CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # F - 13 (2 of 2)

UNIT TITLE: Frogs Everywhere!

Created By: Amy Cords - Spring 2002

GRADE: 1st
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: A letter to Frog and Toad
Standard: 1.1 Select a focus when writing

Materials: Chart Paper
Markers
20 White Boards
20 Dry Erase markers
Frog and Toad - the Letter by Jonathan London

Objective: After teacher modeling and explanation, students will interactively write a letter to the main character in a story.

Set: Read aloud *Frog and Toad - the Letter*.

Procedure/Application
- Teacher teaches: Let's talk about this story. What was it about?
- Students teach the teacher: Have students divide their white board into three sections - beginning, middle, and end. Then, have the students tell a partner what they want to put into those sections while sitting knee to knee.
- Guided practice: Together, begin writing a story. Plan out a beginning, middle, and end, and don't forget to use all of the things good writers do. Remind the students about what makes a good story.
- Independent practice: Plan out as a class sentence by sentence. As the class thinks of the sentences, have the students write them on their white boards. At the same time, have one student write a sentence on the chart paper. Continue until the story is completed.
- Activities: Have students write their own letter to Frog and Toad.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: Frog and Toad - The Swim
Standard: 1.1 Select a focus when writing

Materials: 20 White Boards
20 Dry Erase Markers
Frog and Toad - the Swim by Arnold Lobel

Objective: After teacher modeling, and explanation, students will write their own innovation of the story, Frog and Toad - the Swim.

Set: Read aloud Frog and Toad - the Swim.

Procedure/Application
Teacher teaches: Ask the students if they know what an innovation is. Explain that an innovation means to change something. Tell them that they are going to change something in this story and make it new again!

Students teach the teacher: Brainstorm some types of changes that can be made to make Frog and Toad - the Swim, new. Write all of these ideas on their white boards.

Guided practice: Have the students turn to a partner and tell the partner what change they are going to make in the story while sitting knee to knee.

Independent practice: Have the students go back to their desks and begin to write their own story as a rough draft. After teacher correction, the students may rewrite their story and trace over it using markers.

Assessment/Criterion: The teacher will read and correct each letter. The letters will then be published and displayed on a bulletin board.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Geography
Lesson Title: Froggin’ around the world!
Standard: 2.1 Living things are found almost everywhere in the world. Different plants and animals inhabit different kinds of environments.

Materials: Stuffed Frog
Disposable Camera
Those Fabulous Frogs by Melvin Berger
20 White Boards
20 Dry Erase Markers
Map of the World

Objective: After teacher modeling, explanation, and some prompting, students will discover and discuss how frogs are disappearing all over this world, and come up with solutions of what they can do to help stop this from happening.

Set: Read aloud the book, "Those Fabulous Frogs" by Melvin Berger. Tell students all about how these frogs we just read about are disappearing all over the world, never to be seen again. Explain that they are becoming "extinct."

Procedure/Application
Teacher teaches: Gather a bag or box with the following: 1 stuffed frog, 1 disposable camera, and a list of instructions (have the kids come up with their own instructions in independent practice). Show the students where the frogs from the book can be found, and where they are disappearing.

Students teach the teacher: Ask the students to find more of the frogs we talked about on the map.
Guided practice: Talk to the students about easy ways for students to get involved in saving frogs around the world. Provide some examples of how we can help. Have the students turn to a partner and talk about what they can do to help while sitting knee to knee.

Independent practice: Have the students come up with their own list of instructions for the frog bag. After the students have come up with their own on their white boards, share them as a class, and the teacher will write them on chart paper, then type and copy them to place in the bag. The kids with then send the frog around the USA, to people they know. Folks that get the frog will take a photo with the stuffed frog, and send it on to the next lucky person to do the same. The instructions will tell the people what they can do as their part to save our frogs.

Assessment/Criterion: The teacher will carefully observe the students during both guided and independent practice to check for map skills, understanding the world around them, and recognizing that the frogs are disappearing around us.
Activities
Every day of this unit, students will be completing entries in a "frog log" - a science observation journal of the frogs they will watch grow in class.

Monday - Week One

8:30-9:00

Introduce the unit by showing the live tadpoles. Have the students make predictions about what the tadpoles might become. Write predictions on chart paper and use it everyday as the students make daily observations in their "frog log."

9:00-10:00

Introduce the song and book *Frog on a Log* by Norma L. G resort. Teach the students the song and show them how the book is the same as the song. Read aloud first, then introduce the song, then sing the song with shared reading.

10:30-11:30
Create a KWL chart on big frog lily pads. Talk about Metamorphosis and show pictures of what happens to frog during this process. Talk about each stage and the changes the frogs go through during each stage.

