

**Ohio
Standards
Connections:**

Science, Life
Science.
Third Grade.
Heredity.

Compare the
life cycles of
different
animals
including
birth to
adulthood,
reproduction
and death
(e.g., egg-
tadpole-frog,
egg-
caterpillar-
chrysalis-
butterfly).

Lesson Summary:

Students will use the website to learn about the three main stages of the life cycle of a frog. I will introduce the website to the students and teach them how to navigate on their own through the website. So each child is participating, we will be using the school library computers. The students will learn about different types of frogs while navigating through the website (in the PowerPoint™. All frogs vary from different sizes and their unique qualities. Students will have a real life interaction with the life cycle of a frog using the internet and classroom instruction (frog eggs).

Estimated Duration:

Home page: 15 minutes

- Life cycle App: 20- 30 minutes
- Frog life cycle review: 7 minutes

First stage of the life cycle page: 15 minutes

- Pre assessment: 25 minutes
- Video: 40 seconds
- Frog life cycle kit Video and prep: 1:10 minutes
- Worksheet: 15 minutes

Second stage of the life cycle page: 15 minutes

- Tadpole video: 1 minute and 30 seconds
- Worksheet: 15 minutes
- Tadpole Craft: 35 minutes
- Brochure: 35 minutes

Third stage of the life cycle page: 15 minutes

- Frog information website: 25 minutes

- PowerPoint™: 1 ½ days
- Worksheet: 15 minutes
- Post assessment: 30 minutes

Commentary:

Pre-Assessment:

FROG EGGS Acrostic Poem

Write a word on the line next to each letter. Each line of the poem should consist of a word or phrase that is related to the topic of frog eggs. An example is given below.

Fat
Round
Opal color
Gooey

F
R
O
G

E
G
G
S

-Students will use the website to print out an Acrostic Poem about FROG EGGS and complete it by June 17th. Students will fill in the blanks next to each letter (FROG EGGS) with a word or phrase that correspond to its description.

Scoring Guidelines:

Students will get a pass or needs improvement score.

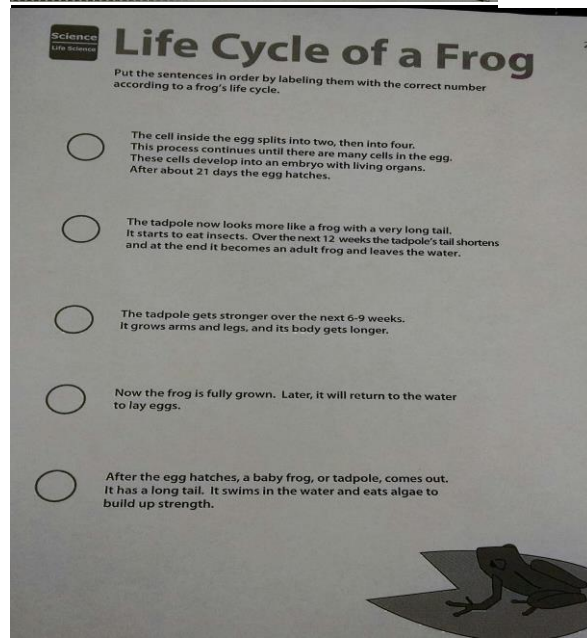
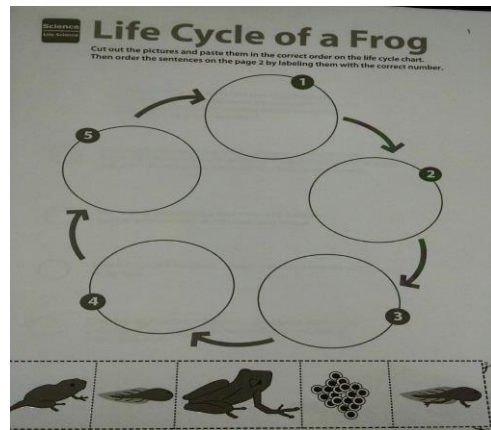
Students will get a passing score if these areas are met:

- Student completed entire Acrostic poem, leaving no lines blank.
- Students Acrostic Poem correlated to a description or word of FROG EGGS.
- Student turned in their Acrostic Poem by the due date (June 17th).

Needs improvement is based on the following areas:

- Student left half of the Acrostic Poem blank.
- Students Acrostic Poem did not correlate to a description or word of FROG EGGS.
- Student turned in their Acrostic Poem after June 17th.

Post-Assessment:



Scoring Guidelines:**Rubric:**

Students will earn a pass or needs improvement score.

