



This guide was prepared using the Harper Collins editions, ©1970 (*Frog and Toad Are Friends*) and ©1972 (*Frog and Toad Together*). Other editions may differ.

## Synopsis

### FROG AND TOAD ARE FRIENDS

#### Spring

Frog goes to Toad's house to tell Toad that it is spring. Toad refuses to get out of bed. Frog tells Toad that it is April and they can have a whole new year together. Toad wants to go back to bed. He wants Frog to wake him up at half past May. Frog fools Toad by showing it is May on the calendar. Then Toad gets out of bed.

#### The Story

One day in summer, Toad tells Frog that Frog does not look well. Toad makes Frog go to bed and makes him a cup of tea. Frog wants to hear a story, but Toad cannot think of any. Toad walks up and down the porch, but he still can not think of a story. Toad then stands on his head, hoping that will give him ideas. Next Toad pours a glass of water over his head. He bangs his head against the wall, too. Frog tells Toad that he is feeling better and does not need a story. Frog tells Toad a story about their adventures that day. Frog asks Toad what he thinks of the story, but Toad has fallen asleep.

#### A Lost Button

Frog and Toad go for a long walk. At the end of the walk, Toad complains that his feet hurt, and he has lost a button. They go back and look for the button. They find a black button, but Toad lost a white one. A sparrow gives them a button, but it is wrong, too. They find another button, but it is too small. A raccoon gives them a button that he found, but it is also wrong. Frog and Toad find another button in the river, but it is thin, not thick as Toad's was. Toad is angry because none of the buttons is his button. Toad runs home and finds the missing button on the floor. Toad sews all the buttons he found on his jacket. The next day, Toad gives the jacket to Frog. Frog is delighted with the gift.

#### A Swim

Frog and Toad agree: it is a perfect day for a swim. Frog is kind enough not to look at Toad in his bathing suit, as Toad has asked. A turtle comes along. Frog tells the turtle to go away so Toad does not feel funny being seen in his bathing suit. The lizards, snakes, dragonflies, and a field mouse all want to see Toad in his bathing suit. Frog asks them to leave,

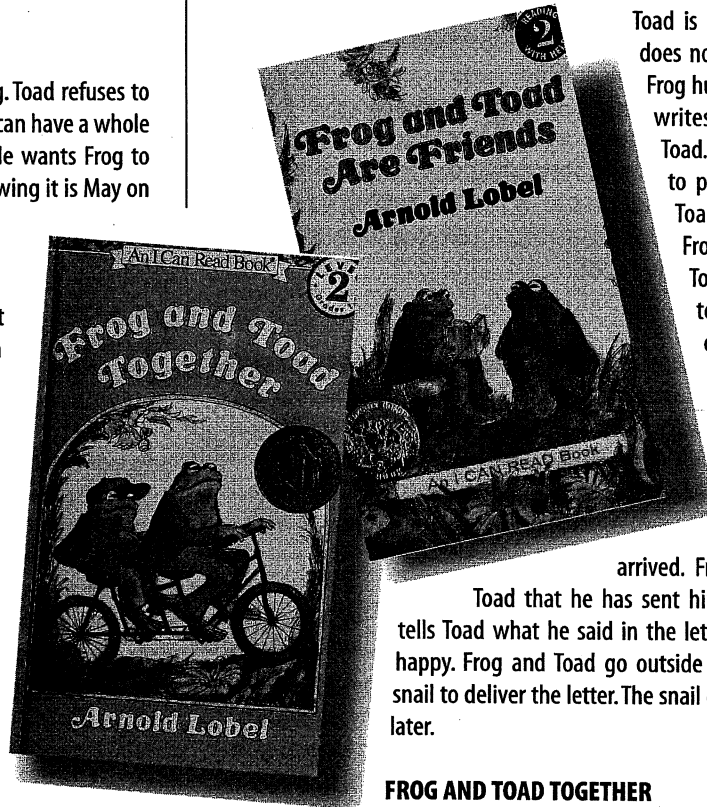
but they refuse. Toad is so cold that he has to come out of the river. All the creatures laugh at him. Frog laughs, too, because Toad does look funny in his bathing suit. Toad agrees.

#### The Letter

Toad is sad because he does not get any mail. Frog hurries home and writes a letter for Toad. He asks a snail to put the letter in Toad's mailbox. Frog runs back to Toad's house and tells Toad to check his mailbox. Toad refuses. Frog keeps looking out the window to see if Toad has

arrived. Frog finally tells

Toad that he has sent him a letter. Frog tells Toad what he said in the letter. Toad is very happy. Frog and Toad go outside to wait for the snail to deliver the letter. The snail comes four days later.



### FROG AND TOAD TOGETHER

#### A List

Toad decides to write a list of things he has to do. First he writes "Wake up." Then he crosses this off because he has already done it. Next, he writes the rest of the things he has to do. He crosses out each thing as he does it. Toad goes to Frog's house and shows Frog the list. They go for a walk. The wind blows the list out of Toad's hand! Frog and Toad run after the list, but can't catch it. Toad cannot remember any of the things on his list. They sit. When it gets dark, Toad remembers that it is time to go to sleep. He writes "Go to sleep" on the ground and crosses it out. Then Frog and Toad go to sleep.

#### The Garden

Toad admires Frog's garden. Toad wants a garden. Frog gives Toad seeds to plant. Toad runs home and plants his seeds. Toad waits for the seeds to grow. He tells the seeds to hurry up and grow. Frog hears Toad yelling and comes running over. Frog tells Toad that he is shouting so much

## Frog and Toad Arnold Lobel

that the seeds are afraid to grow. Frog tells Toad to let the sun shine on them and the rain fall on them. That night, Toad looks out the window. He sees that his seeds have not started to grow and decides they are afraid of the dark. He reads the seeds a long story. The next day, Toad sings to his seeds. He reads poems to them and plays music for them, but they still do not grow. He falls asleep. Frog wakes Toad up to show him that the seeds have started to grow. Toad decides that having a garden is very hard work.

### Cookies

Toad bakes some cookies, and brings some to Frog. They eat a lot of the cookies. They keep saying they will stop eating cookies, but they eat more cookies. They put the cookies in a box so they will not eat any more. They tie a string around the box and put it on a high shelf. Then Frog climbs the ladder, takes the cookies down, cuts the string, and opens the box. He brings the cookies outside and feeds them to the birds. Toad says now they do not have any cookies, but Frog says they have a lot of willpower. Toad says that Frog can keep all the willpower; he is going home to bake a cake.

### Dragons and Giants

Frog and Toad read a book about brave people who fight dragons and giants. Frog and Toad wonder if they are brave. They climb a mountain to see if they are brave. They come to a snake and jump away. Then they see an avalanche and jump away. At the top of the mountain, they see a hawk's shadow and jump away. "We are not afraid!" Frog and Toad scream as they run down the mountain. Toad jumps into bed, and Frog hides in the closet. They feel very brave together.

