Read *Frog and Toad Are Friends*.

**Examples of Words with Long i Sound Found in the Text:**

- quite • time • mine
- white • white • write

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each student a "Connect III" page and a recording sheet. Read the directions with the students. Show an example if they are having difficulty understanding.
- Set a timer for 3 minutes.
- Say, "GO!"
- When the timer goes off, have students stop and put their pencils down. Have them read their words to a partner. Give a prize or praise to the student who has made the most correct i \_ \_ e words.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the *Rhyme Time Practice Page*. Ask for a volunteer to read the directions.
- Instruct students to complete the page.
- Monitor students as they are working.
- Collect the pages when students are finished.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for words with long i sounds in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

**Connect III Interactive Activity**

**Directions:** Connect letters side to side, up and down, or diagonally to create i \_ \_ e words. Write them on your recording sheet.

|   |   |   |   |   |
|---|---|---|---|---|
| p | i | t | l | e |
| i | e | m | i | t |
| n | f | e | k | w |
| s | n | l | i | h |
| p | i | f | t | e |

Name: \_\_\_\_\_ Guided Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: Long i Sound Extension Activity**

**Directions:**  
 Be a word detective!  
 Be on the lookout for **long i sounds** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

**Rhyme Time Word Work Practice Page**

**Directions:**  
 Find a word in the word box that rhymes with the picture at the top of each box. Write it on the line. Keep going until you use all the words in the word box.

|  |  |  |   |
|--|--|--|---|
|  |  |  | 9 |
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |

**Word Bank**

vine mile pile shine line while bite  
 slime time fine grime quite lime write

Use one word from each column in a sentence.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Assessments

| Running Record  |   |                                     |    |                            |   |
|---|---|-------------------------------------|----|----------------------------|---|
| Title: <i>Frog and Toad Are Friends</i> Guided Reading Text Level: K    Word Count: 100 |   |                                     |    |                            |   |
| Name: _____   |   | Date: _____                         |    |                            |   |
| Accuracy Rate: (# of words correct/100 words) _____                                     |   |                                     |    |                            |   |
| Error Rate: (# of incorrect words/100 words) _____                                      |   |                                     |    |                            |   |
| Self-Correction Rate: (# of words self-corrected/100 words) _____                       |   |                                     |    |                            |   |
| Time: (in seconds) _____    Words Per Minute: (100/seconds read x 60) _____             |   |                                     |    |                            |   |
| Easy<br>95% - 100% Accuracy   |   | Instructional<br>90% - 94% Accuracy |    | Hard<br>50% - 89% Accuracy |   |
| E = Errors    SC = Self-Correction    M = Meaning<br>S = Structure/Syntax    V = Visual |   |                                     |    | COUNT                      |   |
| Page  |   | E                                   | SC | M                          | V |
| 1   | Frog ran up the path to Toad's house. He knocked on the front door. There was no answer. "Toad, Toad," shouted Frog. "wake up. It is spring!" "Blah," said a voice from inside the house. "Toad, Toad," cried Frog. |                                     |    |                            |   |
| 2   | "The sun is shining! The snow is melting. Wake up!"   |                                     |    |                            |   |

