

ORLANDO REPERTORY THEATRE  
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The **TRIP**

# CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS  
AND AUDIENCE MEMBERS

A YEAR WITH

# FROG AND TOAD

**WELCOME** TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *A YEAR WITH FROG AND TOAD TYA*.

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### BIG IDEAS IN *A YEAR WITH FROG AND TOAD TYA*

- Friendship
- Seasons
- Kindness
- Fear
- Bravery
- Love

### SPRINGTIME

The Birds have come back at the end of winter, ready for spring. They look in on Frog and Toad, still hibernating in their respective beds and in their respective homes ("A Year with Frog and Toad"). While still asleep, Frog and Toad sing about their friendship and the new year ahead ("It's Spring"). Frog then wakes and decides to wake his friend from hibernation for the new year.

### SNAIL MAIL

Now that it is morning, Toad knows mail should be delivered. He is sad, however, because he never receives mail. Frog goes home to write Toad a letter. He asks Snail to deliver it for him ("The Letter").

### TIME FOR A SWIM

Frog and Toad go to the pond for a swim. Toad is uncomfortable that Frog will see him in his bathing suit ("Getta Load of Toad"). Frog promises not to look until Toad is in the water. Toad asks Frog to instruct Turtle to leave so she will not see him come out of the water. Instead, Turtle calls Mouse and Lizard over to look at Toad. Freezing, Toad must eventually leave the water ("Underwater Ballet"), and everyone gets a good look at Toad in his bathing suit.

### IT IS OKAY TO BE ALONE

Later, Toad brings lunch to Frog, but Frog is not home. Frog left a note that he wants to be left alone on the island. Toad worries that Frog is sad. He rides a log out to the island and accidentally falls in the water, getting all of their sandwiches wet. It turns out that Frog is not sad; he is happy. He just wanted time alone to think about how happy he really is ("Alone"). Together, they eat wet sandwiches. Meanwhile, Snail is still on his way to deliver Frog's letter to Toad ("The Letter – Reprise").

### COOKIES

Frog and Toad are at Toad's home, preparing dinner. They make cookies intended for dessert, but cannot stop eating them ("Cookies").



# ABOUT THE PLAY

## FALL LEAVES

It is now the end of summer ("A Year with Frog and Toad") and leaves cover the ground. Both Frog and Toad plan a surprise to secretly rake the other's yard ("He'll Never Know"). They clean one another's yard but, as soon as they leave, the squirrels come and mess up their neat piles of leaves. Neither ever finds out the good deed each has done for the other.

## A GOOD NIGHT FOR A SCARY STORY

Frog and Toad visit at home on a dark and stormy night. Frog thinks it is a good night for a scary story ("Shivers"). He tells the tale of a young frog – presumably himself – who escapes the clutches of a Large and Terrible Frog before he is eaten. Meanwhile, Snail is still on the way to deliver Frog's letter to Toad.

## FRIENDS FOREVER

It is now winter. Frog and Toad are on top of a hill and prepared to sled down it, despite Toad's fear ("Down the Hill"). On the way down, Frog accidentally falls off the sled. Toad continues down the hill but he takes the wrong path – the dangerous and bumpy path. When Toad reaches the bottom of the hill, he is so mad that Frog made him go sledding that he swears never to talk to Frog again. Snail arrives with Frog's letter to Toad. In the letter, Frog tells Toad how he cannot be happy unless his friend, Toad, is happy. Toad decides to talk to Frog again. Snail, having delivered his first letter, is very proud ("I'm Coming out of My Shell").

## MERRY CHRISTMAS

It is now Christmas Eve. Toad is in his kitchen. He is terribly worried because Frog is late. He imagines all the terrible things that could have happened to Frog ("Toad to the Rescue"). Frog arrives. He has been wrapping Toad's present. Toad tells him how worried he was about his friend. ("Merry Almost Christmas").

## ANOTHER YEAR WITH FROG AND TOAD

Now back in hibernation, Frog and Toad are in their respective beds. It is almost spring again! The Birds sing ("Finale") as Frog and Toad get ready for another fun-filled year.

# THE CREATORS

## AUTHOR | ARNOLD LOBEL

Arnold Lobel, the American author and illustrator of nearly 100 children's books, is best remembered for his classic series of *Frog and Toad* books: *Frog and Toad Are Friends* (1970), *Frog and Toad Together* (1972), *Frog and Toad All Year* (1976), and *Days with Frog and Toad* (1979).

Using engaging stories and interesting vocabulary to explore the meaning of friendship, Lobel significantly loosened the traditional early-reader format. Appealing animals populate most of his books, including *A Zoo for Mister Muster* (1962) and *Fables* (1980), which won the Caldecott Medal. He also wrote poetry, *Whiskers and Rhymes* (1986), folktales, *Ming Lo Moves the Mountain* (1982), and nonsense books, *The Book of Pigericks* (1984).

