



# GLOBAL ARTS: PERFORMANCE FOR SCHOOLS

presents



## **A Year With Frog And Toad**

**Tuesday, March 14, 2017 at 10am**

**UMass Fine Arts Center Concert Hall**

The University of Massachusetts Fine Arts Center Global Arts Performances for Schools Program is underwritten in part by PeoplesBank, A passion for what is possible.



PeoplesBank

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# Welcome

## Information for Teachers and Parents

Our goal is to offer **high quality performances** for young people in a safe and comfortable setting. Please help us by following the below guidelines.



**Please arrive early.** Arrive at the theatre 30 minutes prior to the noted start time. Allow for travel time, parking, being seated and bathroom visits. It is important that we begin our performances on time so that all schools can meet their lunch and dismissal times.



**Be sure to check the location of the performance when making your bus reservations.** Performances take place in the Fine Arts Center Concert Hall or Bowker Auditorium in Stockbridge Hall. Please see the map at the end of this guide for driving and drop-off instructions.



Upon arrival your group will be greeted by an usher either at your bus or in the lobby. We do not issue individual tickets for performances. **Your usher will direct your group to their reserved seats.**



**Both theaters are accessible for Mobility Impaired members.** An infrared listening system is available in both theaters. Access parking is available adjacent to the theaters. An Access permit should be clearly visible in the parked vehicle. To better meet your needs, please inform us of any special seating requirements one month prior to the performance by calling **413-545-2116**.



For the comfort of all our seated patrons, **we request that backpacks, lunches and other gear be left on the bus.** Also, please remove all hats when seated in the theater.



**Food, drinks other than water, smoking, candy and gum are all not allowed in the theater.** The use of cell phones, portable music players, cameras or any other recording device, including non-flash photography and cell phone cameras, is strictly prohibited.

**PLEASE BE SURE TO TURN OFF ALL CELL PHONES.**

**Any teasing, disruptive and rude behavior by students towards each other or to others seated close-by during a performance is not acceptable.** Teachers and chaperones will be held responsible for any such incident reported to the Fine Arts Center staff. All complaints received will be forwarded to the schools involved. Repeated offences from the same school/s may result in cancellation of future reservations for shows.



# Theater Etiquette

Please review the following information with your students.

**We expect** everyone to be a good audience member.

**Good audience members...**

- Are good listeners
- Keep their hands and feet to themselves
- Do not talk or whisper during the performance
- Do not eat gum, candy, food or drink in the theater
- Turn off all cell phones and do not use portable music players, cameras or any other recording devices
- Stay in their seats during the performance
- Do not disturb their neighbors or other schools in attendance

**“Theatre is not theatre without an audience.”**

Live theatre differs from watching television or movies. **Remember that performers can see and hear you.** As an audience member you are a vital contributor to the performance experience that you and those around you will have. How you behave and how you react to the show will affect the artists’ performances. That is why each performance is a unique experience, it will never be repeated exactly the same. Talking to your neighbor, sending text messages, and other similar behaviors are distracting to the rest of the audience and to the artists.

**Please be respectful of the artists on stage performing for you by listening quietly. Of course, it is appropriate to react to what you are seeing – some things may make you laugh, gasp out loud, or you may be asked to respond by answering questions from the performers, singing along or clapping. Most of all, it is important to be present “in the moment” by being attentive and enjoy the performance. And of course – show your enthusiastic appreciation with applause at the end!**

## Curriculum Frameworks

This performance and guide provide opportunities for your students to explore a variety of topics.

For your convenience we’ve listed applicable Massachusetts learning standards. This list is by no means exhaustive.

Please use this list as a guide to assist with creating lesson plans.

## Curriculum Connections: Communication and Language Arts, Literature, Music, Theatre, Relationships and Family, ELA/Writing, Science, Technology

*Connections 6. Purposes & Meanings in the Arts.*

*Connections 7. Roles of Artists in Communities.*

*Connections 8. Concepts of Style, Stylistic Influence, and Stylistic Change.*

# A Year With



## Synopsis:

A hit on Broadway, *A Year With Frog And Toad* was nominated for 3 Tony Awards including Best Musical. Based on Arnold Lobel's well-loved books and featuring a hummable score by Robert and Willie Reale, this whimsical show follows two great friends -- the cheerful, popular Frog and the rather grumpy Toad -- through four, fun-filled seasons. Waking from hibernation in the Spring, Frog and Toad plant gardens, swim, rake leaves, go sledding, and learn life lessons along the way. The two best friends celebrate and rejoice in their differences that make them unique and special. Part vaudeville, part make believe, all charm, *A Year With Frog And Toad* tells the story of a friendship that endures, weathering all seasons.



