



LESSON PLAN

TITLE: FROGS PROJECT

DURATION: 6 WEEKS

MAIN SUBJECT: SCIENCE

GRADE LEVEL: 1st grade

AUTHORS:

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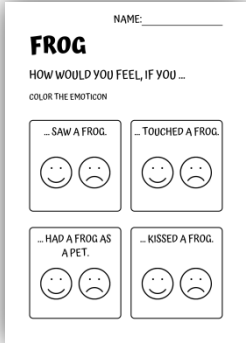

NATAŠA DACA, Special Educator

Frogs Project

by Petra Tevž (petra.tevz@osdravljje.si) & Nataša Daca (natasa.daca@osdravljje.si)

- Driving question: **Could I keep a frog as a pet?**
- Teacher's question: **Does direct experience lead to a more positive attitude towards animals?**
- Main subject: **Science**
- Other subjects: **Language, Physical Education, Art**
- Grade level: **1st grade (6 – 7 years old)**
- Duration: **6 weeks**

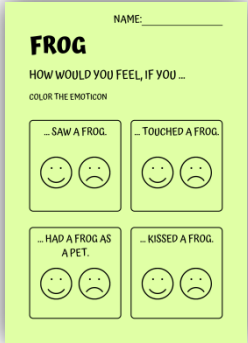
WHAT?	HOW?	WHY?	LEARNING OBJECTIVES
	LESSON 1		⌚ 45 min 📍 classroom
The Frog-Prince by Grimm Brothers and/or Jure Kvak Kvak by Saša Vegri	Students sit comfortably, close their eyes and listen to the fairy tale. Listening is followed by an analysis / comparison of the two fairy tales with the help of questions: <ul style="list-style-type: none"> ◦ What do both fairy tales have in common? ◦ How do fairy tales differ? ◦ What happened to the main character? ◦ Is it possible in real life for a man to turn into a frog? What about the frog into a man? ◦ Has anyone ever seen a frog in the nature? ◦ ... 	I use reading fairy tales for motivation. I want to motivate children to be actively involved in the lessons. Students recognize reading as pleasure, a pleasant experience and an intellectual challenge. They develop willingness to talk; thus expressing their knowledge, thoughts, attitudes, wills, emotions, and experiences.	Students: <ul style="list-style-type: none"> ▫ create a horizon of expectations, which stems from extra-literary and intertextual experience, ▫ express and compare their experiences, emotions, perceptions and thoughts that are aroused by listening, reading, ▫ compare and evaluate individual texts (according to the developmental stage, intertextual experience and cognitive abilities of the student), ▫ represent the reasons why they find something important in a literary text (event, person, etc.).

LESSON 2		⌚ 10 min	📦 classroom
Initial check of values and attitudes	<p>Students individually solve a worksheet on which they mark their attitude towards frogs with emoticons.</p> <div style="text-align: center;">  </div>	<p>I want to check what attitude and values students have towards frogs. To check if children's attitudes have changed we need an initial assessment. At the end of the project, this activity is repeated. In this way, we can determine whether we have achieved teaching with impact.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ develop a favourable, respectful and responsible attitude towards wildlife.
LESSON 3		⌚ 30 min	📦 classroom
Assessing Prior Knowledge	<p>Students complete the worksheet individually. The teacher reads the instructions to students who cannot read yet.</p> <div style="text-align: center;">  </div>	<p>Students have a different set of pre-existing knowledge, skills, beliefs and attitudes. Because new knowledge and skills depend on existing knowledge and skills, knowing what students know can help us plan suitable activities.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ develop connections between old and new knowledge, ▫ independently answer questions.