Tested By: \_\_\_\_\_    ©BookPagez.com

## Running Record Assessment

| Frog and Toad Are Friends<br>CCSS Assessment  |  | Name: _____ |
|---|--|-------------|
|   |  | Score: / 9  |
| <b>Directions:</b><br>Use what you know about <i>Frog and Toad Are Friends</i> to answer each of the following questions. |  |             |
| 1. Which of these details is important to understanding Chapter 1, "Spring"?  |  |             |
| <input type="radio"/> A   | Frog wanted to keep sleeping.  |             |
| <input type="radio"/> B   | It was April.  |             |
| <input type="radio"/> C   | Toad wanted to keep sleeping.  |             |
| <input type="radio"/> D   | The calendar said November.  |             |
| 2. How was Toad's problem solved in Chapter 2, "The Button"?  |  |             |
| <input type="radio"/> A   | The sparrow found Toad's button.   |             |
| <input type="radio"/> B   | He finally found his button on his floor.  |             |
| <input type="radio"/> C   | He used a new button to mend his jacket.   |             |
| <input type="radio"/> D   | Toad bought a new jacket.  |             |
| 3. In Chapter 5, "The Letter," Frog gave the letter to Toad. How did Toad feel about the letter?                          |  |             |
| <input type="radio"/> A   | The letter never made it to Toad.  |             |
| <input type="radio"/> B   | The letter was muddy and Toad couldn't read it.  |             |
| <input type="radio"/> C   | The letter arrived before Frog returned.   |             |
| <input type="radio"/> D   | Frog finally had to tell Toad about the letter.  |             |
| 4. In Chapter 4, "A Swim," Toad says, "I am cold." What does this word cold mean?   |  |             |
| <input type="radio"/> A   | slim, thin   |             |
| <input type="radio"/> B   | can, stand   |             |
| <input type="radio"/> C   | dancing, waltzing  |             |
| <input type="radio"/> D   | dance, prance  |             |
| 5. What happens at the end of Chapter 4, "A Swim"? (RL.2.5)   |  |             |
| <input type="radio"/> A   | Frog makes all the other animals leave.  |             |
| <input type="radio"/> B   | All the animals turn their backs when Toad gets out of the water.  |             |
| <input type="radio"/> C   | Toad stays in the water until everyone leaves.   |             |
| <input checked="" type="radio"/> D  | Toad picks up his clothes and goes home.   |             |
| 6. What kind of voice would you use to read Toad's words in Chapter 1, "Spring"? (RL.2.6)                                 |  |             |
| <input type="radio"/> A   | I would use a tired, sleepy voice.   |             |
| <input type="radio"/> B   | I would use a loud, angry voice.   |             |
| <input type="radio"/> C   | I would use a sad, crying voice.   |             |
| <input type="radio"/> D   | I would use an excited, happy voice.   |             |
| 7. How do the illustrations show the change of events in Chapter 3, "The Story"? (RL.2.7)                                 |  |             |
| <input type="radio"/> A   | At the beginning of the chapter, Toad is in bed, not feeling well. At the end, Frog is in bed.                           |             |
| <input type="radio"/> B   | At the beginning of the chapter, Frog is wearing a bathing suit. At the end, Toad is wearing a bathing suit.             |             |
| <input checked="" type="radio"/> C  | At the beginning of the chapter, Frog is in bed not feeling well. At the end, Toad is in bed.                            |             |
| <input type="radio"/> D   | At the beginning of the chapter, Toad's jacket is missing a button. At the end, his jacket has many buttons sewed on it. |             |
| 8. Which sentence best shows the contrast between the characters of Frog and Toad? (RL.2.9)                               |  |             |
| <input type="radio"/> A   | Toad is always happy, while Frog is mostly sad.  |             |
| <input type="radio"/> B   | Frog never does anything nice for Toad, while Toad is always helping Frog.   |             |
| <input type="radio"/> C   | Frog likes to sleep all the time, while Toad likes to have adventures.   |             |
| <input checked="" type="radio"/> D  | Frog is usually more positive and happy, while Toad is sometimes sad or angry.   |             |
| 9. How is this book different from other chapter books you've read? (RL.2.10)   |  |             |
| <input type="radio"/> A   | Each chapter has different main characters.  |             |
| <input checked="" type="radio"/> B  | Each chapter is a separate story with a different plot.  |             |
| <input type="radio"/> C   | The book has one plot from beginning to end.   |             |
| <input type="radio"/> D   | The characters grow apart from each other over time.   |             |

CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:  
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key



# Student Facing Resources in Spanish for Frog and Toad Are Friends Super Pack

## 5 Comprehension Strategy Practice Pages

### Asking Questions Practice Page

**Tu turno para practicar: Hacer preguntas**  
con Frog and Toad Are Friends (La rana y el sapo son amigos)

**Página 15:**  
Rana engaña al Sapo para que piense que es mayo, cuando en realidad es solo abril. ¿Cuál es una pregunta que tienes después de leer el primer capítulo?

\_\_\_\_\_

\_\_\_\_\_

¿De qué manera el saber la respuesta a esta pregunta te ayudará a comprender la historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 27:**  
Sapo se queda dormido mientras Rana le cuenta una historia. ¿Qué te estás preguntando acerca de esta parte del libro?

\_\_\_\_\_

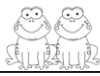
\_\_\_\_\_

**Página 37:**  
Sapo ha encontrado muchos botones, pero ninguno de ellos es el que perdió. ¿Qué preguntas tienes después de leer esta página?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Hacer preguntas**  
con Frog and Toad Are Friends (La rana y el sapo son amigos)


**Página 15:**  
Rana engaña al Sapo para que piense que es mayo, cuando en realidad es solo abril. ¿Cuál es una pregunta que tienes después de leer el primer capítulo?  
**Las respuestas varían. Podrían incluir: ¿Alguna vez Sapo descubrirá que Rana lo engañó? ¿Qué hará Sapo cuando descubra que Rana lo engañó?**

