

# *A Year with* **Frog and Toad**

## **A Cardinal for Kids Study Guide**

Based on stories by Arnold Lobel, ***A Year with Frog and Toad*** follows two great friends—the cheerful Frog and somewhat grumpy Toad—through four, fun-filled seasons. Waking from hibernation in the spring, Frog and Toad plant a garden, swim, rake leaves, go

sledding, and learn life lessons along the way. The two best friends celebrate and rejoice in the differences that make them unique and special. This charming, musical production with a jazzy and upbeat score portrays the story of a friendship that endures, weathering all seasons.

*Study guide developed with assistance from Monroe County Public Library and Cardinal Stage Company Education Committee.*

*All illustrations © Arnold Lobel*

To help students prepare for attending a live theater performance, check out our “What to Expect When You See a Play” information on the Library’s First Theater Experiences webpage:

<http://mcpl.info/childrens/first-theater-experiences>



Monroe County  
Public Library

# Plot Synopsis

The **BIRDS** have come back at the end of winter ready for spring (*A Year With Frog and Toad*). **FROG** and **TOAD** are still in hibernation. In their dreams, they sing about their friendship and the new year ahead. **FROG** then wakes and decides to get his friend out of hibernation. Once convinced it's spring (*Spring*), **TOAD** decides that he wants to plant a garden but is very impatient for the seeds to grow. He tries many things to make them grow (*Seeds*) before falling asleep. By morning, the seeds have begun to grow.

Now that it's morning, **TOAD** is sad because he knows this is when mail is delivered and he never receives any. **FROG** decides to write **TOAD** a letter to cheer him up. He asks **SNAIL** to deliver it for him (*The Letter #1*).

**FROG** and **TOAD** go to the pond for a swim. **TOAD** doesn't want anyone to see him in his bathing suit because he thinks he looks funny. However, **TURTLE** calls **MOUSE** and **LIZARD** over to look at **TOAD** (*Getta Loada Toad*). Freezing, **TOAD** must eventually leave the water and everyone gets a good look at **TOAD** in his bathing suit.

Later **TOAD** brings lunch to **FROG**, but **FROG** is not home. He's left a note that he wants to be alone on the island. **TOAD** worries that **FROG** is sad and goes to see him on the island. He finds out that **FROG** is happy and he wanted some time alone (*Alone*). Meanwhile, **SNAIL** is still on his way to deliver **FROG**'s letter to **TOAD** (*The Letter #2*).

**FROG** and **TOAD** are preparing dinner. They make cookies, intended for dessert, and can't stop eating them (*Cookies*). After eating all the cookies **FROG** and **TOAD** go out to fly a kite, which proves to be troublesome at first but soon the kite flies (*The Kite*).

The summer has ended and leaves cover the ground (*Leaves: A Year With Frog and Toad*). Both **FROG** and **TOAD** plan a surprise, secretly raking the other's yard (*He'll Never Know*). They clean one another's yard but soon as they leave, the **SQUIRRELS** come and mess up their neat piles of leaves. Later **FROG** decides to tell **TOAD** a scary story about **YOUNG FROG** who escapes the clutches of **LARGE AND TERRIBLE FROG** before he is eaten (*Shivers*). Meanwhile, **SNAIL** is still on the way to deliver **Frog's** letter to **TOAD** (*The Letter #3*).

It's now winter. **FROG** and **TOAD** are on top of a hill and are prepared to sled down it despite **Toad's** fear (*Down the Hill*). On the way down **FROG** accidentally falls off the sled and **TOAD** ends up on a dangerous and bumpy path. When **TOAD** reaches the bottom of the hill he is so mad that **FROG** made him sled that he says he will never talk to **FROG** again. **SNAIL** arrives with **FROG**'s letter to **TOAD**. After reading the letter **TOAD** decides to talk to **FROG** again. **SNAIL**, having delivered his first letter, is very proud (*I'm Coming Out Of My Shell*).

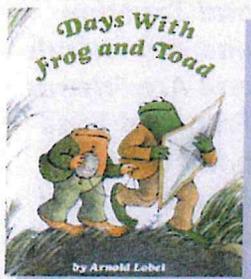
On Christmas Eve, **TOAD** is in his kitchen worried because **FROG** is late. He imagines all the terrible things that could have happened (*Toad To The Rescue*) until finally **FROG** arrives with a present (*Merry Almost Christmas*).