### The Dream

Toad has a dream that he is on stage. He is the greatest toad in the world. Frog is watching him. Frog shouts encouragement to Toad as Toad plays the piano perfectly. Toad walks on the high wire. Frog looks smaller and smaller. Toad does a wonderful dance. Frog looks so small that Toad can not see him. Toad yells for Frog to come back. Frog tells Toad that he is right there. Toad wakes up, very happy to see Frog. Frog and Toad eat a big breakfast. Then they have a nice day together.

## Biographical Sketch

Arnold Lobel was born in 1933, in Los Angeles, California and raised in Schenectady, New York. He remembered: "From my house, the long walk to the library was downhill all the way. I would return the books I had borrowed and would quickly stock up on five new selections. Five, as I remember, was the most books that one could take out at a time."



Lobel had a difficult childhood because he was ill often. As he writes: "A series of illnesses kept me hospitalized for long periods of time. I can remember sitting on the sundeck of the hospital looking out at the school playground across the street and feeling isolated and separate from the children I saw playing there." Because he was small and sickly, Lobel was often bullied in school. He made up for his physical shortcomings by enthralling his classmates with stories he invented.

Lobel knew that he wanted to be an artist and, after high school, he enrolled in the Pratt Institute in Brooklyn. He quickly discovered that he was good at illustrating books. While at Pratt, Lobel met classmate Anita Kempler. They fell in love and married while still undergraduates. After graduation, they worked as artists side-by-side, sharing the same drawing table made from an old door. The couple had two children, a son and a daughter.

Arnold got his first break in 1961 when an editor at a publishing company liked Arnold's drawing of a cricket. "Can you draw a salmon?" the editor asked. Arnold had never drawn a salmon, but he quickly replied, "Oh yes. I do it all the time." His first job was illustrating the children's book *Red Tag Comes Home*, about a salmon swimming upstream to lay eggs. The following year, Lobel wrote and illustrated his own book, *A Zoo for Mister Muster*, in which the animal-loving Mister Muster takes in escapees from the zoo, which is set at Prospect Park Zoo in Brooklyn.

As Lobel's career took off, he drew many of his most memorable ideas from his own life—especially Frog and Toad. Lobel speculated that the many summers he spent watching his children catching frogs and toads at the family's rented Vermont home were probably the inspiration for his two famous characters, but he admitted finding more than just memories in Frog and Toad. "Somehow in the writing of the manuscript for Frog and Toad I was, for the first time," he observed, "able to write about myself. Frog and Toad are really two aspects of myself." But if Frog and Toad embody characteristics Lobel saw in himself, they also include part of all of us. "Everyone can relate to Frog and Toad because they don't exist in this world," Lobel noted in a *The Lion and the Unicorn* article. According to Lobel's analysis, Frog and Toad's success is due in part to the absence of the trappings of modern society in their surroundings (they don't use telephones or automobiles, for example) which gives the tales a timeless quality. Further, because Frog and Toad are animals, youngsters from a variety of ethnic and social backgrounds can identify with them and their adventures.

"I cannot think of any work that could be more agreeable and fun than making books for children," he wrote. Lobel's death at age fifty-four after a long illness ended a life-long career devoted to children's literature during which he wrote and/or illustrated nearly 100 books.

## Critic's Corner

### Frog and Toad Are Friends

"As both author and illustrator, Arnold Lobel's importance is undeniable," wrote *Dictionary of Literary Biography* contributor Jacqueline Gmuca. "The various awards that his books have received underscore this evaluation, but even more importantly, the prominent qualities of his works--their warmth and humor, social commentary, and basic truth--make Arnold Lobel an important figure in contemporary children's literature." *Frog and Toad Are Friends*, for instance, was a Caldecott Honor Book.

Emilie Coulter, reviewing the book for amazon.com, said, "The endearing pair hop along through five enchanting stories, looking for lost buttons, greeting the spring, and waiting for mail. Their genuine care for each other makes Frog and Toad two of the finest amphibious role models around. Young readers will chuckle with Frog as they watch Toad's silly efforts to make up a story. And they will applaud Toad as he *finally* wakes up after hibernating all winter. The fifth story will warm the hearts of any would-be pen pal--or anyone who has ever known what it's like to have a true-blue (or green) friend. Arnold Lobel's comfortable brown and green illustrations invite and delight every reader, setting the tone for warm, funny stories about friendship."

### Frog and Toad Together

*Frog and Toad Together* was a Newbery Honor Book in 1973. Critics have found Lobel's work reminiscent of great children's writers and illustrators of the past. Margery Fisher found his realistic portrayal of the animals to be similar to the art of the British author and illustrator Beatrix Potter. "Like Beatrix Potter," Fisher concluded in her *Growing Point* review of *Frog and Toad Together*, "Arnold Lobel delineates his characters with a naturalist's care. His use of limited color--green and brown with black ink lines and shading--is extended by his strong sense of design and his selected use of detail."

Other critics, including Eliot Fremont-Smith, compared Lobel's work to that of Winnie-the-Pooh's creator, A. A. Milne. "The order of Frog and Toad's friendship," Fremont-Smith writes in his *New York Times Book Review* analysis of *Frog and Toad All Year*, "is elementary--rather vague, gentle, undemanding, supportive (Pooh and Piglet come to mind, though their adventures are more complex and passionate)--but in its very modesty it is both appealing and very comforting to young children." He noted that "through their simple adventures together . . . Lobel has brought young readers a world as warm, comforting--and enduring--as the land of Winnie-the-Pooh."

## Other Works By Arnold Lobel

### Writer and Illustrator

*A Zoo for Mister Muster* (1962)  
*Prince Bertram the Bad* (1963)  
*A Holiday for Mister Muster* (1963)  
*Lucille* (1964)  
*Giant John* (1964)  
*The Bears of the Air* (1965)  
*Martha, the Movie Mouse* (1966)  
*The Great Blueness and Other Predicaments* (1968)  
*Small Pig* (1969)  
*Ice-Cream Cone Coot and Other Rare Birds* (1971)  
*On the Day Peter Stuyvesant Sailed into Town* (1971)  
*Frog and Toad Together* (1972)  
*Mouse Tales* (1972)  
*The Man Who Took the Indoors Out* (1974)  
*Owl at Home* (1975)  
*Frog and Toad All Year* (1976)  
*Mouse Soup* (1977)  
*Grasshopper on the Road* (1978)  
*Days with Frog and Toad* (1979)  
*Fables* (1980)  
*The Frog and Toad Coloring Book* (1981)  
*Uncle Elephant* (1981)  
*Frog and Toad Tales* (1981)  
*Ming Lo Moves the Mountain* (1982)  
*The Book of Pigericks: Pig Limericks* (1983)  
*Whiskers and Rhymes* (poems) (1985)  
*The Frog and Toad Pop-Up Book* (1986)  
*The Turnaround Wind* (1988)  
*Humpty Dumpty Book and Doll Set* (1988)  
*The Arnold Lobel Book of Mother Goose* (1997)

