Frogs

Kindergarten Thematic Unit
### Frogs Unit Resources:

<table>
<thead>
<tr>
<th><em>Math</em></th>
<th><em>Science</em></th>
<th><em>Reading</em> (Poems/Songs/Rhymes)</th>
</tr>
</thead>
</table>
| “Hopping off the lilly pad” – Frog subtraction and addition: [link](http://www.squidoo.com/frog-addition) | Lesson: “Are you a Frog?”: [link](http://teachers.net/lessons/posts/2802.html)  
  “Egg/Tadpole/Frog Observation”: [link](http://jennalynplatt.wordpress.com/kindergarten-frog-unit/) | Books:  
  The Wide-Mouthed Frog: A POP-UP BOOK by Jonathan Lambert  
  The Icky Sticky Frog by Dawn Bentley  
  A Frog Thing by Eric Drachman  
  5 Green Speckled Frogs by Constanaza Basaluzzo  
  Frog Songs: [link](http://www.childcarelounge.com/general-themes/frogs.php) |
| *Writing* | *Social Studies* | *Health/Fitness* |
| “My Frog” – Class Frog Book: [link](http://www.benderimaging.com/Ribbit%20parts/AshlandU/Ribbit%20class%20book%20extension.pdf)  
  After reading “Are You a Frog?”...Label the body parts of a frog | “Frog and Toad are Friends” – Friendship lesson | Teach them the game “Leapfrog” |
| *Technology* | *The Arts* | *Communication* |
  And Have students discuss what they learned about frogs from the video. | Frog Footprints | |
Shape Frog
Cut one large circle, one large triangle, and 2 small triangles from green construction paper. Glue the circle to the large triangle to create the head and body of the frog. Glue the small triangles on either side of the bottom points of the larger triangle for feet. Add large googly eyes and draw a mouth with red marker.
(Also math)

Frog Addition (Kindergarten)

- Math:
  - Students begin to develop basic notions of numbers and use numbers to think about objects and the world around them. They practice counting objects in sets, and they think about how numbers are ordered by showing the numbers on the number line. As they put together and take apart simple numbers, students lay the groundwork for learning how to add and subtract. Understanding numbers is perhaps the most central idea in all of mathematics, and if students build and maintain a strong foundation of number sense and number skills, they will be able to succeed with increasingly sophisticated numerical knowledge and skills from year to year.
  - Students learn what it means to add and subtract by joining and separating sets of objects. Working with patterns helps them strengthen this understanding of addition and subtraction and moves them toward the important development of algebraic thinking. Students study simple repetitive patterns in preparation for increasingly sophisticated patterns that can be represented with algebraic expressions in later grades.

- Objectives:
  - Students will add and subtract by separating sets of objects they are familiar
Students will use numbers to think about the world around them, particularly specific items in their world.

- **Materials:**
  - Paper lily pads (2 per student)
  - Paper frog cut outs (10 per student)
  - Frog addition worksheet
  - Pencil

- **Anticipatory Set:**
  - Begin the lesson by singing the song “Four Little Frogs” with the students:
    
    **FOUR LITTLE FROGS**
    One little frog balancing
    On a lily pad of green.
    He thought it was, so much fun,
    He called for another frog to come.
    Two little frogs balancing
    On a lily pad of green.
    They thought it was, so much fun,
    They called for another frog to come.
    Three little frogs balancing
    On a lily pad of green.
    They thought it was, so much fun,
    They called for another frog to come.
    Four little frogs balancing
    On a lily pad of green.
    They thought it was so much fun
    Until they sank into the mud!
    Glub, glub, glub!

- **Procedures for Direct Instruction & Guided Practice:**
  - **Part 1:**
    - After singing “Four Little Frogs”, Students should be sitting on the rug in the front of the classroom.
    - The teacher should then show the students the lily pad on the felt board. Ask the students “What happened in the frog song?”
    - Students will reply in a variety of ways; Perhaps saying, “frogs jumped on the lily pad”.
The teacher should then tell the students, “So this is my lilly pad. I had one frog jump on my lily pad.

