

2016-2017

# DISCOVERY



Resource Guide



A  
Year  
With

# Frog and Toad

Music By: Robert Reale  
Books & Lyrics by: Willie Reale  
Based on the Books by: Arnold Lobel  
Produced by: Casa Mañana

**FRIDAY, JANUARY 20, 2017**

9:30 & 11:30 A.M.

The Frank M. *Cait* FOUNDATION  
**Discovery**

*Series*

**VICTORIA  
THEATRE**  
ASSOCIATION  
[www.victoriatheatre.com](http://www.victoriatheatre.com)

**W**elcome to the 2016-2017 Frank M. Tait Foundation Discovery Series at Victoria Theatre Association. We are very excited to be your education partner in providing professional arts experiences to you and your students!

I am thrilled that so many young readers will get to go on an epic journey with Frog & Toad as they have an adventure through the seasons when they visit the Victoria Theatre. Arnold Lobel's books have captivated readers for decades and his stories are sure to inspire you and your students to read more! From sledding to baking cookies, these two wind up teaching all of us about what it means to be a friend.

The information and activities in this resource guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can open up learning opportunities. Grade level icons will help you determine which activities are good for students, too. And don't forget to take advantage of the local resources listed inside to extend the play-going experience and make even more curricular connections for you and your students. Thank you again and welcome!



**Gary Minyard**  
*Vice President of  
 Education & Engagement*

You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students' age and abilities. *A YEAR WITH FROG AND TOAD* fulfills the following Ohio and National Education Standards and Benchmarks for Grades 3-7:



**English/ Language Arts Standards**

- Grade 3** – CCSS.ELA-Literacy.RL.3.2, CCSS.ELA-Literacy.RL.3.3, CCSS., CCSS.ELA-Literacy.RL.3.6
- Grade 4** – CCSS.ELA-Literacy.RL.4.2, CCSS.ELA-Literacy.RL.4.3, CCSS.ELA-Literacy.RL.4.4, CCSS.ELA-Literacy.RL.4.5, CCSS.ELA-Literacy.RL.4.7, CCSS.ELA-Literacy.RL.4.9
- Grade 5** – CCSS.ELA-Literacy.RL.5.2, CCSS.ELA-Literacy.RL.5.3, CCSS.ELA-Literacy.RL.5.4, CCSS.ELA-Literacy.RL.5.5, CCSS.ELA-Literacy.RL.5.6,
- Grade 6** – CCSS.ELA.Literacy.RL.6.2, CCSS.ELA.Literacy.RL.6.3, CCSS.ELA-Literacy.RL.6.4, CCSS.ELA-Literacy.6.5, CCSS.ELA-Literacy.6.6, CCSS.ELA-Literacy.RL.6.7
- Grade 7** – CCSS.ELA-Literacy.RL.7.2, CCSS.ELA-Literacy.RL.7.3, CCSS.ELA-Literacy.RL7.4, CCSS.ELA-Literacy.7.5, CCSS.ELA-Literacy.RL.7.6, CCSS.ELA.Literacy.RL.7.9

**Ohio's New Learning Standards for Social Studies**

- Grade 3**– Life Science (Behavior, Growth & Change), Earth & Space Science (Earth's Resources)
- Grade 4** –Life Science (Earth's Living History), Earth & Space Science (Earth's Surface)
- Grade 5**– Life Science (Interactions with Ecosystems)
- Grade 6**– Life Science (Cellular to Multicellular)
- Grade 7**– Life Science (Cycles of Matter and Flow of Energy)

**National Core Arts Theatre Standards:**

- Grade 3** – TH:Re7.1.3, TH:Cn10.1.3, TH:Cn11.1.3, TH:Cn11.2.3
- Grade 4** – TH:Re7.1.4, TH:Cn10.1.4, TH:Cn11.1.4, TH:Cn11.2.4
- Grade 5** – TH:Re7.1.5, TH:Cn10.1.5, TH:Cn11.1.5, TH:Cn11.2.5
- Grade 6** – TH.Re7.1.6, TH.Cn10.1.6, TH.Cn11.1.6, TH.Cn11.2.6
- Grade 7** – TH:Re7.1.7, TH:Cn10.1.7, TH:Cn11.1.7, TH:Cn11.2.7

This resource guide was created by Amy Handra. All activities are available for distribution and use in the classroom or at home.