### Other

*How the Rooster Saved the Day*, 1977.  
*Gregory Griggs and Other Nursery Rhyme People* (1978)  
*A Treeful of Pigs* (1979)  
*On Market Street* (1981)  
*The Rose in My Garden* (1984)

## The Importance of Setting

Both the time and place of *Frog and Toad Are Friends* and *Frog and Toad Together* are intentionally vague. The time could be the present or the past, which gives the books a sense of timelessness. No doubt, this is part of its appeal: the stories can be read often and never seem dated. The place is equally misty, a make-believe countryside dotted with lakes, marshes, and homes for the creatures who live there. The community is populated by the animals readers would expect to find in a marshland: frogs, toads, lizards, turtles, snakes, and field mice. There are no people. Nonetheless, the animals wear clothes as people do, write and receive mail as people do, and have homes similar to ours.

## Bibliography

### Books

- Children's Literature Review*, Volume 5, Gale, 1983.  
Cullinan, Bernice E, with Mary K. Karrer and Arlene M. Pillar, *Literature and the Child*, Harcourt, 1981.  
*Dictionary of Literary Biography*, Volume 61: *American Writers for Children since 1960: Poets, Illustrators, and Nonfiction Authors*, Gale, 1987.  
Fisher, Margery, *Who's Who in Children's Books: A Treasury of Familiar Characters of Childhood*, Holt, 1975.  
Hopkins, Lee Bennett, *Books Are by People*, Citation Press, 1969.  
*New Books for Young Readers*, University of Minnesota, 1982.  
Shannon, George, *Arnold Lobel*, Twayne (Boston, MA), 1989.  
*Twentieth-Century Children's Writers*, fourth edition, St. James Press, 1995.

### Periodicals

- Books for Your Children*, summer, 1982.  
*Growing Point*, October, 1973.  
*Lion and the Unicorn*, Volume 1, number 1, 1977.  
*Newsweek*, August 18, 1970.  
*New York Times Book Review*, May 7, 1972; November 14, 1976; April 1, 1984.  
*Times Literary Supplement*, March 25, 1977.  
*Washington Post Book World*, November 9, 1980; May 9, 1982; June 13, 1982.

## Literary Terms and Applications

For a better understanding of Arnold Lobel's style, present the following terms and applications to the stories:

**visuals/pictures** Since *Frog and Toad Are Friends* and *Frog and Toad Together* are picture books, the visuals are an integral part of the stories. Here, the visuals and text blend seamlessly to tell the stories of two close friends. The warm pallet of green and brown is effective because it reinforces the colors of the two characters. The pictures are adorable, too, shown by the expressive faces on both characters.

**point of view** the position from which a story is told. In *Frog and Toad Are Friends* and *Frog and Toad Together*, Lobel uses the third-person point of view. As a result, readers are standing outside the stories and getting a panoramic view of events. This makes the friends' adventures even more fun because readers want to join in.

**tone** the writer's attitude toward his or her subject matter. For example, the tone can be angry, bitter, sad, or frightening. *Frog and Toad Are Friends* and *Frog and Toad Together* have a sweet, gentle tone. This makes the books sweet without being cloying.

## Cross-Curricular Sources

### Books

- Stephanie Calmenson, *The Frog Principal*  
Miriam Cohen, *Will I Have a Friend?*  
Doreen Cronin, *Diary of a Spider*  
Karen Hesse, *Come on Rain*  
Derek Munson, *Enemy Pie*  
Nancy Wilson Parker, *Frogs, Toads, Lizards, and Salamanders*  
Nikolai Popov, *Why?*  
Cynthia Rylant, *The Old Woman Who Named Things*  
E.B. White, *Charlotte's Web*  
E.B. White, *The Trumpet of the Swan*  
Jane Yolen, *Commander Toad and the Intergalactic Spy*  
Jane Yolen, *Commander Toad in Space*

### Media Adaptations

Numerous filmstrip adaptations of Lobel's books have been released, including *Prince Bertram the Bad*, *A List*, *Cookies*, *The Garden*, *Dragons and Giants*, *The Dream*, and *A Lost Button*, all based on the Frog and Toad books.

### Videocassettes/CDs

Selections from *Frog and Toad Are Friends*, *Frog and Toad Together*, *Fables*, and *Mouse Soup in A Year with Arnold Lobel Showcase*.

*Frog and Toad* was adapted as a stage musical by Robert and Willie Reale. In 2003, it opened at the Cort Theater in New York as a production of the Children's Theater Company.

### Audiotapes

Many of Lobel's books are available with audio cassette adaptations, including *Frog and Toad Together* and *Frog and Toad Are Friends*.

### Internet

- Meet Arnold Lobel  
<http://www.eduplace.com/kids/hmr/mtai/lobel.html>  
Arnold Lobel Teacher Resource File  
[falcon.jmu.edu/~ramseyil/arnoldlobel.htm](http://falcon.jmu.edu/~ramseyil/arnoldlobel.htm)  
Arnold Lobel Biography  
[coe.west.asu.edu/students/dcorley/authors/Lobel.htm](http://coe.west.asu.edu/students/dcorley/authors/Lobel.htm)  
Arnold Lobel Biography  
[www.edu.pe.ca/vrcs/studentwork/2000/grade3/projects/lobel](http://www.edu.pe.ca/vrcs/studentwork/2000/grade3/projects/lobel)  
Arnold Lobel Biography  
[www.harpercollins.com](http://www.harpercollins.com)

## Frog and Toad Are Friends

### General Objectives

1. To read about friendship
2. To see how Frog and Toad are alike
3. To explore ways they have fun
4. To enjoy the things they do together
5. To read a story about spring
6. To search for a missing button
7. To enjoy reading about friends swimming
8. To appreciate the beautiful artwork
9. To analyze how the art and text work together to tell the story
10. To compare yourself to these friends

### Specific Objectives

1. To analyze why Toad does not want to get out of bed when spring comes
2. To understand why Frog tricks Toad into waking up
3. To appreciate how Toad nurses Frog when Frog is ill
4. To laugh at Toad's writer's block
5. To search with Frog and Toad for the lost button
6. To understand why Toad sews the buttons on the coat as a gift for Frog
7. To laugh at how silly Toad looks in his bathing suit
8. To understand why Frog writes a letter to Toad
9. To understand why it takes so long for the letter to arrive
10. To understand the lessons about friendship that the book teaches

## Themes and Motifs

A study of the central issues and situations in Arnold Lobel's *Frog and Toad Are Friends* should include these aspects:

