

Simple Literature No. 75: Curriculum for
Frog and Toad Together

by S. Seifert

Parents and teachers may reproduce study guides from any *Simple Literature* book for personal use in public, private, or home school classrooms. This material may not be included in printed or online curricula, or be distributed, personally, electronically, or commercially, except as cited above.

Simple Literature curricula is ©2008 copyrighted by S. Seifert. All rights reserved.

First printing, 2008 / Printing year, 2008

How to Use This Curriculum

- 1.** Have students read the assigned sections for 20 to 30 minutes each day.
- 2.** When students have finished the assigned sections, ask the **Comprehension Questions**. A study guide worksheet is available for practice, but an oral discussion is appropriate for this age group.
- 3.** When you have finished discussing the comprehension questions, have students **Write a Paragraph**. Students should write in complete sentences, spell words correctly, capitalize the first letter of every sentence, and place a period at the end of each sentence.
- 4.** Although these guidelines work for this age group, remember that your students are individuals. Therefore, adjust the curriculum to your students' abilities and personalities.

Did you find something confusing, or are you excited about the curricula? You can contact us through <http://home.rmi.net/~seifert/id51.html>.

Although the number of e-mails received does not allow me to respond personally, every e-mail is read and appreciated.

If you want to view an alphabetical list of titles that have free comprehension questions, go to <http://home.rmi.net/~seifert/id50.html>.

S. Seifert

Curriculum for *Frog and Toad Together* by Arnold Lobel

OVERVIEW

1. Have students read the following sections:
 - Day one – "A List"
 - Day two – "The Garden"
 - Day three – "Cookies"
 - Day four – "Dragons and Giants"
 - Day five – "The Dream"
 - Day six – Write a paragraphStudy guides for this book are available. If you assign them, let students complete the study guides while they are reading the book.
2. When students have finished reading the assigned sections, ask the comprehension questions (study guide questions). If you assigned the written study guides, let students read their answers.
3. Prompt students to write a paragraph.

SUMMARY of "A List":

Toad makes a list of things he needs to do that day. After he does an item on his list, he crosses it off. When the wind blows away his list, Toad doesn't know what to do. He stops and does nothing. As the day becomes night, he remembers that going to sleep is the last thing he needs to do on his list. Toad quickly writes that he needs to go to sleep in the dirt, crosses it out, and falls asleep.

COMPREHENSION QUESTIONS for "A List":

1. Why did Toad make a list? Toad made a list to help him remember all the things he had to do that day.
 - one of the items on his list.
2. What made Toad unsure of what he had to do? Toad had a list to remind him what to do, but the wind blew it away. Toad could not run after and catch the list because that action was not
3. How was Toad able to go to sleep? Toad could do nothing else that day because he did not have his list. As it grew dark, Toad remembered that the last task on his list was to go to sleep. He wrote those words in the dirt, crossed them out, and fell asleep.

SUMMARY of "The Garden":

Toad likes Frog's garden. Frog encourages Toad to start his own garden. Toad plants seeds and becomes upset when the seeds do not grow immediately. He thinks they are afraid to grow, so he lights candles at night, sings songs, reads poems, and plays music for the seeds. Before long, his plants grow.

COMPREHENSION QUESTIONS for "The Garden":

1. What did Frog tell Toad to do to make his own garden? Frog told Toad to plant seeds, give the seeds quiet, and let the sun warm and the rain nourish them.
 - night, sang songs, read poems, played music, and fell asleep.
2. What did Toad do for his flower seeds? Toad planted the seeds, put out candles for them at
3. Toad thought his seeds were no longer afraid. Why did he think this? Toad thought his flower seeds were no longer afraid because they started to grow.

SUMMARY of "Cookies":

Toad makes cookies that Frog thinks are the best that he has ever eaten. Frog and Toad eat so many cookies that they are afraid they will be sick. Frog puts the remaining cookies in a box, ties a string around it, and puts the box on the top shelf of a bookcase. Since Frog and Toad can still reach it, Frog opens the box and gives the remaining cookies to the birds. He does all of this to exert his will power. Toad chooses to go home and make something else.

COMPREHENSION QUESTIONS for "Cookies":

1. Toad made cookies. What was good and what was bad about them? The cookies were so tasty (good) that Toad and Frog could not stop eating them (bad).

