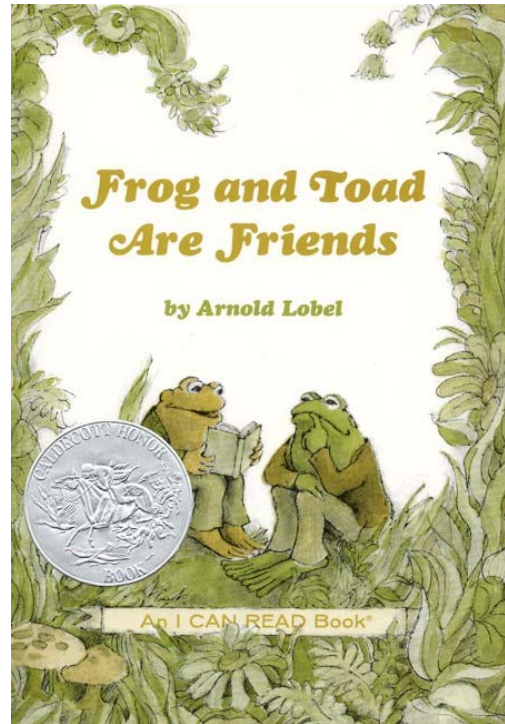


#1974 FROG AND TOAD ARE FRIENDS

CHURCHILL FILMS, 1985
COLOR
GRADES K-3
17 MINUTES
2 INSTRUCTIONAL GRAPHICS INCLUDED

DESCRIPTION

Five short episodes depict the friendship between Frog and Toad. This is portrayed in claymation form and is based on a visualization of the book, *Frog and Toad Are Friends*, by Arnold Lobel.



GOALS

1. To present a story about friendship.
2. To stimulate discussion concerning differences among friends.
3. To point out some of the problems that friends experience.
4. To dramatize appropriate behavior among friends.
5. To motivate students to read the book.

INSTRUCTIONAL OBJECTIVES

1. Identify the different episodes presented in the media.
2. Compare Frog and Toad.
3. Describe one of the episodes that was presented.

BEFORE SHOWING

1. Ask students to describe their best friend. Relate the following information: Why is this person their best friend? What things do they enjoy doing together? What problems do they sometimes have? How do they solve those problems?
2. Present the book, and read or sign a portion of the first episode, "Spring," up to the part where Frog is looking at Toad's calendar. (See RELATED RESOURCES.)
3. Have students predict how Frog could wake up Toad.

AFTER SHOWING

Discussion Items and Questions

After showing each episode, stop the projector and discuss the episode.

1. First Episode: "Spring"
 - a. What was Frog's problem?
 - b. How did this make Frog feel?
 - c. How did Frog solve his problem?
2. Second Episode: "The Story"
 - a. What was Toad's problem?
 - b. What did Toad do to try to solve his problem?
 - c. Did any of these ideas work?
 - d. How did Frog solve the problem?
3. Third Episode: "A Lost Button"
 - a. What was Toad's problem?
 - b. After so many buttons were found, how did Toad feel?
 - c. Where did Toad find his button?
 - d. What did he do for his friend, Frog?
 - e. Why?
4. Fourth Episode: "A Swim"
 - a. What was Toad's problem?
 - b. How did Frog try to help his friend?
 - c. How do you think Toad felt when Frog and the other animals laughed at him?
5. Fifth Episode: "The Letter"
 - a. What was Toad's problem?
 - b. How did Frog solve the problem?
 - c. How do you think Toad felt when he got the letter?
6. Which episode did you like best? Why?
7. What was the funniest thing that happened? Who was funnier, Toad or Frog? Why?
8. Does Frog remind you of anyone you know? Whom? Why? Does Toad remind you of anyone you know? Whom? Why?
9. How did Frog and Toad show that they were good friends?



Applications and Activities

1. Make some clay animals.
2. Create stories about the clay animals and have students dictate or write the stories in a booklet. Complete the booklet with illustrations.
3. Choose a day to celebrate friendship. Make a card or gift to give to a special friend on this day.