## Table of Contents

**Comprehension**  
 About The Play and Ohio Spotlight..... Page 2  
 Vocabulary and Adaption..... Page 3  
 Pre-Show Conversation Starters and Create an Interpretive Dance..... Page 4

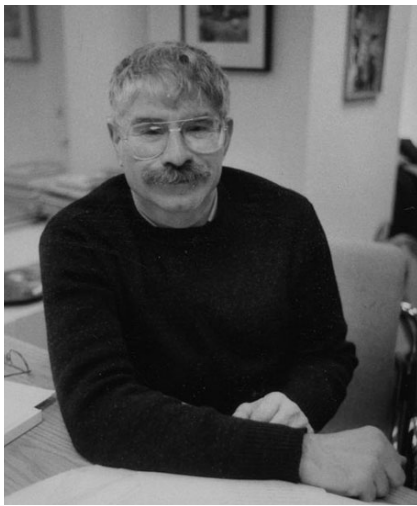
**Connection**  
 The Life Cycle of Amphibians..... Page 5  
 The Difference Between Frogs and Toads ..... Page 6  
 The Four Seasons ..... Page 7

**Creativity**  
 The Four Seasons Visual Arts Project ..... Page 9  
 Writing a Poem ..... Page 10  
 Additional Resources for Students and Adults..... Page 11

# About the Play

## A YEAR WITH FROG AND TOAD

It's April, and Frog is looking forward to a whole year of happy times with his best friend, Toad. If only Toad would agree to wake up from his long winter nap! Over the course of the next four seasons, Frog and Toad do many fun things like baking cookies, going sledding, flying a kite, and planting a garden. They spend a lot of time with each other and with the other animals they know like Turtle and Snail and Mouse. But, every day is not fun for them. Sometimes they are sick or sad, or they get angry with each other, but in the end they always remember that they are best friends who care about each other very much.



## ABOUT THE AUTHOR

**Arnold Lobel** grew up in Schenectady, New York and was out of school sick for most of the second grade. One of the ways he kept himself occupied was by drawing. Somewhat hesitant about returning to school, he used his animal drawings as a way to make friends with his classmates. It has been said that his sets of books about animal friends, such as Frog and Todd, were based on these experiences. Lobel himself has said, "Frog and Toad are really two aspects of myself." After graduating from high school, he decided to improve his artistic skills by attending the Pratt Institute in Brooklyn, New York, where he focused on illustration. Lobel built a career writing his own books and illustrating books for other authors. He said he would see the pictures in his mind before he would think up the words to go with them. Arnold Lobel died in 1987, leaving a legacy of over 100 books that he had written or illustrated.

# Ohio Spotlight

Frogs, frogs everywhere! Did you know that every year there is a National Amphibian Day, and it is celebrated right here in the Miami Valley? On May 6, 2017, the Boonshoft Museum of Discovery will celebrate this national day of amphibian education and conservation action. Every year a variety of amphibians are on display. This year's celebration is called "Salamander Saturday" and will feature an array of amphibians including "Rio," the Amazon Milk Frog. Learn more about these amazing creatures and how their role as insect-eaters and bio-indicators is important to the human population.

For more information, visit <http://www.boonshoftmuseum.org>.



**Boonshoft**  
Museum of Discovery

COMPREHENSION

# Important Vocabulary to Know



**Adaptation (noun):** the process of change by which an organism or species becomes better suited to its environment.

**Escargot (noun):** a snail that you can eat – a popular dish in France.

**Furrow (noun):** a long, narrow trench made in the ground by a plow, especially for planting seeds or for irrigation.

**Generate (verb):** to create something by a vital or natural process.

**Glen (noun):** a small, narrow valley.

**Hibernation(noun):** to pass all or part of the winter in an inactive state in which the body temperature drops and breathing slows.