LESSON 3		⌚ 45 min	📦 classroom
Grouping	Each student draws a piece of the puzzle from the bag. Students are randomly divided into groups using puzzles.	I want students to interact and collaborate in fulfilling the task. By doing this, I get students to work with other students they may have never decided to work with. This concept teaches diversity, communication and compromise.	Students: <ul style="list-style-type: none"> ▫ formulate research questions, ▫ participate in group work, ▫ develop communication skills and cooperation.
Work in groups - asking questions	Group work - Brainstorm session: What we don't know about frogs yet? What can we learn about them? Students write their little questions on a poster.	Brainstorming is an excellent teaching strategy to generate questions on a given topic. Brainstorming helps promote thinking skills. In the process of brainstorming, students should suspend any concerns about staying organized. The goal is to pour their thoughts onto paper without worrying about whether they make sense or how they fit together. The brainstorm session will provide teacher with a great deal of information regarding what the student want to know about frogs.	
LESSON 4		⌚ 30 min	📦 classroom
Pet frog	Guided conversation: <ul style="list-style-type: none"> ◦ Do you think I could have a frog as a pet? Where could I get it? Do you think they sell frogs in pet stores? How much do you think they cost? ◦ (*Task: Check with your local pet store.) ◦ What if I don't have the money to buy a frog? Where else could I get it? What habitat do frogs live in? 	Learning to talk and listen is an extremely important way to broaden knowledge and enhance understanding. I try as much as I can to ask open-ended questions.	Students: <ul style="list-style-type: none"> ▫ develop speaking and listening skills, ▫ know that the life of living beings depends on other beings and on inanimate nature, ▫ know that animals need water, food and air in particular to live.

	Do we have any puddles around the school? What do we all need to know before deciding on a pet? What would I need for a frog to be my pet? (Equipment, food, conditions ...)		
LESSON 6		⌚ 30 min	📦 classroom
Planning a field trip	<p>I suggest to go on an “expedition”. We will look for frogs in their natural habitat.</p> <ul style="list-style-type: none"> ◦ Where should we go? <p>We are planning a route (geopedia).</p> <ul style="list-style-type: none"> ◦ What do we need? (for ourselves, for frogs, if we find them) 	<p>Planning a trip can be just as exciting as the trip itself. The preparation process and conversation about the upcoming adventure starts to build excitement, even before we arrive at our destination.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ use simple maps for orientation in the landscape, ▫ orient themselves in their environment, in the school environment, or in nature.
LESSON 7		⌚ 4 h	📦 outdoor
Outdoor learning - nature observation walk	<p>We spend the day in nature. Students get to know living beings directly in nature, they observe the environment, and look for frogs or tadpoles. We pay attention to safety, both on the road and along various water surfaces.</p>	<p>The natural environment offers students many sensory stimuli. Playing and learning in the natural environment influence the development of their observational skills.</p> <p>The natural environment attracts students and if they have enough positive experiences while being in nature and opportunities to marvel, then this has a positive effect not only on the development of their knowledge and skills, but also their attitude towards nature.</p> <p>The activity contains elements of relaxation and sports activities, as the students are on a spring walk observing nature.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ identify, name and compare different living beings and environments, ▫ know that the life of living beings depends on other beings and on inanimate nature, ▫ learn what they need and what other living beings need to live, ▫ they know how to protect nature themselves, they treat it carefully.

		LESSON 8		⌚ 6 weeks	📦 classroom
Taking care of the animals Observing the development of frogs from tadpole to adult frogs	Students take care of the animals in the terrarium under the supervision of the teacher. They feed them, change their water and clean the terrarium. In doing so, they observe and monitor the development of the frog from a tadpole to a frog. Observation is directed (according to the teacher's instructions) or undirected (during school breaks). Appropriate to the stage of development, students record their observations in different ways.	Students should get to know living beings mainly directly in nature and on farms, where they are permanently bred, or only temporarily brought to the classroom and returned to nature. Even younger students are able to take care of living beings in the classroom. When caring for animals and plants, we enable them to be as independent as possible. Animals should only be in the classroom as long as the students want and can take care of them, and then they return them to nature unharmed. When observing, they are instructed to use all their senses safely and to work safely with living beings. A prerequisite for working with animals in the classroom is student and animal safety.	Students:	<ul style="list-style-type: none"> ▫ develop a favourable, respectful and responsible attitude towards wildlife, ▫ learn about the life cycle of a frog: spawn, tadpole, frog, ▫ compare living beings and their natural environment with their own, gain experience in how their actions can contribute to the protection and conservation of nature and its inhabitants. 	
			LESSON 9		⌚ 90 min
Frog art	Students in pairs create a model of the life cycle of a frog out of playdough. and / or	With the help of art activities, students develop creativity. They have the opportunity to express themselves in a relaxed and original way. It helps students develop attention to detail. An important benefit of arts education is the development of fine motor skills.	Students:	<ul style="list-style-type: none"> ▫ develop creative drawing skills and nurture individual drawing expression, ▫ draw animals after observation, ▫ develop motor skills and a sense of handling various drawing materials and aids, ▫ develop sculptural expressive abilities and thus nurture individual artistic expression, ▫ form a figure from a single piece of soft material. 	
	After careful observation, they draw a realistic image of a frog with charcoal.				