Students will earn a passing score if these areas are met:

- Student completed both pages of the post assessment.
- Student completed the assessments with correct answers (can miss up to 1 on each page).
- Student turned in their assessments by the due date (June 30th).

Needs improvement is based on the following areas:

- Student left half of the assessment bubbles blank.
- Student Acrostic missed more than 1 of the bubbles for each page.
- Student turned in their assessment after June 30th.

Instructional Procedures:

1. The teacher will use puppets to demonstrate the life cycle of a frog.
2. The teacher will then tell the students they will be using the libraries computers and their home computers to navigate through a website to learn about the life cycle of a frog.
3. Students will go on the internet to access the website.
4. The teacher will introduce the website and give brief directions on what to do.
5. The teacher will tell the students they will be required to read, watch videos, and do activities throughout the website in which they will turn in the activities later.
6. The teacher will scaffold and assist the students when they need any help navigating through the website on their own.
7. Students will go to the home page of the website and read the directions.
8. Students will then click the Frog Life Cycle App to learn more about the cycle, and watch videos.
9. Students will click on the Frog Life Cycle App review to learn how this App can be used.
10. Students will first click on the First Stage of the life cycle page, then the Second Stage of the life cycle page, then the Third Stage of the life cycle page, and following the links from left to right to do the activities within the webpages.
11. Students will click on the First Stage of the life cycle link.
12. Students will read what is on the Frog Egg webpage (first stage).
13. Students will click on the pre-assessment and print it to complete the Acrostic poem about frog eggs.
14. Students will turn in their poems in class by June 17th.

15. The students will then read the paragraph located at the bottom of the Frog Eggs webpage to learn about the frog's eggs.
16. The students will then click on the video link to watch a 35 second video which explains how the female frog mates and lays her eggs.
17. The teacher will then tell them they will be getting a set of real frog eggs to watch them grow in class to frogs that demonstrates the life cycle of a frog.
18. The students will be instructed to click the Frog Life Cycle Kit link to watch a video on what they will be expected to do as they prepare and take care of their eggs when they receive their frog eggs.
19. The teacher will have already prepared materials needed for the habitats of the tadpoles homes.
20. The students will prepare the habitats for the frog's eggs (tadpoles when ready, because the eggs stay in the shipping bag).
21. Students will observe their frog eggs in the package that they were sent in to the school.
22. Students will click on the worksheet link to write down what they have observed from the first week of watching their frog eggs.
23. Students will click the home link to take them to the Second Stage of the frog's life cycle.
24. Students will read the page about the tadpoles (Second Stage).
25. Students will read the text below the second picture on the webpage to learn about tadpoles.
26. Students will click on the video link to watch the second half of the video from the Egg webpage.
27. Students will click on the worksheet link to print out and write about the changes they have observed in class from watching the egg.
28. Students will click on the tadpole craft to color and place the tadpoles in the correct order in which the tadpoles transforms into a frog (students will need a blank sheet of paper to paste their tadpoles on).
29. Students will turn this in to me by June 22nd.
30. Students will click on the brochure link to learn more about the field trip we will be going on in a few weeks to learn more about the life cycle of a frog at the zoo.
31. Students will click on the home link to access the link to the Third Stage of the life cycle webpage.
32. Students will read the Frogs webpage.
33. Students will read the text below the second picture to learn about frogs.
34. Students will click on the frog information link to get an overview of each step in the frog's life cycle.
35. Students will click on the PowerPoint™ link to learn more in depth about what types of frogs there are, and which ones are extinct and in danger.
36. Students will navigate through the PowerPoint™ and complete the pre-assessment, and click on the pictures when directed to do so to view other webpages.
37. Students will click on the worksheet link to print the document and write what they have observed about the tadpole transformations to a frog.

38. Students will turn in the three complete observation worksheets into me by June 30th
39. Students will click on the post assessment link to do a frog's life cycle activity. The students will print the document and cut and paste the stages of the frog's life cycle in the correct order and turn it into me by June 30th.

Differentiated Instructional Support

- **Reteach the lesson in small groups for students who need the extra instruction:**

-remaining students will be at other centers.

- **Child that is hyper active and disruptive to the group:**

-Provide a cubical or small area where the child can go, and work with the student later during the small groups. Providing more hands on time with the live eggs and tadpole will keep the child busy and his or her attention will be greater.

- **Child that is gifted and talented:**

-Provide more challenging questions (activities) for the student to answer, and creating a learning center where he or she can learn about multiple life cycles and compare them, not just The frogs. (will work alone to make more challenging, or with other gifted children).