### Themes

- animals
- buttons
- friendship
- frog
- humor
- letters
- love
- spring
- swimming
- toad

### Motifs

- being a good friend
- writing a letter
- welcoming spring
- looking for a lost button
- making a gift for a friend
- going swimming
- dealing with embarrassment
- appreciating beautiful artwork
- telling a story in pictures and words
- exploring life in a marsh

## Frog and Toad Together

### General Objectives

1. To read about friendship
2. To see how Frog and Toad are alike
3. To explore ways they have fun
4. To enjoy the things they do together
5. To read a story about a list
6. To learn about planting a garden
7. To enjoy reading about friends eating cookies
8. To read about bravery
9. To analyze how the art and text work together to tell the story
10. To compare yourself to these friends

### Specific Objectives

1. To analyze why Toad makes a list
2. To understand what happens when Toad loses his list
3. To appreciate the hard work that goes into making a garden
4. To laugh at Toad's silly efforts to get his seeds to grow
5. To analyze why Frog and Toad eat so many cookies
6. To understand how they get rid of the cookies
7. To understand what willpower is
8. To trace how Frog and Toad try to prove their courage
9. To analyze Toad's dream
10. To understand the lessons about friendship that the book teaches

## Themes and Motifs

A study of the central issues and situations in Arnold Lobel's *Frog and Toad Together* should include these aspects:

### Themes

- animals
- gardens
- friendship
- frog
- humor
- cookies
- dragons
- giants
- bravery
- toad

### Motifs

- being a good friend
- listing activities
- losing a list
- planting a garden
- understand growth cycles
- eating cookies
- giving cookies away
- appreciating beautiful artwork
- telling a story in pictures and words
- exploring life in a marsh

**Meaning Study**

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each.

1. "Help" said Toad. "I cannot see anything." (p. 7)  
*(Toad is in bed. He has pulled the covers over his head so he can't see anything. As a result, he thinks he is blind. Frog quickly corrects his misunderstanding. This is an example of the silly, gentle humor in Frog and Toad Are Friends that has endeared Lobel's book to generations of readers.)*
2. "But, Toad," said Frog. "I will be lonely until then." (p. 12)  
*(Toad decides to stay in bed until half past May. Frog is upset because he wants to play with his friend. This passage shows the importance of friendship and how much fun it is to have a friend.)*
3. Toad looked at the calendar. The May page was on top. (p. 14)  
*(To get Toad out of bed, Frog fools him by changing the calendar. Children will get much enjoyment out of this trick because it is harmless and effective. Toad does get out of bed so Frog can play with him.)*
4. "Tell me a story while I am resting." (p. 17)  
*(When Frog gets sick and takes to his bed, he wants Toad to tell him a story. This passage shows the timeless appeal of stories. They soothe us when we are ill and entertain us when we are well.)*
5. Then Toad began to bang his head against the wall. (p. 24)  
*(Frustrated by a bad case of "writer's block," Toad bangs his head against the wall. He had previously tried standing on his head and pouring water over his head. We see the lengths to which some people will go to get inspiration. Lobel himself suffered from writer's block. In a 1979 interview, Lobel said, "Writing is very painful to me. I have to force myself not to think in visual terms, because I know if I start to think of pictures, I'll cop out on the text.")*
6. "Not only do my feet hurt, but I have lost one of the buttons on my jacket." (p. 29)  
*(This is the inciting incident in one of the best-loved tales in the book, A Lost Button. The commonplace situation and Toad's annoyed reaction help make these creatures seem very human.)*
7. Toad put the small button in his pocket. (p. 33)  
*(As they retrace their steps, Frog and Toad find many buttons. This story is an ideal way to teach young children to count and sort similar objects.)*
8. "Oh," said Toad. "It was here all the time. What a lot of trouble I have made for Frog." (p. 37)  
*(Upset that he has bothered his friend, Toad takes all the buttons and sews them on his jacket. He gives the jacket to Frog, who is enchanted by it. This passage shows the importance of apologizing when you have inconvenienced others and of doing kind things for others.)*
9. "Why not?" asked Frog. "Because I look funny in my bathing suit. That's why," said Toad. (p. 42)  
*(Toad is embarrassed to be seen in his bathing suit. Many people of all ages can sympathize with his feelings!)*

**Meaning Study**

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each.

1. "I have many things to do," he said. "I will write them all down on a list so that I can remember them." (p. 4)  
*(The first story, "A List," starts when Toad makes a list of things he has to do. The list is silly and funny because he lists the things he does every day. Children are apt to enjoy the silliness of writing down something as obvious as "Wake up.")*
2. It blew the list out of Toad's hand. (p. 12)  
*(Toad panics without his list. Ironically, of course, he did not need the list in the first place.)*
3. "Plant them in the ground," said Frog, "and soon you will have a garden." "How soon?" asked Toad. "Quite soon," said Frog. (p. 18-19)  
*(Lobel captures how time is a fluid and relative concept for children. To a child, "quite soon" means a matter of moments, not days. This misunderstanding is the inciting incident for the story and provides much of its humor.)*
4. "They must be afraid of the dark." (p. 24)  
*(Toad thinks that his seeds are like himself and Frog: capable of human feelings. In this very funny scene, he assumes they are not growing because they are afraid of the dark and so he reads them a story.)*
5. "Frog," said Toad, "let us eat one very last cookie, and then we will stop." (p. 33)  
*(Like many real people, Frog and Toad lack willpower when it comes to eating cookies. Over and over they say they will stop eating cookies, and then they eat some more!)*
6. "Yes," said Frog, "but we have lots and lots of willpower." "You may keep it all, Frog," said Toad. "I am going home now to bake a cake." (p. 41)  
*(This is the punchline of the joke: Toad would rather have pleasure than self-denial. Be sure children understand that willpower means the ability to deny yourself something that you want.)*
7. Toad was shaking. "I am not afraid!" he cried. (p. 45)  
*(When they read a book about dragons and giants, Frog and Toad decide to see if they are brave. Each of their encounters, like this one, shows that they are not physically brave. This is a good time to ask children the different ways that people can show they are brave.)*
8. They stayed there for a long time, just feeling very brave together. (p. 51)  
*(Frog and Toad feel brave once they are safe and know they cannot be separated. Discuss with children how being with a friend, someone who understands us, helps us feel brave.)*
9. A strange voice from far away said, "PRESENTING THE GREATEST TOAD IN ALL THE WORLD!" (p. 53)  
*(Like many people, Toad dreams of being famous. However, this book is Frog and Toad Together, not Toad Alone.)*

10. Frog said, "I wrote 'Dear Toad, I am glad that you are my best friend. Your best friend, Frog.'" (p. 62)  
*(When he realizes that Toad is sad because he does not get any letters, Frog writes him one. The surprise is spoiled because Frog cannot keep the secret, but the sweet ending shows how friends treat each other with kindness, consideration, and love.)*

### Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

#### Questions 1-5 (Literal Level)

- Who are the two friends in this book?  
*(Frog and Toad)*
- Why does Frog want to wake up Toad in the story called "Spring"?  
*(Frog is lonely and wants to play with Toad.)*
- How does Frog trick Toad into waking up?  
*(Frog changes the calendar to May, even though it is April.)*
- Name two ways that Toad tries to think of a story to tell Frog.  
*(He stands on his head, he pours water on his head, and he bangs his head against the wall.)*
- Where did Toad lose his button?  
*(It fell off his jacket inside his house.)*

#### Questions 6-8 (Interpretative Level)

- Why doesn't Lobel show a picture of Toad in his bathing suit until the very end of the story?  
*(He wants to save the surprise of Toad in his bathing suit until the end of the story, like a punch line to a joke.)*
- Why does Toad sew all the buttons on the jacket and then give the jacket to Frog?  
*(Toad is sorry that he put Frog to all the trouble of looking for the button when the button was in the house all the time. Toad makes the jacket for Frog as a thank-you gift for Frog's efforts.)*
- What made Frog spoil the surprise and tell Toad about the letter that he wrote to him?  
*(Frog was too excited about the secret to keep it any longer.)*

#### Questions 9 and 10 (Critical Level)

- What did you like the most about the pictures?  
*(Possible answer: The soft green and brown colors.)*
- Do you think all the animals should have watched Toad in his bathing suit? Why or why not?  
*(No, because they were being cruel to him. He did not want to be seen in his bathing suit.)*

#### Questions 11-12 (Creative Level)

- Draw another picture for this book.
- Write a new title for the book.

10. "Frog," he said, "I am so glad that you came over." "I always do," said Frog. (p. 63)  
*(As the last line of the book shows, Frog and Toad belong together. Frog is always there for Toad, as a good friend is. This is the definition of friendship to Lobel: always being there for your friend.)*

### Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

#### Questions 1-5 (Literal Level)

- Who are the two friends in this book?  
*(Frog and Toad)*
- Why does Toad make a list?  
*(He has many things to do and wants to remember to do them.)*
- Why does Toad yell at his seeds?  
*(Toad is trying to encourage them to grow.)*
- What do Frog and Toad do to stop eating cookies? How do their efforts work?  
*(They put the cookies in a box, tie the box with string, and put it on a high shelf. Their efforts are not successful at all.)*
- What happens to Frog in Toad's dream?  
*(Frog gets smaller and smaller, until he seems to disappear.)*

#### Questions 6-8 (Interpretative Level)

- Does Toad really need his list? Why or why not?  
*(Possible answer: No, because all the items on it are commonplace. He does them everyday without thinking. Further, he never needed the list before.)*
- Why is it funny that Toad yells at his seeds?  
*(Toad does not understand that he can't force seeds to grow. As Frog tells him, seeds need sun, rain, and time.)*
- Are Frog and Toad brave?  
*(They are not brave in a physical sense, as the end of the story shows.)*

#### Questions 9 and 10 (Critical Level)

- What did you like the most about the pictures?  
*(Possible answers: The soft green and brown colors and the funny looks on the characters' faces.)*
- What do you think Toad's dream means?  
*(Toad's dream seems to mean that he does not want to become famous if it means that he has to sacrifice his relationship with Toad.)*

#### Questions 11-12 (Creative Level)

- Draw another picture for this book.
- Write a new title for the book.



**Across the Curriculum**

**Art/Music**

1. Sew a button on a jacket or shirt.
2. Draw all the buttons in the story "A Lost Button."
3. Toad makes a gift for Frog. Make a gift for your friend.
4. Draw the lizards, snakes, dragonflies, and field mouse that look at Toad in his bathing suit.
5. Make up a song for Frog and Toad. Sing the song for your friend.

**Language Arts**

1. Tell a story to a friend. Don't bang your head thinking of ideas!
2. Write a letter to your friend. Put a stamp on the letter and mail it to your friend.
3. Make up a new story about Frog and Toad. Tell how they have fun together.
4. Write a poem about spring. Tell what you do in the spring with your friends.
5. Tell a friend why he or she is special to you.
6. List three ways you can get ideas for stories.

**Social Studies/Geography**

1. Write the names of the four seasons. Write the names of the months in each season.
2. Look at the picture of Toad's house in the story called "Spring." Find the snow. Look at a map of America. Show five states that get snow in the winter.
3. Toad makes Frog a cup of hot tea. Find out where tea is grown. Point out those places on a world map.
4. Put on a play about being a good friend.

**Speech/Physical Education**

1. Go for a walk with a friend.
2. Look for something that you have lost. List the things you find.
3. Go for a swim with a friend. Make sure a parent is watching you.
4. Toad can stand on his head. Learn how to stand on your head.
5. Move your arms to show someone how to swim.

**Science/Math**

1. Tell how frogs and toads are the same; how are they different?
2. Find out how fast a snail moves; how much faster does a person move?
3. Take 20 buttons. Show different ways to group them. For example, you can group them by 2s, 5s, or 10s.
4. With a parent, visit a lake or pond near you. List all the things you see there.
5. Make a calendar for the month you were born. Circle your birthday.
6. In "The Story," Frog is not felling well. Write some sentences telling how you help take care of a sick person.
7. How long do you sleep at night? Keep a record for one week.

**Alternate Assessment**

1. Find out how much it costs to mail a letter. How many letters can you mail for \$1.00?
2. Read *Frog and Toad All Year*. Tell how it is the same and different from *Frog and Toad Are Friends*.
3. Arnold Lobel got many awards. Make him an award for this book.

**Across the Curriculum**

**Art/Music**

1. Draw a picture of a dragon and a giant.
2. Make a model of a mountain and an avalanche.
3. Paint a picture of a garden. It can have vegetables or flowers.
4. Frog and Toad like to eat cookies. Cut pictures from a magazine about the foods that you like to eat the most.
5. Make up a song to sing to some seeds. Sing the song for your friend.

**Language Arts**

1. Tell a friend why he or she is special to you.
2. Make up a new story about Frog and Toad. Tell how they have fun together.
3. Mr. Lobel wrote this book for a friend. Look on the first page to find the friend's name. Pretend that you wrote a book. Tell who it would be for. Write three sentences telling why you picked this person.
4. List three things that you have to do. Cross them off the list as you do them.
5. Read someone a story before they go to sleep. Maybe read them one of the stories in *Frog and Toad Together!*

**Social Studies/Geography**

1. Frog has a nice garden. Find the names of three plants that grow well in your area.
2. Write three sentences about a brave person you know. Tell why the person is a hero.
3. Find out what a swamp is. See if there are any swamps in your area. If possible, visit one. Ask a parent to come.
4. Arnold Lobel was born in California. He was raised in New York state. Find both places on a map.
5. Find out how tall the tallest mountain in the world is. Write down the height in feet. Write down the name of country where the mountain is.

