LESSON #      F - 13 (1 of 2)

UNIT TITLE:  Frogs Everywhere!

Created By:  Amy Cords - Spring 2002

GRADE:       1st
BINKO/Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ______________________ by ______________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will.....
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Table of Contents

Identifiable Standards

Rationale

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Criterion Assessment of Overall Goal
Identifiable Standards
Reading/Language Arts Content Standards:

Reading -

1.1 Match oral words to printed words.

1.2 Identify the title and author of a reading selection.

1.6 Create and state a series of rhyming words, including consonant blends.

1.11 Read common, irregular sight words.

1.12 Read compound words and contractions.

1.16 Read aloud with fluency in a manner that sounds like natural speech.

2.1 Identify text that uses sequence or other logical order.

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

3.1 Identify and describe the elements of plot, setting, and characters(s) in a story, as well as the story's beginning, middle, and ending.

Writing -

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.
1.3 Print legible and space letters, words, and sentences appropriately.

Written and Oral English Language Conventions -

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

Listening and Speaking -

1.1 Listen attentively.

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
Mathematics Content Standards:

Number Sense -

1.2 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions.

2.1 Know the addition facts and the corresponding subtraction facts and commit them to memory.

Algebra and Functions -

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 Understand the meaning of the symbols +, -, -.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.
Frogs are amazing creatures! Frogs, like toads, are amphibians. They are cold-blooded animals, which means their body temperature matches that of their surroundings. Most frogs have a long, sticky tongue they use to secure food. They have large, bulging eyes that allow them to see in all directions. Frogs risk being eaten by many different animals such as ducks, fish, raccoons, turtles, and snakes.

A frog begins its life cycle as a tiny egg. A female frog releases hundreds of eggs into a stream or a pond. As the eggs are released, the male frog fertilizes them. Somewhere between three and twenty-five days later, tadpoles emerge from the eggs.

Each tadpole has a long tail and breathes through gills like a fish. As it grows, its tail grows longer, allowing it to swim and search for food. Soon the tadpole begins to grow legs – first their hind, then their front. Gradually it develops lungs and a more complex digestive system. When the young frog first steps onto land, it still has the remnants of a tail. As the frog continues to grow, the tail is gradually absorbed into the frog’s body. In most frogs, this metamorphosis of the tadpole into an adult frog takes only a couple of months.
Frogs are an exciting way for any student to learn. Through this unit, "Frogs Everywhere!," first grade students can explore so many subject areas and have fun at the same time. A major part of this unit is science. The students participating in this unit will get to watch actual tadpoles grow into frogs, then take their own frog home and continue to observe and take care of it. In the classroom, students will learn about frogs by reading, writing, math, and science.