With his wife, Anita Lobel, also a children's book writer and illustrator, he collaborated on several books, including *How the Rooster Saved the Day* (1977), *A Treeful of Pigs* (1979), and *The Rose in My Garden* (1984). He also illustrated *The Random House Book of Poetry for Children* (1983) and *The Random House Book of Mother Goose* (1986). Arnold Lobel died in 1987.

## PLAYWRIGHT & LYRICIST | WILLIE REALE

Willie Reale is a free-lance writer living in New York. He collaborated with his brother, Robert, on a musical called *Once Around The City*, which was produced by New York Stage and Film and at the Second Stage Theatre in New York. *Quark Victory*, another musical written with his brother, was produced by the Williamstown Theatre Festival. More of his plays have been produced at the Ensemble Studio Theatre, the Actors Theatre of Louisville, and Circle Repertory Company. With his brother, he wrote *A Year with Frog and Toad*, which was produced at the Children's Theater Company in Minneapolis (2002), the New Victory Theatre (2003), Cort Theater on Broadway (2003), and the Orlando Repertory Theatre (2004). Willie received two Tony nominations for his book and lyrics (2003). In 1981, he founded The 52nd Street Project, an organization that brings inner-city children together with professional artists to create theater. He served as the theater's artistic director for 18 years. In June of 1994, he was awarded a MacArthur in recognition of his ingenuity in creating theater and theater education programs for young people. For television, Mr. Reale has written for the NBC dramas *Homicide: Life on the Streets*, *Deadline*, and *Mr. Sterling*. For Fox, he has written for *Keen Eddie* and *The Jury*. He created a series called *Out There* for Sesame Workshop and the BBC, which shot in Australia. His work on the show was recognized by an Australian Film Institute Award (The Australian Emmy) and Prix Jeunesse and Writers' Guild of America nominations. He has taught at New York University and the Yale School of Drama. Willie is married to producer Jenny Gersten. They have two children, Augustus and Leonardo.

## COMPOSER | ROBERT REALE

Robert Reale is a composer living in New York. He founded the production music library, 8118 Music in the 1980s. He worked as a musician in clubs and Off-Broadway until he began collaborating with his brother Willie Reale on musical theatre. They are a winning combination: Rob provides the music, Willie, the words. They had several Off-Broadway successes before their production *A Year with Frog and Toad* brought them to Broadway and garnered Rob a Tony nomination for Best Original Score (2003). While continuing to bring musical stories to the stage, he founded 4 Elements Music with a roster of fellow composers which allowed him to expand on the work he started with 8118 Music.

In addition to scoring for many demanding television and film projects, Rob continues to work on several musical theatre productions, including *Johnny Baseball*, which ran in August 2012 at the Village Theatre Festival of New Musicals in Seattle, after a highly successful run at the A.R.T. in Cambridge in 2010. Outside of work, Rob is passionate about cooking, perfecting his tennis game, and spending time with the production of which he's most proud, his son Gabe.



# AFTER THE SHOW

## POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *A Year with Frog and Toad* takes place over four seasons. How did the lighting and set designers illustrate a change of seasons? What specific details did you notice?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-5.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-5.RL.1.3, LAFS.3.RL.2.6, TH.K-1.C.3.2, TH.K.O.2.1, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.1.S.3.2, TH.3.O.1.2

# LANGUAGE ARTS

## WORD WALL

### DIRECTIONS

Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

### EXAMPLE:

climate	sore or throbbing in pain
misunderstand	the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns
hibernate	giving a sense of happy satisfaction or enjoyment
seasons	foliage or growing plants
aching	a large rock
greenery	fail to interpret or understand something correctly
gliding	spend the winter in a dormant state
pleasant	an animal or creature
boulder	the average condition of the weather at a place usually over a period of years
host	a district or part of town, forming a community within a town or city
critters	a person who entertains or welcomes people as guests
neighborhood	moving in a fluid smooth motion

Standard: LAFS.K-5.L.3.4

### Extension:

Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-5.L.3.5

# BELL WORK

### DIRECTIONS

In *A Year with Frog and Toad* TYA, Toad really wants to receive a letter, but never does. Frog decides to write him one. When Toad finally gets the letter in the mail, it means so much to him. Write your own letter to a friend or family member and send it in the mail. How will you address the envelope? What information do you need to make sure is on the envelope? Did you include your name and address too? Make sure all of the information is in the correct spot. Send your letter and see how many days it takes to send mail in our world as compared to snail mail!

