

Candidate:	Miss Roby-Miklus	Date:	07-25-17	Subject(s):	Science
School:	N/A	Grade Level:	2	Student #:	N/A
Cooperating Teacher:	N/A				
Lesson Title:	The Body of a Frog				
Standard(s):	Iowa Core: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.				
NGSS:	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.				
Objective (cognitive):	After watching the video comparing frogs and toads, the students will be able to explain two differences between frogs and toads. This will be achieved with in the first 10 minuets of the lesson.				
Objective (affective):					
Objective (psychomotor):	After handling the frogs and toads, students will be able to describe the differences they physically observed. This will be achieved in 20 minuets after the modeling.				

Materials & Supplies LISTED:

- Computer with Internet access
- White board or chalk board
- Worksheets
- 4 small frogs (non-poisonous) and containers to view them in
- 4 small toads (non-poisonous) ad containers to view them in
- 2 parent volunteers

Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills): 10 minuets

Students will watch a video about frogs vs. toads.

<https://www.youtube.com/watch?v=L3RGx583piI>

This video is created by a child so it will give the students relation with the mass of information, and it will begin discussion about frog's bodies amongst them.

Modeling/ Explanation (I can): 5 minuets, Ideas will be shared from volunteers about the physical differences between frogs and toads and written on the board, Using skills to compare and analyze the difference in the two animals.

Guided Practice/ Engagement & Exploration (We can): 10 minuets, A worksheet with a frog and empty labels will be provided. Children will be placed in groups of 4 and each will collaborate determining what the labeled parts of the frog are. One person from each group will write on the white board their answer for each labeled area on the frog. As a class, we will review the answers.

Independent Practice/ Elaboration (You can): 20 minutes, There will be 4 frogs and 4 toads the students will be split into 4 groups and spend 5 minutes per activity with the frogs. There will be 4 activities, 1. Touch/ hold/ handle the frog 2. Touch/ hold/ handle the toad 3. Write 5 sentences using descriptive words comparing the toad and frog physically 4. Draw an image of a frog's habitat and an image of a toad's habitat. Each group of students will rotate between activities so that the parent volunteers and I are able to keep a close eye on their handling of the animals.

Closure: 5 minutes, Students will be paired and asked to compare their labels of their worksheet of the frog, discussing any differences. After this as a class we will go over the worksheet and students can express any thoughts or ideas they had during the independent practice.

Assessment / Evaluation: (Informal) Students will be given a blank Frog/ Toad Assessment Worksheet, they each will be expected to complete it with 90% accuracy. The class as a whole will be expected to complete it with 85% accuracy. This worksheet asks the students to fill in all the labels parts of the frog, compare the different parts of a toad in complete sentences and draw the habitat that the frog would live in around the image of the frog/ draw the habitat the toad would live in around the toad.

Enrichment/ Extension: Any students who made need an enrichment or extension of this lesson may be asked to assist other students who may be having difficulty recognizing the parts of the frog or toad, or who may need it explained in a different way. By having students help teach others, they are also understanding the content deeper and learning collaboration skills.

Modification/ Differentiation: If students are struggling with this lesson, or are not comfortable with the animals, they would be able to stand back and observe. Or if possible, a stuffed (toy) frog or toad would be provided so these students could observe the amphibian's body parts and help create the relationship between the labels and physical structure.