

WE ARE HOPPING FOR SUPERFROG

A LESSON ABOUT OUR CLASS FROG

DATE: 4/23-4/27/2018

SUBJECT: Science

TEKS: 1.10A Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats. (1.10A)

OBJECTIVES: I can learn about how a frog lives, moves and eats.
I can observe a frog in movement.

VOCABULARY:

Superfrog – Name of pet frog in classroom

Amphibian – any of a group of cold-blooded vertebrate animals (as frogs and toads) that have gills and live in water as larvae but breathe air as adults.

Life cycle – the stages a living thing goes through during its life.

Cold blooded – animals that become hotter and colder depending on the temperature outside.

Warm blooded – mammals and birds that can make their own body heat even when it is cold outside.

Habitat – home of an animal or a plant

Metamorphosis – process some animals go through to become adults. It is a series of physical change.

Larva – (also called tadpole) – young wingless form of many insects that hatches from an egg.

Monday: Life Cycle of a Frog.

Read Aloud Life Cycle of a Frog. Teach about the different stages of a frog: egg, tadpole (larva), froglet and an adult frog. Observe “Superfrog” and show how it has now formed into an adult frog and has been growing.

Higher level questions: What have you determined about the life cycle of a frog? How long does the life cycle last?

Activity: Complete own drawing of the life cycle of a frog, showing each stage and labeling.

Tuesday: Review the Life Cycle of the Frog from the day before, with more explanation as to where a frog needs to live during these stages. Are they in the water or on land? Explain we have a fire-bellied toad; however, toads are usually big and ours is not. Why is that? *Fire-bellied toads also need water and land in their living environment.*

Higher lever questions: How can a frog change from being an amphibian that lives in the water as a tadpole to being able to breathe on air as a frog? Are frogs cold or warm blooded and what does that mean for them?

Activity: Journal stages with their habitat at each stage. Observe our frog and draw about the habitat Superfrog lives in.

Wednesday: Review what we have learned about a frog so far this week. Build on knowledge with teaching about how a frog moves during these different stages.

Higher level questions: How does a frog move thru metamorphosis? How is a frog’s first part of life different from a human?

Activity: Using playdough, form it in different stages of a frog's life. Look at the adult stage of the playdough and compare to Superfrog. Does he look like an adult frog?

Thursday: Review what we have learned about a frog so far this week. Teach about how a frog moves at the different stages.

Higher level questions: What makes a frog change its ability to move at different stages? How long does he stage take?

Activity: Play a game in small groups and act out the different moves a frog makes. Graph different ways the frog moves and take a poll from the class. Which move did they like the best?

Friday: Review lesson for the week. What do the students remember of what was taught about frogs? After observing their class frog for the last week, what interesting facts did they learn about that they did not know before this week? What did they observe about their frog this week?

Activity: Write 3 or more sentences about what they have learned. Then present to whole class. After done with presentation, were most stories the same? What did some students observe different from others? End week lesson with a drawing of their class pet frog, Superfrog.