The purpose of this unit is to give students a hands-on, real life experience of something they will see in this huge world around them. My hope is that this unit will inspire children to explore the world around them, and find out about things which spark their curiosity.
Vocabulary
Frog  Log
Toad  Swim
Pond  Leap
Cattail  Tail
Lily Pad  Duck
Tadpole  Turtle
Egg  Fish
Metamorphosis  Fly
Jump
Block Plan
<table>
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<th><strong>WEEK ONE</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Thursday</strong></th>
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<tbody>
<tr>
<td><strong>8:30-9:00</strong></td>
<td>Introduce the unit by showing the life cycle of a frog. Talk about the tadpoles, make predictions about what they might become.</td>
<td>Discuss the life cycle of a frog. Have students create a life cycle poster.</td>
<td>Read aloud <em>Frogs Undercover</em> and talk about frog facts.</td>
<td>Read aloud <em>Jump Frog Jump</em>. Sort nouns and verbs.</td>
<td>Talk about frogs and toads. Read aloud <em>Big Books about Frogs and Toads</em> — do interactive facts.</td>
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<tr>
<td><strong>2:00-3:00</strong></td>
<td>Read aloud <em>Hungry Little Frog</em> poem. Discuss verbs in poem and create more frogs can do. Write a sentence and underline verb.</td>
<td>Interactively write a frog story.</td>
<td>Read aloud <em>The Pond in the Meadow</em> Match the word on the chart with the word on the index card.</td>
<td>Rhyming words from Pond poems. Brainstorm more rhyming words with the <em>og</em> sound.</td>
<td>Put the word cards from Pond poem in alphabetical order. Interactive pond story using pictures in alphabetical order.</td>
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<td>Time</td>
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<td>8:30-9:00</td>
<td>Begin reading <em>Frog and Toad are Friends</em>. Partner read the first story.</td>
<td>Read aloud <em>Frog and Toad – the Letter</em>.</td>
<td>Read aloud <em>Frog and Toad – the Calendar</em>.</td>
<td>Read aloud <em>Frog and Toad – the Swim</em>.</td>
<td>Graph your favorite <em>Frog and Toad</em> story.</td>
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<tr>
<td>9:00-10:00</td>
<td>Write your own <em>Frog</em> story problem (math).</td>
<td>Interactively write a letter from <em>Frog or Toad</em>.</td>
<td>Partner read <em>Frog and Toad – the Calendar</em>. Students retell the story with a partner, sitting knee to knee.</td>
<td>Write an innovation of the story <em>The Swim</em> (change something in it).</td>
<td>Begin to write a report about frogs according to the web from yesterday.</td>
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<tr>
<td>2:00-3:00</td>
<td>Beginning, middle, and end activity of <em>Frog and Toad</em>.</td>
<td>Students write their own letter to <em>Frog and Toad</em>.</td>
<td>Makes a frog puppet.</td>
<td>Web together different facts about frogs – how they look, lay their eggs, etc.</td>
<td>Finish <em>Frog</em> report.</td>
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Lesson Plans
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade:  1st
Subject:  Mathematics
Lesson Title:  Frog Fact Families
Standard:  2.1 Know the addition facts and the corresponding subtraction facts and commit them to memory.

Materials:  20 cut outs of frogs
            Pencils
            Black crayon
            White boards for students

Objective: After teacher explanation, modeling, and guided practice, students will be able to create their own fact families of single or double digit numbers.

Set: Invite the students to come over to the carpet with their white boards. As the children begin to come over to the carpet, tell them that they are all adult frogs and are going to teach a baby frog how to do math.

Background/Input: The teacher tells the students all about how they will be given a baby frog and will have to write math facts on that baby frog.

Procedure/Application

Teacher Teaches: The teacher whispers numbers which belong to the same fact family (for example: 7+3=10, 3+7=10, 15-5=10). Gradually make your voice louder and louder, until all of the students are looking your way.

Students teach the teacher: Ask the students if they remember any math facts like the ones you just whispered. As students raise their hands, call on them and ask them to tell the class their math facts.

Guided practice: After the students have practiced for a while, ask them to write a number on their white boards.

Activities: When all of the students have a number on their boards, have them turn to a partner and tell them all of the facts that can make
their number. Have the students write the facts on their white boards as they talk.

Independent practice: Have the students return to their desks and pull out a pencil. Pass out the baby frogs to the students. Instruct the students to write their number in the middle of the frog in big numbers. Next, let them write their facts on the frog. Once the students have completed their facts, they will raise their hand for the teacher to check. If all of the math facts are correct, they may trace over the pencil with black crayon.

Assessment/Criterion: The baby frogs will be collected and checked off on each student's assessment chart.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: The Hungry Little Frog
Standard: 2.1 Recite poems, rhymes, songs, and stories

Materials: Hungry Little Frog by Shannon Orr Keller
20 White boards
20 dry erase markers
20 erasers
Chart paper
Fly swatter
Number cards from 5 to 1

Objective: After teacher explanation, modeling, and guided practice, students will be able to correctly identify and explain verbs which frogs can do.

Set: Read aloud the poem Hungry Little Frog while the students are sitting on the carpet.