12:20-2:00

Introduce the frog poems for the next two weeks. Read them together. Create Fact Families on the shape of a frog. Use a cut out of a frog for each student. Have students pick a number and write as many math facts they can think of for that number.

2:00-3:00

Read aloud the Hungry Little Frog poem. Talk about verbs in the poem and using white boards, think of more verbs that frogs can do. Afterwards, draw a picture of a frog doing something. Each student will write a sentence describing the picture on their white boards and underline the verb in the sentence.
Tuesday - Week One

8:30-9:00

Discuss the life cycle of a frog - review the Metamorphosis conversation from yesterday. Have students draw the life cycle process on their white boards.

9:00-10:00

Make frog eggs - use a hole puncher and cut out white circles out of construction paper. On the circles mark a black dot with a marker. Make tiny tadpoles - use a green/brown inkpad. Have students use the fingerprint of their pinkie for the tadpole's body. Then add a tail with a crayon. Make tadpoles with hind legs - repeat tiny tadpoles. Take a green pipe cleaner cut into four pieces and glue two pieces onto the backside of the tadpole. Then draw their webbed feet with a crayon.

10:20-11:30

Make tadpoles with front legs - repeat tadpoles with hind legs. This time students need to glue the four pieces of pipe cleaner to the front and back sides of the tadpole's body. Be sure to draw the tail much shorter than
the original tail. Make an adult frog - students make a frog out of construction paper using plastic moveable eyes.

12:20-2:00

Finish the steps from earlier if students have not yet finished. Place each step of the frog life cycle in a clockwise direction with arrows connecting each step.

2:00-3:00

Reread the story *Frog on a Log*. As a class, interactively write a story about the life cycle of a frog.
Wednesday - Week One

8:30-9:00
Read aloud *Frogs Undercover* and talk about the inside of frogs - tell the students that frogs are amphibians. Talk about other frog facts included in the book.

3:00-10:00
Continue the interactive story from yesterday about the frog life cycle. Have the students individually write their own frog story about the life cycle of a frog.

10:20-11:30
Begin centers for the next week and a half.

12:20-2:00
Continue centers.

2:00-3:00
Read aloud the poem, *The Pond in the Meadow*. Enlarge and laminate the chart on page 8 of *Frog Frenzy*. Also, write each word on an index card. Match the word on the chart with the word on the index card.
Thursday - Week One

8:30-9:00

Read aloud the story *Jump Frog, Jump!* Sort the nouns and verbs in the story by clapping hands when students hear a noun, and stomping when they hear a verb.

9:00-10:00

Read aloud the story *Froggy Gets Dressed* by Jonathon London. Enlarge, color, and laminate the froggy clothes from page 5 in *Frog Frenzy*. Have students sequence the order in which Froggy gets dressed in the story by hanging that clothing item on the clothesline in sequential order.

10:20-11:30

Continue centers.

12:20-2:00

Continue centers.

2:00-3:00

Reread *The Pond in the Meadow*. Have the students find the rhyming words from the poem and write them on their white boards. Brainstorm more rhyming words with the -og sound.
Friday - Week One

8:30-9:00

Talk about frogs and toads. Ask students if these two are the same. Create questions and write them on chart paper. Read aloud Big Books about frogs and toads. Interactively, write down facts the class knows so far about frogs and toads.

9:00-10:00

Compare frogs and toads. Place a picture of a toad or a frog so that all of the students can see. Have the words frog and toad nearby. Ask the students, is this a frog or a toad? Have the students place sticky notes above the word they think it is.

10:20-11:30

Continue centers.

12:20-2:00

Continue centers.

2:00-3:00
Using the word cards from *The Pond in the Meadow*, place the cards in alphabetical order. As a class, write a pond story using each of the words.

The story should have the pond words in alphabetical order.
Monday - Week Two

8:30-9:00

Begin reading *Frog and Toad are Friends.* Read aloud, then partner read the first story.

9:00-10:00

Have the students make a lily pad and a log frog paper, as well as several small paper frogs. The students can then each create story problems with their homemade manipulatives. For example: There were 3 frogs on the lily pad and 2 on the log. How many frogs were there altogether?

10:30-11:30

Continue centers.

12:00-2:00

Continue centers.

2:00-3:00

Fold a piece of 12x18 construction paper in thirds. Divide each section and title "Beginning," "Middle," and "End." Have students recreate the *Frog and Toad* story read earlier into the three sections.
Tuesday - Week Two

8:30-9:00

Read aloud *Frog and Toad-the Letter*. If time allows, partner read the story too.

9:00-10:00

Interactively write a letter from Frog or Toad as a class. Have the students use their white boards to participate.

10:20-11:30

Continue centers.

12:20-2:00

Continue centers.

