

A YEAR WITH

FROG

AND

TOAD

**MUSIC
BY ROBERT REALE**

**BOOK & LYRICS
BY WILLIE REALE**

**BASED ON THE
BOOKS BY ARNOLD LOBEL**



STUDY GUIDE

PROVIDED BY



PERFORMANCE DATES & TIMES

SCHOOL PERFORMANCES:

- November 12th-15th at 10am
- November 19th-22nd at 10am & 12:30 pm
- December 3rd-6th at 10am
- December 10th-13th at 10am & 12:30pm
- December 17th-20th at 10am & 12:30pm

PUBLIC PERFORMANCES:

- December 7th at 2:30pm
- December 14th at 2:30pm & 7:30pm
- December 15th & 21st at 2:30pm



HOW TO USE THIS GUIDE

This classroom guide for *A Year With Frog and Toad* is designed for Alabama students ranging from grades K-12. It offers activities to help you integrate classroom activities into English Language Arts (ELA), Mathematics, Science, Social Studies, Music, and Theatre curricula.

All activities in this guide are linked to the Alabama State Department of Education content standards.

The standards that are represented in *A Year With Frog and Toad* are:

SCI.3.7.3:	SCI.3.13.3:	ELA 3.1.3:	ELA 5.3.2:
SCI.3.7.4:	SCI.3.13.4:	ELA 3.3.1:	ELA 5.3.3:
SCI.3.8.1	SCI.3.13.5:	ELA 3.3.2:	ELA 5.3.4:
SCI.3.8.2	SCI.5.9.1:	ELA 3.3.3:	ELA 7.3.1:
SCI.3.8.3	SCI.5.9.2:	ELA 3.3.4:	ELA 7.3.2:
SCI.3.10.1:	SCI.5.9.3:	ELA 3.3.5:	ELA 7.3.3:
SCI.3.10.2:	SCI.5.9.4:	ELA 4.12.2:	ELA 7.3.4:
SCI.3.10.3:	ELA 3.1.1:	ELA 4.12.4:	ELA 7.3.5
SCI.3.13.1:	ELA 3.1.2:	ELA 5.3.1:	

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A NOTE TO FELLOW EDUCATORS

Greetings!

We are excited for you and your students to attend *A Year With Frog and Toad* with music by Robert Reale, book and lyrics by Willie Reale, and based on the books by Arnold Lobel at the Birmingham Children's Theatre. We invite you to use this packet in your classroom to prepare for and reflect on your upcoming visit.

This packet is designed to assist you in introducing the play's plot, characters, settings, language, and themes to your students. We encourage you to use these activities prior to the show to guide your students to a better understanding and enjoyment of what they will see at the theatre, and also after you visit to reinforce the show's themes and tie them into the STEM curriculum.

Thank you for helping to extend the learning process beyond theatre walls and for instilling an appreciation of the arts in the lives of Birmingham children.

See you at the theatre!

Birmingham Children's Theatre

YOUR ROLE AS THE AUDIENCE

Dear Audience Members,

Birmingham Children's Theatre is excited to welcome you as a member of our audience! Theatre is a world of imagination and fun, where the impossible comes to life. The audience is an extremely important part of our storytelling, so before you attend a performance we want to share a few theatre etiquette guidelines with you.

Do:

- Feel free to laugh, gasp, and applaud!
- Participate when asked
- Arrive on time (30 min early is a good goal)
- Turn off and put away ALL electronics
- Sit in your assigned seating (an usher will help you)

Don't:

- Talk, wave, or shout during the performance
- Eat or drink

Thank you for playing your part! We are excited to share our production with you!

Birmingham Children's Theatre

PLOT SUMMARY

A hit on Broadway, *A Year With Frog And Toad* was nominated for 3 Tony Awards including Best Musical. Based on Arnold Lobel's well loved books and featuring a hummable score by Robert and Willie Reale, this whimsical show follows two great friends -- the cheerful, popular Frog and the rather grumpy Toad -- through four fun-filled seasons. Waking from hibernation in the Spring, Frog and Toad plant gardens, swim, rake leaves, go sledding, and learn life lessons along the way. The two best friends celebrate and rejoice in their differences that make them unique and special. Part vaudeville, part make believe, all charm, *A Year With Frog And Toad* tells the story of a friendship that endures, weathering all seasons.



THEATRE

DISCUSSION QUESTIONS

BEFORE THE PERFORMANCE:

1. A Year With Frog and Toad is a stage play.

What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

2. Who Performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays?
(Remember: you may not see them on stage!)

DURING THE PERFORMANCE:

1. When you watch a play, you are a member of the audience.

What kinds of things should you do as an audience member?

Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

2. What kinds of things should you not do as an audience member?

Examples:

- Talk to your neighbor
- Use a cellphone during the performance
- Yell at the actors (unless they ask you to!)



THEATRE

DISCUSSION QUESTIONS CONT.

AFTER THE PERFORMANCE:

1. What did you think of the play?
 - If you'd read *A Year With Frog and Toad* beforehand, how was the book similar to the play?
 - How was it different?

2. Describe the performers in the play.
 - What did they do to make their characters special (different from other characters)?
 - How did they use their bodies to play their characters (using voice, movement, etc.)?
 - Did you see anyone else who worked on the play besides the performers on stage?

3. Describe the characters' costumes.
 - What did each character's costume tell you about that character?
 - Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

4. Describe the set of the play.
 - Did it have a lot of locations?
 - Did it look like a place you've been before?
 - How did different lighting change how the set looked for different scenes?

5. Did the play have music in it?
 - If so, was it only in the background, or did it help tell the story?
 - What instruments did you hear in the music?

6. If you were going to direct *A Year With Frog and Toad*, how would your production be different than the play you saw by BCT?

ENGLISH LANGUAGE ARTS

BCT MUST READS

For each of our main stage productions at BCT, we choose a theme related to the show. Then, we create a list of BCT Must-Reads on that Theme.

Themes are the main ideas behind a book or other literary work. A Year With Frog and Toad explores the themes of: friendship, seasons, celebrating differences & music.

- Hi! Fly Guy by Tedd Arnold
- Rabbit and Robot: The Sleepover by Cece Bell
- Frog and Friends by Eve Bunting
- Cork and Fuzz by Dori Chaconas
- Pete the Cat™: A Pet for Pete by James Dean
- Hot Rod Hamster and the Wacky Whatever Race by Cynthia Lord
- Fox and His Friends by Edward Marshall
- George and Martha by James Marshall
- Pearl and Wagner: Two Good Friends by Kate McMullen
- Henry and Mudge: The First Book of Their Adventures by Cynthia Rylant
- Monkey and Elephant by Carole Schaefer
- Mac and Cheese by Sarah Weeks
- New Pig in Town by Lisa Wheeler
- Cat the Cat, Who is That by Mo Williams
- Upstairs Mouse, Downstairs Mole by Wong Yee



ENGLISH LANGUAGE ARTS

BCT MUST READS CONT.

Read them as a class or let students choose two or more to read.
Then use these questions for discussion or book reports:

THEME:

How did the different themes show in each book? Explain.

SETTING:

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?
- How were the settings similar to each other? How were they different?

CHARACTERS:

1. Who were the main characters of each book?
2. Did any characters show up in more than one book?
3. Were the characters of one book similar another book's characters in any other ways?
4. How were the characters related to the theme? Explain.

PLOT:

1. What did the main characters of the books want most?
2. Did anyone or anything stand between the main characters and their goals?
3. Did the main characters get what they wanted? How?
4. How were the plots of the books similar? How were they different?



ENGLISH LANGUAGE ARTS

ANIMAL INTERVIEWS

1. Imagine that you are a reporter interviewing one of the characters in the play.
2. Brainstorm a few facts about the character using a mind map similar to the one included in the resources at the end of this packet. Include facts you remember from the show as well as facts you may know about the character's species, such as its habitat and what it likes to eat.

3. Think of some imaginative questions to ask them!
Examples include: What do they like to do for fun? What is their favorite season?
Who are their best friends and why?

4. In the template on page 13, write a short blog post or magazine article about the character you "interviewed" on the lines. Make sure to include some of the facts you recalled as well as your imaginary content! You can include a title and picture in the rectangles!

5. Share your article aloud with a friend or to your class.

ENGLISH LANGUAGE ARTS

The form is a large rounded rectangle containing a writing template. At the top is a wide, empty rounded rectangle. Below it, the page is divided into two columns. The left column has 18 horizontal lines, with the top line indented. The right column has a large empty rounded rectangle at the top and 10 horizontal lines below it.

ENGLISH LANGUAGE ARTS

FROG AND TOAD STORIES

1. Introduce Arnold Lobel's Frog and Toad stories to the class by either reading aloud or asking students to read aloud.

2. Ask students to:

a.) Identify the main events of the plot, their causes, and their effects on future actions.

b.) Discuss the traits of major characters, their motivations and contributions to the dramatic action.

c.) Identify speakers or narrators.

d.) Talk about the story's underlying theme(s) or message.

3. Discuss the differences between realism and fantasy. Have them talk about what they like and dislike about these two literary genres, identifying universal themes, character types and actions.

