

Frog Handout
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This unit appeals to a wide range of English language abilities and can be adapted to a wider range of grades than those that I selected. My unit was developed for Kindergarten through 2nd grade. It also allows you to work with young students that are developing their listening and speaking skills along with their social skills, and be able to include those older students that are progressing into reading and writing.

Lesson Topic: Frogs

Proficiency / Grade Level: Kindergarten to 2nd grade

Content Concepts and Skills: Animal vocabulary; habitats; frog life cycle

Vocabulary Needed: Animal vocabulary for the frog unit: the pond, egg, frog spawn, jelly, embryo, tadpole, head, tail, body, algae, hind legs, front legs, gills, lungs, insects, frog, hibernation, amphibian, land, water, cold blooded, webbed, enemies, camouflage, hibernation

Materials Needed: Pictures of a large number on pond animals; books on frogs and the pond habitat; a computer.

Instructional Sequence:

- To introduce the “frog unit” I began by reading “All Eyes on the Pond” by Michael J. Rosen.
- Students identify parts of a book, including front cover, back cover, title, author, etc.
- Students learn animal names and descriptive vocabulary words.
- Make a pond habitat. Students selected several pond animals each, colored and cut them out. We used them to make a display / bulletin board. Students labeled their animals. The more proficient students selected one of their animals that they colored and wrote a paragraph describing it.
- The next step in my unit revolved around the song “Frog On A Log” by Norma L. Gentner. The students learn the song by following in a Big Book. By using the song, students learn “language chunks”, which they are able to use in other disciplines. They also learn to spell basic words such as FROG, LOG, LEGS, EGG, SWIM, RIM, LEAP, DEEP, TAIL, TALE, REST, and BEST. They identify rhyming words. Through the use of this book, students make puppets showing the stages of a frog’s life cycle, from egg to frog.
- I continued my frog unit by using “Frogs” by Gail Gibbons. By reading this book to my students, they already had prior knowledge of a large amount of the related vocabulary words. Students had been exposed to the frog’s life cycle, and therefore had confidence in sharing their knowledge as we read and discussed the book. Key vocabulary words are

noted on chart paper. Dismissing students after they are able to answer questions regarding that day's reading performs daily assessment. Questions are worded according to the student's language level. Once the book has been read in its entirety, the students will create their own little book. I typed an 18-page booklet, taking the main parts from "Frogs" by Gail Gibbons. Here, students plug in the vocabulary words that they learned through the book. Students also illustrate what they wrote. They have their own book to bring home and share. Through repetition and time, even the younger, less proficient students are able to read their work.

- I selected "Secrets of Nature – Hidden Animals" for the class to learn about camouflage. Students observed how different animals blend into their environment. Next, I distributed a frog pattern to each student. They were instructed to select a location in the classroom where they would hide their frog. They were told to color their frog pattern according to the background so that their frog would be camouflaged. One by one, students were instructed to place their frog in their selected location, while the other students closed their eyes. By teaming up a younger child with an older child who could write, the younger child was told to go around the class and locate all the frogs that were hidden. As they found one, they would come back and related the color and location of the frog to the note taker of the team. In my case, I had eight students, therefore eight frogs had to be found. Obviously, the first frog to be found was always their own. This was a great activity incorporating cooperative learning.
- I selected a traditional model of a jumping frog for the students to make their own origami frog. Students had to follow oral instructions in order to make their frog. The instructor may have to make a couple of extras for those frogs that are not jumping so well. Once complete, students can decorate their origami frog. A ruler style chart is set up, reflecting the numbers from one to 20. (See which students remember that frogs can jump up to 10 times their size.) Have students take turns to make their frogs jump on the chart paper. A variety of spatial / math concepts can be taught using this activity. The students will determine which frog jumped the farthest, closest, same, more than, less than, difference between them, etc.
- Finally, the last part to my unit was performed through use of fiction. I read "The Letter" a story in "Frog and Toad Are Friend" by Arnold Lobel. We discussed feelings. Students imitated facial expressions to reflect happy, sad, mad, scared. As a group, we discussed how Toad was feeling because he never had received a letter. We also talked about them getting mail, and how they felt. Most ESL students have received mail from family or friends that they left prior to coming to the US. Those students that were able to write wrote a letter to Toad.