



COMPREHENSIVE CURRICULUM BASED LESSON PLANS

## Frog and Toad All Year

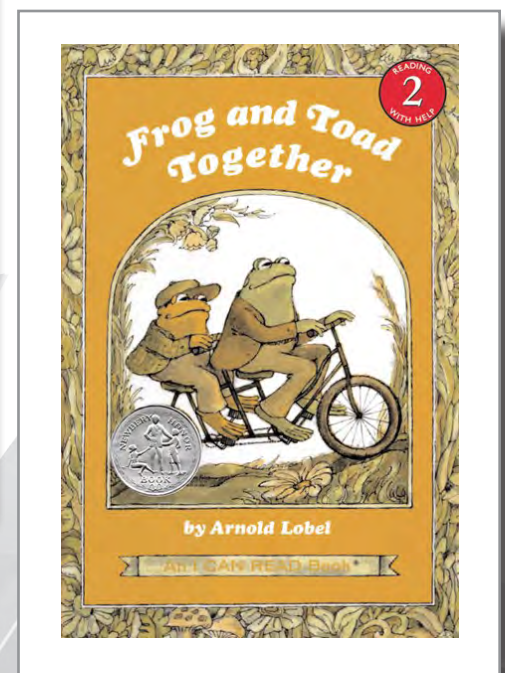
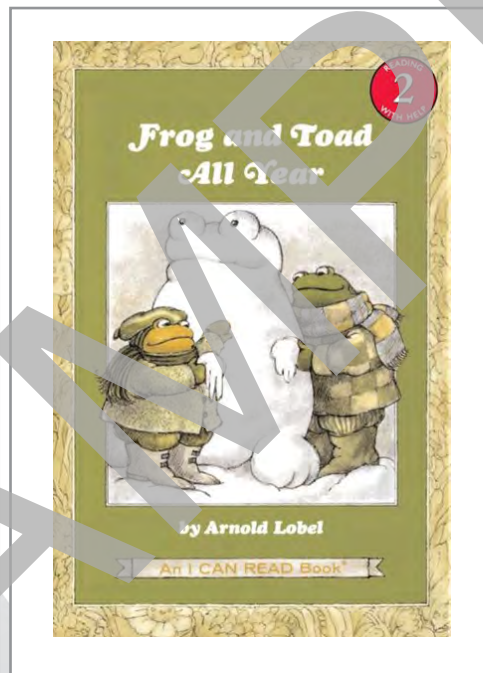
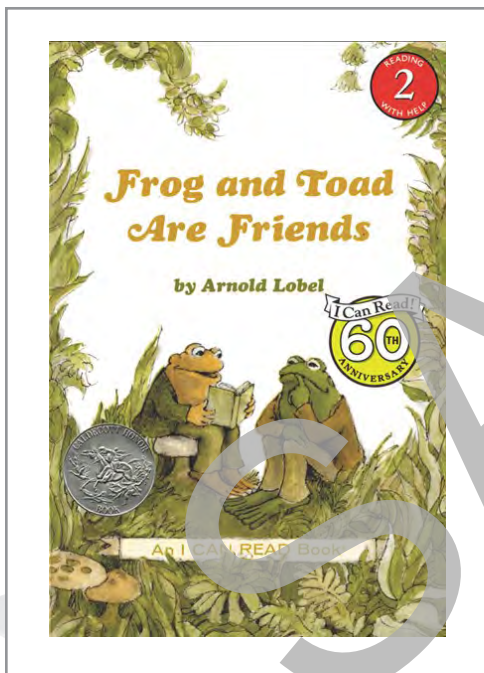
Arnold Lobel

## Frog and Toad Are Friends

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## Frog and Toad Together

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READ, WRITE, THINK, DISCUSS AND CONNECT

# Frog and Toad Are Friends

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## Frog and Toad Together

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### TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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**ISBN 9781502038067**

