Frog and Toad Together

BY ARNOLD LOBEL

OVERVIEW

RATIONALE

This text features deeply meaningful stories about friendship, as seen through the eyes of a toad and a frog. The stories can be read merely for enjoyment, and students can also compare the adventures of two characters in different settings across different stories. This story also helps students explore the concept of friendship through literature. *Frog and Toad Together* features five stories about friendship, giving students many opportunities to compare and contrast characters, settings, and adventures. After reading this text, students will write an informative/expository sentence about friendship for their performance assessment, showing examples of friendship based on the experience of the two characters.

SUGGESTIONS FOR USE

With a Lexile level of 330, *Frog and Toad Together* is a K-1 CCSS exemplar text to be read aloud by the teacher. If students are reading well above grade level, they can enjoy reading this book while the teacher reads the text aloud, or after the class has studied the book. Students may benefit from having their own individual copy of the text, so they can follow along and look closely at the featured illustrations. Even if individual copies of the text are available, a teacher may want to use a document camera to project the book for the students to follow.

COMMON CORE STATE STANDARDS ALIGNMENT

(a) Focus Standards

*Students will practice the following standards through a close read of the text and the completion of the performance assessment task:*

**RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
**W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(b) Additional Standards

RL.K.4
L.K.1
L.K.1(d)

**Vocabulary**

*Some words from this book may be unfamiliar to students or may be used in a different way than students have seen previously. Possible words for study include:*

“A List” (pages 4 – 17)

- list
- crossed (paired with “out”)
- strong
- swamps
- gasped
- blah

“The Garden” (pages 18 – 29)

- fine
- shouted
- drat
- frightened
TEXT-DEPENDENT QUESTIONS

“A List” (pages 4 – 17)

1. According to the illustration on page 5, who is the main character in this story? Where is the character as the story begins? What is the time of day?
   - The main character in this story is a brown toad.
   - The toad is in his bedroom, in his bed.
   - It looks like morning because there is light coming in the window.

2. According to the text, what is the character’s name?
   - The character’s name is “Toad.”
   - Note to teachers: You may want to point out that we know “Toad” is the name of the character because it begins with an uppercase letter.

3. What is happening at the beginning of the story? How do the illustrations help to tell the story?
   - It is morning and Toad is still in bed. He is making a list of all the things he needs to do during the day.
   - After he had his “day all written down,” he got out of bed and ate breakfast. As he finished his breakfast, he crossed it off his list. Then he walked outside to Frog’s house.
   - The illustration on page 8 shows Toad getting dressed and crossing it off his list. The illustration on page 9 shows Toad walking out the front door with his pencil in his hand.

4. Who is the character introduced in the illustration on page 11? Where are the characters now?
   - The character is a green frog.
   - Toad is now at Frog’s front door.

5. How did Frog and Toad know what to do next?
   - They looked at Toad’s list.
   - The list said they should go for a walk.

6. According to the illustration on page 13, what happened to Toad’s list? What caused this to happen?
   - The list flew out of his hand and into the air.
   - The text says that “a strong wind” blew the list from his hand.

7. How does Toad feel about the list flying away? Why couldn’t he chase his list?
   - He is worried that he will not know what to do next if he doesn’t have his list.
   - Toad couldn’t chase it because running after his list wasn’t on his list of things to do.
8. According to pages 14 and 15, how did Frog show that he was a good friend to Toad? What lesson does this teach us about friendship?

- The illustration on page 14 shows Frog running after the list.
- In the text on page 15, it tells how Frog “ran over hills and swamps” chasing after the list.
- *Note to teachers: You may bring students to the understanding that the author is showing how friends work hard to help us when we can’t help ourselves.*

9. According to page 16, how did Frog show that he was a good friend to Toad? What lesson does this teach us about friendship?