- **Child with hearing impairment:**

-Allow the child to sit in the front of the class while going over the directions. I will speak louder so the child will not have difficulties hearing me.

- **Child with visual impairment:**

-Allow the child to enlarge the computer screen so it is easier to read and see clearly. I will also allow the child to use a magnifying glass while observing their frog eggs in class.

Extension

There are links on the Third Stage of the life cycle link (frog information) that students can use.

This website to help further their knowledge on this topic. The links provide extra information about the life cycle of a frog, as well as other activities.

Homework Options and Home Connections

Students can take home their observation papers and reflect more upon them and elaborate more about what they saw each time they got the chance to watch their eggs transform into frogs.

Cross-Curricular Interdisciplinary Connections**English Language Arts; Standards for Informational Text
(Craft and Structure)**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

-Students will use the website (hyperlinks) to use other websites to find information on Frog Eggs as well as videos to help them learn about the given topic (eggs, tadpole, frog).

-Students will use the PowerPoint (keywords) to help locate important information that can be beneficial for them while taking the post assessment.

Materials and Resources:**List of materials for the teacher**

- Smart board
- Internet
- Computer
- Assessments
- Grading rubric
- Frog eggs
- Materials for frog eggs
- Frog puppets
- Extra scissors, crayons, markers and glue
- Printer
- Magnifying Glass

List of materials for the students

- Printer
- Internet
- Computer
- Crayons, markers, scissors, glue
- Pencil
- Blank sheet of paper
- Completed assessments
- Completed observation worksheet

Key Vocabulary

- Extinct/ Threatened
- Frog, Tree Frog, True Frog
- Bull Frog
- Lake, Swamp, Stream, Pond
- Webbed Feet
- Shrubs
- Camouflage
- Poison Arrow Frogs
- Poisonous
- Produce
- Forest
- Species
- Brooding Frog
- Frog eggs
- Mating
- Tadpole
- Jelly
- Acrostic
- Fertilization
- Hatch
- Hind legs
- Front legs
- Tail
- Jelly
- Disappear
- Froglet

Technology Connections Grades (3-5)

7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6)

Ages (8-11) Grades (3-5)

- Students will use technology (websites and videos) to build on knowledge of the frog's life cycle and use it to observe and write what they observe while watching their frog egg transform into a frog.

Research Connections/Bibliography

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources.


- Students will use the website that will take them to an informational website where they will learn more in depth of the frog's life cycle. Students will use this information, as well as the entire research process (videos) to complete the post assessment.
(Putting the frog's life cycle in the correct order).

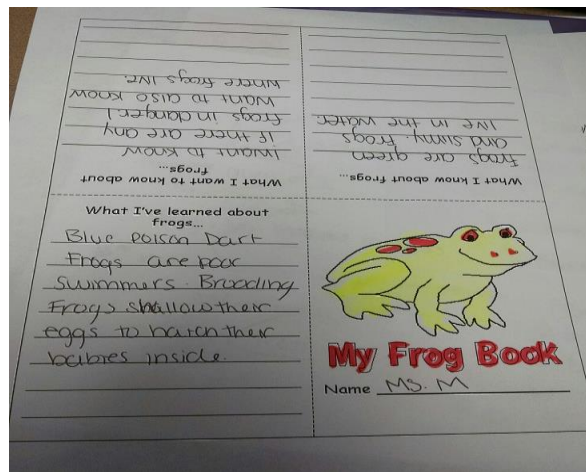
General Tips

- Remember to buy frog eggs
- Get puppets
- Ask permission to use school library
- Speak clearly
- Help assist students who need it
- Collect assessments
- Get magnifying glasses

ASSESSMENT FROM THE POWERPOINT™

Attachments: Pre-Assessment attached with scoring guidelines.

Name _____	
My Frog Book	
	
What I know about frogs...	What I've learned about frogs...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Rubric:

Passing:

- Front page is colored
- Student wrote at least two sentences for the section “What I know about frogs”.
- Student wrote at least two sentences for the section “What I want to learn about frogs”.

Needs improvement:

- Front page not colored or partially covered
- Student wrote one sentence for the section “What I know about frogs.”
- Student wrote one sentence for the section “What I want to learn about frogs”.

