

Name of Activity: Unique Frogs

Classroom Pet: Australian Tree Frogs

Grade Level: Pre-Kindergarten

Duration: 15-20 minutes

Purpose: The purpose of this lesson plan is to help the children comprehend that there are many different types of frogs that are all different and unique with their own characteristics.

Objectives:

- ❖ SWBAT have a discussion about frogs (ex. where frogs live, what they eat, how they communicate, etc.)
- ❖ SWBAT follow simple 1-2 step directions

Description of the Activity: After reading the book *All About Frogs* by Jim Arnosky aloud to the students the teacher will engage them in a discussion about frogs and their characteristics (different kinds of frogs, where they live, what they eat, how they talk, etc.) After the discussion the students will be asked to draw a picture of a frog and what they think the frog would do or say if it could.

HighScope Key Developmental Indicators:

Approaches to Learning

- ❖ **Use of resources:** Children gather information and formulate ideas about their world.

Physical Development and Health

- ❖ **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles

Language, Literacy, and Communication

- ❖ **Comprehension:** Children understand language.
- ❖ **Speaking:** Children express themselves using language.
- ❖ **Book knowledge:** Children demonstrate knowledge about books.

Creative Arts

- ❖ **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

Developmental Domains:

- ❖ **Cognitive Domain-** The students will be learning (possibly new) vocabulary when they listen to the book *All About Frogs* by Jim Arnosky and have a discussion about frogs.
- ❖ **Social Domain-** Students will need to listen to the read aloud, and listen and follow directions when they are given.
- ❖ **Physical Domain-** Neat handwriting and eye-hand coordination (fine motor skills) will be necessary for the written component of this lesson.

Howard Gardner's Multiple Intelligences

- ❖ **Naturalistic-** Students will be learning about frogs (like the frogs in our classroom) and the different characteristics that they possess.
- ❖ **Interpersonal-** Students will be communicating with classmates and their teachers about frogs and their characteristics.
- ❖ **Intrapersonal-** Students will be drawing a picture about what they would say and do as a frog.
- ❖ **Linguistic-** Students will be listening to a read aloud to learn new vocabulary, and be communicating about frogs verbally. They will also be drawing their understanding of frogs in a picture format.
- ❖ **Spatial Intelligence-** Students will be able to see our own classroom frogs to help them comprehend what this lesson is about. The children will also have the book and their pictures as visual aids throughout this lesson.

Assessment Method(s);

The objectives will be assessed through informal teacher observation, when he/she is watching the students during the discussion and when they are completing their pictures. The teacher can also collect the students' pictures to ensure that the students have a grasp on the lesson that was just taught, and that all of the KDI's are being met.

List of Materials:

- ❖ *All About Frogs* book by Jim Arnosky
- ❖ Paper
- ❖ Pencils/Pens
- ❖ Crayons/Markers
- ❖ List of questions to assist the teacher during the discussion

Procedure:

Introduction: The teacher will explain to the students that they are going to listen to a book about frogs to learn more about our frogs in the classroom.

Steps in the Activity:

1. The students will engage in a discussion about the frogs in our classroom, what they have learned, and more. *If students are having a difficult time engaging in a discussion refer to the list of questions to help begin the discussion.
2. After the discussion the teacher will explain to the students that they are going to pretend to be frogs. The teacher will ask the students some questions about being frogs (ex. what do you like to do, eat, play with, etc.) *Allow the students the opportunity to move and sound like a frog within the classroom.
3. Then have the students go to their tables and draw a picture of a frog and what they think the frog(s) would like to do and/or say. Give the students about 10 minutes to complete their pictures; give them a 5 minute warning to ensure they can finish up their pictures.

Closure: To close this lesson the teacher will have the students hand in their pictures and return to the carpet. *The teacher will ask a few students to share their pictures.

Adaptations:

- ❖ **More Challenging:** The teacher can have the students participate more frequently in the discussion and/or lead the discussion. The teacher can also have the students try to write their own words for the frogs with little to no help from the teacher.
- ❖ **Less Challenging:** The teacher will be walking around the room to assist any students that may be having a difficult time understanding the directions, lesson plan, questions, etc. If the teacher notices that some students are having a difficult time drawing a picture of a frog with details then the teacher can ask the students to just draw something about a frog or they can use stencils to assist them with their pictures.
- ❖ **Child with Special Needs:** This lesson plan can be modified to have the students participate in a small group discussion with 1 or 2 other classmates instead of a large group discussion. The teacher can also have the students pretend to be frogs and talk about what they would like to do instead of drawing a picture.

How to incorporate frogs (our classroom pets) into other areas for choice time.

- ❖ **Sand and Water Table:** Put water and leaves (fake or real) in the table along with different types of frogs.
- ❖ **Writing Table:** Put different stencils in the writing area that include frog stencils. Also, the students can continue to draw pictures about frogs.

- ❖ **Art Area:** In addition to using frog stickers in the art area the students can also use different plastic frogs (different sizes and kinds of frogs) to paint with.
- ❖ **Toy Area:** Place different animal manipulatives (including frogs) and different frogs puzzles in the toy area.
- ❖ **Book Area:** Put different books about frogs in the book area; the books can include books about frogs, what they eat, where they live and more.
- ❖ **House Area:** In the house area the students can pretend that they are and/or they own their own frogs. Include bowls, frogs, frog food containers or pretend bugs, etc. in the house area.
- ❖ **Block Area:** Place different frog manipulatives in the block area so that the students can build their own frog tanks. The students can use the frog tank in the classroom as a visual aid or the teacher can print some pictures of different places and tanks where frogs live.

Discussion Questions List

1. What color are frogs?
2. Do all frogs like to stay in the water?
3. What are some things that frogs like to eat?
4. Do all frogs make the same noises?
5. What kinds of things do frogs like to do?
6. Where do frogs live? Water, trees, etc?
7. Are all frogs the same size?
8. From the book what is your favorite frog? Why?