Have a student come up and place one felt frog on the felt lily pad. Write a “1” on the whiteboard and repeat “I had one frog jump onto my lily pad”.

Then tell the students, “Then, I had another frog jump onto my lily pad”. Have another student come up and place one more frog on the lily pad.

Write again on the board. Add to the 1 a + 1, and explain the “+” to the students.

Then write an “=” sign, and explain the “=” sign to the students.

Ask the students, “If I had one frog jump onto my lilypad, and then another frog jumped on, how many frogs are on my lilly pad now?”

Students should answer, “2!”

Do two or three similar examples with the class.

Part 2:

Tell the students, “When I say ‘go’ you’re going to return to your desks. At your desks there’ll be a paper lily pad just like this (hold up example), paper frogs like this (hold up example), and a paper like this (show example). This paper has lily pads with numbers on it. This lily pad has the number 1, so there is one frog on it. This lily pad next to it has the number 2, so there are 2 frogs on it. You can use this lilly pad and these frogs (show again) to represent these numbers.

Show the students a quick example using the 1st problem on the worksheet.

Have the students return to their seats.

At each seat should be a lily pad, ten paper frog cut-outs, and a frog addition worksheet.

Students should begin as soon as they arrive at their seat.

Simplifications:

Second Language Learners: Second language learners will receive assistance from the teacher as soon as the individual lesson begins. The teacher should ask these student(s) if they understand the task, and if they would like a repeat of the lesson directions.

Occupational Therapy Student: The Occupational therapy student should be given a separate workspace with plenty of room to move his or her arms and body. This student should be given larger lily pad and frogs so that they are easier to handle. They should also attempt to write down the sums using a pencil, but should also receive teacher or para assistance at various points throughout the lesson.
• Assessments/Evaluation:
  ○ This lesson will be evaluated based on the worksheets the students fill out during the individual lesson. Students with correct answers have understood the concept of adding two items, as well as how numbers can represent objects.
  ○ This lesson may also be evaluated on participation during the whole-class lesson.
  ○ If the students do not meet the objectives, I will reteach the lesson using a different learning style, focusing on the things that the students did not understand.
“Are You a Frog?” (Kindergarten)

- **Science:**
  - EALR 4 LS3: Students learn that some objects are alive and others are not, and that many living things are classified as either plants or animals based on observable features and behaviors. Plants and animals are further classified into smaller groups such as insects and trees. Even these groups can be further subdivided. Classification provides a way to organize and find patterns in the amazing diversity of plants, animals, and the nonliving environment.
  - EALR 4 LS1: Students learn that all living things have basic needs, and they meet those needs in various ways. Just as humans have external body parts that perform different functions to meet their needs, animals and plants also have body parts that perform different functions to meet their needs. A magnifier is a tool that reveals further details of plant and animal parts that are not easily seen with the unaided eye. Learning about the diverse needs of plants and animals and the various ways they meet their needs will help to prepare students to understand more detailed structures beginning at the 2-3 grade band.

- **Objectives:**
  - The students will compare their anatomy to a frog's anatomy after reading the story about the frog.

- **Materials:**
  - The book, "Ask Me If I’m a Frog" by Ann Milton
  - Post-it notes
  - Pen
  - Writing journal

- **Anticipatory Set:**
  - Have the students get up and sing/act out the song “Head, Shoulders, Knees and Toes.”
  - Sitting on the carpet, ask the students to brainstorm which of those body parts a frog might/might not have. Write ideas on the board.

- **Procedures for Direct Instruction and Guided Practice:**
  - Read “Ask Me If I’m a Frog” by Ann Milton
  - As the story is being read aloud, have the students observe through touching
and looking while answering questions. For example, touch your tongue. Is it long and sticky? Feel the top of your head. Are there two bulgy eyes like marbles up there? Are your eyes on the top of your head? Are you a frog?