Website Pre-Assessment

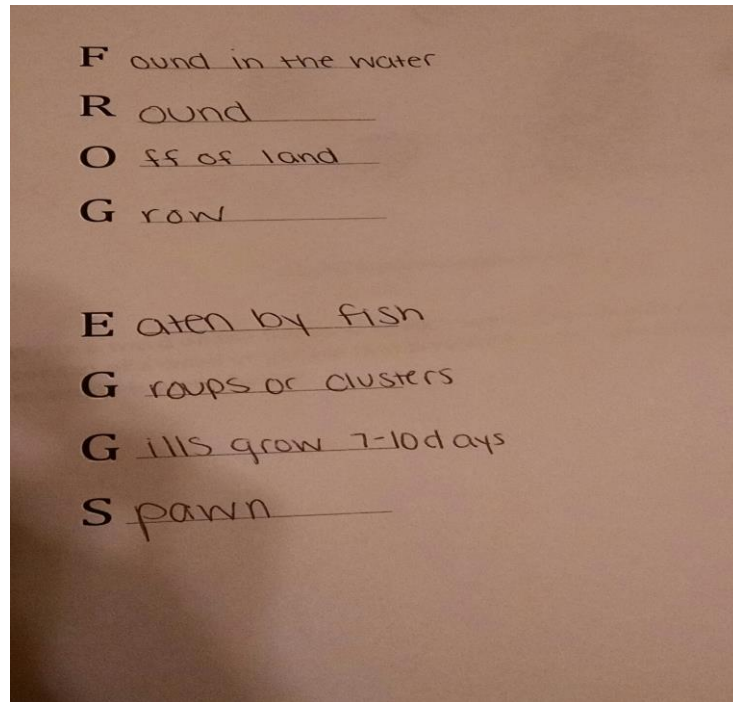
FROG EGGS Acrostic Poem

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Round
Opal color
Goey

F
R
O
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S

Answer Key**Rubric:**

Students will earn a pass or needs improvement score.

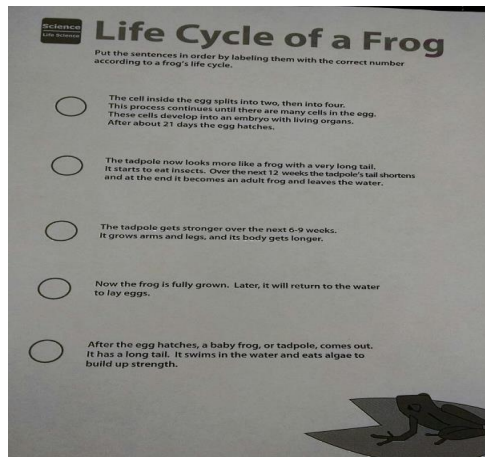
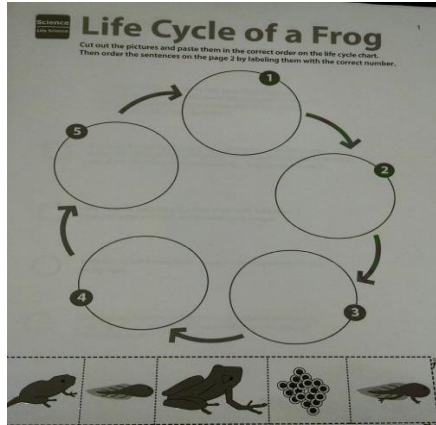
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(Website) Post Assessment



Answer Key for Post Assessment:

Science Life Science **Life Cycle of a Frog**
Cut out the pictures and paste them in the correct order on the life cycle chart.
Then order the sentences on the page 2 by labeling them with the correct number.

Science Life Science **Life Cycle of a Frog**
Put the sentences in order by labeling them with the correct number according to a frog's life cycle.

- 1 The cell inside the egg splits into two, then into four. This process continues until there are many cells in the egg. These cells develop into an embryo with living organs. After about 21 days the egg hatches.
- 2 After the egg hatches, a baby frog, or tadpole, comes out. It has a long tail. It swims in the water and eats algae to build up strength.
- 3 The tadpole gets stronger over the next 6-9 weeks. It grows arms and legs, and its body gets longer.
- 4 The tadpole now looks more like a frog with a very long tail. It starts to eat insects. Over the next 12 weeks the tadpole's tail shortens and at the end it becomes an adult frog and leaves the water.
- 5 Now the frog is fully grown. Later, it will return to the water to lay eggs.

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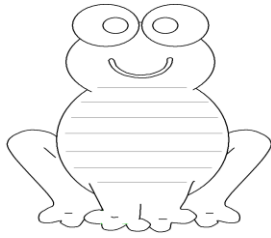
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Observation Worksheets of frog eggs (For Completion) (homework)



Answer Key