C a p t i o n e d M e d i a P r o g r a m

4. Draw a picture of something that happened in the media. Display all the pictures, and title them.
5. Write a paragraph about the episode you liked the best and why you liked it the best.
6. Present problems and have students draw solutions. Discuss various solutions.
7. Using a button box, have students classify and sort buttons in as many ways as possible. Label classifications that students create.



8. Read about frogs, toads, and amphibians in a children's encyclopedia. Make charts comparing frogs and toads. (See RELATED RESOURCES.)
9. Given a set of sentences, identify whether it is describing Frog or Toad. (See INSTRUCTIONAL GRAPHICS.)
10. Draw and label the life cycle of a frog.
11. Get a tadpole for the classroom and observe its development.

COMMUNICATION SKILLS

1. There are many different feelings portrayed in this media. Have the students select the appropriate adjective to complete these sentences. Then use these same sentences for signing, speechreading, and auditory training lessons. (See INSTRUCTIONAL GRAPHICS.)
2. After students have completed the set of descriptive sentences (#9 above). Use these same sentences for signing, speechreading, and auditory training lessons. (See INSTRUCTIONAL GRAPHICS.)
3. There are several language structures that occur repeatedly. Develop language lessons for the following structures:
 - a. I hope that if I _____, I can _____. Example: I hope that if I get my homework done, I can play outside.
 - b. I hope that if I earn enough money, I can go to the movies.
 - c. I hope that if I practice baton twirling, I can march in the parade.
 - d. _____, but couldn't _____. Example: April got her homework done, but she couldn't play outside.
 - e. Jeremy earned enough money, but he couldn't go to the movies.
 - f. Nikki practiced baton twirling, but she couldn't march in the parade.
 - g. _____ because _____.

Examples:

- a. Frog laughed at Toad because _____.
- b. Toad began to shiver because _____.

C a p t i o n e d M e d i a P r o g r a m

c. Toad felt happy because _____.

RELATED RESOURCES

Captioned Media Program

- [Cat & Canary #3219](#)
- [The Friends of Kwan Ming #9983](#)
- [Frog and Toad Together #2177](#)
- [The Frog Prince #3610](#)
- [Frog on His Own #2385](#)
- [Happy Birthday, Moon #10064](#)
- [Mole at the Carnival #2314](#)
- [One Zillion Valentines #10079](#)

INSTRUCTIONAL GRAPHICS

- FROG OR TOAD?
- ADJECTIVES

SCRIPT

SPRING

(Frog Laughs)

[Narrator] The morning was beautiful. Frog ran to Toad's house.

(Knocking)

[Frog] Toad! Wake up! It is spring!

(Toad Groaning)

[Frog] Toad, the sun is shining. The snow is melting.

[Toad] I am not here.

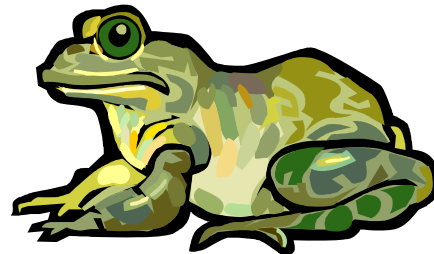
[Frog] Toad, where are you?

[Toad] Go away.

[Frog] There you are.

[Toad] YOW!

[Frog] Come on. Come on.



C a p t i o n e d M e d i a P r o g r a m

[Toad] Help! I can't see anything.

[Frog] Don't be silly!

[Toad] I am not.

[Frog] You see the light of April. We can begin a new year. We will run through the woods and swim in the river. We will count the stars at night.

[Toad] You count them, Frog. I am going back to bed.

[Frog] Toad, you will miss all the fun.

[Toad] How long have I been asleep?

[Frog] You have been asleep since November.

[Toad] A little more sleep will not hurt me. Wake me up in May.

[Frog] In May?

[Toad] Yes. Good night, Frog.

[Frog] But, Toad, I will be lonely until then.

[Narrator] Frog looked at Toad's calendar.

[Frog] November.

[Narrator] Frog tore off November. He tore off December and January. He tore off February and March.