# Pre-Show

Ask students to make predictions about the play they are going to see based upon their knowledge of the source texts, as well as other works by **Arnold Lobel** they may have read or seen on stage or film.

Not every character or event in the books appears in the play. Which ones do you expect to see on stage?

How do you imagine the **scenery, costumes and props**?

What does **friendship** mean?

Do you think that there will be **music**? If so, how will it sound?

There are only **animal characters** in the play. Have students brainstorm ways they think the animals will be portrayed by the actors. Remind them to consider techniques such as **movement, voice, costume and makeup**.

***A Year with Frog and Toad*** takes place over the course of one year. Discuss the four seasons and their characteristics, especially with regard to more extreme climates in other regions of the country students may not have visited in person. Discuss how the students' lives change from year to year. What is different from year to year? What stays the same?

# Activities

## Project 1: **Animal Interviews**

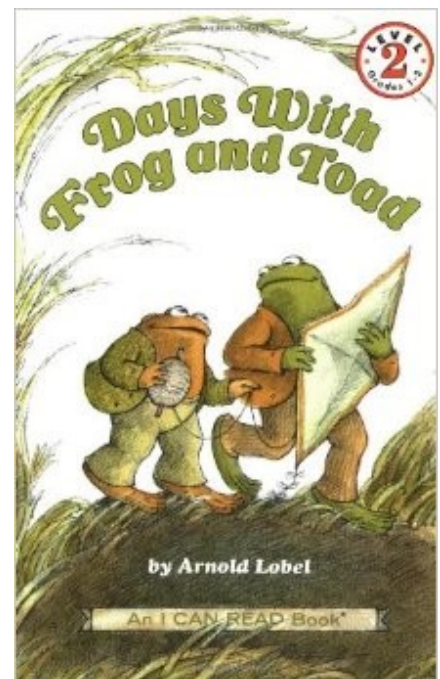
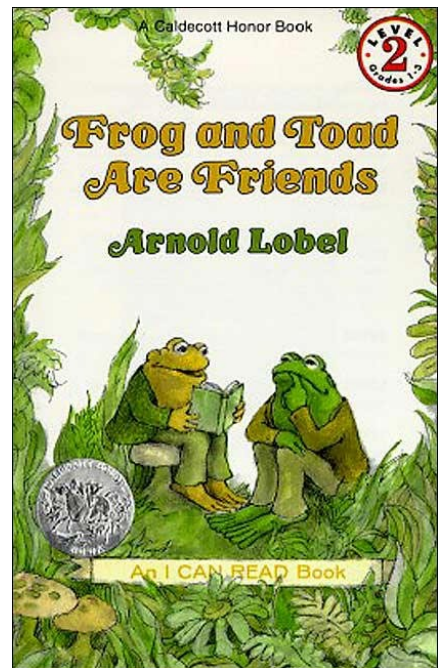
1. Imagine that you are a reporter interviewing one of the characters in the play.
2. Brainstorm a few facts about the character using a mind map similar to the one included in the resources at the end of this packet. Include facts you remember from the show as well as facts you may know about the character's species, such as its habitat and what it likes to eat.
3. Think of some imaginative questions to ask them! Examples include: What do they like to do for fun? What is their favorite season? Who are their best friends and why?
4. Write a short blog post or magazine article about the character you "interviewed." Make sure to include some of the facts you recalled as well as your imaginary content!
5. Share your article aloud with a friend or to your class.



# Activities

## Project 2: Frog and Toad Stories

1. Introduce Arnold Lobel's Frog and Toad stories to the class by either reading aloud or asking students to read aloud.
2. Ask students to: a.) Identify the main events of the plot, their causes, and their effects on future actions. b.) Discuss the traits of major characters, their motivations and contributions to the dramatic action. c.) Identify speakers or narrators. d.) Talk about the story's underlying theme(s) or message.
3. Discuss the differences between realism and fantasy. Have them talk about what they like and dislike about these two literary genres, identifying universal themes, character types and actions.