2:00-3:00

Have students write their own letter to Frog and Toad!
Wednesday - Week Two

8:30-9:00

Read aloud Frog and Toad - the Calendar.

9:00-10:00

Partner read the story Frog and Toad - the Calendar. Students will then retell the story with a partner, sitting knee to knee. Make sure to go over important details about how to retell - using characters, plot, setting, problem and solutions, etc.

10:20-11:30

Continue Centers

12:20-2:00

Continue Centers

2:00-3:00

Make a frog puppet using paper lunch bags and templates! If time allows, let students have their own puppet show!
Thursday - Week Two

8:30-9:00

Read aloud *Frog and Toad - the Swim*. If time allows, have students partner read the story.

9:00-10:00

Have the students individually write an innovation of the story *The Swim*. The students must change something in the story. Have the students sit knee to knee with a partner and share what they are going to write about.

10:20-11:30

Continue Centers

12:20-2:00

Continue Centers

2:00-3:00

As a class, web together different facts about frogs. How do they look? How do they lay their eggs? What type of animal are they? How do they grow?, etc.
Friday - Week Two

8:30-9:00

As a class, graph your favorite Frog and Toad story. Use sticky notes with the student’s names on them and place above their favorite title.

9:00-10:00

Review the webbing the class did yesterday. Individually, begin to write a report about frogs.

10:20-11:30

Continue Centers

12:20-2:00

Continue Centers.

2:00-3:00

Finish the Frog report from earlier in the morning. If the students are finished, make the frog legs recipe from page 14 in Frog Frenzy.
CENTERS

Sequencing Center

Use the leftover clothesline, clothespins, and Froggy's clothes from the *Froggy Gets Dressed* activity. Have the students sequence the clothes in the order Froggy puts them on, then retell the story in writing.

ABC Center

Using the clothes from *Froggy Gets Dressed*, have the students place Froggy's clothes in alphabetical order. Then have the students write a sentence using the words they alphabetized.

Verb and Noun Sort

Using the book, *Jump, Frog, Jump*, have the students find the nouns and verbs and sort them into two columns.

Listening Center

Using the book and tape, *Frog on a Log*, have the students read along with the tape. Then, have the students write one exciting thing they learned and draw a picture about it.
Bibliography


Assessments
**FROGS EVERYWHERE!**

Check when you are finished. Teacher will check if done and star if it is quality work.

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**FREE CHOICE:** (Only if above centers are finished)

- Library
- Post Office
- Poem Box
- Tiles
- Pocket Chart Activities
# My Student Teacher’s Report Card

**Student’s Name:** ____________________  

**Student Teacher’s Name:** ____________________  

Rate your student teacher on each item using a scale of 1-5 (5 is the highest score).

- Neatness ______  
- Helpfulness ______  
- Friendliness ______  
- Enthusiasm ______  
- Discipline ______  
- Fairness ______  
- Creativity ______  
- Classroom Appearance ______  
- Explaining things and giving good directions ______

Finish the following sentences:

1. My student teacher is good at __________________________________________________________________________

2. My student teacher needs to improve in __________________________________________________________________________

3. If I could change one thing about our class, I would change __________________________________________________________________________
First Grade Writing Rubric

Stage 1
- Uses pictures instead of words
- Uses mock letters
- Uses random letters

Stage 2
- Pictures should be detailed and match the written story
- Writes a complete sentence
- Some of the word wall words are spelled correctly
- Can be read by others
- Spaces between words
- Sounds out the first letter of an unknown word
- Starts on the left side of the paper
- Uses some vowels

Stage 3
- Writes 2 to 3 sentences that make sense
- Uses some blended sounds
- Beginning, middle, and end of word sounds match
- Frequently uses capital letters and periods appropriately
- Uses return sweep correctly
- Locates unknown words in the environment
- Forms letters legibly and fluently
Stage 4
- Writing has a beginning, middle and an end with at least 5 sentences
- Spells word wall words correctly
- Sequences details in writing
- Uses varied sentences
- Stays on one topic
- Generates quality ideas
- Uses knowledge of chunks to generate unknown words

Stage 5
- Stays on one topic
- Simple spelling correct
- Uses rich and interesting language
- Uses correct capitalization and punctuation
- Writing has a beginning, middle, and end with 6 or more sentences
- Uses other end punctuation (!?') or quotation marks
Criterion Assessment of Overall Goal
This unit is not compiled with an end of the unit test. Instead, ongoing assessments will be administered of all activities. Centers will be and the amount of centers completed. Each writing assignment will be graded according to the rubric for first grade at Maple Creek Elementary. Math activities will also be evaluated upon completion. The science logs will also be evaluated for writing and observation skills.

Each student will be evaluated according to the Clovis Unified grade level standards and the Maple Creek Elementary School grade level standards.