LESSON 10		⌚ 30 min	📦 classroom
What have we learned? Reflection	<p>Brainstorm session: Students are divided into groups with the help of puzzles. Each group writes on a poster what they have learned about frogs. Each member of the group writes at least one sentence / fact. Each group of students presents its poster.</p>	<p>Again I want students to interact and collaborate in fulfilling the task. By doing this, I get students to work with people they may have never decided to work with. This concept teaches diversity, communication and compromise. They have to work together on the task and communicate. By doing this they repeat what they have learned in the project. Knowledge is transferred from one to the other and does not arise only from one's own experience.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ develop connections between old and new knowledge, ▫ learn about the life cycle of a frog: spawn, tadpole, frog, ▫ know that animals need water, food and air in particular to live.
LESSON 11		⌚ 10 min	📦 classroom
Final check of values and attitudes	<p>At the end of the project, students solve the worksheet individually on which they mark their attitude towards frogs with emoticons.</p> <div style="text-align: center;">  </div>	<p>I compare the initial and final check of values and attitudes. Based on that, I can determine whether I have achieved teaching with impact.</p>	<p>Students:</p> <ul style="list-style-type: none"> ▫ develop a favourable, respectful and responsible attitude towards wildlife.

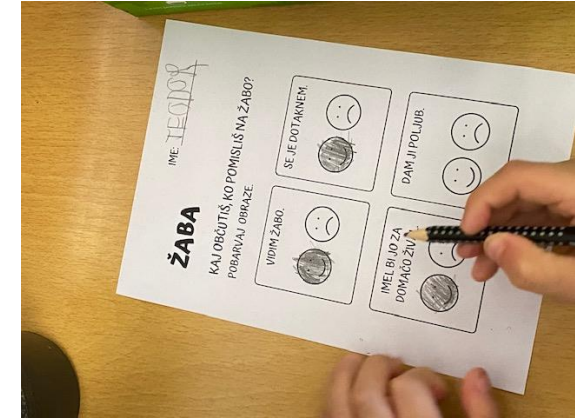
Picture 1



Picture 2



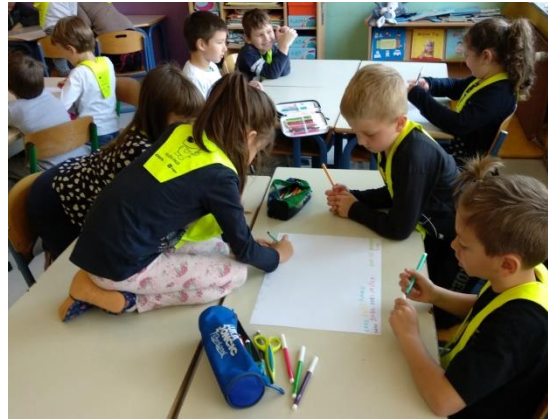
Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Picture 10



Picture 11



Picture 12



Picture 13



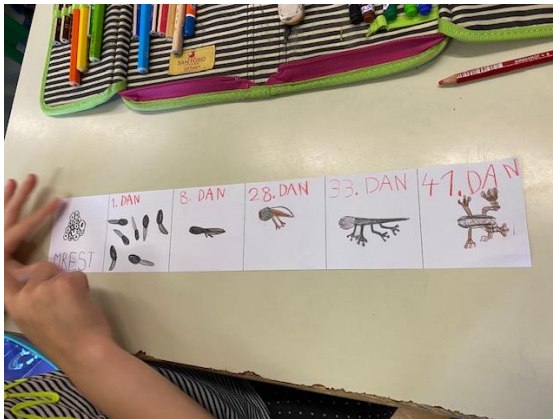
Picture 14



Picture 15



Picture 16



Picture 17



Picture 18



Picture 19



Picture 20