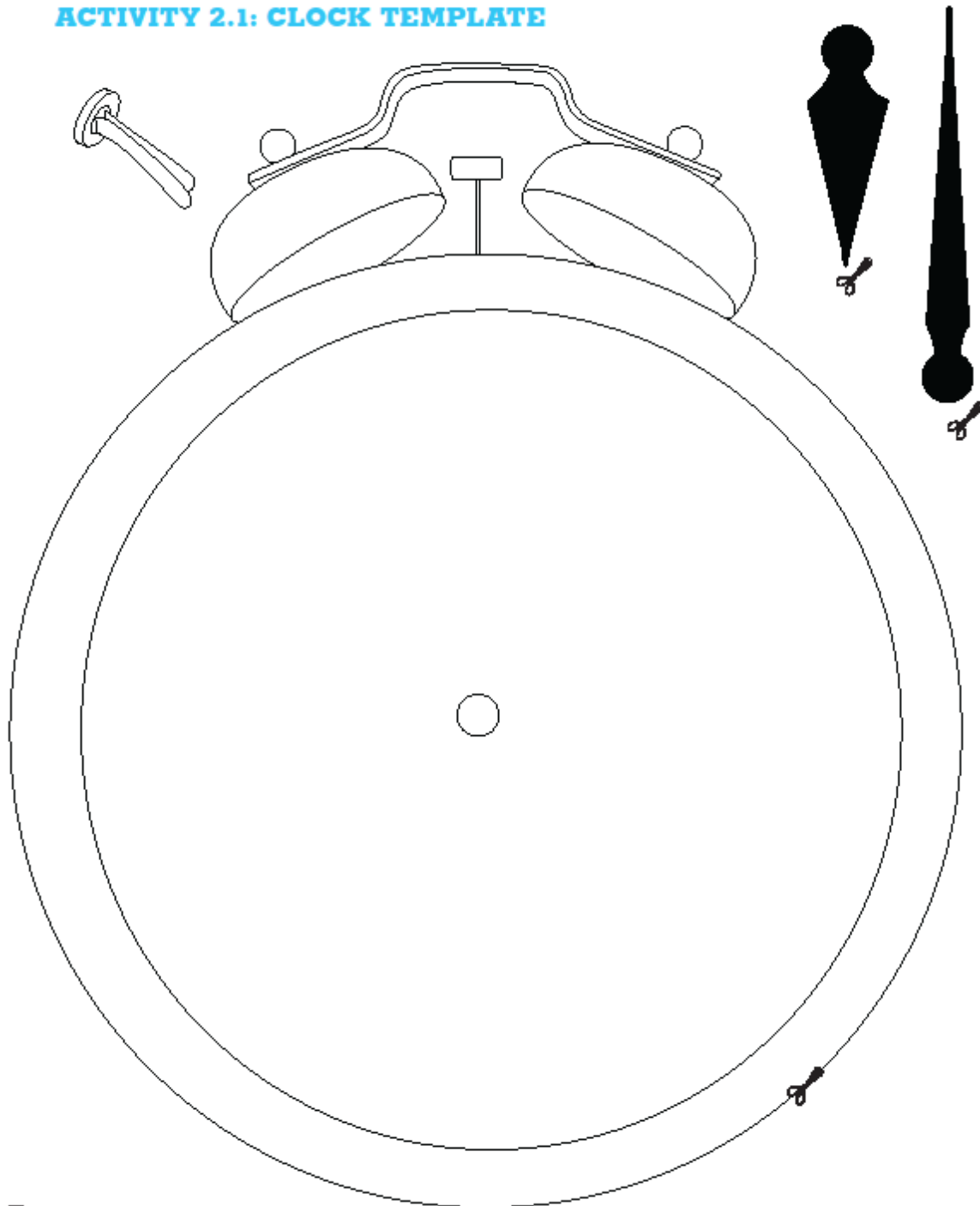


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## Project 3: I Just Can't Wait For...

Using the template provided, have the students creatively answer the question "I just can't wait for...". This can be written on the face of the clock, with a picture to illustrate their response. • Attach the hour and minute hand to the clock with a brass fastener split pin. The students now have a clock that they can use to work with time.