- As the book is read with the children, they will explore and observe to answer the questions. Stop after each question and allow the children to observe and answer.
- After reading the book, work with the class as a whole to make a list on chart paper to compare and contrast humans to frogs.
- Then have the children write their names on a post-it.
- Ask the children to determine if they are a frog or a human. Write the word frog and human in two columns on the board.
- Students will place their name under the correct column to graph their findings.
- Students will open to the next page in their writing journal. They will respond to the following question: Why are you not a frog? Students may draw pictures and/or words to answer the question.

- **Simplifications:**
  - Second Language Learner: Make sure to use extra pictures and images to demonstrate differences between a human and a frog. Allow the student to use their own pictures along with words to describe differences and similarities in their journals.
  - Occupational Therapy Student: Allow the student to work with whatever materials are easiest to answer the journal prompt. Provide extra assistance to student if possible.

- **Assessment/Evaluation:**
  - Discussion during the compare/contrast part of the lesson will serve as an assessment
  - Journal entries will also serve as a form of student assessment. Journals will tell whether or not the students understands the similarities as well as differences between a frog and themselves.
  - If the students do not meet the objectives, the lesson should be retaught using a different learning style/styles and/or a different teaching method.
  - If a few specific students do not meet the objectives, they will be asked to identify parts of their body and then parts of the frog’s body. In doing this, the lesson will be broken into smaller, simpler steps for the student to more easily understand and complete.
“Itsy Bitsy Frog Book” (Kindergarten)

- Reading:
  - 2.1. Demonstrate evidence of reading comprehension
  - 3.2. Read to perform a task

- Objectives:
  - The student will demonstrate reading comprehension by correctly sequencing the story of the “Icky Sticky Frog”.

- Materials:
  - “The Icky Sticky Frog” by Dawn Bentley
  - Copies of 4 pages from the “Icky Sticky Frog” for each student
  - Sequencing worksheet
  - Pencil

- Anticipatory Set:
  - Ask the students to think about what kind of food frogs eat
  - Do a “Think pair share”. Have students think about the food frogs eat, share their thoughts with a partner, and then discuss as a class.

- Procedures for Direct Instruction and Guided Practice:
  - Introduce the book, “The Icky Sticky Frog” by Dawn Bentley
  - Read through the book, pausing every 1-2 pages to ask comprehension questions.
  - Finish the book, and ask students to raise their hand if they can tell what happened first in the book.
  - Write down what happened first after a number “1” on the board.
  - Do the same thing with what happened second, third, and fourth.
  - Erase the board and explain to the students that they will be pasting pictures from the “Icky Sticky Frog” book onto a piece of paper that has a 1st, 2nd, 3rd, and 4th. (Show them the worksheet)
  - Explain to the students that they will have to determine what went first, what went second, and so on. They will then describe each picture in a few words on the line below the picture.
  - When students have finished pasting and writing, allow them to color the pictures.

- Simplifications:
○ Second language learners: Allow second language learners to hear the story more than once. Ask many questions to check for understanding, and allow them to work together on their sequencing worksheet.
○ Occupational Therapy Student: Allow this student to verbally explain what happened in the story. If at all possible, have them work with another student to determine what picture goes where in the sequence.

● Assessment/Evaluation:
  ○ Students will show comprehension and mastery of objectives by participating in the class reading discussion as well as by successfully completing the sequencing worksheet.
  ○ If the students do not meet the objectives, the lesson should be retaught using different learning style(s) and/or methods.
  ○ If a few specific students do not meet the objectives, they will receive another frog book to look through during center time. After looking through this book, the students will complete a different sequencing activity.
“My Frog” - Class Frog Book (Kindergarten)

- **Writing:**
  - 2.2. Writes for different purposes
  - 3.1. Develops ideas and organizes writing.
  - 3.3. Knows and applies writing conventions appropriate for the grade level

- **Objectives:**
  - Students will write to express knowledge.
  - Students will write to explain what they want to know.

