

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Mallary Erbes	<b>Date:</b>	7/23/18	<b>Subject(s):</b>	Science
<b>School:</b>	West Cedar Elementary	<b>Grade Level:</b>	1st	<b>Student #:</b>	20
<b>Cooperating Teacher:</b>	Mrs. Smith				
<b>Lesson Title:</b>	Frog Life Cycle				
<b>Standard(s):</b>	Life Science 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.				
<b>NGSS:</b>	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.				
<b>Objective (cognitive):</b>	After learning about the frog life cycle, the 1 <sup>st</sup> grade students will be able to sequentially list the stages of the frog life cycle without error.				
<b>(affective):</b>	After learning about the frog life cycle, the 1 <sup>st</sup> grade students will be able to write how tadpoles are similar to frogs but different with 1 or less error. The students will also be able to relate this back to themselves about how they are similar yet different from their own parents in a group discussion by participating a minimum of 2 times.				
<b>(psychomotor):</b>	After journaling about the frog life cycle, the 1 <sup>st</sup> grade students will be able to use correct colors and use their motor skills to draw similar shapes to the egg, tadpole, and frog every Monday, Wednesday, and Friday in their journals with 1 or less days missed journaling. Each journal entry will be assessed on completion of writing 2 observations, using correct colors, and drawing what they see.				

### Book(s) or Supported Reading(s):

- *National Geographic Readers: Frogs* by Elizabeth Carney (Independent/Guided reading)
- *Froggy* books by by Jonathan London and Frank Remkiewicz (Modeled reading)
- *From Tadpole to Frog (Let's-Read-and-Find-Out Science 1)* by Wendy Pfeffer and illustrated by Holly Keller (Modeled reading)

### Materials & Supplies LISTED:

- Frog eggs and containers for the eggs to grow in as the egg goes through the life cycle
- Journals and pencils
- Colored pencils and crayons

### Anticipatory Set/ **Enticement** (Pre-reading & Prerequisite Skills):

Students will be given a take-home task to go on a frog hunt with a guardian at home. They can look for frog eggs, tadpoles, or grown frogs. Students will be asked to look places where they think they will most likely be and journal about where they looked and what they found. An extension for this is to bring in any frog eggs they find.

### Modeling/ **Explanation** (I can):

I will have frog eggs in the classroom. I will explain that frogs begin as eggs and move to tadpoles and finally develop into frogs. I will show a diagram demonstrating this

## Wartburg College Lesson Plan Outline

process. Next, I will demonstrate and verbalize what I observe about the eggs. I will draw what I see with detail in my frog life cycle journal.

### **Guided Practice/ Engagement & Exploration** (We can):

Students will then journal about what they see with the eggs and draw what they see. They will pay attention to detail. We will have a large class discussion about observations and the purpose of the features that we observed to do with the eggs.

### **Independent Practice/ Elaboration** (You can):

The students will journal every Monday, Wednesday, and Friday. Each day they draw what they see and write down observations. Detailed drawings are expected and the use of color is also expected.

### **Closure:**

After the tadpoles have grown into frogs, we will finish our journals and those will be submitted for grading. We will discuss how the frogs developed. I will guide this discussion to how the tadpoles were like but not exactly like their parents. We will discuss the purpose of the different body parts and how they helped the tadpole survive and develop.

### **Assessment/ Evaluation**

- The students will be able to discuss the different stages of frog development in correct sequential order with 2 or less errors.
- The students will journal about the development of the egg/tadpole/frog every Monday, Wednesday, and Friday. These journals will have accurate colors drawn on and a minimum of two observations written per day.
- Students will identify how tadpoles are alike but not exactly alike grown frogs on an exit ticket with 100% accuracy.

### **Enrichment/ Extension**

An extension to this lesson would be to have students do it with different animals at home. They could create a poster demonstrating the frog life cycle. An extension would be to draw their own life cycle and how they develop as kids into adults.

### **Modification/ Differentiation:**

A modification would be to observe and have a discussion with students individually who may not understand what they are seeing. They could journal with a teacher or in a group. Students who are visually impaired could use their sense of touch to describe what they are feeling. They could also use their hearing ability to learn about the frog life cycle from auditory books.