### ACTIVITY 2.1: CLOCK TEMPLATE





# Activities

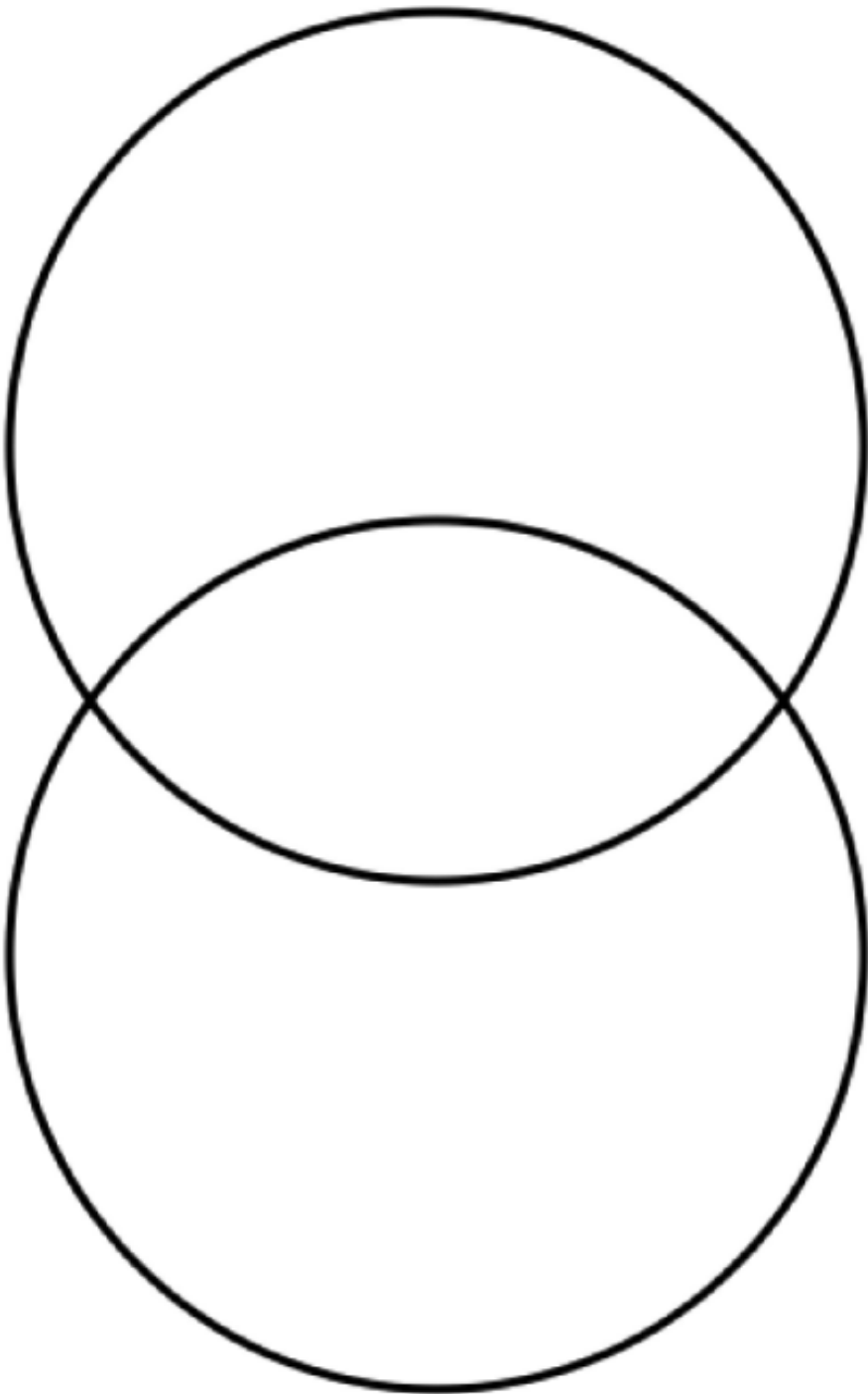
## Project 4: **Similarities and Differences**

Frog and Toad are friends who have lots of similarities, but they also are very different from one another. Students can discover the things they have similar to and different from their classmates.

1. Place students in pairs.
2. Each pair receives a Venn diagram (a copy is available on the next page of this guide.)
3. Students discuss facts about their lives such as family information, likes and dislikes, hobbies, or places they have visited.
4. Write all similarities in the area where the two circles join. Write all differences in the areas of the circles that are separated.
5. This activity can be completed two or three times with different pairings of students. Pair students with their friends one time,



with someone they may not be friends with, and even encourage them to seek out an adult in their lives to complete the activity with another time.



# Activities

## Project 5: **If there was no...**

Frog and Toad encountered many types of weather throughout the seasons of the year, and the weather had an effect on the characters in the story. Similarly, the weather affects our environment and our environment can also affect the weather.

1. Following a unit on weather, students can use their prior knowledge to analyze the importance of parts of our environment and predict what would happen if something important disappeared.
2. Write a short story on what would happen if there was no....(part of the environment). Students should use factual information to support claims, but they may also use imagination to predict how changes may influence day to day life.
3. The students can choose one of these story starters below, you may give them another option, or have them come up with their own.

If there was no sun, weather would change by... (change in temperature, no wind, no evaporation, etc.) If there was no wind, weather would change by... (no precipitation over land, etc.) If water did not freeze, weather would change by... (no glaciers, elevated sea level, etc.) If there was no ozone layer, weather would change by... (global warming, melting of glaciers, etc.) If warm air did not rise, weather would change by... (no condensation so no precipitation, no winds, etc.) If water did not evaporate, weather would change by... (no clouds, no precipitation, etc.) If there were no volcanoes, weather would change by... (no water anywhere, few gasses in the atmosphere, etc.)

