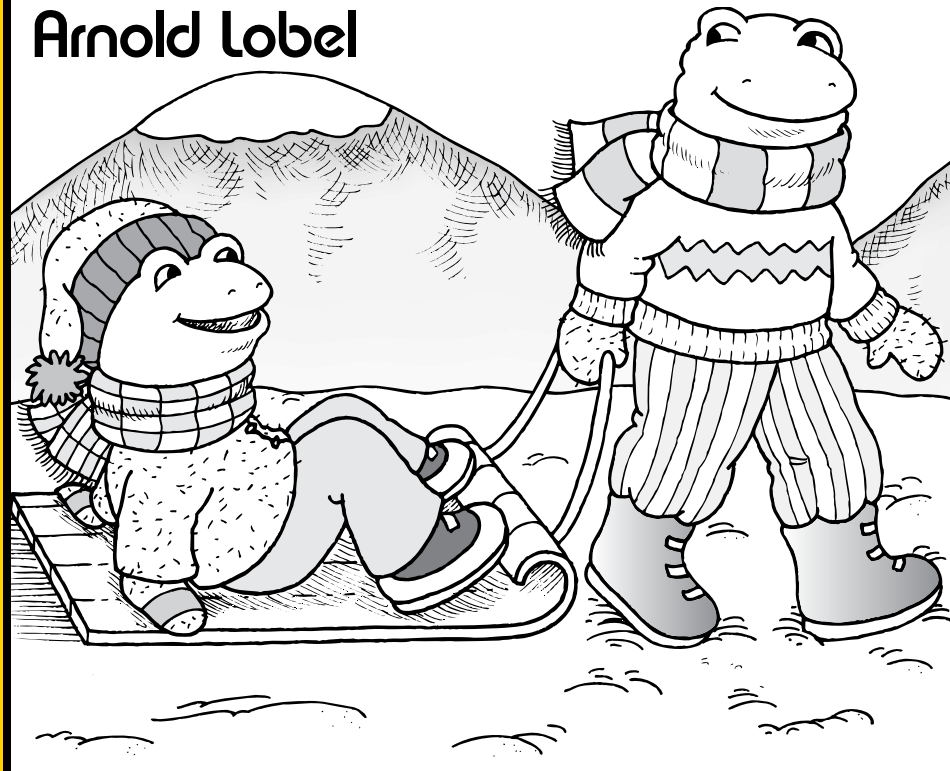


Novel·Ties

Frog and Toad All Year

Arnold Lobel



A Study Guide

Written By Duncan Searl

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2 - 3
Down the Hill	4 - 6
The Corner.	7 - 10
Ice Cream.	11 - 14
The Surprise	15 - 16
Christmas Eve.	17 - 18
Cloze Activity	19
Post-Reading Activities	20
Suggestions For Further Reading.	21
Answer Key	22 - 23

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

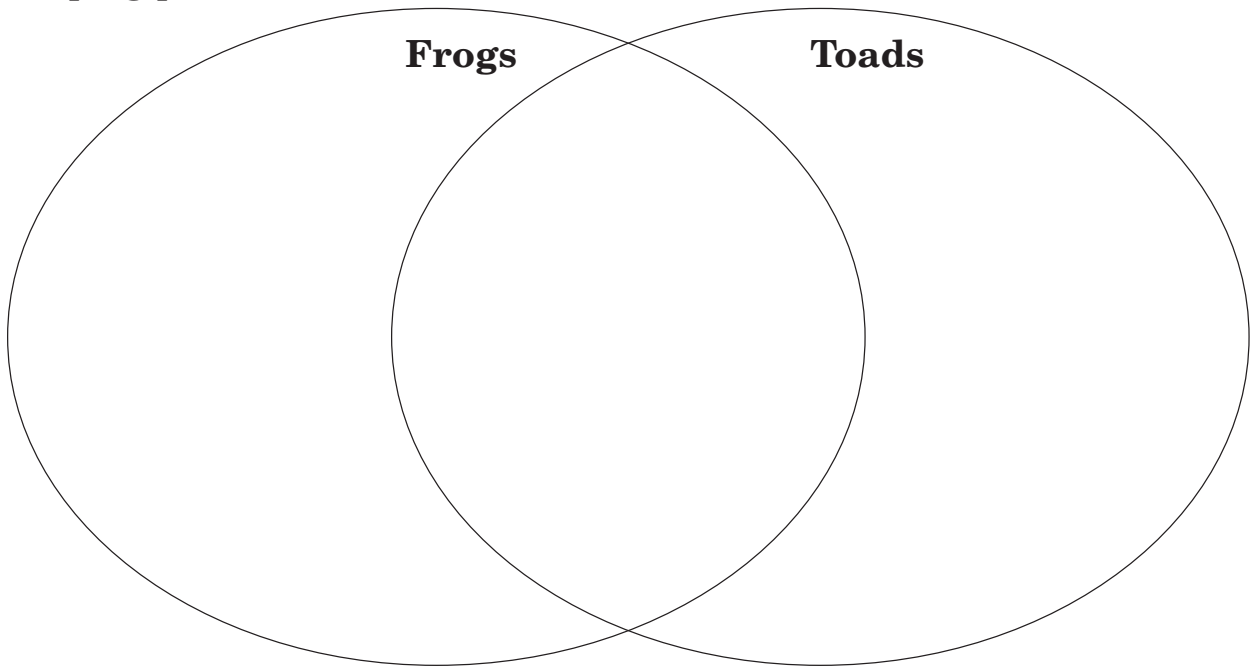
This reproducible study guide consists of lessons to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

5. **Science Connection:** Frogs and Toads look alike, but they are different in many ways. Find out some facts about frogs and toads. Use an encyclopedia or the Internet. In the Venn diagram below, compare frogs and toads. Record those qualities that they share in the overlapping part of the circles.



6. As you read the stories in *Frog and Toad All Year*, fill in the chart below.

Story Title	Season of Year	This story tells how...

Down the Hill (cont.)

Story Questions:

1. Why doesn't Toad want to play in the snow with Frog?
2. Why does Frog bring Toad clothes to wear outside?
3. Why does Frog take Toad to a hill?
4. What happens when the sled hits a bump?
5. Why does the sled crash into a tree?
6. Why does Toad leave Frog alone on the hill?

Picture Questions:

1. How does Toad steer the sled?
2. How do you know that the sled is moving fast?
3. Why does Frog have to pull Toad out of the snow?

Questions for Discussion:

1. Do you think Frog was right to make Toad come out and play in the snow?
2. Why does Toad get upset when he learns Frog is not on the sled?
3. Do you think the sled would have crashed if the crow had not told Toad that he was alone?
4. Do you think Toad will go sledding again with Frog?
5. What are some ways to stay safe on a sled?