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## Skills and Strategies

### Thinking

Brainstorming, sorting

### Vocabulary

Synonyms, antonyms,  
word mapping

### Writing

Description, letter-writing,  
creative writing, pattern-  
writing

### Comprehension

Comparison/contrast,  
predicting

### Literary Elements

Characterization, story  
elements

### Listening/Speaking

Interviewing, drama,  
interactive gestures

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## Organization of the Novel Unit

These three short books of sixty-four pages apiece are grouped together. They can provide an interesting unit of study of about three weeks duration. Each book has five stories in it, and presenting one story a day would fill fifteen days. In a three-week unit, you might want to change the pace with one of the stories to be read aloud or at home with parents. At the start, it is suggested that you provide a motivating initiating activity of set-up for the unit. A concluding celebration activity is in order.

### Summary of the Books

*Frog and Toad Are Friends*, a Caldecott Honor Book, introduces two charming friends, Frog and Toad. They lack surnames but share characteristics of adults, children, humans, and animals. They each live in a separate human-like house and meet for friendly child-like encounters. From the book, students learn about friendship, frogs and toads, and how pleasant simple, straight-forward expression is. In "Spring," Frog tricks (or convinces) Toad awake from his winter sleep by tearing off pages from his calendar, thereby tricking him into thinking spring has arrived. Toad finds Frog sick in "The Story." Toad ministers to his friend, who looks "quite green," with tea and comfort, but is unable to entertain Frog with a story. "A Lost Button" tells about Toad's loss of a button from his jacket. Toad is humorous in "A Swim" when he dons his bathing suit. In "The Letter," Frog sends Toad a letter via a slow-moving snail.

*Frog and Toad Together*, a Newbery Honor Book, is one of the series "An I Can Read Book." "A List," the first story in the book, details Frog's antics in reducing his life to a list. "The Garden" tells of Toad's efforts to grow a garden. "Cookies" has an odd turn of thought on cookies and will power: Frog and Toad offer the tempting cookies to the birds to help bolster their will power. In "Dragons and Giants," Frog and Toad feel very brave together after reading a suggestible book. In "The Dream," Toad dreams about being the greatest toad in all the world. However, in Toad's ascendancy, Frog shrinks and shrinks. Toad is happy to awaken and share, as a normal-sized toad, a fine, long day with a normal-sized frog.

*Frog and Toad All Year* starts with "Down the Hill." In that story, Frog and Toad go sledding. In "The Corner," Frog tells Toad about growing into a frog from a polliwog. Frog and Toad rediscover spring. Toad tries unsuccessfully to bring home two chocolate ice cream cones in "Ice Cream." "The Surprise" tells of Frog and Toad surprising each other by raking leaves for their friend. "Christmas Eve" is a pleasant closing story about Toad's worry for his tardy friend, Frog.

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## Frog and Toad Are Friends

## “The Story”

### Vocabulary

summer 16  
bang 24  
terrible 25

thought 18  
against 24  
answer 27

perhaps 19  
anymore 25

poured 22  
because 25

### Motivation

What is your favorite story? Allow students to think briefly and then share with a partner. A few might share with the whole class. The teacher could share her own favorite story. Announce that Toad in our next selection tries to think of a story.

### Discussion Questions

1. Why is Frog looking quite green? (*Page 16, He is sick.*) Why is saying, “Frog, you are looking quite green” funny? (*Frogs are usually green. This is an application of a human expression to an animal.*)
2. How does Toad take care of his sick friend? (*Pages 16-17, He gets him to bed and makes him a cup of hot tea.*)
3. What is the problem about the story? (*Toad can’t think of a story to tell Frog.*)
4. What does Toad do to try to think of a story? (*pages 18-23, He thinks and thinks, walks up and down on the porch, stands on his head, pours a glass of water over his head, and bangs his head against a wall.*)
5. Are Toad’s ways to think of a story good? Why or why not? (*Answers will vary.*)
6. What is funny about Frog’s story? (*Page 26, He tells about Toad thinking of a story.*)

### Supplementary Activities

1. Act out the story. Class members think of motions for the parts of the story, practice, and then act out as the teacher or a classmate reads the story aloud.
2. Conduct a survey about favorite stories. The class decides upon categories for stories (e.g., animal, scary, friends, etc.) which are written (and given a graphic reminder) on a large chart or the chalkboard. Students “vote” for one category. Afterwards, students tally the results and make a graph.
3. What are some funny or different ways to describe being sick? Brainstorm and record answers. Students can then decorate the “sick poster.” (*green around the gills, looking quite green, a bit off, not up to par, pale, feeling under the weather, looking peaked, ill, having a bug*)
4. Complete a story map about the story. (See page 8 of this guide.)