Background/Input: After the teacher has read the poem aloud, read it as shared reading using the fly swatter as a pointer. Use the number cards and count down from 5 to 1 flies.

Procedure/Application

Teacher teaches: Discuss actions words (verbs) and how a verb is a doing word. Remind the students that they can check to see if the word is a verb by talking in their head about if they can do the word.

Students teach the teacher: Have the students brainstorm some action words they know. Talk about how they know it is a verb or not.

Guided practice: Have the students pick out the action words in the poem and write them on their white boards.
Activities: Have the students brainstorm other action words that relate to a frog such as swimming, hopping, croaking. Have the students draw a picture of a frog doing something on their white boards.

Independent practice: Have the students write a sentence on their white board describing the picture and underline the action word. Have the students share their sentences and pictures with the class. Ribbit instead of clapping after students have shared.

Assessment/Criterion: As students draw, write, and share, the teacher will carefully observe to make sure students can correctly identify and explain a verb.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Science
Lesson Title: A Frog's Life Cycle
Standard: 2. Plants and animals have predictable life cycles - b. the sequential stages of life cycles are different for different animals.

Materials: 
- Life Cycle of a Frog by Angela Royston
- White and green construction paper
- Green/brown ink pad
- Plastic moveable eyes (2 per student)
- Green/brown pipe cleaners
- Manila paper (to give the life cycle illustrations onto)

Objective: After teacher explanation, modeling, and guided practice, students will be able to correctly sequence and describe the life cycle of a frog.

Set: Invite the students to the carpet and read aloud Life Cycle of a Frog.

Background/Input: Review metamorphosis with the students and talk about what happens in each of the five stages.

Procedure/Application

  Teacher teaches: Talk about how long it takes for a frog egg to become an adult, and how long it takes for an adult to lay frog eggs. Talk about how this cycle repeats itself.

  Students teach the teacher: Ask the students to draw each stage on their white boards as we talk about them as a class.

  Guided practice: Have the students share their drawings and tell the class the story of the frog they drew on their white boards.
Independent practice: Have the students illustrate/create their own life cycle progress. (See Activities throughout Tuesday - Day One)

Assessment/Criterion: The final product of the metamorphosis of frogs will be checked to make sure all of the students correctly sequenced the stages.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: 1st
Subject: Language Arts - Writing
Lesson Title: Interactive Frog Stories
Standard: 1.1 Select a focus when writing

Materials: Chart Paper
20 White Boards
20 Erasers
20 Dry Erase Markers

Objective: After teacher modeling and explanation, students will interactively write a story about the metamorphosis of frogs.

Set: Boys and girls, let's talk about those fabulous frog life cycles you created yesterday. They look wonderful!

Procedure/Application
Teacher teaches: Let's talk about the five stages of the frog life cycle again. The first stage is when we see frog eggs, etc.

Students teach the teacher: Have students divide their white boards into five sections, and have them draw a picture of each stage in each section. Then, have the students tell a partner what they drew 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 five stages of the frog's life cycle. 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.
Assessment/Criterion: The teacher will observe the students writing on their white boards and on the chart paper to check for understanding, cooperation, and collaboration of this interactive story.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: The Pond in the Meadow
Standard: 1.1 Match oral words to printed words

Materials: The Pond in the Meadow by Susan Munguia
    Pond pictures, laminated
    Index cards with printed pond words
    20 white boards
    20 dry erase markers
    20 erasers

Objective: After teacher modeling and explanation, students will correctly match words written in print to oral words, and successfully match oral words to pictures corresponding with a story.

Set: Read aloud the poem, The Pond in the Meadow. After students hear to poem several times, use it as shared reading.

Procedure/Application
    Teacher teaches: The teacher creates an example of matching on the white board - for example, word - word. She demonstrates how to match a word on an index card to a word in the story.
    Students teach the teacher: The students will then match all of the words on their own index cards to the ones in the story.