**Plenitude (noun):** the condition of being full or complete.

**Pollywog (none):** a tadpole.

**Rutabaga (none):** a large, round, yellow-fleshed root that is eaten as a vegetable.



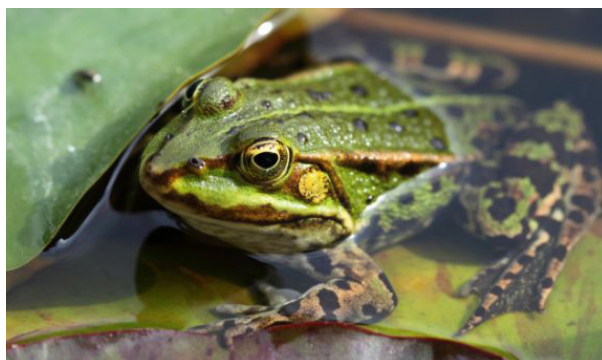
[www.meriam-webster.com](http://www.meriam-webster.com)

## Did You Know?



**Adaptation** is the evolutionary process in which an organism becomes better suited to its habitat. This process takes place over many generations. It is one of the basic phenomena of biology. When people speak about **adaptation**, they are often referring to the traits which help an animal or plant survive. **Adaptation** occurs because the better adapted animals are the more likely to survive and to reproduce successfully. This process is known as **natural selection**, and is the basic cause of evolutionary change. Frog skin is highly adapted for water

– it's the original wetsuit, really. Since frogs do not swallow water, but absorb it through the skin, and because they must also absorb much of their oxygen through their skin as well, having a ready source of water for soaking is a must.



# Pre-Show Conversation Starters



Even though all of the characters in A YEAR WITH FROG AND TOAD are animals, the story still contains many important messages for humans including the importance of friendship, how to adapt to life's changes, and how to accept the differences in others.



1. Throughout the course of the story, Frog and Toad must learn how to adapt to the changing seasons. What are some ways in which you **adapt** to each of the four seasons? Which season is your favorite? Why is it your favorite?
2. Frog and Toad share a special friendship. What makes a good friend? What are some ways to show someone that you are their friend?
3. Frog and Toad are two very different individuals and yet they still manage to be the best of friends. Even though they remain friends, sometimes their differences cause them to misunderstand each other. How are you different from your friends? How are you similar? In what ways have you learned to **adapt** to the differences in others?

# Create an Interpretive Dance



During the song, "Seeds," Toad decides that he will perform an interpretive dance for his seeds to encourage them to grow. An **interpretive dance** is a form of modern dance in which the dancer's movements depict an emotion or tell a story. Give your students the motivation for an interpretive dance. It could be to tell a story, to convince you that they deserve a special privilege, or to convey an emotion they felt today. Once they understand their goal, remind them to pay attention to the composition of the dance, making sure there is a beginning, middle, and end.

