

LET'S LEARN ABOUT

Frogs



A COMPLETE
NONFICTION
SCIENCE & ELA
UNIT

LET'S LEARN ABOUT: Frogs

LET'S LEARN ABOUT PACING GUIDE

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- Day 1: Activate Schema**
 - Ask students what they think they know about frogs.
 - Construct a schema chart or complete K portion of a KWL chart as a class.
 - Students can write their ideas with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 2: Explore Artifacts**
 - Allow students to explore related materials to develop questions (e.g. frog posters, frog books, tadpoles in aquarium, magnifying glasses, toy frog models etc.)
 - Construct a questions chart or complete W portion of a KWL chart as a class.
 - Students can write their questions with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 3: Read Non-Fiction book(s)**
 - Choose a non-fiction book to share with the class (see book list for suggestions).
 - During read aloud, model questioning for students.
 - Students can write their questions with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 4: Introduce New Vocabulary**
 - Read another non-fiction book that has a majority of the new vocabulary you'd like to introduce.
 - As you encounter new words, introduce the vocabulary cards. Display on bulletin board or pocket chart!
 - Students complete vocabulary pages for their own books.
- Day 5: Essential Questions/New Learning**
 - Introduce and discuss the questions that will focus your learning.
 - Select book(s) to share with the class.
 - Students complete activities to show their learning.
 - Students can write their learning with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.

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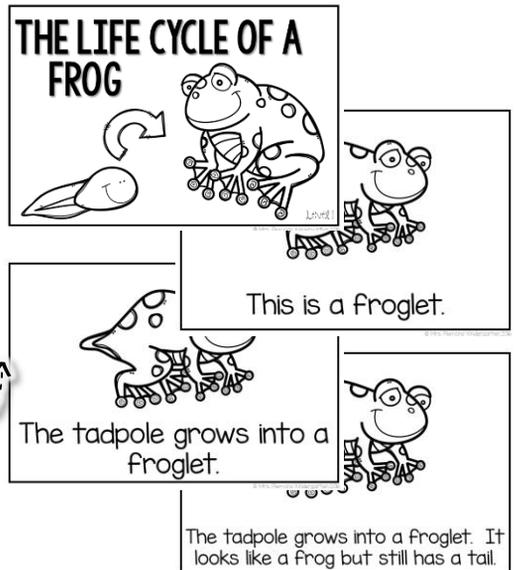
SUGGESTED PACING GUIDE



9 TEACHING POSTERS



6 VOCABULARY CARDS



3 LEVELED MINI READERS

LET'S LEARN ABOUT: Frogs

ESSENTIAL QUESTIONS

FROGS: BOOK LIST

TECH TIPS

- Conducting a Web Search**
 - Use www.kidzsearch.com to conduct safe web searches using the visual search engine.
 - If using Google, teach students to type in their question and then add their words at the end of the query they type in for better search results.
 - Both options will bring more relevant results and be less likely to lead them to inappropriate content.
- Image Search**
 - Students can learn a lot from pictures, so allow them to do an image search if it is appropriate for their question.
 - I recommend using Google exclusively for these searches to avoid inappropriate results.
- Use The Read Dictation Tool**
 - If you have iPads in your classroom, they will make searching the web much easier & faster for young students with limited spelling abilities. Students simply click the search bar, then tap the microphone button and ask their question (eg How do tadpoles transform into a frog?) iPad Results just pop right up.
 - Use The Read Lead to Speech Option. Again if you have iPads in your classroom, turn on the text to speech option so that students can have web pages and other text read to them.
 - Go to Settings - General - Accessibility - Speech Selection. After you slide on, you can choose the speed as well as if you would like the words highlighted.
- Now highlight a word, sentence, paragraph or entire page of text. When you have the text highlighted you will now have a speech option that comes up with the other options such as copy and paste. The voice is robotic, but you no longer have to answer "what is the word?" lol!

TECH TIPS



QR CODE: VIDEOS

QR CODE: WEBSITES



Kid Zone: Frog Facts



Science: Frog Facts



San Diego Zoo: Amphibians



Poison Dart Frogs



All About Frogs



BOOKS, TECH TIPS, AND MORE!

Name: _____
Frog KWL
 KNOW _____
 W _____
 L _____
Frog SCHEMA
 TIONS _____
 g LEARNING _____
Frog SCHEMA
Frog QUEST!
 ??????
Frog LEARNING

ANCHOR CHARTS W/STUDENT PAGES

FROGLET
AMPHIBIAN
GILLS
SPAWN
TADPOLE
PROBOSCIS
Frog VOCABULARY
 Name: _____

STUDENT VOCAB. BOOKS

LABELING CRAFTIVITY

Options for LABELING

Directions for CRAFTIVITY

- Copy pattern pieces onto designated color of construction paper.
- Give the pattern pieces to your students and have them cut them out!
- Glue the head on top of the body.
- Glue larger hind legs on to the back of the body.
- Glue the 2 smaller front legs one on top of and one behind the front of the body.
- Glue large goopy eyes to the Frog's head.
- Add a mouth and nostrils on the head with a black marker.
- Center and glue Frog on a plain sheet of paper.
- Glue the labels next to the correct parts and add lines for the labels.