Activities:
    Rhyming words - Which words rhyme? As a class, brainstorm more rhyming words with the last sound being -og and have the students illustrate each word on their white boards.
    ABC order/story writing - put the word cards in alphabetical order. Next, as a class, write a pond story using each of the above words (or you might use the pictures for a robust story). The story should have the pond words in alphabetical order.
Assessment/Criterion: Students will be monitored and evaluated according to how well they can match the oral words to print words, and will be checked off on their assessment chart.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: Froggy Gets Dressed - Sequencing
Standard: 2.2. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

          Clothesline (Fishing line or yarn)
          Clothespins
          Tagboard or posterboard
          Glue
          Crayons/markers
          Scissors

Objective: After reading the story Froggy Gets Dressed, teacher modeling, and explanation, students will correctly retell the story in the correct sequence of how Froggy gets dressed.

Step: Share the book Froggy Gets Dressed with your class.

Procedure/Application

Teacher teaches: Now, we all know from what we have learned so far about frogs that frogs don't actually come out in the wintertime, and frogs really don't even wear clothes. But in this story, Froggy does! Can you help me remember how Froggy gets dressed? I can't remember what order he puts his clothes on in.

Students teach the teacher: Have students sit knee to knee with a partner and retell the story to each other, remembering important details about what order Froggy puts his clothes on in.

Guided practice: On their white boards, have the students draw the pictures of Froggy's clothes, or write out the words in the correct order. Check for understanding demonstrated by the work on the white boards.
Independent practice: Have students come up and correctly order Froggy's clothes on the clothesline.

Assessment/Criterion: The teacher will assess student understanding throughout the guided and independent practice, making sure students retell the story using the correct sequence and details.
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Mathematics
Lesson Title: Frog Story Problems
Standard: 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

Materials: Green and brown construction paper
Scissors
Markers
20 White Boards
20 Dry Erase Markers
20 Erasers

Objective: After teacher explanation and modeling, students will create their own story problems using frog manipulatives with 100% accuracy.

Set: Invite the children over to the carpet and ask them to bring their white boards. As they settle onto the carpet, ask them about the story problems they have created in the past.

Procedure/Application
Teacher teaches: On chart paper, write an example story problem. For example, There were 3 frogs on the lily pad and 2 on the log. How many frogs were there altogether? Remind students what a story problem is and what needs to be included in a story problem. Ask the students if they remember what questions we can use to create a story problem.

Students teach the teacher: Students should respond with questions such as “How many are left?” “How many in all?” etc.

Guided practice: As a class, interactively write one story problem.

Independent practice: Have students brainstorm what their story problem is going to say. Let the students know that they will be using lily pads, frogs, and logs to create their story problem. Send the students back
CLINICAL TEACHING LESSON PLAN
New or Reteach

Grade: First
Subject: Language Arts
Lesson Title: Frog and Toad are Friends - Beginning, Middle and End
Standard: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.

Materials: 20 pieces of 12x18 construction paper
   Frog and Toad are Friends by Arnold Lobel
   Pencils
   Markers

Objective: After teacher modeling and explanation, students will correctly identify the beginning, middle, and end of the story Frog and Toad are Friends.

Set: Read aloud Frog and Toad are Friends.

Procedure/Application
   Teacher teaches: Remind the students that every fiction story has a beginning, middle, and end. Ask the students if they can remember what the beginning, middle, and ends were in the story Frog and Toad are Friends.
   Students teach the teacher: Students will retell the identify and describe the beginning, middle and end of the story.
   Guided practice: Have the students turn to a partner and turn knee to knee. Have the students retell the beginning, middle, and end to their partner, just as they would write it. The teacher walks around at this time to observe the retelling of the story parts.
   Independent practice: 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 these three sections.
Assessment/Criterion: The teacher will monitor student retelling to a partner, check for understanding, and monitor the actual writing of the beginning, middle, and end. The students must be able to distinguish the three parts and understand that together, they create the entire story.