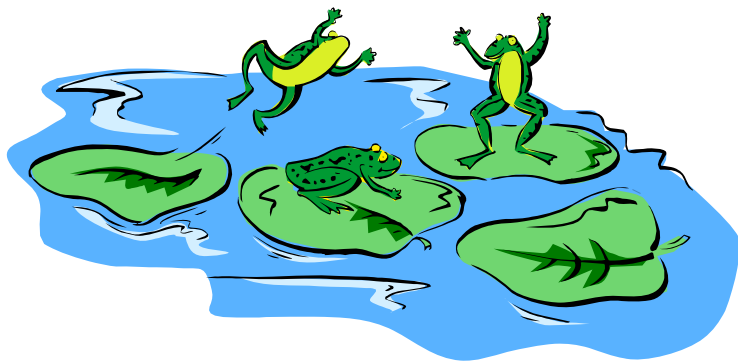
[Frog] It is only April now.

[Narrator] Frog tore off the April page, too.

[Frog] Toad, Toad, wake up! It is May now.

[Toad] What? Can it be May so soon?

[Frog] Well, yes. Look at your calendar.



C a p t i o n e d M e d i a P r o g r a m

[Toad] It is May!

[Narrator] They ran outside to see the spring.

[Frog] Let us go have some fun.

[Toad] Ribbit.

THE STORY

[Narrator] Frog was not feeling well.

[Frog] Oh.

[Toad] Frog, you are looking quite green.

[Frog] I always look green. I am a frog.

[Toad] Today you look very green. Get into my bed and rest.

[Frog] Tell me a story. I will rest.

[Toad] All right, Let me think of a story to tell.

[Frog] Huh?

[Toad] I will go to the front porch. I will walk up and down. That might help me think. Hmm. No, no. That is not good. Hmm.

[Frog] Why are you standing on your head?

[Toad] Because it might help me think of a story.

(Water Splashing)

[Frog] Why are you pouring water over your head?

[Toad] Because it might help me think of a story.

[Frog] Why are you banging your head?

(Banging)

[Toad] Because it might help me think of a story.

[Frog] I feel much better now. I don't need a story anymore.

C a p t i o n e d M e d i a P r o g r a m

[Toad] Then let me get into the bed. Now I feel terrible.

[Frog] Would you like me to tell a story?

[Toad] Yes, if you know one.

[Frog] Once upon a time there were two good friends, a frog and a toad. Frog was not feeling well. Frog asked Toad to tell him a story. Toad walked on the porch to think of a story.

[Toad] (Sigh)

[Frog] He stood on his head to think.

[Toad] (Groan)

[Frog] He poured water over his head.

[Toad] (Groan)

[Frog] He banged his head. He could not think of a story.

[Frog] Toad did not feel well. Frog was feeling better. Toad went to bed. Frog got up. Frog told a story. The end. How was that, Toad?

[Narrator] Toad did not answer. He was asleep.

A LOST BUTTON

[Narrator] Toad and Frog went for along walk. They came back home.

[Toad] Oh! My feet hurt. I lost a button from my Jacket.

[Frog] We will go back. We will find your button. Here is your button!

[Toad] This is not my button! This button is black. My button was white.

[Frog] Oh.

[Bird] Excuse me. Did you lose a button? I found one.

[Toad] This is not my button! This button has two holes. My button had four holes.



C a p t i o n e d M e d i a P r o g r a m

[Frog] Hmm. Toad will be so pleased. Toad! Toad! Here is your button.

[Toad] This is not my button. This button is small. My button was big.

[Raccoon] You are looking for a button. I found one.

[Toad] This is not my button! This button is square! My button was round!

[Frog] Oh! This must be It! Toad! Toad! Here is your button.

[Toad] This is not my button! This button is thin! My button was thick. The world has many buttons! Not one button is mine!

[Frog] Toad!

[Narrator] Toad saw his white, four-holed, big, round, thick button.

[Toad] It was here all the time. What trouble I made for Frog!

[Narrator] Toad sewed the buttons all over his Jacket. Toad gave his jacket to Frog.

[Frog] Toad, it is beautiful! Ha-ha! Ha-ha!

[Narrator] No buttons fell off. Toad sewed the buttons on the jacket very well.

A SWIM

[Frog] What a day to swim!

[Toad] Yes. I will go put on my bathing suit.

[Frog] I don't wear a bathing suit.

[Toad] I do. Don't look at me until I get into the water.

[Frog] Why not?