With the return of winter, **FROG** and **TOAD** are back in hibernation. The **BIRDS** return to let us know that it's almost spring again, as **FROG** and **TOAD** get ready for another fun-filled year (*Finale: A Year With Frog and Toad*).

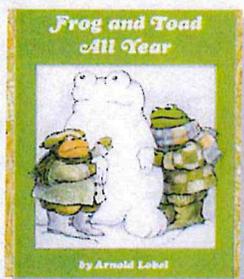
# A Year with Frog and Toad

## Read the Stories before you see the play

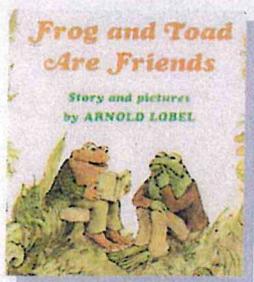
Ask your students to watch for events in the play, and to listen for things Frog and Toad say, that they remember reading in the books. Scenes from the play are found in four different Frog and Toad books:



Stories from **Days with Frog and Toad:** *Alone, The Kite, Shivers*



Stories from **Frog and Toad All Year:** *The Surprise, Down the Hill, Christmas Eve*



Stories from **Frog and Toad are Friends:** *Spring, The Letter, The Swim*



Stories from **Frog and Toad Together:** *The Garden, Cookies*

## Characters in the Play

In addition to Frog and Toad, other characters in the play include Snail, Mouse, Turtle, Lizard, and two Birds, Squirrels, Moles and Bees.

After the play, talk with students about these different types of animals. Which ones are reptiles? Which ones are amphibians? What are some differences between birds and mammals? What type of animal is a snail?

## About the Author:

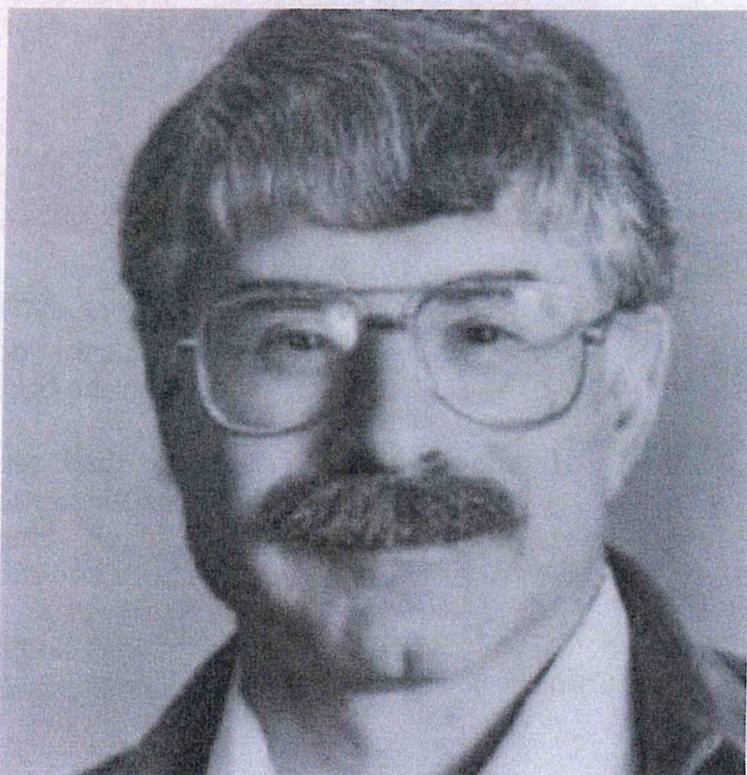
Arnold Lobel (1933-1987)

Arnold always thought of himself as an artist. He did not intend to be a writer, but he went on to both write and/or illustrate more than 70 award-winning books for children. He won the Caldecott Medal in 1971 for his illustrations in the book *Frog and Toad are Friends*. He received the Newbery Medal in 1973 for writing the book *Frog and Toad Together*.