2. What did Frog say *will power* was? Frog said that will power was when someone attempted to not

do something that he or she really wanted to do.

3. Frog and Toad did not eat all the cookies. What did Frog do with them? Frog put the cookies in a box, tied a string around it, and placed the box on a high shelf. Then he took them down, opened the box, and gave them to the birds to eat.

SUMMARY of "Dragons and Giants":

Frog and Toad want to know if they are as brave as the people who fight giants and dragons. They look in a mirror and think they look brave. They climb a mountain to prove their courage. Out of a cave, a large snake crawls and wants to eat them. They hurry away and climb higher. When rocks fall toward them, they get out of the way of the avalanche. At the top of the mountain, a hawk tries to eat them. They hide under a rock. Then they run down the mountain and hurry into Toad's house. Toad hides in his bed under his covers. Frog hides in his friend's closet. They bravely hide together.

COMPREHENSION QUESTIONS for "Dragons and Giants":

1. What did Frog and Toad wonder? Frog and Toad wondered if they were brave.

2. What did Frog and Toad think would prove they were brave? Frog and Toad thought they could prove they were brave by climbing a mountain.

3. What hardships did they face on their climb? Frog and Toad escaped a large snake, an avalanche, and a hawk.

4. Do you think Frog and Toad were brave? Frog and Toad did many brave things, but they hid under covers and in a closet when they returned home. Discuss how courage is doing something of value, usually to serve someone else, even if you are scared. Frog and Toad were scared, but they climbed the mountain anyway. So in that sense, they were brave; but there was no purpose behind what they did, so what they did was more foolish than brave. They put themselves at risk for no reason.

SUMMARY of "The Dream":

Toad has a dream. When a voice builds Toad up and Toad becomes great, he ignores Frog. Frog grows smaller and smaller. Eventually Frog becomes so small that he is no longer visible to Toad. When Toad realizes this, he fights to get Frog back and wakes up from his dream. Toad is relieved to learn that Frog is in his room and is still his friend. They enjoy hanging out together for the rest of the day.

COMPREHENSION QUESTIONS for "The Dream":

1. Toad had a dream. Who was the main person in his dream? Toad was onstage and in a costume.

He was introduced as being the greatest Toad ever. Toad had all the attention.

2. What was Frog's role in Toad's dream? Frog was in the audience and was a friend. He cheered for Toad and admitted that he couldn't do amazing things—play the piano, be on the high wire, or dance—like Toad did.

3. What did Toad's dream teach him? Toad learned that if he only thought about how great he was, there would be no room in his life for a good friend like Frog. Toad chose to be a friend to Frog, and not be so selfish.

WRITE A PARAGRAPH

Have students relate one aspect of *Frog and Toad Together* to their own lives by writing a paragraph: Frog and Toad spend many days together. They help each other, eat with each other, go on adventures together, and treat each other well. Pretend you have a good friend like Frog is to Toad. Write a story about something you did together and how the day turned out.

Name _____ Date _____

Study Guide for "A List"
Frog and Toad Together by Arnold Lobel

Instructions: Write your answers in the spaces below.

1. Why did Toad make a list?

2. What made Toad unsure of what he had to do?

3. How was Toad able to go to sleep?

Name _____ Date _____

Study Guide for "Cookies"
Frog and Toad Together by Arnold Lobel

Instructions: Write your answers in the spaces below.

1. Toad made cookies. What was good and what was bad about them?

2. What did Frog say *will power* was?

3. Frog and Toad did not eat all the cookies. What did Frog do with them?

Name _____ Date _____

Study Guide for "Dragons and Giants"
Frog and Toad Together by Arnold Lobel

Instructions: Write your answers in the spaces below.

1. What did Frog and Toad wonder?

2. What did Frog and Toad think would prove they were brave?

3. What hardships did they face on their climb?

4. Do you think Frog and Toad were brave?

Name _____ Date _____

Study Guide for "The Dream"
Frog and Toad Together by Arnold Lobel

Instructions: Write your answers in the spaces below.

1. Toad had a dream. Who was the main person in his dream?

2. What was Frog's role in Toad's dream?

3. What did Toad's dream teach him?