QAR with *Frog And Toad Together*

Read the first chapter, "A List," from *Frog and Toad Together* aloud to students. Next, write the questions listed below under the "Right There" heading. Read the questions aloud, look through the chapter, show the students where you found the answer, and then think aloud the answer.

A. **Right There**

* What is the first thing Toad writes on his list? *"When I turn to page 4, I see that the first thing Toad writes on his list is 'Wake up.'"*
* Who is the friend Toad goes to see? *"When I turn to page 9, I see that Toad goes to see Frog."*

Next, write these questions under the "Think and Search" heading. Read the questions aloud and then think aloud the answers.

B. **Think and Search**

* What caused Toad to forget what was on his list? *"I read that Toad's list blew away and Frog did not catch it, so that is why Toad couldn't remember what was on his list."*
* How did Toad finally remember what was the last thing on his list was? *"Frog reminded Toad that it was getting dark and they should be going to sleep – the last thing on Toad's list."*

Next, write these questions under the "Author and Me" heading. Read the questions aloud and then think aloud the answers.

C. **Author and Me**

* What do you think of Toad's list? *"I think that writing a list of things to do is a good idea. But, Toad could have left off some things, like waking up or getting dressed, because he doesn't need to be reminded to do that."*
* Did you agree with the reason Toad gives for not chasing after his list? *"No. I think that he should have chased after his list, even if it that wasn't one of the things on his list. He couldn't have written that on his list anyway because he didn't know the list would blow away."*

Next, write these questions under the "On My Own" heading. Read the questions aloud and then think aloud the answers.

D. **On My Own**

* Have you or somebody in your family even written a list of things to do? *"Yes. I have written a list of things that I have to do on a weekend day because that is not like a school day. On weekends, I do lots of different things, so I have to write a list to remind myself of all the things I have to do."*
* What would you do if you lost your to-do list and couldn't find it? *"I would look for it for a while and if I couldn't find it, I'd write a new list of things to do."*

**Guided Practice**

Read aloud to students the second chapter, "The Garden," from *Frog and Toad Together*. Create a new QAR graphic for this chapter on chart paper or the blackboard or use an overhead projector. Then, give students the questions listed below and ask them to help you place the questions under the correct heading and then to help you answer the questions. Ask students to explain why they placed the questions under the headings they did. For example, for the "Right There" questions, they can point to where the answer is and for the "On My Own" questions, they answer the questions based on information they already know, and so on.

* + Which character, Frog or Toad, knows more about growing seeds? (Author and Me)
	+ What did Toad say to his seeds to get them to grow? (Right There)
	+ Have you ever planted seeds before? (On My Own)
	+ How does Toad try to help his seeds grow? (Think and Search)
	+ Would you have done what Toad did to try and get his seeds to grow? (Author and Me)
	+ What advice does Frog give Toad about growing seeds? (Think and Search)
	+ Do you know what makes seeds grow best? (On My Own)
	+ What kind of seeds does Frog give Toad? (Right There)

**Independent Practice**

Read aloud to students the third chapter, "Cookies," from *Frog and Toad Together*. Divide students into pairs or small groups and have each group come up with one of each type of QAR question for Chapter 3. Tell students to draw a picture or write what they can for the question. Tell students they need to be able to tell what type of question each one is and then they have to answer the questions. Once students finish the activity, bring the class together and write each group's questions on the board and have members from other groups answer the questions. Ask students to explain how answering questions about *Frog and Toad Together* helps them understand the chapters and think more about the subjects and how they might relative to their own lives.

**Assessment**

To assess whether students have mastered QAR, read aloud the next chapter, "Dragons and Giants," to them and give them a QAR graphic organizer. Ask them to write or draw one question that belongs under each heading. Then, have them explain, write, or draw what they can to answer each question