Arnold got ideas for the Frog and Toad stories during summer vacations to Vermont with his family. "During those summers," said Arnold, "my children caught many frogs and toads . . . I loved those little creatures and I think they led to the creation of my two most famous characters, Frog and Toad.

" . . . One of the secrets of writing good books for children is that you can't really write books for children; you must write books for yourself and about yourself. And somehow in the writing of the manuscript for Frog and Toad, I was, for the first time, able to write about myself. Frog and Toad are really two aspects of myself. If they have validity and truth it is because they are the validity and truth in myself."

© Photo by Ian Anderson via Harper Collins



# Page to Stage

Each of the songs and scenes in *A Year With Frog and Toad* corresponds directly to a story from the Frog and Toad books. These stories are strung together to fill the year that passes during the show. Below you will find a list of the songs from the show and the stories that they represent. Use this list to choose stories to read with your class before coming to the show so that your students will know what will happen in the show.

## Song

"Spring"  
"Seeds"  
"The Letter #1"  
"Getta Loada Toad"  
"Alone"  
"Cookies"  
"The Kite"  
"He'll Never Know"  
"Shivers"  
"Down the Hill"  
"Toad to the Rescue"  
"Merry Almost Christmas"

## Story

Spring  
The Garden  
The Letter  
A Swim  
Alone  
Cookies  
The Kite  
The Surprise  
Shivers  
Down the Hill  
Christmas Eve  
Christmas Eve

## Book

*Frog and Toad Are Friends*  
*Frog and Toad Together*  
*Frog and Toad Are Friends*  
*Frog and Toad Are Friends*  
*Days With Frog and Toad*  
*Frog and Toad Together*  
*Days With Frog and Toad*  
*Frog and Toad All Year*  
*Days With Frog and Toad*  
*Frog and Toad All Year*  
*Frog and Toad All Year*  
*Frog and Toad All Year*

## Quick Reference Guide: Stories to Read (Sorted by Book)

### *Frog and Toad Are Friends*

Spring  
A Swim  
The Letter

### *Frog and Toad Together*

The Garden  
Cookies

### *Frog and Toad All Year*

Down the Hill  
The Surprise  
Christmas Eve

### *Days With Frog and Toad*

The Kite  
Shivers  
Alone

## Two Additional Songs

There are two songs that do not correspond directly to a specific story in the book but are still in the show.

The song "A Year With Frog and Toad" serves as a narrative device for the musical and is sung by the Birds. It sets up the audience for what they are about to see and introduces the main characters of Frog and Toad. The song returns twice; accompanying the migration of the Birds and showing the passing of seasons.

The running joke of Snail singing "The Letter" pays off with a new song, "I'm Coming Out Of My Shell" in which he expresses his pride in his accomplishment in delivering the letter.

## Pre-Show Activities

- 1) Print out and copy the Student Pages of this study guide for everyone who will be attending the performance.
- 2) Go over the vocabulary, plot synopsis, and background information from the guide with your students.
- 3) Get a copy of each of the Frog and Toad books: *Frog and Toad Are Friends*, *Frog and Toad Together*, *Frog and Toad All Year*, and *Days With Frog and Toad*. Read some of the stories aloud in class, or have students read them, in order to become familiar with the characters and some of the events in the show.
- 4) *A Year With Frog and Toad* takes place over the course of one year in the lives of Frog and Toad. Discuss the four seasons of the year and their characteristics with your students, including weather and outdoor activities associated with each. Have students discuss the seasons both in your region and other parts of the country. Do you have snow in winter like Frog and Toad or is it warm all year where you live?
- 5) There are no human characters in *A Year With Frog and Toad*. In the musical, human actors and actresses will play the roles of animals. Have students brainstorm ways in which they think this will be represented. As they come up with ideas, remind them to think of all aspects of theatrical performances including costumes, vocal quality, gestures, movements, etc.
- 6) The Birds open the show with the line, "We flew south for the winter." Discuss the migration of birds and why that is important so that your students will understand what the Birds are referring to.
- 7) After Snail finally delivers Frog's letter to Toad, he is very happy and proud of himself. He sings a song called, "I'm Coming Out Of My Shell," announcing the new proud and outgoing Snail he has become. Explain this expression to your students so that they understand it is not meant literally, and ask them if there have been times when they have "come out of their shells."
- 8) Discuss with your students the etiquette of being an audience member at a live theatrical performance. Items for discussion: appropriate responses, no chewing gum, no talking, going to the bathroom before the performance, etc.