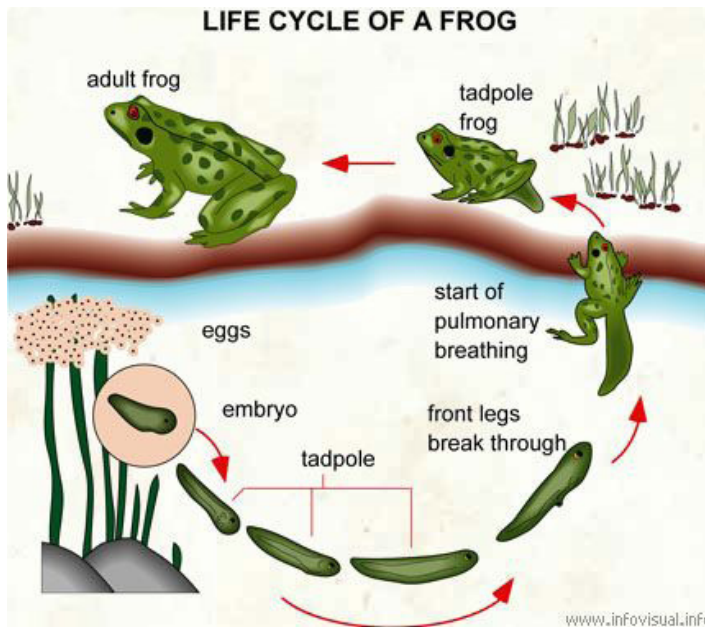
COMPREHENSION

# The Life Cycle of an Amphibian

SCIENCE



In A YEAR WITH FROG AND TOAD, Frog and Toad are **amphibians**. **Amphibians** are cold-blooded vertebrates (vertebrates have backbones) that don't have scales. They live part of their lives in water and part of their lives on land. Because they live in several different habitats, frogs and toads have a life cycle that is different from other vertebrates.



All frogs start life as aquatic **tadpoles (or pollywogs)**, breathing underwater through internal **gills** and through their skin. Then, most species of frogs develop into land animals with **lungs** for breathing air.

Use the Life Cycle Diagram above to answer the following questions about amphibians.

1. Do frogs spend their lives in the water, on the land, or both in the water and on land? \_\_\_\_\_
2. Are frog eggs laid on land or in the water? \_\_\_\_\_
3. After a frog egg hatches, what is the animal called? \_\_\_\_\_
4. Does this newly-hatched animal live on land or in the water? \_\_\_\_\_
5. Does this newly-hatched animal have legs? \_\_\_\_\_
6. Does this newly-hatched animal breathe using lungs or gills? \_\_\_\_\_
7. As frogs mature, what do they grow? \_\_\_\_\_
8. As frogs mature, do they lose their tail, legs, or eyes? \_\_\_\_\_
9. What organ does an adult frog use to breathe – gills, skin, or lungs? \_\_\_\_\_
10. Does an adult frog have a tail? \_\_\_\_\_

CONNECTION

# The Difference Between Frogs and Toads

SCIENCE



On Page 5, you learned that both frog and toads are amphibians. If they are both amphibians, what makes them different?

## Toad

### Vs.

## Frog



**Stout Body Type**

**Thick, dry, bumpy skin**

**Short legs**

**Prefers to walk or use small hops**

**Lives mostly on land**

**Have no teeth**

**Lays eggs in a chain**



**Slim Body Type**

**Thin, wet, smooth skin**

**Long legs**

**Prefers to jump**

**Lives mostly in and around water**

**Have teeth in top jaws**

**Lays eggs in clusters**

## Do Frogs and Toads Really Eat Cookies?

SCIENCE

In the play, both Frog and Toad love to eat cookies. But, do real frogs and toads eat cookies?

If you answered, NO, then you are correct! Both frogs and toads eat small invertebrates (animals with no spines) such as insects, worms, slugs and spiders. Frogs occasionally also eat larger prey such as mice. They also swallow their food whole!