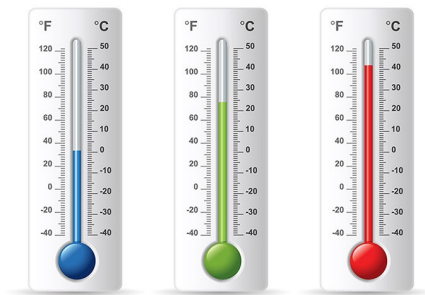


# Activities

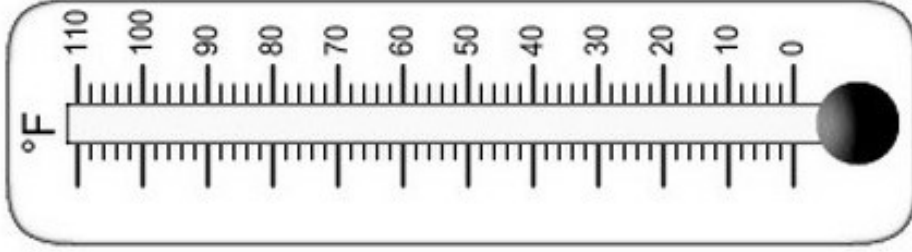
## Project 6: Temperatures During the Seasons

A Year with Frog & Toad takes place throughout the four seasons of the year. We see them getting chilly during the winter and enjoying the warmth of the summer. This is because the days of the seasons can have very different temperatures. In this activity, students will discover how much the temperatures can change throughout a year.

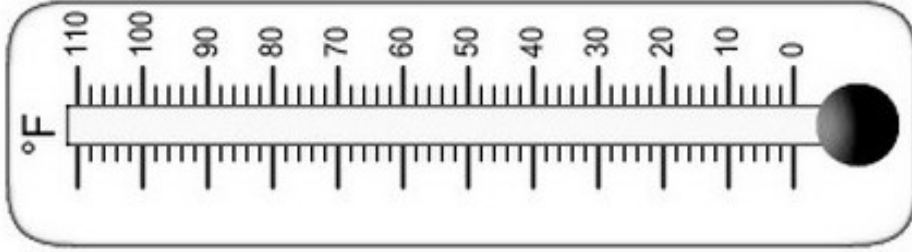
1. Set up four stations with water at various temperatures, representing the four seasons. Water can be microwaved to make it warmer and ice can be added to make it cooler.
2. Begin by scaffolding knowledge to see what students already know about the four seasons, thermometers, and units of measurement in degrees. Review reading a thermometer, if necessary.
3. Have the class make predictions about what temperature the water will be at each station.
4. Split students into four groups.
5. At each station, the students are to first look at the thermometer and find the temperature to the closest degree.
6. Students color paper thermometer to match the degrees on their paper thermometers and write the temperature in degrees.
7. After the groups have rotated to all stations, students return to their desks to work individually on drawing a picture to represent each season.
8. For an extension students or the class as a whole can graph the temperatures of the water on a bar or line graph to compare the differences.
9. If time allows, students can feel the water with their hands and talk about the differences they experience.



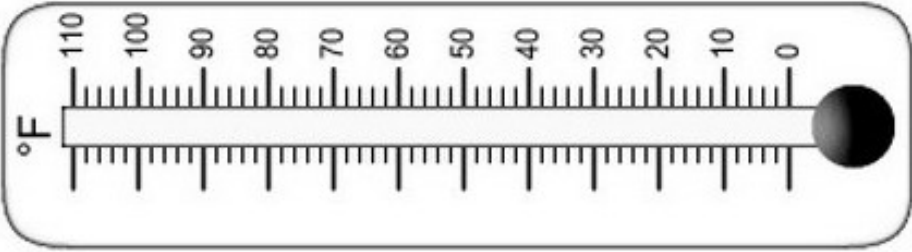
Winter



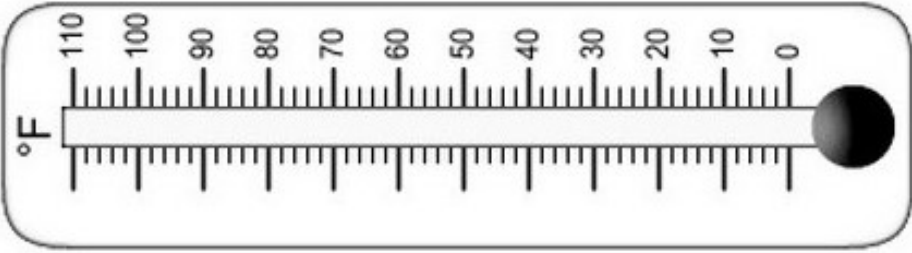
Fall



Summer



Spring



# Activities

## Project 7: Growing a Seed

Toad decides to build a garden, but he has some interesting ideas on how he thinks his seeds will grow! Discover the process of growing a plant from a seed in this activity. You can even give the plant away as a gift.

