

Grade 1	Lesson: Exploring the Life Cycle of Frogs Part 1	Reference to English Interconnections Lesson Exploring the Life Cycle of Frogs and Butterflies pg. 105
Science Standard(s): Standard 4.2 Life Science		
Content Objective(s):		Language Objective(s):
Students will identify the needs of frogs through the sorting activity done in pairs. <i>I can sort the things frogs need and don't need with my friend.</i>		Students will use the sentence frame 'frogs need ____' or 'frogs don't need ____' during the sorting activity with a partner. <i>I can say frogs need ____ or frog don't need ____ while sorting with my partner.</i>
Essential Questions: How do living things meet their needs in my neighborhood?		Required Academic Vocabulary for Word Wall: Listen: frog, Speak: frogs, Read: Write: Sentence Frames: Frogs need _____. Frogs don't need _____.
Materials: <ul style="list-style-type: none">• Pictures of things frogs need (air, water, food, sun)<ul style="list-style-type: none">○ One set for every 2 students○ One large set to use as a whole class• Pictures of things frogs don't need (computer, bed, door)<ul style="list-style-type: none">○ One set for every 2 students○ One large set to use as a whole class		Additional Lesson Vocabulary: Tadpole, swims, food, legs, amphibians Review Vocabulary: Egg, water, life cycle, air, becomes, sun
Lesson:		Instructional Time:
<p>Opening: (3 minutes)</p> <ul style="list-style-type: none"> • Watch a video on the life cycle of a frog. • http://www.teachertube.com/viewVideo.php?video_id=169622 <p>Introduction to New Material (Direct Instruction): (10 minutes)</p> <p>T: "Last time we learned about the life cycle of a butterfly. Today we are going to learn about the life cycle of a frog! What sound does a frog make? Let's make it together!" <i>S: will make the sound of a frog, "ribbit, ribbit" with the teacher.</i></p> <p>T: "The life cycle of a frog has 4 parts. There are the 4 pictures on the board. I need you to help me put them in order. Raise your hand if you know which picture should come first." <i>S: will raise their hands.</i></p> <ul style="list-style-type: none"> • Choose one student to pick the picture they think will come first. Let the students know if they are wrong or right. When they are right move on to the next stage of the life cycle. <p>T: "You are right, the egg comes 1st. Tell your neighbor 'the egg comes 1st.'" <i>S: will turn to their neighbor and tell them, "the egg comes 1st."</i></p> <p>T: "Then what? What comes after the egg? Point at the picture you think comes after the egg." <i>S: will point at the picture that comes next.</i></p> <p>T: "First we have the egg, then comes the tadpole. The tadpole kind of looks like a fish. Tell your neighbor that the "tadpole is 2nd." <i>S: will tell their neighbor, "the tadpole is 2nd."</i></p> <ul style="list-style-type: none"> • Point at the pictures as you say them. <p>T: "1st is the egg, 2nd is the tadpole, what comes next? Is it the frog or the froglet? Tell your neighbor if frog or froglet comes next." <i>S: will turn to their neighbor and say "frog" or "froglet".</i></p> <p>T: "When I count to 3 I want everyone to tell me together what comes next. 1,2,3." <i>S: will say "froglet."</i></p> <p>T: "You are right, frog let comes next. 1st is the egg, 2nd is the tadpole, 3rd is the froglet and 4th is the _____? What do you think comes last?" <i>S: will say "frog."</i></p> <p>T: "You are right! The life cycle of a frog is 1st the egg, 2nd the tadpole, 3rd the froglet and 4th the frog."</p> <p>T: "Now we are going to act out each stage."</p>		

1st – the egg, curl up into a ball on the floor like this.

T: “I want every one to do it when I say egg. 1,2,3 egg.

S: will curl up like a ball when the teacher says egg.

T: “Awesome, that was an egg. Now let’s do a tadpole.

2nd - Lay on your side like this and move your body like a fish. Like this.

T: “When I count to 3 and say tadpole I want to see every one become a tadpole. 1,2,3 tadpole.