¿De qué manera el saber la respuesta a esta pregunta te ayudará a comprender la historia?  
**Las respuestas varían. Podrían incluir: Saber la respuesta me ayudaría a saber si Rana y Sapo alguna vez se enojan, aunque sean amigos.**

**Página 27:**  
Sapo se queda dormido mientras Rana le cuenta una historia. ¿Qué te estás preguntando acerca de esta parte del libro?  
**Las respuestas varían. Podrían incluir: Me pregunto si a Sapo le gustó o no la historia de Rana.**

**Página 37:**  
Sapo ha encontrado muchos botones, pero ninguno de ellos es el que perdió. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: Una pregunta que tengo es, ¿Qué hará Sapo con todos los botones que tiene en el bolsillo?**

Nombre: \_\_\_\_\_



Answer Key | ©BookPages.com

### Hacer Conexiones

con Frog and Toad Are Friends (La rana y el sapo son amigos)

**Página 52:**  
Sapo recoge el traje de baño. ¿Cuál es una pregunta que tienes después de leer el primer capítulo?  
**Las respuestas varían. Podrían incluir: ¿Cuándo se va a bañar? ¿Qué hará Sapo con el traje de baño?**

¿Crees que el Sapo se bañará?  
**Las respuestas varían. Podrían incluir: Sí, porque es verano. No, porque está lloviendo.**

**Página 11:**  
Rana quiere que Sapo se levante temprano para ir a la escuela. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: ¿Cuándo se levanta Sapo? ¿Qué hará Sapo para ir a la escuela?**

**Página 17:**  
Rana le pide a Sapo que le cuente una historia cuando está enfermo. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: ¿Qué historia le contará Sapo? ¿Cómo se sentirá Sapo cuando le cuente la historia?**

**Página 39:**  
Sapo pierde un botón mientras camina por el camino. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: ¿Dónde se perdió el botón? ¿Qué hará Sapo para encontrarlo?**

Nombre: \_\_\_\_\_

### Making Connections

### Entender la estructura del texto

con Frog and Toad Are Friends (La rana y el sapo son amigos)

**Página 15:**  
El autor utiliza que sucede. ¿Cómo lo resuelve?  
**Las respuestas varían. Podrían incluir: El autor utiliza que sucede para explicar el problema de Rana y cómo lo resuelve.**

**Página 24:**  
El autor nos cuenta la historia para última vez. ¿Cómo lo resuelve?  
**Las respuestas varían. Podrían incluir: El autor nos cuenta la historia para última vez para explicar el problema de Rana y cómo lo resuelve.**

**Página 35:**  
El autor usa encontrar Sapo. ¿Cómo lo resuelve?  
**Las respuestas varían. Podrían incluir: El autor usa encontrar Sapo para explicar el problema de Rana y cómo lo resuelve.**

**Página 35:**  
El autor usa comparar y contrastar para describir los botones que los amigos encuentran. ¿Cómo se comparan los botones que encuentran con el que perdió Sapo?  
**Las respuestas varían. Podrían incluir: El autor usa comparar y contrastar para describir los botones que los amigos encuentran y cómo se comparan con el que perdió Sapo.**

Nombre: \_\_\_\_\_



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### Understanding Text Structure

### Sintetizar

con Frog and Toad Are Friends (La rana y el sapo son amigos)

**La portada:**  
Mira la imagen de la portada del libro y lee el título. ¿Cuál es el problema de la historia?  
**Las respuestas varían. Podrían incluir: El problema de la historia es que Sapo perdió un botón.**

**Página 14:**  
Sapo se levanta temprano para ir a la escuela. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: ¿Cuándo se levanta Sapo? ¿Qué hará Sapo para ir a la escuela?**

**Página 14:**  
Sapo se levanta de la cama y los dos amigos salen corriendo. ¿Qué preguntas tienes después de leer esta página?  
**Las respuestas varían. Podrían incluir: ¿Cuándo se levanta Sapo? ¿Qué hará Sapo para ir a la escuela?**

Nombre: \_\_\_\_\_

### Synthesizing

### Determinar la importancia

con Frog and Toad Are Friends (La rana y el sapo son amigos)


**Página 12:**  
Rana le da a Sapo muchas razones por las que debería despertarse de su sueño invernal. ¿Qué razón crees que es la más importante para Rana?  
**Las respuestas varían. Podrían incluir: La razón más importante para Rana es que Sapo necesita despertarse para ir a la escuela.**

**Página 25:**  
Sapo no podía pensar en una historia para contarle a Rana para que se sienta mejor. Ahora Sapo no se siente bien. ¿Por qué crees que Sapo se siente mal?  
**Las respuestas varían. Podrían incluir: Sapo se siente mal porque no puede pensar en una historia para contarle a Rana.**

**Página 39:**  
Sapo ha cosido todos los botones de su chaqueta y se lo ha dado a Rana. ¿Por qué crees que Sapo hizo esto?  
**Las respuestas varían. Podrían incluir: Sapo hizo esto porque quería darle un regalo a Rana.**

¿Cómo te ayuda esto a entender la historia?