**Speech/Physical Education**

1. One way to remember things is to list them. Make up another way to remember things. Share your way with a friend.
2. Fly a kite on a windy day. Have a parent help you.
3. Put on a play of Frog and Toad and the cookies.
4. Tell someone what willpower means. Explain how you show that you have willpower.
5. Put on the play that Toad dreams about.

**Science/Math**

1. Tell how frogs and toads are the same.
2. Tell how frogs and toads are different.
3. The wind blows the list out of Toad's hand. Find out what makes the wind blow. Show what you find on a poster.
4. At the end of "A List," Toad remembers that it is time to go to sleep. Find out how much sleep a child your age should get every night. Then keep a record of how much sleep you get every night for five nights.
5. Grow a seed in a flower pot. Then plant it in a garden.

**Alternate Assessment**

1. Make some cookies. Ask a parent to help. Share your cookies with a friend.
2. Read *Frog and Toad All Year*. Tell how it is the same and different from *Frog and Toad Together*.
3. Arnold Lobel got many awards. Make him an award for *Frog and Toad Together*.
4. Draw a house that Frog or Toad would like.

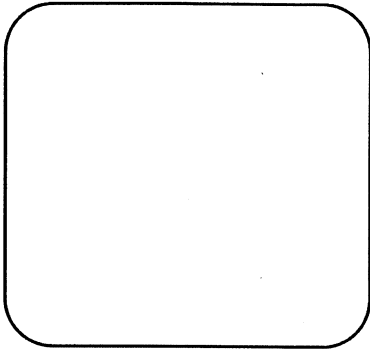


## Vocabulary

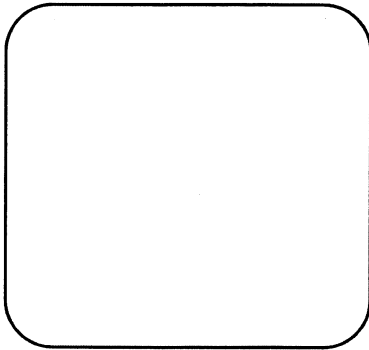
### FROG AND TOAD ARE FRIENDS

Draw a picture that tells what each word means.

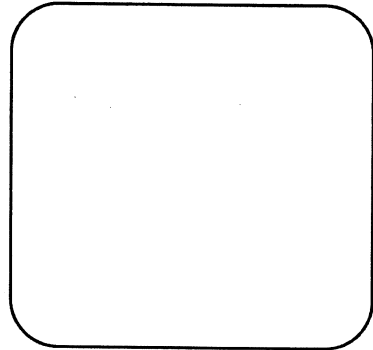
1. **shutters**



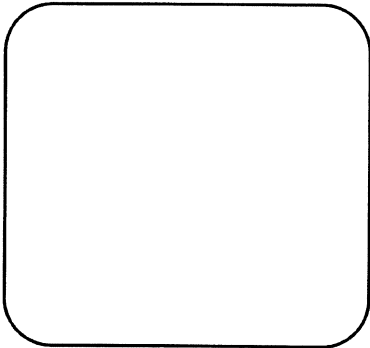
2. **porch**



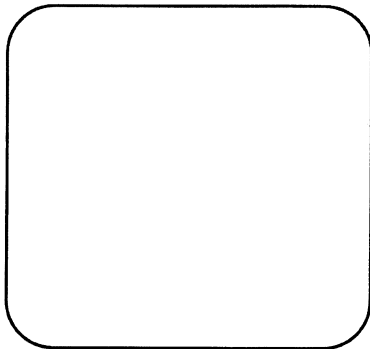
3. **meadow**



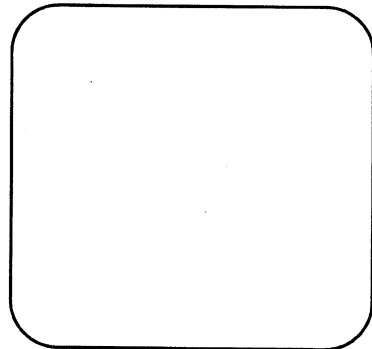
4. **calendar**



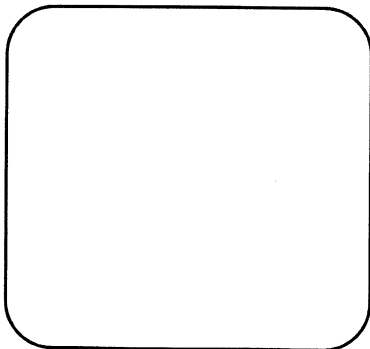
5. **jacket**



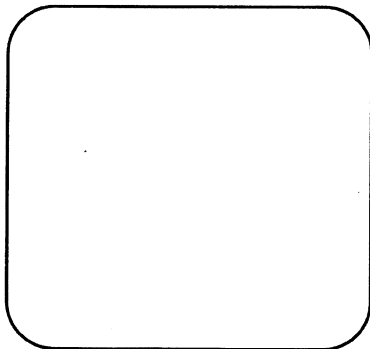
6. **button**



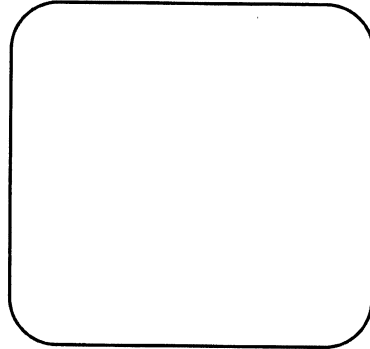
7. **raccoon**



8. **sewing**



9. **lizard**



**Comprehension Test A**

**FROG AND TOAD ARE FRIENDS**

**Part I: Order (20 points)**

Put the events in order. Write the numbers on the lines.

- \_\_\_\_\_ Toad loses a button on his coat.
- \_\_\_\_\_ Frog writes a letter to Toad.
- \_\_\_\_\_ It is spring. Frog wakes Toad up.
- \_\_\_\_\_ Frog and Toad go for a swim.
- \_\_\_\_\_ Frog is sick. Toad tries to tell him a story. Toad cannot think of any stories.

**Part II: Matching (20 points)**

Match the letter to the description. Write the letter in the correct space.

- |                  |   |
|------------------|---|
| _____ 1. snail   | A. Toad's best friend                                 |
| _____ 2. Toad    | B. laughs at how silly Toad looks in his bathing suit |
| _____ 3. Frog    | C. brings the letter to Toad                          |
| _____ 4. raccoon | D. stands on his head to get ideas for a story        |
| _____ 5. turtle  | E. finds a button for Toad                            |

**Part III: True/False (20 points)**

Mark these sentences T if they are true or F if they are false.