CONNECTION

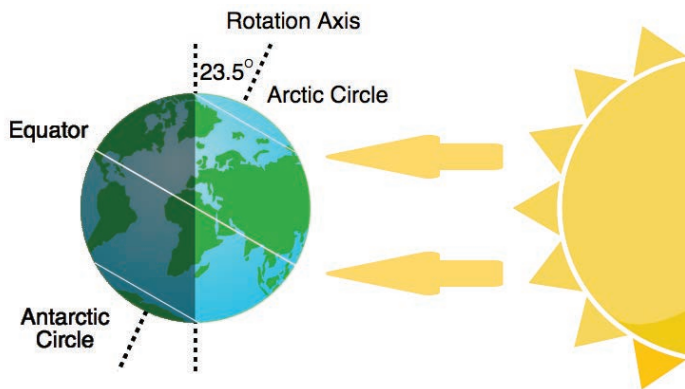
# The Four Seasons

SCIENCE

All GRADES

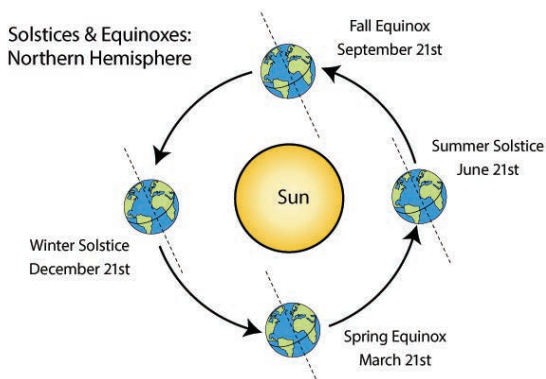
Throughout the course of the story, Frog and Toad must learn how to adapt to the changing seasons. But where do seasons come from? Does everywhere have seasons? How do the seasons vary in different parts of the world?

Seasons are created by two very important events – **the rotation of the Earth** that gives us day and night, and the **rotation of the Earth around the sun** that gives us our year. Because the sun never changes, only the movement of the Earth creates changes in light and darkness, and in temperature.



Earth completes one rotation around the sun every 24 hours, which causes the change between day and night.

The earth is tilted by 23.5 degrees on its axis. If Earth was perpendicular to its axis, we would have 12 hours of daylight and 12 hours of night every day on every part of the earth throughout the entire year.



If the axis is pointing toward the sun, that hemisphere can expect summer. If the axis is pointed away from the sun on the Earth's yearly trip, that half of the planet will see winter.

The Northern Hemisphere of the planet experiences summer while the Southern Hemisphere experiences winter.

It seems as strange for kids in Australia to imagine a white Christmas as it is for kids in New York to think of splashing in the pool in December. That is how it works, though! Because seasons are based on the rotation of the planet around the sun, the seasons change at the same time every year, even though the two halves of the planet experience opposite seasons!

## Extension Activity

ENGLISH/  
LANGUAGE  
ARTS

SOCIAL  
STUDIES

Write a journal entry in which you detail how life would be different if you lived in the Southern Hemisphere. How would your holidays be different? How about your summer vacation? Be sure to include the advantages and disadvantages to living in a different hemisphere.