# A Year With Frog and Toad

**Adieu** - French for farewell or goodbye

**Bamboo Shoot** - the hard, woody stems of the bamboo plant. Bamboo is a tall tropical grass.

**Hibernation** - to spend the winter in a dormant (sleeping) state

**Hubbub** - loud noise

**Indisputable** - certain to be true, undeniable, without a doubt

**Magnanimous** - unselfish, generous in forgiving

**Rutabaga** - a root vegetable somewhat like a turnip

**Underrated** - underestimated, rated too low, not given enough credit

Snail says a lot of crazy words while delivering Frog's letter to Toad. Here are some of them:

**Aghast** - shocked and amazed

**Agog** - eager and excited

**Chew the fat** - to chat, have a lengthy talk

**Dusky** - somewhat dark

**Escargot** - an edible snail dish, often served as an appetizer before the meal.

**Exhausting** - very tiring

**Fleeter** - faster

## Creating Scenery

The show takes place over one year with all four seasons (spring, summer, winter and fall). How can the scenery be changed to show each season during the show? What things do you think will be onstage for each of the seasons? During the show, try to remember all of the things that were onstage for each season and talk about those things with your classmates.



# *A Year with* **Frog and Toad**

## **If You Like *Frog and Toad* Stories by Arnold Lobel . . .**

try these other early-reader books about friendship.

### ***Hi! Fly Guy***

by Tedd Arnold

When Buzz captures a fly to enter in The Amazing Pet Show, his parents and the judges tell him that a fly cannot be a pet, but Fly Guy proves them wrong.

### ***Rabbit and Robot: The Sleepover***

by Cece Bell

Rabbit is excited about the sleepover he has carefully planned for his friend Robot, but Robot has some different ideas about how things should go.

### ***Frog and Friends***

by Eve Bunting

Frog and his friends are alarmed by a strange object that appears on his pond, share a thoughtful-scratchy-gift, and meet a hippopotamus that has run away from the zoo.

### ***Cork and Fuzz***

by Dori Chaconas

A possum and a muskrat become friends despite their many differences.

### ***Pete the Cat: A Pet for Pete***

by James Dean

Garnering attention after painting a picture of his new pet goldfish, Pete the cat receives so many requests to make paintings for his neighbors that he devises an uproarious solution.

### ***Hot Rod Hamster and the Wacky Whatever Race***

by Cynthia Lord

Hot Rod Hamster enlists the help of his friend Dog to build a super sleek soap box racer for the Wacky Whatever Race.

## **What is an Early Reader Book?**

Teacher and Geisel Award committee member Robin Smith states that a beginning or early reader book should have the following characteristics:

- The font is usually clear and readable, so the eye easily knows where to go next.
- The vocabulary is generally limited to words that are sight words or can be decoded easily using the rules of phonics.
- Sentences tend to be simple and do not extend over a page turn.
- The book should appeal to new readers who are about five to eight years old.
- The illustrations . . . reflect the text, help give clues about harder words, and tell the story.



# *A Year with* **Frog and Toad**

## **Fox and His Friends**

by Edward Marshall

In three separate episodes Fox wants to play with his friends, but duty in one form or another interferes.

## **George and Martha**

by James Marshall

Relates two episodes in the friendship of two hippopotamuses.

## **Pearl and Wagner: Two Good Friends**

by Kate McMullen

Pearl and Wagner, a rabbit and a mouse, work together to build a robot for their science project.

## **Henry and Mudge: The First Book of Their Adventures**

by Cynthia Rylant

Henry, feeling lonely on a street without any other children, finds companionship and love in a big dog named Mudge.

## **Monkey and Elephant**

by Carole Schaefer

In three episodes two friends cool off on a hot day, sing songs, and outsmart some ruffraff wildcats.

## **Mac and Cheese**

by Sarah Weeks

Two cats who are as different as night and day are nevertheless best friends.

## **New Pig in Town**

by Lisa Wheeler

Fitch the wolf and Chip the pig strike up an unlikely friendship because they discover something in common.