### Day 1

1. Each student will need a Styrofoam cup or planting pot, a wooden tongue depressor, a marker, a spoon, and a few seeds.
2. Use a spoon to fill the Styrofoam cup about halfway with soil.
3. Place the seeds in the center of the cup. Note: Read directions on the seed packets for best practices for planting, watering, and caring for the type of plant you are using.
4. Cover the seeds with more soil. Leave about a half inch of space between the soil and the top of the cup.
5. Pour a small amount of water from the watering can into the cup.
6. Write each students' name on a wooden tongue depressor. Stick the tongue depressor into the student's cup for identification.
7. Place the cups in a sunny location in the classroom.

### Day 2 and Beyond

1. Over the next week or so, have the children water the seeds, watch, and write their observations in their notebooks.
2. Have students write about their experiences with planting seeds. Print the final product (or a screen capture).

### After 3-4 Weeks (Depending on seed type)

1. Have the students make a card for their gift recipient, explaining how they took care of the plant and including a kind note.
2. Send plants home with students. Note: You may want to try to plant a few extras yourself, just in case some don't grow!

<http://www.scholastic.com/teachers/lesson-plan/lets-grow-plants>





# Activities

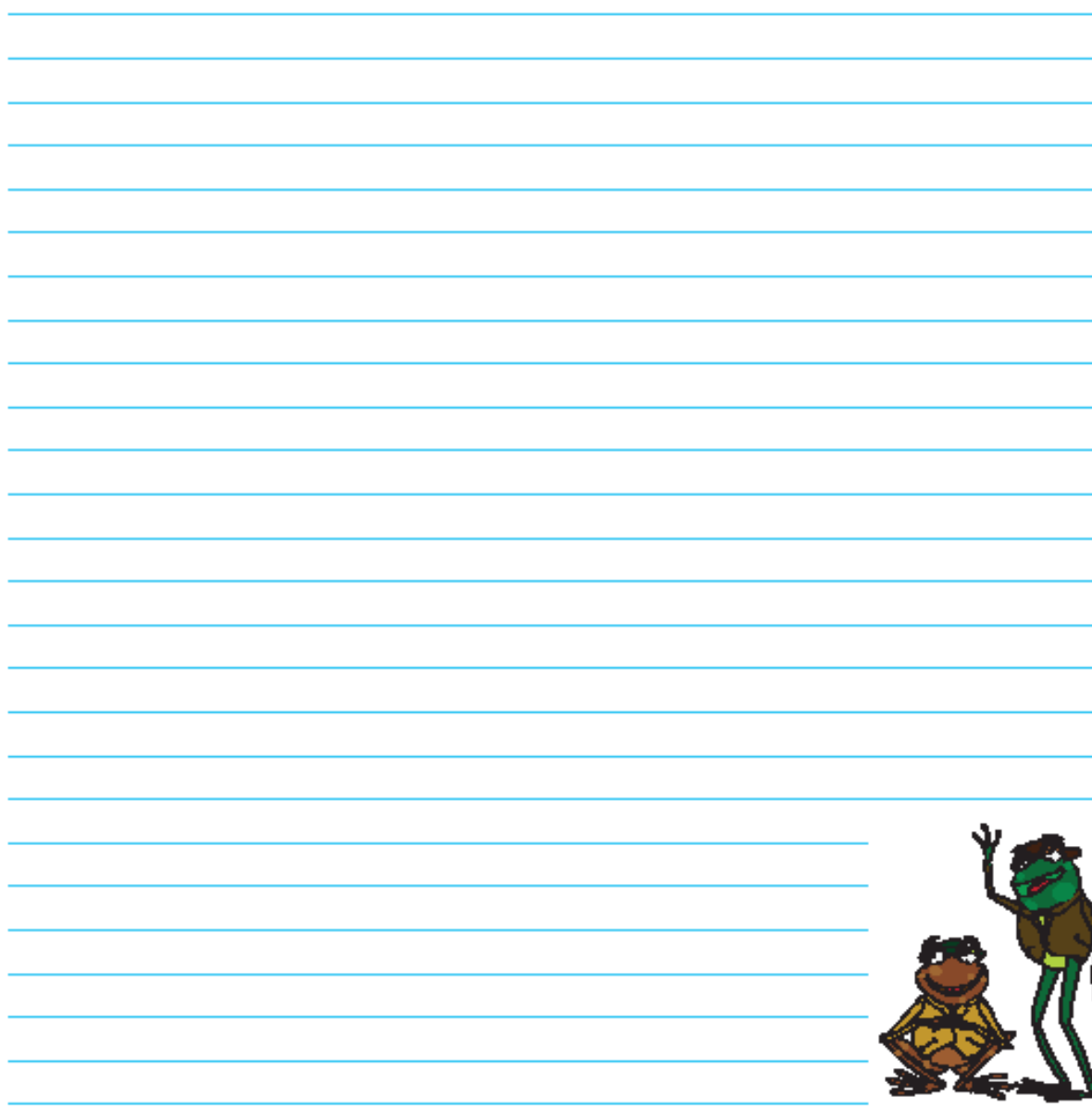
## Project 8: **Write a Letter**

Frog is a very good friend to Toad. He decides to write Toad a very important letter because Toad never has received one. Even though Frog and Toad see each other regularly, he knew it would make Toad feel very special to receive a letter.

Your family and friends would love to receive a handwritten letter from you, too! Even though we have the ability to text, email, and share pictures online and on our phones, a handwritten letter is very special.

1. If needed, model writing a letter including the major parts: a greeting, a body with 3 or 4 topics, questions, and a closing.
2. Students think of the person they would like to send the letter. They don't have to live far away, but they can if you would like.
3. Brainstorm topic ideas to include in the letter. These can include any news in the child's family, what he or she is studying at school, afterschool activities, or something they hope to do soon.
4. Students write a letter to their chosen recipient.
5. Actively monitor to make sure students include all of the necessary components.
6. When they are finished, place them in an envelope, seal it, stamp it, and place the recipient name.
7. Send a note home with parents with the letter, encouraging them to address the letter and send it on its way!

## ACTIVITY 2.2: LETTER TEMPLATE





# Activities

## Project 9: Act It Out

A **tableau** is when actors stand in frozen, silent “pictures,” showing different parts of a story.