- **Materials:**
  - “My Frog Book” template
  - Pencil

- **Anticipatory Set:**
  - Have the students sit down on the rug
  - Show the students the “Know” and “Want to Know” pages for the topic of “bugs”.
  - Ask the students what they know about bugs, and fill out the “know” page together.
  - Ask the students what they want to know, and fill out the “want to know” page together.

- **Procedures for Direct Instruction & Guided Practice:**
  - Have the students sit at their desks with their frog book templates.
  - Explain that the students will be doing the same thing in this book as they had previously done as a class.
  - Tell the students to write or draw at least two things for each section (Know, Want to know)
  - Have the students cut apart the book on the dotted lines, and put the pages in the correct order.
  - Help the students staple their frog book.
  - When students are done, they can color the pictures in their frog book.

- **Simplifications:**
  - Second Language Learners: Clarify what the words “know”, “wants to know” and “frogs” mean and allow them to work together or with a partner.
  - Occupational Therapy Student: provide the student with a larger piece of
paper to write ideas on for the “know” and “want to know”. Stop by frequently to assist the student in writing and help with cutting activities.

- Assessments/Evaluation:
  - The students will be assessed based on their participation in the carpet activity as well as their final “frog book” product.
  - If the students do not meet the objectives, the lesson will be retaught using a different activity.
  - If a few students do not meet the objectives, extra help will be given. Students will be given extra writing activities to practice handwriting and context, available during free-center time.
“Frog Puppets” (Kindergarten)

- Art:
  - 1.2 Develops visual arts skills and techniques
  - 3.2 Uses visual arts to communicate for a specific purpose.

- Objectives:
  - Students will develop visual art skills using paper and markers to create a puppet of a frog.
  - Students will communicate frog characteristics through creating a frog puppet.

- Materials:
  - White paper bags
  - Crayons
  - Markers
  - Red, white and green construction paper
  - Scissors
  - Glue

- Anticipatory Set:
  - Read “Freddy the Frog” by Axel Scheffler using the teacher-made frog puppet to narrate. Discuss the colors in the book, and the different parts of a frog.

- Procedures for Direct Instruction & Guided Practice:
  - Have the students sit at their desk.
  - Demonstrate the activity. Show them the paper bag, how it will be colored, how to attach the tongue, arms, and eyes.
  - Give each student a paper bag and crayons.
  - Have each student color, cut, and put together their frog.
  - Allow students time to play with their frog puppets with each other.

- Simplifications:
  - Second Language Learners: Provide these students with simplified instructions; Make sure they have a visual example.
  - Occupational Therapy Student: Provide the student with a visual example, as well as providing extra help as needed.
Assessments/Evaluation:
  ○ The students will be assessed based on their participation and completion of the frog puppet, using correct colors and parts (arms, eyes, tongue)
  ○ If the students do not meet the objectives, the lesson will be retaught using a different activity.
  ○ If a few students do not meet the objectives, students will be given multiple frog books to look through during center time. Students will then complete an alternate art activity, drawing and coloring a picture of a frog.
### Resource List:

#### Fiction Books:

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<tr>
<th></th>
<th>Title</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Fish is Fish</td>
<td>Leo Lionni</td>
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<td>1</td>
<td>The Icky Sticky Frog</td>
<td>Dawn Bentley and Salina Yoon</td>
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<td>A Frog Thing</td>
<td>Eric Drachman and James Muscarello</td>
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<td>1</td>
<td>A Frog in the Bog</td>
<td>Karma Wilson and Joan Rankin</td>
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<td>1</td>
<td>The Wide-Mouthed Frog</td>
<td>Keith Faulkner and Jonathon Lambert</td>
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#### Non-Fiction Books:

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<th></th>
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<tr>
<td>1</td>
<td>All About Frogs</td>
<td>Jim Arnosky</td>
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<td>1</td>
<td>It's a Frog's Life</td>
<td>Densey Clyne</td>
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#### Websites:

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<td><a href="http://www.etsy.com/listing/51969774/frogs-printable-thematic-literacy-and">http://www.etsy.com/listing/51969774/frogs-printable-thematic-literacy-and</a></td>
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