- \_\_\_\_\_ 1. In July, Frog wakes Toad up. That is because it is spring.
- \_\_\_\_\_ 2. Toad stands on his head to get ideas for a story. He bangs his head on the wall, too.
- \_\_\_\_\_ 3. Toad sews many buttons on his hat. He gives his hat to Frog.
- \_\_\_\_\_ 4. Toad's silly bathing suit has green and white stripes.
- \_\_\_\_\_ 5. Frog will not tell Toad what he wrote in the letter. Frog keeps it a secret.

**Part IV: Essay (40 points)**

Choose two and answer in complete sentences.

- 1. Tell why you liked this book. Write three sentences or more.
- 2. Explain how Frog gets Toad out of bed. Write three sentences or more.
- 3. Pick a picture you liked. Tell about it. Write three sentences or more.
- 4. Tell what Frog wrote in his letter to Toad. Write three sentences or more.

## Comprehension Test B

### FROG AND TOAD ARE FRIENDS

#### Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. It is spring. Frog wakes Toad up.
2. Frog gets sick. Toad tries to tell him a story.
3. Frog and Toad eat many cookies.
4. Toad loses a button on his coat.
5. It is fall. Frog and Toad rake leaves.
6. Frog and Toad go for a swim.
7. Frog writes a letter for Toad.

#### Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. Frog fools Toad by showing it is (**October, May**) on the calendar.
2. Frog is sick. Toad makes Frog a (**cup of tea, piece of pie**).
3. Frog and Toad go for a walk. Toad says that his (**eyes, feet**) hurt.
4. Toad does not want anyone to see him in his (**pajamas, bathing suit**).
5. Toad is sad because he does not get any (**mail, phone calls**).

#### Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- \_\_\_\_\_ 1. Toad will not get out of bed. Frog has to go home alone.
- \_\_\_\_\_ 2. Toad can not think of a story. Toad pours a glass of water over his head and bangs his head against the wall.
- \_\_\_\_\_ 3. Toad finds the missing button on the floor.
- \_\_\_\_\_ 4. Toad does not go swimming because it is too cold.
- \_\_\_\_\_ 5. It takes two weeks for the snail to bring the letter to Toad!

#### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Tell one fun thing Frog and Toad do together. Write three sentences or more.
2. Tell the story of the lost button. Write three sentences or more.
3. Tell what happens when Frog and Toad go swimming. Write three sentences or more.
4. Tell what happens at the end of the book. Write three sentences or more.

**Answer Key**

**FROG AND TOAD ARE FRIENDS**

**Vocabulary Test**

1. The picture should show shutters on a house.
2. The picture should show a porch on a house.
3. The picture should show a meadow, perhaps with some sheep or flowers.
4. The picture should show a page from a calendar.
5. The picture should show a jacket.
6. The picture should show a button.
7. The picture should show a raccoon.
8. The picture should show someone sewing.
9. The picture should show a lizard.

**Comprehension Test A**

**Part I: Order (20 points)**

- \_\_\_3\_\_\_ Toad loses a button on his coat.  
\_\_\_5\_\_\_ Frog writes a letter for Toad.  
\_\_\_1\_\_\_ It is spring. Frog wakes Toad up.  
\_\_\_4\_\_\_ Frog and Toad go for a swim.  
\_\_\_2\_\_\_ Frog is sick. Toad tries to tell him a story. Toad cannot think of any stories.

**Part II: Matching (20 points)**

1. C 2. D 3. A 4. E 5. B

**Part III: True/False (20 points)**

1. F 2. T 3. F 4. T 5. F

**Part IV: Essay (40 Points)**

Answers will vary.

**Comprehension Test B**

**Part I: Story Events (20 points)**

3. Frog and Toad eat many cookies.
5. It is the fall. Frog and Toad rake leaves.

**Part II: Fill in the Blank (20 points)**

1. May
2. cup of tea
3. feet
4. bathing suit
5. mail

**Part III: True/False (20 points)**

1. F 2. T 3. T 4. F 5. F

**Part IV: Essay (40 Points)**

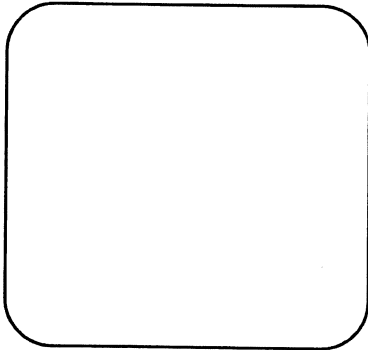
Answers will vary.

## Vocabulary Test

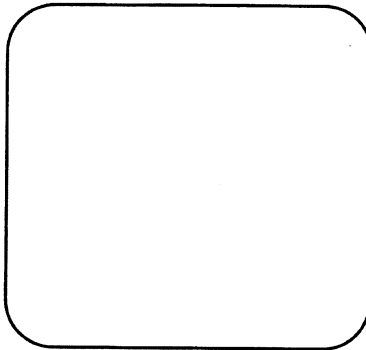
### FROG AND TOAD TOGETHER

Draw a picture that tells what each word means.