- When Toad felt like he couldn’t do anything else without his list, Frog sat with him until dark.
- The illustration shows them sitting peacefully without talking.
- *Note to teachers: You may bring students to the understanding that the author is showing that friendship is when we can support another person without even talking.*

10. What did Frog and Toad do at the end of the story? Why did they decide to do this?

- Frog and Toad went to sleep.
- Toad remembered that “Go to sleep” was the last thing on his list. So he wrote it on the ground, crossed it out, and they went to sleep.

“THE GARDEN” (PAGES 18 – 29)

11. Who are the characters in this story? What is the setting as the story begins?

- The characters are Frog and Toad.
- Toad is visiting in Frog’s garden.

12. How does Frog show his friendship with Toad at the beginning of the story? What lesson does this teach us about friendship?

- Frog gives Toad some flower seeds to plant so that he will also have a garden.
- *Note to teachers: You may bring students to the understanding that the author is showing how friends show love for each other by giving to each other.*

13. How did Toad try to get the seeds to grow?

- Toad planted them.
- He told them to “start growing.”
- He went down close to the ground and loudly said, “Now seeds, start growing!”
- He put his head “very close to the ground and shouted, ‘NOW SEEDS, START GROWING!’”
14 What was Frog’s advice to Toad?
   - He said to leave them alone, allowing the sunshine and rain to help them grow.

15 Why did Toad go outside to his seeds at night?
   - Toad thought they could not grow because they were “afraid of the dark.”
   - He lit candles and read them a long story.

16 According to the illustrations on page 26, what else did Toad do for the seeds in his garden? What details are added by the text?
   - The illustrations show the following:
     - He sang to them under an umbrella in the rain.
     - He read to them.
     - He played his violin for them.
   - The text shares the following:
     - “Toad sang songs to his seeds.”
     - “Toad read poems to his seeds.”
     - “All the next day Toad played music for his seeds.”

17 What happened to the seeds when Toad finally went to sleep?
   - The seeds grew into small green plants.

18 Why did Toad think his seeds finally grew?
   - He thought they grew because “my seeds have stopped being afraid to grow.”

19 How did Frog show his friendship with Toad at the end of the story? What lesson does this teach us about friendship?
   - Frog wanted Toad to have a nice garden like his. Frog was happy for Toad’s success at gardening.
   - Note to teachers: You may bring students to the understanding that the author is show how friends are happy for each other’s success.
PART ONE

Create a chart to compare the characters, setting, major events, and examples of friendship from Frog and Toad's adventures in the first two chapters of this book. Use sketches and key words in the chart to help children understand and remember the elements of stories. Have students use the chart to discuss similarities and differences in the details from the adventures of Frog and Toad.

PART TWO

Give students the following writing task: Draw a detailed picture from the first two stories in *Frog and Toad Together*, illustrating the friendship between the two characters. Write, or dictate, a sentence or two about how friendship is shown in the story of Frog and Toad.

Your response should:

- State clearly that you’re writing about the topic of friendship.
- Use the story to explain friendship.
- Use a combination of drawing, dictating, and writing to show one example of friendship.

To provide students with an example, you might draw a detailed picture showing Toad as he handed the flower seeds to Frog. Write: *Friendship is sharing your flower seeds with a friend.*
TEXT FLUENCY

Read the following text for the students, demonstrating the elements of fluent reading: accuracy, prosody, and appropriate rate. Invite the students to “read” along with you after you have read it multiple times. You may want to have students read only Toad’s part, showing how his commands to the seeds get stronger with each repetition.

PASSAGE

(103 words)

He planted the flower seeds.

“Now seeds,” said Toad, “start growing.”

Toad walked up and down a few times. The seeds did not start to grow.

Toad put his head close to the ground and said loudly, “Now seeds, start growing!”

Toad looked at the ground again. The seeds did not start to grow.

Toad put his head very close to the ground and shouted, “NOW SEEDS, START GROWING!”

Frog came running up the path. “What is all this noise?” he asked. “My seeds will not grow,” said Toad.

“You are shouting too much,” said Frog. “These poor seeds are afraid to grow.”

(Lobel, pages 20 – 22)