

Name: Sherron R. Guyton

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Content Area: Science Grade Level: 3rd

Allocated Time: Two 40 minutes session

Topic: The Stages of a Frog

Setting: Classroom

Overall Goals:

SCF.1.2.3.1; F.1.2.3.3 The students recognizes that animals go through predictable stages within their life cycle.

Instructional Objectives/Learner Outcomes: The students will learn the life cycle stages of a frog and create a pop-up book demonstrating what they have learned.

Assessment:

Students will independently complete a pop-up book with the correct information about the life cycle of a frog.

Materials/Equipment: 9x12 inch white construction paper (4 per students), 9x12 colored construction paper 1 per student, glue, smart chart, science article on the life cycle of an amphibian, word map, writing paper cut to 4x8, scrapes of colored construction paper, crayons/colored pencils, pencils, and scissors, and colored pictures of frogs. chart paper, find facts about frogs

Preparations:

1. Have the BKWL (smart chart) already completed with the teacher's background knowledge.
2. Have the copies already made of the science article on frogs.
3. Find different color pictures of frogs with information about them.
4. Cut the lined paper 4x8 before the lesson.
5. Give the students the scissors, crayons/colored pencils, markers, pencil, colored construction paper, and scrapes of colored paper before the lesson.
6. Go to www.scholasticnews.com/sn3 to print the assessment for the students.
7. Have the key vocabulary with the definitions and pictures prepared in advance
8. Pictures of the life cycle of the frog.

Vocabulary: amphibian, life cycle, gills, sequence, metamorphosis, froglet, and hind legs.

Instructional Procedures:

1. The teacher will create a smart chart (Background, KWL) which is to activate prior knowledge on the topic of study. It is similar to a KWL but the letter B stands for background that the teacher provides for the students so that they can actively participate. The teacher will have the background information already on the chart for the students.
3. The teacher will place the BKWL chart on the document camera so the students can tell the teacher what they know about frogs and what they want to know. The teacher will write down the responses from the students on the BKWL chart.
4. The teacher will introduce the vocabulary words and definitions to the students by placing them on the

document camera with pictures for the ESL/ELL students so that the students can understand the vocabulary.

5. Next the teacher will place the word map found at www.educationoasis.com on the document camera with the word amphibian in the middle of the box so that the students can tell the teacher what are the characteristics, examples, and non-examples of an amphibian. The student's responses will be written in the appropriate boxes.

6. Place the life cycle article on the document camera and have the students observe the life cycle of the frog. The teacher will read the article with the students pointing out the stages of the frog. The students will be given a copy of the article as well.

Ask the students critical thinking comprehension questions listed below.

7. The students will see different frogs placed on the document camera and background information about each of the frogs so that the students will see the similarities and differences of the frogs.

8. The students will be given 4 pieces of white construction paper and 1 colored piece of construction paper and different colors of scraps of paper, 4 pieces of writing paper, scissors, and crayons/markers.

9. The students will fold the paper hamburger style. In the middle they will cut 2 slits in the middle on the side that is creased. The students will bend the cut slits that look like a box forward and back and push the paper through repeating this process for all the other 3 pieces of white construction paper. The teacher will freeze the image on the document camera and walk around with a copy to make sure the students understand the process. **Picture of this step is below.**

Once students have completed this step then they will cut out square boxes to fit the slit boxes that they cut. The students will draw the different stages of the frog life cycle on the four pieces of paper. The teacher will freeze the image on the document camera and walk around the classroom to make sure students understand.

10. The students will decorate 3 of the papers with different underwater scenes on the left side of the fold. The teacher will freeze the image on the document camera to make sure students understand the process.

11. The fourth page should be decorated like the frog is leaving the water to live on land on the left side of the fold.

12. Once the students have colored and decorated their four pages then the students will take the pages and put them in the correct order of the life cycle of the frog. The one piece of colored construction paper the students have they will fold that paper in hamburger style and glue the colored scenes (left fold) of the egg stage of the cycle to the colored construction paper. The teacher will freeze the image and walk around to make sure students understand the step.

13. The bottom of the egg stage should be glued to the 2nd stage of the cycle left fold. **Picture of this step is below.** The teacher will freeze the image and walk around to make sure students understand the step. The 2nd stage of the cycle should be glued to the 3rd stage of the cycle. The teacher will freeze the image and walk around to make sure students understand the step. The 3rd stage should be glued to the 4th stage and the 4th stage should be glued to the back of the colored paper. The teacher will freeze the image and walk around to make sure students understand the step construction paper.

14. Once the students have glued the pages down then they are to decorate the outside cover of their book with scraps of paper, crayons/colored paper, and markers. **Picture of this step is below**

15. The students are then required to write about the different stages of the frog on the lined paper that they glued to the four pages of the stages. The students are to write each stage on the first line and then describe in their own words each stage of the frog cycle.

16. The student's pop-up books should be displayed around the classroom for everyone to see.

Accommodations for English Language Learners (ELL) and/or Exceptional Students (ESE): The teacher will be using a visual on the document of how to complete the book and the ESOL/ESE students

could see each step that is being formed. While the teacher is using the document camera he/she might want to use colored construction paper so that the students could see the demonstration of how to make the book more clearly than using white paper for the ELL and the ESE students.

Critical Thinking/Higher Order Thinking Questions:

1. How does the flow chart of the frog cycle help you?
2. Why is it possible for a tadpole to live in water?
3. Why is it possible for a frog to live on land?

Extended Follow-up Activities: student go to www.timeforkids/teachers click on the archive and look for the article on January 26, 2007 titled A Frog's Life and or visit www.education-world.com and go to the subtitle graphic organizer and click on the life cycle chart where the students can type in the stages of the frog.

Closure:

Student can write a brief autobiography of a frog of their choice explaining the facts about the life cycle.

Home Learning/Family Involvement:

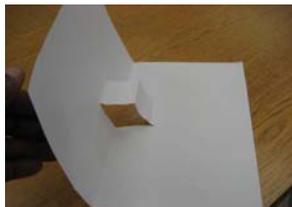
Students can tell their parent/guardian what the stages of a frog are and the difference of how the frog looks after each stage is developed.

Websites:

www.lpzoo.org, www.enchantedlearning.com, www.christianswers.net/kids/sounds.html
www.scholasticnews.com, www.timeforkids/teacher, www.allaboutfrogs.com,
www.nationalgeographicexplorer,
www.lpzoo.org

Books:

All about Frogs by Jim Arnosky
Time for Kids: Frog by Kathryn Hoffman Satterfield



Step 9



Step 13



Step 14