[Toad] Because I look funny in my bathing suit.

[Toad] (Groaning)

(Toad Groaning Behind the Rock)

[Toad] Don't peek.

C a p t i o n e d M e d i a P r o g r a m

(Splash)

(Splash)

[Toad] Tell that turtle to go away. I don't want him to see me.

[Frog] Turtle, you must go away.

[Turtle] Why should I?

[Frog] Because Toad thinks he looks funny in his bathing suit.

[Lizards] Does Toad look funny in his bathing suit?

[Snake] If Toad looks funny in his bathing suit, I want to see him.

[Dragonflies] We want to see him, too.

[Mouse] I have not seen anything funny in a long time.

[Frog] Sorry, Toad. Everyone wants to see you.

[Toad] I will stay here until they go away.

[Narrator] The turtle, lizards, snake, dragonflies, and mouse waited.

[Frog] Please, everybody go. Please go away.

[Narrator] No one went away.

[Toad] Ah-chooo! I must come out. I am catching a cold.

(Laughter)

[Narrator] The turtle laughed. The lizards laughed. The snake laughed. The field mouse laughed. Frog laughed.

[Toad]
Why are you laughing, Frog?

[Frog] Because you do look funny in your bathing suit.

[Toad] Well, of course I do.

(Laughter Stops)

[Toad] Seems like I heard that one before.



C a p t i o n e d M e d i a P r o g r a m

THE LETTER

[Frog] What is wrong, Toad? You look sad.

[Toad] *Yes*, this is my sad time of day. I am waiting for the mail to come. It always makes me unhappy

[Frog] Why is that?

[Toad] Because I never get any mail.

[Frog] You never get any mail?

[Toad] No, never. No one has ever sent me a letter. Hmm.

[Frog] I must go home now. I have something I must do.

[Toad] Okay.

[Frog] Here is a letter for Toad.

[Frog] Snail! Please take this letter. Put it in Toad's mailbox.

[Snail] Sure... right... away.

[Frog] Thanks! Hurry up now. Toad, get up. Wait for the mail to come.

[Toad] No, I am tired of waiting.

[Frog] Someone might send you a letter.

[Toad] No one will ever send me a letter.

[Frog] Someone might send you a letter today.

[Toad] Don't be silly. No one has ever sent me a letter. No one will send me a letter today.

[Toad] Frog, why do you look out the window?

[Frog] Because I am waiting for the mail.

[Toad] No mail will come.

[Frog] Yes, it will. I sent you a letter.

C a p t i o n e d M e d i a P r o g r a m

[Toad] You did? What did you write in the letter?

[Frog] "Dear Toad, I am glad. You are my best friend. Your best friend, Frog."

[Toad] That is a very good letter.

[Narrator] Frog and Toad sat there. They were feeling happy together.

[Frog] Oh.

[Toad] Oh, me.

[Frog and Toad] Oh, me.

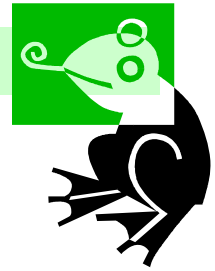
[Toad] Why can't he hurry? Do we have to wait this long?

[Narrator] Four days passed. The snail came. He gave Toad the letter. Toad was very pleased.





FROG OR TOAD?



1. _____ lost a button.
2. _____ wore a funny bathing suit.
3. _____ told a story to his friend.
4. _____ laughed at his friend.
5. _____ sounded grumpy most of the time.
6. _____ tore off the April page on the calendar.
7. _____ felt sad because he never got any mail.
8. _____ did not want to get up.
9. _____ felt lonely when his friend didn't get up.

ADJECTIVES

Identify the appropriate feeling for each of the following sentences:

1. When Frog couldn't get Toad to wake up, Frog felt _____.
2. When Toad couldn't think of a story to tell Frog, Toad felt _____.
3. When Toad wouldn't stop looking for his button, Toad felt _____.
4. When Frog laughed at Toad's bathing suit, Toad felt _____.
5. When Toad thought he wouldn't get any mail, he felt _____.
6. When Toad received the letter from Frog, Toad felt _____.

Word Bank

1. determined
2. lonely
3. sad
4. frustrated
5. happy
6. embarrassed