## Frog and Toad Together

## "The Garden"

### Vocabulary

garden 18

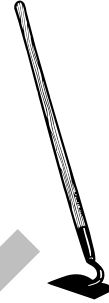
seeds 18

ground 18

afraid 22

candles 24

frightened 27



### Motivation

Show students either seed catalogs or some proceeds from a garden. Ask what clues these items can give you about today's Frog and Toad story.

### Discussion Questions

1. Why does Toad decide to plant a garden? (*Page 18, Toad admires Frog's garden and wants to plant one himself.*)
2. What funny things does Toad do to get his garden to grow? (*pages 20-26, shouts at them, puts out candles because he thinks they are afraid of the dark, reads the seeds a story, sings songs to the seeds, reads poems to the seeds, plays music to the seeds*)
3. Why does Toad think his seeds finally grow? (*Page 29, Toad thinks his seeds finally stop being afraid to grow.*) Is Toad's thinking correct? Why or why not?
4. How are Frog and Toad different about gardening? (*Frog plants a garden in the usual way; Toad thinks of his plant seeds as "human-like" children.*) Continue this thinking with a comparison of Frog and Toad.

Frog	Toad
<ul style="list-style-type: none"> <li>• helps his friend</li> <li>• supportive</li> <li>• leader</li> <li>• green</li> </ul>	<ul style="list-style-type: none"> <li>• often has silly, funny ideas (list, bathing suit)</li> <li>• follower</li> <li>• brown</li> </ul>

### Supplementary Activities

1. Brainstorm ideas about "nurturing," "mothering," and "parenting," taking care of seeds or children.

What Seeds Need	What Children Need
<ul style="list-style-type: none"> <li>• light</li> <li>• water</li> <li>• nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• attention</li> <li>• soothing of their fears</li> <li>• food (nutrients)</li> <li>• exposure to "good things" (poems, music)</li> </ul>

2. Using several sheets of paper, illustrate the various scenes in the story, perhaps assigning various scenes to individual students or groups. Tape the sheets together in order to make a long mural, or roll the sheets up and make a "TV" roll which can be "played" back as the story is reread.



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## Frog and Toad All Year

## "Christmas Eve"

### Vocabulary

decorated 54  
cellar 59  
wrapping 62

worried 55  
lantern 59

terrible 56  
attic 59

hungry 57  
frying pan 60

### Motivation

Look at the picture on page 55. What do you see in the picture? Make some predictions about the story from the title and the picture.

### Discussion Questions

1. How do you feel when someone is late? (*Answers will vary.*) Who is late in the story? (*page 54, Frog*) Does Toad react the same way you do? Explain.
2. As time passes, what does Toad imagine has happened to Frog? (*pages 56-58, that he has fallen into a deep hole, is lost in the woods, is cold and wet and hungry, is being chased by a big animal*)
3. What does Toad take with him to help Frog? (*pages 59-60, rope, lantern, frying pan*)
4. Who does Toad meet as he runs out of his house? (*page 62, Frog*)
5. How does the story end? (*Page 64, Toad and Frog have a nice Christmas Eve, and Toad likes his present, a beautiful new clock.*)

### Supplementary Activities

1. Toad asks a lot of "What if..." questions in this story. Find those questions in the story. Make up three more "What if..." questions to share with your classmates.
2. What would you take to rescue someone who was late to a party?



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NAME: \_\_\_\_\_

**Directions**

Create bathing suits for these animals who laughed at Toad.