Standards: LAFS.K-5.W.1.2

## LANGUAGE ARTS/HEALTH

### TOADS HAVE FEELINGS TOO...

#### DIRECTIONS

In *A Year with Frog and Toad* TYA, Toad is afraid to go sledding. Frog encourages him, but then Toad ends up going down a dangerous and bumpy path. He is so mad at Frog that he vows not to speak to his friend again. Discuss the following questions: Have you ever had an argument or disagreement with a friend? What happened? How did you feel? How did you work out the problem and become friends again?

Draw a picture that shows how you felt. Write a sentence describing the picture. Make sure to use specific details in your drawing and sentence to illustrate the emotion you felt.

Standard: LAFS.K-2.W.1.2, HE.K-2.B.4.1

## DANCE/SCIENCE



### DANCE LIKE A FLOWER

#### DIRECTIONS

In *A Year with Frog and Toad* TYA, the two friends enjoy all four seasons: spring, summer, fall, and winter. Spring is a time of new growth, including beautiful flowers and plants. Plants experience growth and change over the course of time. This is called a plant's life cycle. Dance is a great way to remember the stages of a life cycle. In small groups create four counts of specific movements for each stage of a plant cycle. What type of plant will you create? Use the following stages:

- Seeds germinate
- Plants grow
- Plants flower
- Flower produced fruit
- Fruit releases seeds
- Plant dies

Add music and practice. Share your choreography with the entire class and compare and contrast the life cycle dances.

Standard: DA.K.F.1.1, DA.K.O.3.1, DA.1.O.3.1, DA.2.O.3.1, DA.K.S.2.1, SC.2.L.16.1

## SCIENCE

### IS THAT A FROG OR TOAD?

#### DIRECTIONS

In *A Year with Frog and Toad* TYA, we meet many different animals such as frogs, toads, turtles, squirrels, and snails. Did you know that toads are very easily mistaken for frogs and vice versa? Compare and contrast the differences between a frog and a toad. Identify as many similar and contrasting characteristics as you can.

Standard: SC.K-5.N.1.1



# ADDITIONAL RESOURCES

## BOOKS AND ILLUSTRATIONS BY ARNOLD LOBEL

*A Holiday For Mister Muster*

*A Treeful Of Pigs*

*A Zoo For Mister Muster*

*Adventures of Frog and Toad*

*Adventures With Arnold Lobel*

*Adventures With Arnold Lobel I Can Read Book Small Pig, Mouse Tales and Uncle Elephant*

*An Arnold Lobel Treasury*

*Arnold Lobel's Mother Goose For Babies*

*Days With Frog and Toad*

*Fables*

*Frog and Toad*

*Frog and Toad All Year*

*Frog and Toad Are Friends*

*Frog and Toad Together*

*Giant John*

*Grasshopper On the Road*

*Great Blueness and Other Predicaments*

*Gregory Griggs and Other Nursery Rhyme People*

*How the Rooster Saved the Day*

*Just Right Mother Goose*

*Lucille*

*Martha, the Movie Mouse*

*Ming Lo Moves the Mountain*

*Mouse Soup*

*Mouse Tales*

*Odd Owls and Stout Pigs*

*On Market Street*

*On the Day Peter Stuyvesant Sailed Into Town*

*Owl At Home*

*Prince Bertram the Bad*

*Small Pig*

*The Arnold Lobel Book Of Mother Goose*

*The Bears Of the Air*

*The Book Of Pigericks*

*The Comic Adventures Of Old Mother Hubbard and Her Dog*

*The Frog and Toad Treasury*

*The Frogs and Toads All Sang*

*The Ice-Cream Cone Coot*

*The Ice-Cream Cone Coot and Other Rare Birds*

*The Man Who Took the Indoors Out*

*The Random House Book Of Mother Goose*

*The Rose In My Garden*

*The Turnaround Wind*

*Uncle Elephant*

*Whiskers Rhymes*



**Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details**

*(Text refers to the play, the script, or the content in this guide.)*

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure**

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

**Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes**

LAFS.K.W.1.2 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.

LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.3.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.4.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.5.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use**

LAFS.K-5.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

**Next Generation Sunshine State Standards – Science**

SC.K-5.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

**Next Generation Sunshine State Standards – Dance**

DA.K.F.1.1 Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.

DA.K.O.3.1 Use movement to express a feeling, idea, or story.

DA.1.O.3.1 Create movement phrases to express a feeling, idea, or story.

DA.2.O.3.1 Use movement to interpret feelings, stories, pictures, and songs.

DA.K.S.2.1 Follow classroom directions.

**Next Generation Sunshine State Standards – Theatre Arts**

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.1.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.