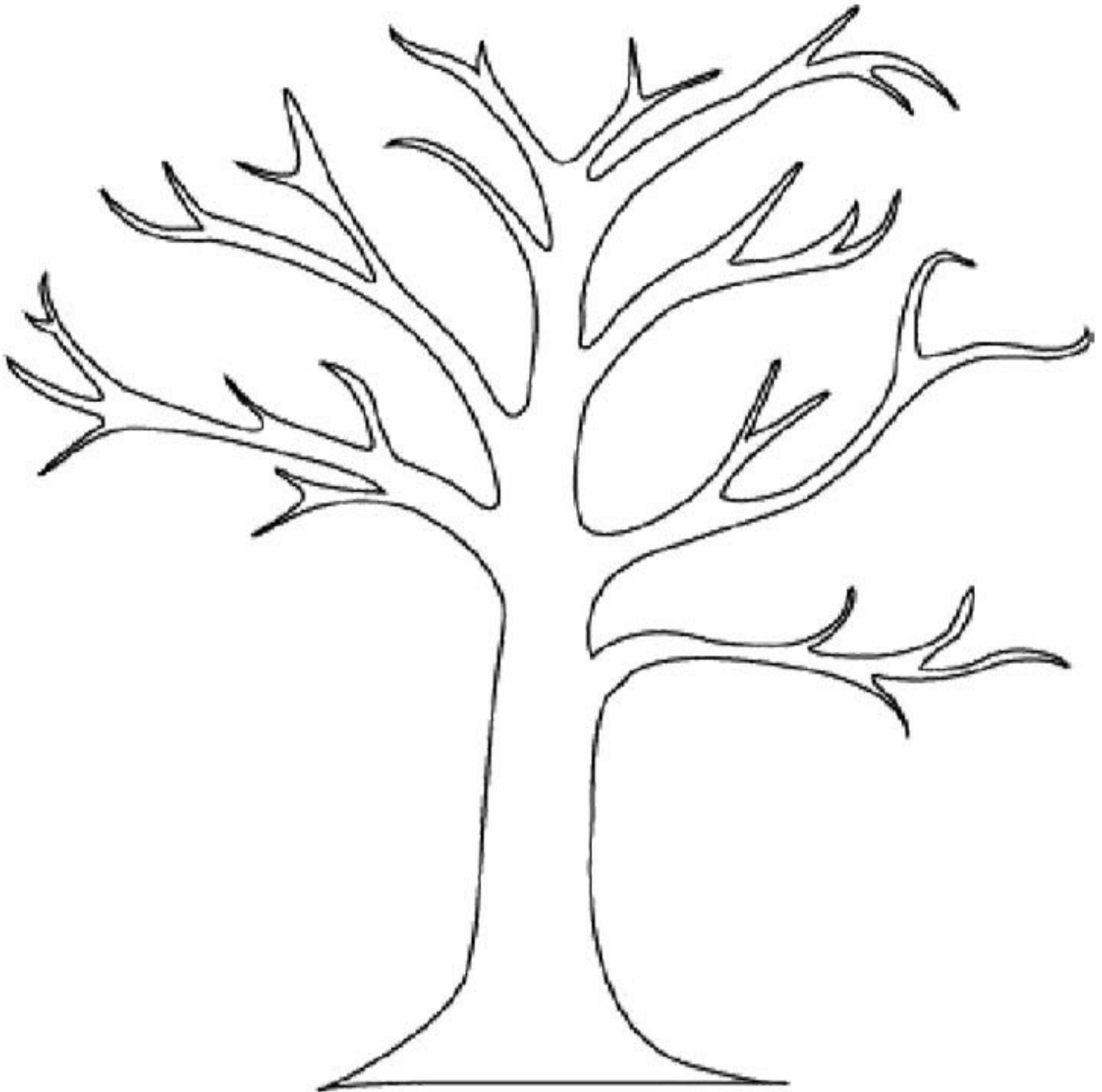
CONNECTION



# The Four Seasons Visual Art Project



**A YEAR WITH FROG AND TOAD** spans the four seasons. Using the tree template below, create 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 should represent each of the seasons through color, texture, and visual elements.



# Writing a Haiku



Hundreds of years ago, the Japanese created an art form called **haiku** (HIGH-koo).

**Haiku** grew from an early writing game in which the first three lines of a poem were written by one person and a second person wrote the closing two lines. But the great Japanese writer, Basho (1644-94) grew tired of this game. He felt that the first three lines could stand alone. In that way, haiku was born.

**There are no rhyming words in haiku, and each 3-line verse has only 17 total syllables or less!**

The three lines are often arranged so that the first line has five (5) syllables, the second line has seven (7) syllables, and the third line has five (5) syllables. This is called the 5-7-5 rule. Haiku does not always follow the 5-7-5 rule. But to be haiku, the verse must express a thought, feeling or mood. The verse cannot be composed of more than 17 syllables; it cannot have more than 3 lines; and it cannot rhyme.

Here are examples of several haiku poems written by the great Japanese writer, Basho.

**WHAT season do you think he is writing about in each poem?**



This snowy morning  
That black crow I hate so much  
But he's beautiful.



A bee staggers out  
Of the peony so pink—  
The honey is made.



The ancient blue pond;  
A frog jumps in merrily—  
The sound of water.

**Now, you try!!**

**First, pick a subject that you would like to write about—it could be your favorite season, your best friend, or an activity you enjoy.**