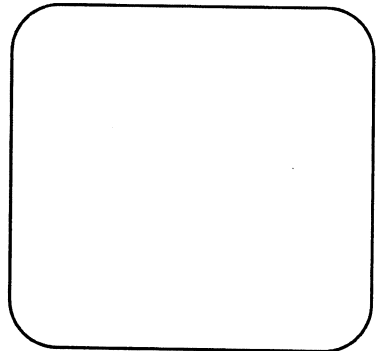
1. garden



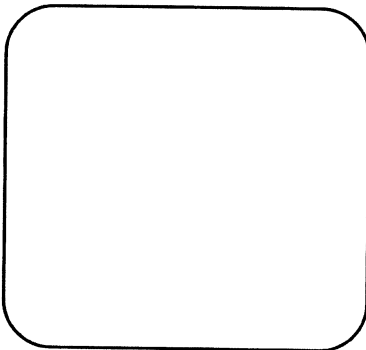
2. seeds



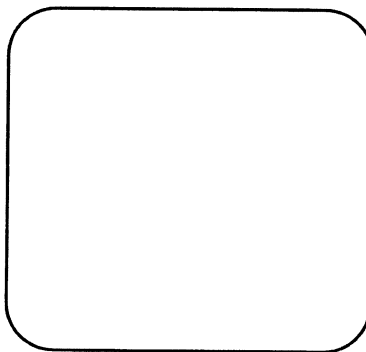
3. candles



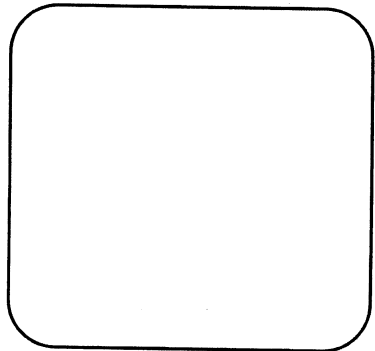
4. dragon



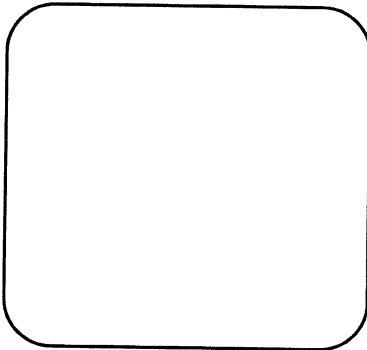
5. giant



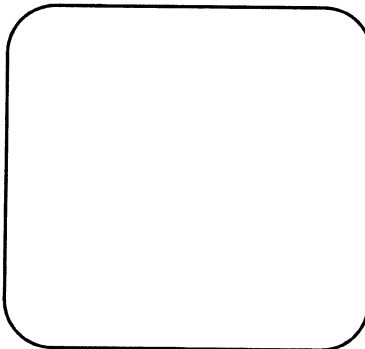
6. ladder



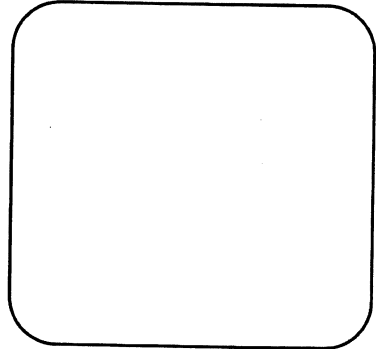
7. string



8. avalanche



9. closet



**Comprehension Test A**

**FROG AND TOAD TOGETHER**

**Part I: Order (20 points)**

Put the events in order. Write the numbers on the lines.

- \_\_\_\_\_ Toad writes a list of things he has to do.
- \_\_\_\_\_ Toad loses the list.
- \_\_\_\_\_ Frog and Toad go for a walk.
- \_\_\_\_\_ Frog and Toad go to sleep.
- \_\_\_\_\_ The first thing is "Wake up."

**Part II: Matching (20 points)**

Match the letter to the description. Write the letter in the correct space.

- |                  |   |
|------------------|---|
| _____ 1. seeds   | A. Who bakes cookies                    |
| _____ 2. Frog    | B. What Toad yells at                   |
| _____ 3. Toad    | C. What Frog feeds to the birds         |
| _____ 4. dragon  | D. Who seems to get smaller and smaller |
| _____ 5. cookies | E. What Frog and Toad read about        |

**Part III: True/False (20 points)**

Mark these sentences T if they are true or F if they are false.

- \_\_\_\_\_ 1. Toad thinks his cookies are afraid of the dark. Toad reads his cookies a story.
- \_\_\_\_\_ 2. Toad's seeds never grow.
- \_\_\_\_\_ 3. Frog and Toad say they will stop eating cookies, but they eat more cookies.
- \_\_\_\_\_ 4. Frog and Toad climb a mountain to see if they are brave.
- \_\_\_\_\_ 5. Toad dreams that he is walking on a high wire.

**Part IV: Essay (40 points)**

Choose two and answer in complete sentences.

- 1. Tell why you liked this book. Write three sentences or more.
- 2. Explain what Toad's dream means. Write three sentences or more.
- 3. Pick a picture you liked. Tell about it. Write three sentences or more.
- 4. Tell how Frog and Toad try to stop eating cookies. Write three sentences or more.

## Comprehension Test B

### FROG AND TOAD TOGETHER

#### Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. Toad bakes some cookies.
2. Toad brings some cookies to Frog.
3. They eat a lot of the cookies.
4. They give some cookies to a snake.
5. They put the cookies in a box so they will not eat any more.
6. Frog brings the cookies outside and feeds them all to the birds.
7. Frog and Toad bake more cookies together.

#### Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. Frog and Toad read a book about brave people who fight (**dragons, hawks**).
2. They (**swim in a lake, climb a mountain**) to see if they are brave.
3. They come to a (**raccoon, snake**) and jump away.
4. At the top of the mountain, they see the shadow of a (**plane, hawk**) and jump away
5. Toad jumps into the bed. Frog hides in the (**basement, closet**).

#### Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- \_\_\_\_\_ 1. Frog gives Toad seeds to plant. Toad runs home and plants his seeds.
- \_\_\_\_\_ 2. Toad tells the seeds to hurry up and grow.
- \_\_\_\_\_ 3. Toad does not let the sun shine on them or the rain fall on them.
- \_\_\_\_\_ 4. Frog and Toad dig up all the seeds.
- \_\_\_\_\_ 5. Toad decides that having a garden is very hard work.

#### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Tell one fun thing Frog and Toad do together. Write three sentences or more.
2. Tell the story about Toad trying to get his seeds to grow. Write three sentences or more.
3. Tell what happens when Frog and Toad try to prove they are brave. Write three sentences or more.
4. Tell what happens in Toad's dream. Why does the dream scare him? Write three sentences or more.



## Answer Key

### FROG AND TOAD TOGETHER

#### Vocabulary Test

1. The picture should show a garden.
2. The picture should show seeds.
3. The picture should show candles.
4. The picture should show a dragon, or lizard-like creature.
5. The picture should show giant object or person.
6. The picture should show a ladder.
7. The picture should show a piece of string.
8. The picture should show a huge pile of snow on a mountain.
9. The picture should show a closet.

#### Comprehension Test A

##### Part I: Order (20 points)

- \_\_\_ 1 \_\_\_ Toad writes a list of things he has to do.  
\_\_\_ 4 \_\_\_ Toad loses the list!  
\_\_\_ 3 \_\_\_ Frog and Toad go for a walk.  
\_\_\_ 5 \_\_\_ Frog and Toad go to sleep.  
\_\_\_ 2 \_\_\_ The first thing is "Wake up."

##### Part II: Matching (20 points)

1. B    2. D    3. A    4. E    5. C

##### Part III: True/False (20 points)

1. F    2. F    3. T    4. F    5. T

##### Part IV: Essay (40 Points)

Answers will vary.

#### Comprehension Test B

##### Part I: Story Events (20 points)

4. They give some cookies to a snake.
7. Frog and Toad bake more cookies together.

##### Part II: Fill in the Blank (20 points)

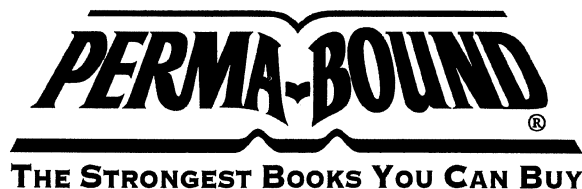
1. dragons
2. climb a mountain
3. snake
4. hawk
5. closet

##### Part III: True/False (20 points)

1. T    2. T    3. F    4. T    5. T

##### Part IV: Essay (40 points)

Answers may vary.



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