Nombre: \_\_\_\_\_



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### Determining Importance

# Writing About Reading with Optional CCSS Alignment

**Frog and Toad Are Friends (La rana y el sapo son amigos): Determinar la importancia**

Imagina que eres Sapo. Escribe una carta de agradecimiento a Rana por algo importante que ha hecho por ti. Asegúrese de incluir detalles de la historia en su carta.

Puedo describir cómo reaccionan los personajes de una historia a los eventos importantes de la historia. CCSS: RL.2.3

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Frog and Toad Are Friends (La rana y el sapo son amigos): Determinar la importancia**

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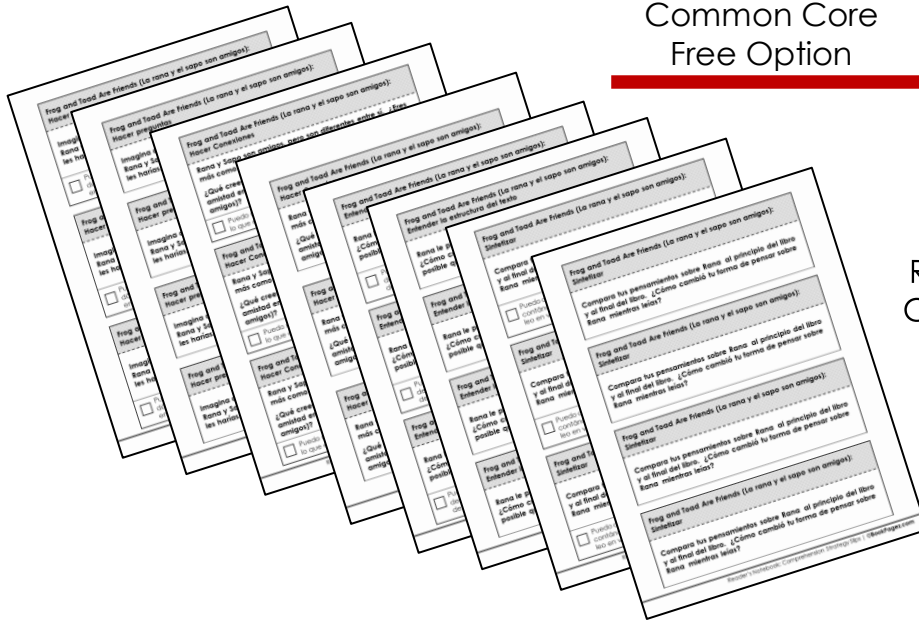
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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Hacer conexiones**  
Título: \_\_\_\_\_  
Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Yo soy yo mismo  
 Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

**Determinar la importancia**  
Título: \_\_\_\_\_  
Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

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Determining Importance

**Hacer preguntas**  
Título: \_\_\_\_\_  
Muéstrame para empezar una oración

Quiero saber... ¿Por qué?... ¿Cómo...? ¿Qué...?

Ma conténde cuando... No estoy seguro por qué...

Pregunta Respuesta  
Pregunta Respuesta  
Pregunta Respuesta

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

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Asking Questions

**Entender la estructura del texto**  
Título: \_\_\_\_\_

|                      |   |   |
|----------------------|---|---|
| Estructura del texto | ¿Dónde fue usada la estructura del texto? | ¿Cómo la estructura del texto me ayudó? |
| Página: _____        |   |   |
| Página: _____        |   |   |
| Página: _____        |   |   |
| Página: _____        |   |   |

Estructura que puedes ver mientras lees:  
Repetición, Síntesis, Comparar y contrastar, Causa y efecto, Secuencia

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

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Understanding Text Structure

**Sintetizar**  
Título: \_\_\_\_\_

|                                    |                   |                            |
|------------------------------------|-------------------|----------------------------|
| Al principio yo estaba pensando... | Ahora pienso...   | Antes yo pensaba...        |
| Porque...                          | Porque...         | Porque...                  |
| Mi nueva forma de pensar es...     | Ahora entiendo... | Después de pensar sobre... |
| Porque...                          | Porque...         | Puede cambiar que...       |
|                                    |                   | Porque...                  |

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

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Synthesizing