## **Cat the Cat, Who is That**

by Mo Willems

An exuberant cat introduces readers to her friends.

## **Upstairs Mouse, Downstairs Mole**

by Wong Yee

Mouse and his downstairs neighbor, Mole, discover that when they help each other, housecleaning and other daily tasks are much easier.



# Post-Show Curriculum Connections



## SCIENCE

Toad decides he wants to plant a garden in the spring. He is very impatient with his seeds and tries many things to make them grow. They finally begin to grow, but not because of his crazy techniques. Get some plant seeds that can be grown in your classroom, potting soil and some paper cups. Have each student plant his or her own seed or seeds in a cup and care for it with daily watering. Once the plants have grown, let the students replant them into larger pots in the classroom or take them home. (National Standards for Science: Content Standards 3 & 4)

All of the characters in *A Year With Frog and Toad* are animals. Help your students do research on the various animals (frogs, toads, birds, turtles, mice, lizards, moles, squirrels, snails) and how they actually live and behave. Focus on those behaviors that you saw in the show (eating habits, habitat, migration, hibernation, movement, etc.) Before you start, have your students brainstorm a list of the things that they think were human characteristics given to the animal for the show as opposed to actual characteristics of the animal. (National Standards for Science: Content Standards 1 & 3)



## TECHNOLOGY

In the past writing and sending letters by messenger, like Frog does by asking Snail to deliver his letter, was the only means for sending news to someone. Various inventions over the past decades and centuries have made it possible to send news more quickly in both written and verbal form. Have students brainstorm the different ways that people use to get information to other people. (National Standards for Technology: Content Standards 1 & 4)



## HEALTH

Frog and Toad lose control because their cookies taste so good. However, this is not a very healthy idea. Discuss healthy eating with your students and have them create a collage of foods that are good to eat by drawing or collecting pictures of various food items. Then, have them create a collage of snack foods that they like to eat that are not healthy. Make a chart of how much healthy food they should eat in relation to how much snack food, and talk about healthy food choices and eating habits. (National Standards for Health: Content Standards 1, 3 & 6)



## DANCE

During "Seeds" Toad decides that he will perform an interpretive dance for his seeds to encourage them to grow. Give your students the motivation for an interpretive dance. It could be to tell a story, to convince you that they can have recess, or anything else that might be fun for them and get them inspired. Once they understand their goal, remind them to pay attention to the composition of the dance, making sure it has beginning, middle, and end. Individuals or small groups can create dances. (National Standards for Dance: Content Standards 1, 2 & 3)



## VISUAL ARTS

*A Year With Frog and Toad* covers all four seasons of the year. Use this as the inspiration for a visual art project. Have students create a work of art that shows the four seasons. Allow them to experiment with different media (paint, drawing, collage, yarn paper, etc.) Students can decide on a method for dividing the "canvas" and representing each season through color, texture, and / or visual elements. (National Standards for Visual Arts: Content Standards 1, 2 & 3)

# Post-Show Curriculum Connections (Continued)



## ENGLISH LANGUAGE ARTS

### Writing

Frog writes a friendly letter to Toad to cheer him up. Have your students think about a friend or family member who would like receiving a letter from them. Students can then write a letter and deliver it to them or get help mailing it if the person lives far away.

(National Standards for Language Arts: Content Standards 5 & 12)

### Reading

Have students read other books by Arnold Lobel, especially those in the *I Can Read* series. Have them discuss how they are similar to the Frog and Toad books and how they are different. (National Standards for Language Arts: Content Standards 1 & 3)

### Story

After your students have seen the production and all of the fun activities that Frog and Toad do together throughout the year, have them create their own story of friendship. Ask them to think about a favorite activity they have participated in with a friend or sibling and turn it into a story. Stories can be written or told orally. (National Standards for Language Arts: Content Standards 6 & 12)



## REFLECTION

Encourage each student who saw the production to take five minutes to think about the thoughts and feelings that the show inspired in them. Have them artistically express these feelings in a poem, picture, story or letter. Let them choose whichever form of expression they feel will best represent their individual experience. Encourage them to share these reflections with the other students in their class. (National Standards for Theatre: Content Standard 8)