S: will lay on their sides and moves like a tadpole.

T: “Good job! That is a tadpole. Next is the froglet. This is like a baby frog. Do you think baby frogs can jump very high?”

S: will respond.

T: “Froglets cannot jump very high. They can only do little jumps.

3rd – do small jumps in the same spot like a froglet.

T: “When I count to 3 and say froglet, I want you to do small jumps in the same spot. 1,2,3 froglet.

S: will do small jumps in the same spot.

T: “Before we act out frogs I want to practice the 3 we have already learned. When I say one of the stages of the life cycle of the frog I want you to make that action. Froglet.

S: will make the action for froglet.

T: “egg”

S: will make the action for egg.

T: “tadpole”

S: will make the action for tadpole.

T: “You guys are amazing. You knew all the actions to go along with the words! Last one is frog. Frogs can jump really high.

4th – jump high like a frog.

T: “Make sure when you are jumping you jump like this and you do not run into other students. When I count to 3 and say frog, I want you to jump like a frog. If you don’t jump correctly you will have to sit out for the rest of the activity. 1,2,3 frog.

S: will jump around like a frog.

T: “You jumped perfectly like a frog. Let’s continue the game. When I say one of the stages of the life cycle of a frog, I want you to make that action. Listen carefully.

• Go through the stages of the life cycle of a frog at least 4 times each while the students make the actions for each stage.

T: “What do you think an egg, tadpole, froglet and frog *NEED*? Do they need a computer? Do they need water? Do they need a backpack? Do they need a door? Do they need food? Do they need the sun? Do they need a bed? Do they need air?”

• As you ask the student these questions have pictures of each item prepared. As you ask the questions separate the pictures into two groups – things the frog needs and thing the frog does not need.

Guided Practice: (10 minutes)

Teacher Does:

T: “Now it is your turn. With a partner you are going to sort the pictures into groups. 1 group will be things frogs need and the other group will be the things frogs don’t need. Like this. Do frogs need a computer? Thumbs up or down.

S: will show thumbs down.

T: “You are right, frogs do not need a computer. Let’s put that picture in the don’t need group. What about water? Do frogs need water? Thumbs up or down?”

S: will show thumbs up.

T: “Yes, frogs need water. Say it with me, ‘frogs need water.’”

S: will say with the teacher, “frogs need water.”

T: “Good, now you will do this with your friend. Don’t forget to say ‘frogs need _____’ or ‘frogs don’t need _____’.”

• Have sentence frames posted on the board so the students can refer to them.

Teacher Does with Student:

T: “I need someone to come up and help me.”

• Choose a student to demonstrate activity.

T: “Choose one of the pictures. And tell me if a frog needs it or does not need it.”

S: will choose a picture and say “frogs need _____” or “frogs don’t need _____.”

T: “Perfect, thank you. Have a seat.”

Two Students Do:

T: “Now I need two students to help show how to take turns during this activity.”

• Choose two students to come up and demonstrate the activity. Focus on taking turns and say the sentence frame.

T: “Student #1 you will start by picking a pictures and saying ‘frogs need _____.’”

S: student #1 will choose a picture and say, “frogs need _____” or “frogs don’t need _____.”

T: “Good, now switch.”

S: *student #2 will choose a picture and say, "frogs need ____" or "frogs don't need ____."*

All Students Do:

T: "Awesome, you guys seem like you are ready to begin."

- Separate the students into groups of 2, pass out the pictures and let them begin.
- Walk around the classroom and make sure the students are staying on task.

Closing: (5 minutes)

T: "I have mixed up all the pictures again and I need your help to sort them into two groups. Things frogs need and things frogs don't need."

- Go through all the pictures again and focus on saying with the students, 'frogs need _____' or 'frogs don't need _____.'

T: "Finally, when I say one of the stages of the life cycle of a frog I want you to the action. Frog, tadpole, egg, froglet."

- Do this activity at least 4-5 more times.

Assessment:

- Observe if the students can act out the stages of the frog life cycle.
- Observe saying the needs of frogs.

Extra Ideas:

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