MATH

TELLING TIME

Poor Toad is often troubled because he doesn't have a clock to tell the time! Luckily, he has his friend Frog to help him out.

1. On page 16, you will find a sheet of word problems to help students learn to tell time and to solve time-telling problems.
2. After students complete the problems, model writing out your own time telling word problem.
3. Begin with a setting, a character and an activity. (Frog is sunbathing at the pond.)
4. Pick a time. (It is 9:30 AM.)
5. Decide on an operation, either adding time to figure out how long the activity will be done, or subtracting to figure out how long the activity has been done. (Addition—He wants to stay outside for 30 minutes. OR Subtraction—He has been outside for 30 minutes).
6. Write a question to be answered. (What time will he have to come inside? OR What time did he go outside?)
7. Figure out the answer together.
8. After modeling, students try it on their own using the Frog and Toad Tell Time worksheet.
9. Students can write down the correct answer on a separate piece of paper, then give the story problem to a partner to solve!

MATH

TELLING TIME CONT.

Use a teaching clock to help Frog and Toad tell the time!

1. Toad plants a seed at 10:25 AM. He goes back to check on it 30 minutes later. What time does he check on his seed?

2. At 1:16 PM, Frog decides to write a very important letter to Toad. Snail wants to leave to deliver the letter at 2:00 PM. How long does Frog have to write the letter?

3. Frog and Toad watch the clock strike 12:00 AM on Christmas Day. They have been watching the clock for 37 minutes. What time did they start watching the clock?

4. Toad was very worried when Frog was late to his house. He was supposed to arrive by 5:23 PM, but he arrived at 6:02. How many minutes late was Frog?

SCIENCE & MATH

TEMPERATURES DURING THE SEASONS

A Year with Frog & Toad takes place throughout the four seasons of the year. We see them getting chilly during the winter and enjoying the warmth of the summer. This is because the days of the seasons can have very different temperatures. In this activity, students will discover how much the temperatures can change throughout a year.

1. Set up four stations with water at various temperatures, representing the four seasons. Water can be microwaved to make it warmer and ice can be added to make it cooler.
2. Begin by scaffolding knowledge to see what students already know about the four seasons, thermometers, and units of measurement in degrees. Review reading a thermometer, if necessary.
3. Have the class make predictions about what temperature the water will be at each station.
4. Split students into four groups.
5. At each station, the students are to first look at the thermometer and find the temperature to the nearest degree.
6. Students color paper thermometer to match the degrees on their paper thermometers and write the temperature in degrees.
7. After the groups have rotated to all stations, students return to their desks to work individually on drawing a picture to represent each season.
8. For an extension students or the class as a whole can graph the temperatures of the water on a bar or line graph to compare the differences.
9. If time allows, students can feel the water with their hands and talk about the differences they experience.

SCIENCE

GROWING A SEED

Toad decides to build a garden, but he has some interesting ideas on how he thinks his seeds will grow! Discover the process of growing a plant from a seed in this activity. You can even give the plant away as a gift.

Day 1

1. Each student will need a styrofoam cup or planting pot, a wooden tongue depressor, a marker, a spoon, and a few seeds.
2. Use a spoon to fill the styrofoam cup about halfway with soil.
3. Place the seeds in the center of the cup. Note: Read the directions on the seed packets for best practices for planting, watering, and caring for the type of plant you are using.
4. Cover the seeds with more soil. Leave about a half inch of space between the soil and the top of the cup.
5. Pour a small amount of water from the watering can into the cup.
6. Write each students' name on a wooden tongue depressor. Stick the tongue depressor into the student's cup for identification.
7. Place the cups in a sunny location in the classroom.

Day 2

1. Over the next week or so, have the children water the seeds, watch, and write their observations in their notebooks.
2. Have students write about their experiences with planting seeds. Optional: The students could illustrate and write about plants using a computer software program, like KidPix. Print the final product (or a screen capture).

After 3-4 Weeks (Depending on seed type)

1. Have the students make a card for their gift recipient, explaining how they took care of the plant and including a kind note.
2. Send plants home with students.

THEATRE

ACT IT OUT

A tableau is when actors stand in frozen, silent “pictures,” showing different parts of a story.

In a group of three to five, think of an event in the plot of *A Year with Frog and Toad*. Each of you decide which character you will be, and create a tableau of that event. See if your classmates can guess which event you are trying to show! Remember – a tableau does not move or make sounds!

Once done, begin making tableaus for popular movies and other situations!





BIRMINGHAM
CHILDREN'S
T H E A T R E

THANKS FOR YOUR SUPPORT!

QUESTIONS? CONTACT DIRECTOR OF EDUCATION, JESSIE KISOR

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