## SOCIAL SCIENCES GEOGRAPHY

Climates throughout the country vary by region. Have your students find your city and state on a map. Discuss whether or not your area has the same climate as the one Frog and Toad live in. Identify other cities, states or regions in the United States that the students think have the same climate as your city. If your climate differs from that of Frog and Toad, have your students also identify areas that are similar in climate to the one they saw in the show. (National Standards for Social Sciences: Geography Standards 1 & 2)



## THEATRE

Collect a number of costume pieces that your students think would be helpful and have them try to recreate some of the characters and scenes they saw in the show or create new scenes based on other Frog and Toad stories that were not included in *A Year With Frog and Toad*. (National Standards for Theatre: Content Standards 1 & 2)

## 1+2 MATHEMATICS

Toad never knows what time it is because his clock is broken. Have your students practice telling time on a clock with hands. Draw five blank clocks (circles with lines or the numbers 1 - 12 for each of the hours). Write the following times under the blank clocks (one for each): 1:00, 5:45, 8:10, 9:30, 11:20. Now have your students draw the hands on each clock where they would be to represent that time. Once they get these times drawn, try more times. Place the students in pairs to play a time game. Have them draw some blank clocks and give each other times to draw on the clocks, or draw the hands on the clocks first and then look at the drawings and write down the times. National Standards for Mathematics: Measurement

# A Year With Frog and Toad



## The Plot

Frog and Toad are best friends. We meet them as they wake up from their long winter's nap to begin another year together. Throughout the year they do many fun things like baking cookies, going swimming, flying a kite, and planting a garden. They spend a lot of time with each other and with other animals they know. But not every day is fun for them. Sometimes they get angry, but in the end they always remember that they are best friends who care about each other very much.

## The Characters You'll Meet

Frog  
Toad  
Birds  
Mouse  
Snail  
Turtle  
Lizard  
Squirrels  
Moles  
Young Frog  
Mother Frog  
Father Frog  
The Large and Terrible Frog

## Creating Characters

Some of the actors in the show play many different characters. An actor might be a mole in one scene and a mole in the next. Think about how they will be able to do this and like the different characters. While watching the show, notice how much the actors can change with their costumes, as well as other ways.

## About Frogs and Toads

**Frog and Toad have a lot in common  
... just like real frogs and toads**

Frogs and toads are amphibians. The word amphibian means double life. Frogs and toads live two lives because they start their lives in the water as tadpoles. After developing lungs and growing legs, they can breathe air and move around on land.

Frogs and toads are cold-blooded—their body temperature changes with the air around them.

Frogs and toads are carnivores. They eat other animals, including a variety of insects, such as flies and ants, as well as spiders and worms. Some larger frogs and toads even eat mice.

**Frog and Toad are different ...  
just like real frogs and toads**

### Frogs ...

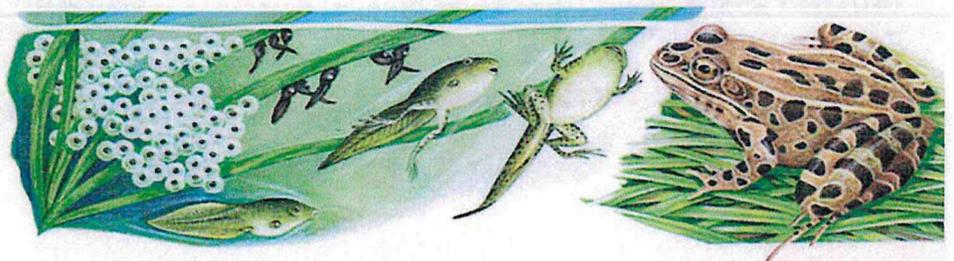
need to live near water  
have smooth, moist skin  
have a narrow body  
have higher, rounder, bulgier eyes  
have long hind legs  
take long high jumps  
have many predators  
have teeth in their top jaw  
lay eggs in clusters



Images from World Book Online

### Toads ...

do not need to live near water  
have rough, dry, bumpy skin  
have a wider body than frogs  
have low, football shaped eyes  
have short hind legs  
run or take small hops rather than jump  
do not have many predators  
do not have teeth  
lay eggs in chains