LET'S LEARN ABOUT: Frogs

GRAPHIC ORGANIZERS

Name: _____

Book: **Frogs** 

MAIN IDEA: Name: _____ **Let's Compare**

SUPPORTING DI: **FROG** **TOAD**

Name: _____

Frogs 

CAN	HAVE	ARE



SPAWN: _____

TADPOLE: _____

AMPHIBIAN: _____

FROG FACTS

FROG LIFE CYCLE

PARTS OF A FROG

TABLE OF CONTENTS

Topic: _____

Page(s): _____

All About FROGS

Name: _____

NONFICTION WRITING

HANDS ON ACTIVITIES

Hands On: FROG ADAPTATIONS

Question: How do frogs adapt to survive in their environment?

Procedures: Discuss what an adaptation is. Give examples of adaptations, and draw one.

Hands On: FROG JUMPS

Question: How do human jumps compare to frog jumps?

Procedures: Measure and record the length of a human jump and a frog jump. Compare the results. Discuss the differences and similarities. Draw a frog jumping and label its body parts.

	Length	Minimum Jump	Adjusted distance
American Bullfrog	17" Long	50"	33" (13 yards)
Leopardslug	12" Long	40"	16" (6 yards)
South American Poisoned Frog	3" Long	10"	10" (4 yards)

Experiment: TRACKING THE LIFE CYCLE

How do tadpoles change and grow?

Procedures: Use a life cycle kit such as the one from *Nature*. Observe the tadpoles each day. Use the daily page so I have one every 12-16 weeks. Write captions for each stage. Include the length of the tadpole.



Frog Group PROJECT RUBRIC

Name: _____

Group REFLECTION

Things that went well in my group: _____

Frog PROJECT NOTES

Name: _____

Group PLANNING

WE WILL PRESENT: _____

MATERIALS WE NEED: _____

Frog RESEARCH

Source: _____

GUIDING QUESTION: _____

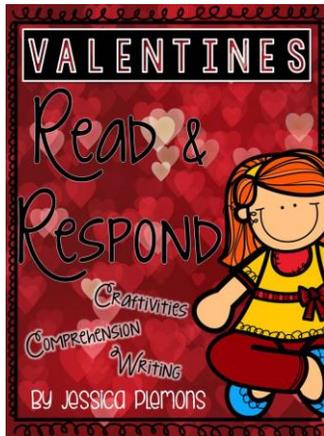
MY THINKING: _____

GROUP RESEARCH PROJECT

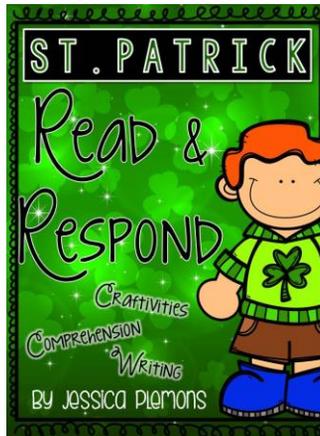


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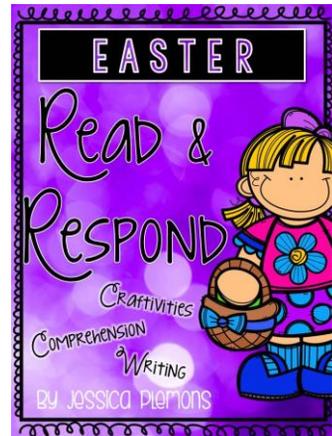
Read & Respond



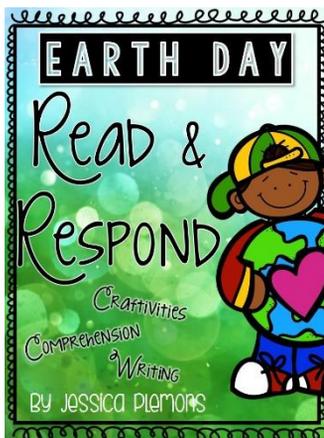
Valentine's



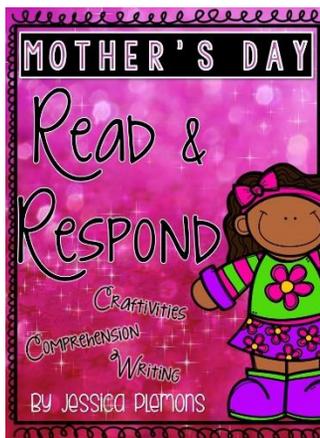
St. Patrick's



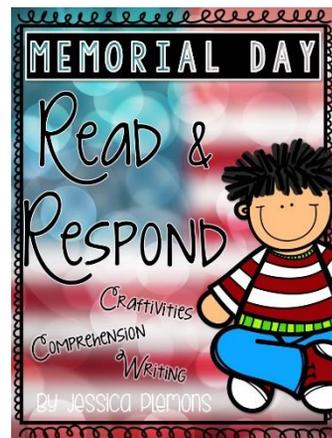
Easter



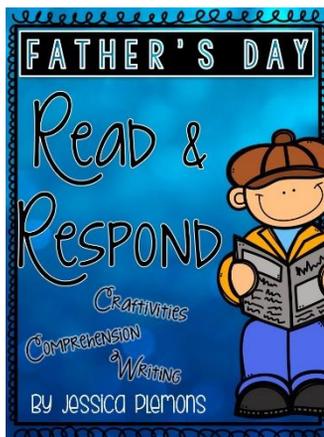
Earth Day



Mother's Day



Memorial Day



Father's Day

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