In a group of three to five, think of an event in the plot of *A Year with Frog and Toad*. Each of you decide which character you will be, and create a tableau of that event. See if your classmates can guess which event you are trying to show!

Remember – a tableau does not move or make sounds!

Once done, begin making tableaus for popular movies and other situations!



# Activities

## Project 10: **Alone...together**

Frog sings, "Sometimes the days, they can be very busy. So I like to stop and think now and then. I think of the reasons I have to be happy and that makes me happy all over again."

Our lives are very busy, too! Students can benefit from a few moments of being alone and quiet and remembering what they are thankful, what makes them happy, or just any thoughts that they may have.

1. Give students a few minutes to just sit and think quietly, as a positive moment..
2. Write a prompt up on the board such as "What makes you happy?" "What do you like best about yourself?" or, "What are you thankful?"
3. Hand out a blank writing page for each student to answer the writing prompt. Younger students can also draw a picture. Continue to encourage the students to work alone and quietly.
4. Students can select a colored piece of construction paper and glue their writing page.
5. Use a 3-hole punch to place holes in each paper and use yarn or ribbon to bind all of the papers together to create a book that they created alone...together.





# Vocabulary

<b>Actor</b>	A theatrical performer.
<b>Applause</b>	Approval expressed by the clapping of hands.
<b>Back Stage</b>	The area behind and to the side of the part of the stage where the action of the performance takes place.
<b>Choreographer</b>	The person who develops and arranges the dance movements for the dancers and actors.
<b>Composer</b>	A person who writes music.
<b>Costume</b>	A style of clothes, including garments, accessories and hair style, characteristic of a particular country, period, or culture. Worn on stage during a theatrical performance.
<b>Crew</b>	The group of people who run the various technical operations during a performance, including the lighting, curtain, set, scene changes, sound effects and props.
<b>Designers</b>	Individuals who create the set, costumes, lighting, and sound effects for the performance.
<b>Director</b>	The person who supervises all the artists during rehearsals and instructs all dramatic aspects of the production.
<b>Lyricist</b>	The person who writes the words for a song.
<b>Musical Theatre</b>	A play that uses music, song, and dance to tell a story.
<b>Play</b>	A staged representation of an action or story.
<b>Playwright</b>	The person who writes plays.
<b>Props</b>	All the objects used in a theatrical production.
<b>Score</b>	The sheet music that the actor memorizes and performs.
<b>Script</b>	Pages from which the actor reads their lines.
<b>Stage Manager</b>	The person who assists the director during rehearsal and supervises the physical aspects of a stage production.