## *A Year with* **Frog and Toad**

**I cannot think  
of any work  
that could be  
more agreeable  
and fun than  
making books  
for children.**

— Arnold Lobel

# A Year With Frog and Toad Word Search

B G H W M O U S E C S V X L K  
T P O I N H G T U N Q H S X A  
U K L A L O N E E W U Y U C Y  
R C D A S K U I T B I L M B H  
T K N F T X V H H N R P M V J  
L I Z A R D W G E O R D E J O  
E B F E L K I U K I E S R T S  
F B S P R I N G I D L A L K N  
D N C D E R T J T E A H I F A  
Y O U I G F E L E F P J U E I  
T S H I V E R S O Q O F A L L  
I Z R E G F H X Z S U R A R W  
T T O A D B N Y M T J O D J F  
L H J Y F V B I R D S G N K D  
C O O K I E S I U J C M K G P

## Seasons

Fall

Spring

Summer

Winter

## Characters

Birds

Frog

Lizard

Mouse

Snail

Squirrel

Toad

Turtle

## Stories

Alone

Cookies

Shivers

The Kite

# *A Year with* **Frog and Toad**

## What do you do in winter?

When you're cold, do you stay in the same spot and put on extra clothes? Or do you move to a warmer place? Animals living in places with very cold temperatures—or during seasons when it is hard to find food—must have ways to survive. Some animals migrate to warmer climates. Others go into hibernation.

## Hibernation

Hibernation is like a very deep sleep. It is a time of inactivity for the animal. During hibernation, an animal's temperature drops and its breathing and heart rate slow down. By slowing down its body, an animal is able to survive many months without eating very much food.

Frogs and toads prepare for hibernation by eating large amounts of food in the summer and fall to get their bodies fat. When winter comes, they look for a safe place to hibernate, such as under a pile of leaves, logs, or rocks. Some frogs dig a hole in the mud. When frogs are buried in the mud, they take in air through their skin instead of their lungs.

Lots of other animals, like bears and bats, hibernate too.

**What is the longest amount of time you have ever slept at once? Gone without a snack?**

## Migration

At certain times of the year, some animals travel to another place in order to survive. This journey is called migration. Migration is an option for animals that can fly, walk, or swim long distances.

Birds make up the largest number of migrating animals and they travel the greatest distances. Butterflies, whales, and certain fish also migrate.

How do these animals know when and where to go? They pay attention to changes in their body and the world around them. Different animals have different methods for finding their way. Scientists are always studying and learning more about animal migration.

***If you were migrating to escape the cold, where would you go?***

Learn more about hibernation, migration, and other scientific topics by borrowing these books

- *Tell Me Why Leaves Change Color* by Linda Crotta Brennan
- *Why Do Animals Hibernate?* by Michael Ulinski
- *Migration Nation: Animals on the Go from Coast to Coast* by Joanne O'Sullivan



## Show What You Know

Use the words in the box to fill in this description about the play, *A Year with Frog and Toad*.

At the beginning of the play, the birds just returned from flying south for the winter. This is known as \_\_\_\_\_. Frog and Toad, on the other hand, slept all winter. Frog and Toad \_\_\_\_\_ for the winter.

Frog and Toad are best friends. Frog and Toad are both \_\_\_\_\_. They do things together all year long. In the \_\_\_\_\_ they fly a kite in the wind. In the \_\_\_\_\_ they swim in the cool pond. In the \_\_\_\_\_ they rake the leaves. Then, in the \_\_\_\_\_ they go sledding.

