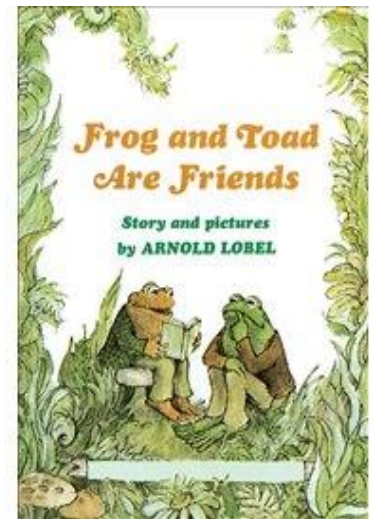


Frog and Toad Are Friends

“A Lost Button”

Written by: Arnold Lobel

Toad lost a button off of his jacket. His good friend Frog offered to help him find it. Toad became frustrated with Frog when he found button after button but not the one from Toad’s coat. Toad eventually found his button when he got back home and he felt bad about how treated his friend. He decided to do something special for his friend Frog.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Use this strategy to help students to make connections with the text so they may understand it better. Be sure to begin by modeling an example for the students about a time that you lost something. (For example, I lost my keys.)
 - After reading pgs. 28 – 29. Toad lost a button and his feet are sore from searching so long. Ask students if they ever lost something. Have them share with a partner how they think Toad is feeling. If they have lost something, have them also share what they would do.
 - Read to pg. 33. Share your connection with the students about whether or not Toad is feeling like you (from the example you shared with the students earlier). Ex. – I am wondering if he is feeling like I did when I lost my keys. I felt sad and frustrated and wanted to stop looking.
 - Read to pg. 36. Ask students if they can connect with Toad’s feelings now? Ex. – Have you ever been so angry you screamed? Have students share connections with a partner.
 - Read pg. 37. Repeat the last three lines. Toad is feeling bad because he wasn’t very nice when Frog was being nice and spent a lot of time helping him. Ask students if they were ever mad about something and then felt bad when they didn’t act very nice. (Partner share.)

Accuracy:

- **Blend sounds; stretch and reread:**
 - Model this strategy by sounding out difficult words while reading the text out loud. There are a number of words this strategy would be good for. Some of those words are listed below:
 - sparrow (p.32), square (34), shouted (35), thick (35), slammed (37)

- **Use the pictures... Do the words and pictures match?**
 - Search for words that may be tricky and model how to use the pictures to figure out the words. Some examples may be:
 - meadow (p.28), sparrow (32), raccoon (34), sewed (38)

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody:**
 - There are many opportunities to model reading with expression in this text. Give students examples of statements when the author uses punctuation to illustrate expression of the characters and the differences in their moods. Ask children if they know what punctuation mark shows when a character is feeling excited or angry... or is feeling sad... In the beginning of this chapter, Frog is helpful and energetic. Later, the author's choice in punctuation shows a slight change in Frog and Toad's mood.
 - P. 32
 "Here is your button!" cried Frog.
 "That is not my button," said Toad. "That button is black. My button is white."
 - P. 35
 "Here is your button," said Frog.
 "That is not my button!" shouted Toad.
- **Adjust and apply different reading rates to match text:**
 - This strategy can be demonstrated with all of the variations in punctuation. Model how despondent Toad feels as he and Frog retrace their steps in order to find the missing button. Then model how frustrated and agitated Toad becomes each time they find another button that does not belong to him.

Expand Vocabulary:

- **Voracious reading:**
 - This Frog and Toad book is a good fit for many first graders. Encourage the children to reread their favorite parts. There are also several other Frog and Toad books for the children to read more adventures of the amphibian friends. Perhaps they would like to read some non-fiction books about frogs and toads.