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**PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER'S  
CONCERT HALL and RAND THEATER**

School Buses: Students should be dropped-off at **Haigis Mall** off of Massachusetts Avenue. University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). **PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME.** If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. **We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space.** It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 1/1/07) are listed below:

**Parking in the Garage is available to our patrons at a discounted rate of \$1.** To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. Please call (413) 545-2116 if you didn't receive one.

**Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are \$1.00 per hour.**

**Parking Garage** – near Campus Center, across from the Mullins Center off Commonwealth Avenue

**Lot 34** – Behind Visitors Center with 3, 5 & 10-hour meters available

**Haigis Mall** – 2 hour maximum on meters

**Lot 62** - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

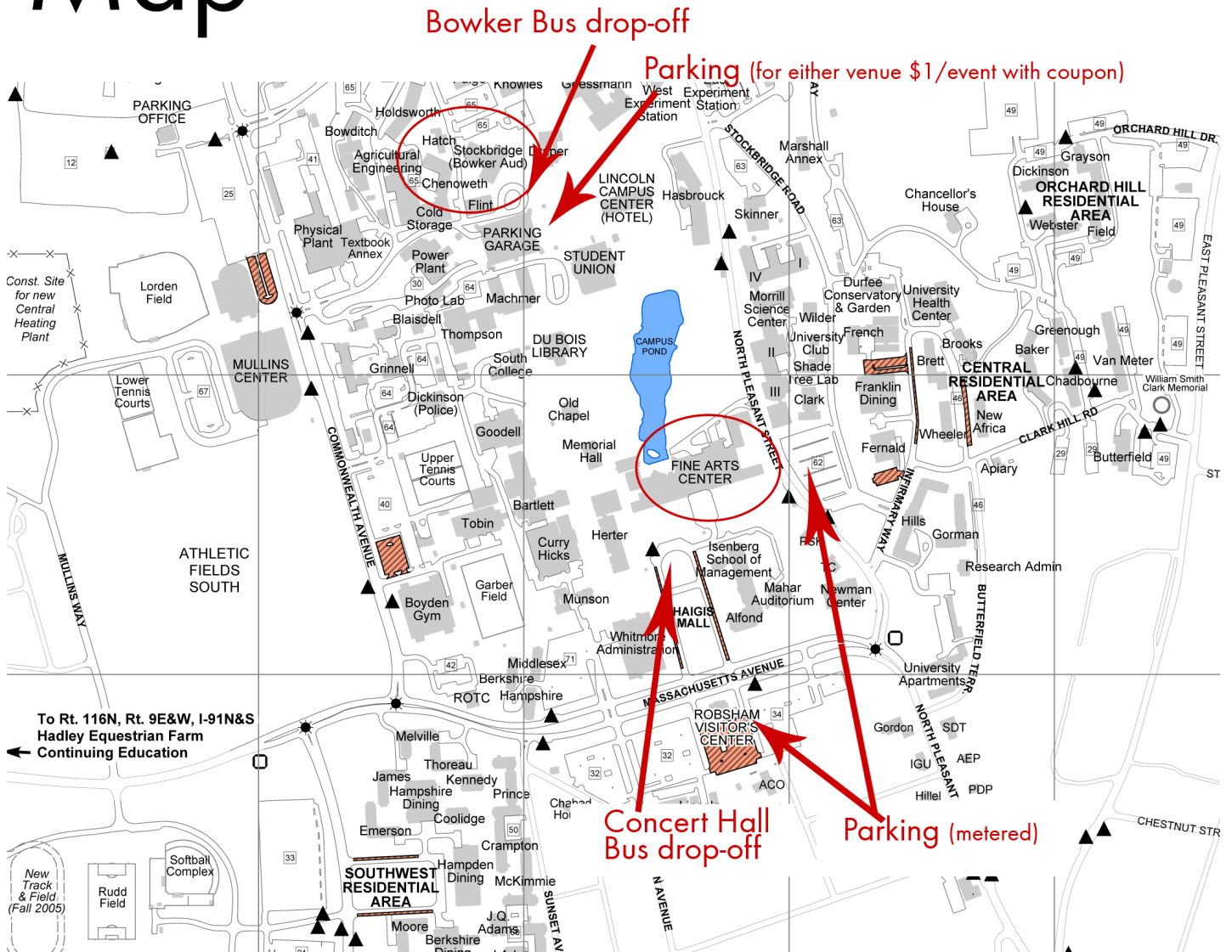
**From the North:** (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 “To the University of Massachusetts.” Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

**From the South:** (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right at first exit at “University of Massachusetts,” then bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

**From the West:** (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under “From the South”.

**From the East:** (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci's Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.

# Map



For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for \$1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of \$1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.