**winter**

**fall**

**migration**

**hibernated**

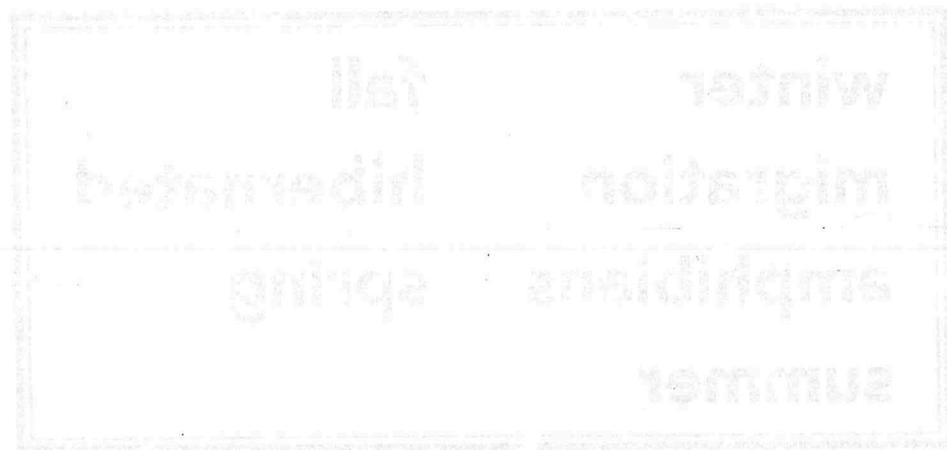
**amphibians**

**spring**

**summer**

Frog and Toad do lots of fun things together during *A Year with Frog and Toad*.

**Draw a picture of your favorite part of the play.**



# Think and Talk About How Friends Understand Each Other and Get Along

## Define and Identify Character Traits

Choose a character trait from the list below. How do you describe these traits? Match each trait to either Frog or Toad or both. What do the characters say that makes you think they have this trait? What do they do that makes you think they have this trait?

**Lazy**

**Active**

**Serious**

**Persistent**

**Forgiving**

**Grumpy**

**Cautious**

**Silly**

**Caring**

**Foolish**

**Fun**

**Selfish**

Which character—Frog or Toad—would be a better friend to you? Why?

---

---

## Act it Out

Read one of the Frog and Toad stories. What is a problem that Frog and Toad have in this story? How do they solve the problem? Recreate one of the stories you read and act it out.

## Problem Solving

Choose a problem from the list below. Talk about, or act out, how Frog and Toad would solve the problem:

- Two friends want to play different games
- Two friends want different snacks

- Two friends want to use the same markers
- One friend hurts another friend's feelings
- Some friends are playing a game together, but one friend feels left out
- A friend does not have a place to sit at lunch

## Communicating with a Friend

Have you ever written a letter to a friend or family member? How is writing a letter different from talking to your friend face to face, sending an email, or calling someone on the phone?

Try writing a letter to your friend or someone in your family to tell them something you like about them.

## Create a Happiness Collage

In *A Year with Frog and Toad*, Frog takes some time to be alone and think of all the things that make him happy. What makes you happy? Create a collage of all the things that make you happy by drawing your own pictures or using pictures from magazines.

Hang the collages up in your classroom to remind you everyday of these wonderful things! Notice what things you have in common with other students in class. What things are different?

Talk with your classmates about the ways our friends help us feel happy.

# TOAD'S CHOCOLATE CHIP COOKIE RECIPE

Ask an adult to help you make these delectable cookies like Toad!  
Then share them with your friends and family!

## Ingredients:

- 8 tablespoons of salted butter
- 1/2 cup white sugar
- 1/4 cup packed light brown sugar
- 1 teaspoon vanilla
- 1 egg
- 1 1/2 cups all purpose flour
- 1/2 teaspoon baking soda
- 1/4 teaspoon salt
- 3/4 cup chocolate chips

## Directions:

1. Preheat the oven to 350 degrees. Microwave the butter for about 40 seconds to just barely melt it. It shouldn't be hot – but it should be almost entirely in liquid form.
2. Using a stand mixer or electric beaters, beat the butter with the sugars until creamy. Add the vanilla and the egg; beat on low speed until just incorporated – 10-15 seconds or so (if you beat the egg for too long, the cookies will be stiff).
3. Add the flour, baking soda, and salt. Mix until crumbles form. Use your hands to press the crumbles together into a dough. It should form one large ball that is easy to handle (right at the stage between “wet” dough and “dry” dough). Add the chocolate chips and incorporate with your hands.
4. Roll the dough into 12 large balls (or 9 for HUGELY awesome cookies) and place on a cookie sheet. Bake for 9-11 minutes until the cookies look puffy and dry and just barely golden.
5. Let them cool on the pan for a good 30 minutes and then **SHARE AND ENJOY!**



\*For this recipe and more, go to [www.pinchofyum.com](http://www.pinchofyum.com)