

# Days With Frog and Toad

by Arnold Lobel

## Student Response Form

Student's name Thayer Grade 3

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
12/4/11	10:00	10:45	4	30
12/10/11	9:30	10:15	31	64

Total

Teacher: Please fill out.

Total Time	Total Pages
45	27
45	33
90	60

# Days With Frog and Toad

by Arnold Lobel



1. PAGE 7 What kind of character is Toad?

he does not like to  
clean up his room. he  
is like a little frog.

E P A I



2. PAGE 9 What does "down in the dumps" mean in this part?

down in the dumps means  
that he is not going to have  
fun doing so much work tomorrow

E P A I



3. PAGE 15 What lesson does Toad learn about life?

Toad learned that if he had  
stuff to clean up he just  
does it on that day.

E P A I



# Days With Frog and Toad

by Arnold Lobel



4. PAGE 22 Why does Toad say, "This kite is a joke"?

toad said his kite is a joke  
because it won't fly

E P A I



5. PAGE 27 What kind of character is Frog?

frog is a tricker.

E P A I



6. PAGE 41 Retell what happens in this chapter.

first frog made some tea  
then frog told a ghost  
story third toad stoped  
frog from the story and  
said "is this a true story"  
asked + frog said maby yes  
maby no

E P A I

# Days With Frog and Toad

by Arnold Lobel



7. PAGE 51 What happens to make Toad's hat fit him at the end of the story?

to make toads hat fit  
frog poured water on the hat  
and for it to dry frog put it in  
a warm place to dry.

E P A I



8. PAGE 59 What's the problem in this story?

the problem in the story  
is that frog wants to be  
alone.

E P A I



9. PAGE 64 What lesson does Toad learn in this story?

toad learns that if somebody  
wants to be alone it doesn't  
always have to be sad he/she  
can also be happy.

E P A I



# Days With Frog and Toad

by Arnold Lobel

## Reflection

Was this book easy, just right, or too hard?

Just right

How do you know?

because it has  
little words.

Did you like this book?

Yes

Why or why not?

I liked the frog  
and toad book.

Would you choose another book like this from the library?

Yes

Why or why not?

because it has little  
words

# Comprehension Record & Planning Form: Level K

Days With Frog and Toad by Arnold Lobel

Student: Thayer

Date: 12/15

## First: Tally Student Results

1. Refer to the student's scored Response Form.
2. Check ✓ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

### Scoring Guide

E-Exceptional  
P-Proficient  
A-Approaching  
I-Incorrect

Question	Page	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	7							✓									
2	9									✓							
3	15													✓			
4	22										✓						
5	27					✓											
6	41		✓														
7	51		✓														
8	59				✓												
9	64													✓			
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11	1		1		1		1	1			1	1		

Total number of responses: exceptional 3 /9    proficient 4 /9    approaching + incorrect 2 /9

Total pages: 60 divided by total minutes to read book (from log): 90 = reading rate: .67 p/min

## Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your reading conference with the student.

✓	If	Then	Teaching Suggestions
	One-third (1/3) or more of the student's total responses from all four strands are <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's <b>approaching</b> and <b>incorrect</b> responses are clustered in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: t21 Plot and Setting t33 Character t49 Vocabulary and Figurative Language t59 Themes and Ideas
	No answers are <b>incorrect</b> or <b>approaching</b> . The student's responses are mostly <b>proficient</b> and some are <b>exceptional</b> .	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: t21 Plot and Setting t33 Character t49 Vocabulary and Figurative Language t59 Themes and Ideas



# Comprehension Record & Planning Form: Level K

*Days With Frog and Toad* by Arnold Lobel

✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b> .	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	For tips on when to move students to the next level and when to keep them at their current level, see page A6.
	There is no obvious pattern to the student's responses; the student's answers range from <b>exceptional</b> to <b>incorrect</b> across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7–T8.
	The student reads at a very slow or fast speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see pages T7–T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the goal-setting conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, scan the tip boxes in the Precision Teaching section, pages T21–T72.
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are <b>approaching</b> or <b>incorrect</b> .	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

## And Now: Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

*Plot + Setting and Character*

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

*Needs a list of character traits.*

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.