**Next, write a Haiku following the 5-7-5 rule.**

---

5 Syllables

---

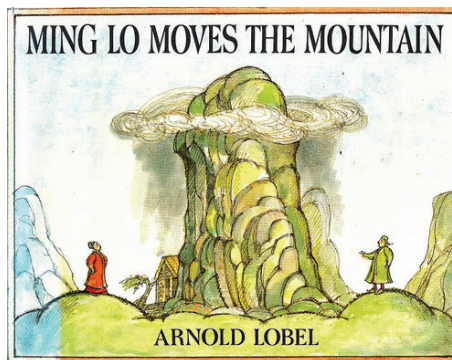
7 Syllables

---

5 Syllables

## Additional Books By Arnold Lobel:

Frog and Toad are Friends (1970)  
Frog and Toad Together (1972)  
Frogs and Toad All Year (1976)  
Days with Frog and Toad (1979)  
Mouse Soup (1977)  
Grasshopper on the Road (1978)  
Ming Lo Moves the Mountain (1982)



### Publications for Teachers and Parents:

Organic Creativity in the Classroom: Teaching to Intuition in Academics and the Arts, Written by Jane Piirto. Prufrock Press: 2013.

Nurturing Creativity in the Classroom, Edited by Ronald A. Beghetto and James C. Kaufman. Cambridge University Press: 2010.

Theatre for Change: Education, Social Action, and Therapy, Written by Robert Landy and David T. Montgomery. Palgrave Macmillan: 2012.

### Websites for Teachers and Students:

[www.ohiodnr.gov](http://www.ohiodnr.gov); The Division of Wildlife provides educators with quality teaching aids about Ohio's wildlife. Education materials include Project WILD activity supplements, loaner trunks, posters, and various printed materials.

[www.e-learningforkids.org/science/](http://www.e-learningforkids.org/science/); Established in late 2004, e-learning for kids is a global, nonprofit foundation dedicated to fun and free learning on the internet for children ages 5 - 12. The site includes free, best-in-class courseware in math, science, reading and keyboarding.

[www.aza.org/amphibian-education-resources/](http://www.aza.org/amphibian-education-resources/); Several types of amphibian conservation outreach materials, including posters, fact sheets, handouts, outreach program animal recommendations, and conservation education.

## Victoria Fuse's Local Resource Discovery



### WHERE THE WORLD IS YOUR CLASSROOM!

To learn more about amphibians, reptiles, and animals of all shapes and sizes, visit the Cincinnati Zoo and Botanical Garden. Field trips to the Zoo are available year round every day of the week and \$6 a student with every teacher or chaperone per 10 students free. Any additional teachers/ chaperones above the 1 to 10 policy are also \$6.

For more information, please visit <http://cincinnatizoo.org>.



Brought to you by  
**VICTORIA THEATRE**  
ASSOCIATION

138 North Main Street  
Dayton, OH 45402



The Education & Engagement programs of Victoria Theatre Association are made possible through the support and commitment of The Frank M. Tait Foundation and the following sponsors and donors whose generosity have opened the door of live theatre to the students of the Miami Valley:

**TITLE SPONSOR**

The Frank M. Tait Foundation

**PROGRAM SPONSORS**

The Berry Family Foundation  
Steve and Kate Hone  
The Kuntz Foundation  
Mathile Family Foundation  
Anonymous Gifts

**SUPPORT FOR FUELING EDUCATION IS GENEROUSLY PROVIDED BY**

Greater Dayton Regional Transit Authority  
Speedway LLC

**BROADWAY**  
EDUCATION PROGRAMS

**EDUCATION PROGRAMS**

Broadway Studio Camp  
Broadway Master Classes

**SUPPORT FOR BROADWAY EDUCATION PROGRAMS IS GENEROUSLY PROVIDED BY**

The Vectren Foundation

**OTHER BROADWAY PROGRAMS:**

Background on Broadway  
Bagels & Broadway

Kids' Night on Broadway



**Casa Mañana** (Producer) Located in the heart of the cultural district of Fort Worth, TX, Casa Mañana Theatre specializes in professional Broadway and Children's Theatre and arts education, and has done so for more than 50 years. As a performing arts organization, Casa Mañana strives to create, nurture and advance live professional theatre unparalleled in artistic excellence for the enrichment and education of its diverse community and its future generations of artists and patrons. Recently, Casa Mañana's Performing Arts Conservatory was listed first in regional theatre training programs by Backstage.com. Learn more at [www.casamanana.org](http://www.casamanana.org).

