

Fantastic Frogs

Level: Second Grade

Content Area: Science

Content Objective: Students will identify the series of changes that a frog goes through in its life cycle. Students will review that frogs camouflage themselves for protection and hibernate in the winter.

Language: Spanish

Language Objective: Use sequence in narration *primero, luego, después, más luego, finalmente* (*first, then, after, finally*) to explain the life cycle of a frog.

Review Strategy: *Use Background Knowledge (Activar El Conocimiento Previo)*

Strategy Rationale: *Use Background Knowledge* helps bring to mind information you already know about a topic that will be helpful in learning new information.

Strategy Objective: Students will activate their background knowledge of life cycles to prepare to learn about the life cycle of the frog.

Materials: chart showing the life cycle of a frog, short reading that describes the frog's life cycle and that uses sequence words such as those below, picture of the frog's life cycle stages that are not in the correct order, scissors, glue, pencils and crayons.

Vocabulary:

el huevo egg
el renacuajo tadpole

Language Structure:

Sequence in narration	
<i>primero</i>	first
<i>después</i>	after
<i>luego, más luego</i>	then
<i>finalmente</i>	finally

Procedures

Preparation:

Remind students of the strategy *Use Background Knowledge* that they have learned and used previously by asking them to brainstorm other times they have used this strategy. Write these other instances on the board. Remind students that this strategy is important in many different subjects because it helps us understand new information better by connecting what we already know to what is new in that subject. Explain that they are going to use the strategy *Use Background Knowledge* to help them learn about the life cycle of frogs.

Presentation 1:

1. Ask students to *Use Background Knowledge* to tell what they already know about frogs. Elicit from students that frogs usually live in or around water.

Model *Use Background Knowledge* to get them started: “Let’s see...what do I already know about frogs? Frogs jump, they can be green, they are hard to catch, they swim...”

2. Relate students’ background knowledge to the term “habitat,” and ask them: *¿Cuál es el hábitat de las ranas? (What is the habitat of frogs?)* Tell them that frogs live in wetlands. Explain to students that frogs have life cycles just like crickets, butterflies, etc. Tell students that they can help themselves learn about the life cycle of a frog by using what they already know about the life cycle of the cricket, butterfly, or whatever previous life cycle they have studied.

Practice 1:

1. Ask students to practice using *Use Background Knowledge* to remember what they know about the life cycle of crickets, butterflies, etc. Ask students to draw a picture of the previous life cycle studied. Students should number the stages of the life cycle on their drawings.
2. Review the life cycles of the creatures chosen.

Presentation 2:

1. Elicit the stages of the life cycle of a frog by asking students to refer to their drawings of the other creatures. Emphasize the sequence of events by using appropriate sequence words *primero, después, luego, finalmente (first, then, after, finally)*. Elicit from students that there is an egg and that a baby frog will have a very different form than the adult frog (there will not just be a change in size).
2. Using a chart of the life cycle of frogs, explain/read a description of the life cycle. Emphasize the sequence of events.

Las ranas viven en lugares húmedos, charcas. Tienen pies fuertes y pueden saltar grandes distancias. Pueden nadar rápido. Las ranas tienen una lengua larga y pegajosa con la que pueden atrapar a los insectos.

Primero, las ranas nacen de huevos gelatinosos. Luego, estos huevos se convierten en renacuajos. Después, les crecen las patas traseras. Más luego, les crecen los pies delanteras. La cola se hace más corta a medida que crecen las patas y los pulmones. Cuando la cola termina de encogerse, ya es una rana joven. Finalmente, la rana crece y se convierte en una rana adulta. El ciclo de la vida de las ranas hasta la adultez tarda aproximadamente dieciséis semanas.

Frogs live in wet places called wetlands. They have strong legs and can jump far. They can swim quickly. Frogs have long, sticky tongues that they use to catch insects.

First, all frogs start as eggs. Then, these eggs become tadpoles. Next, the tadpoles grow two back legs. Later, they grow two front legs. The tail shrinks while the legs grow. When the tail is done shrinking, then they are young frogs. Finally, they grow more and become adult frogs. The life cycle of a frog takes approximately sixteen weeks.

Practice 2:

Give students copies of the picture of the frog's life cycle stages out of order. Ask them to cut apart the pictures and rearrange them in the correct order by gluing them on another blank sheet of paper. Ask students to write a sentence for each stage and to use the appropriate sequence words.

Evaluation:

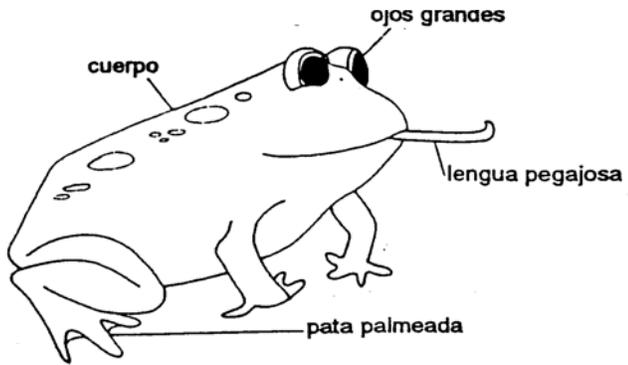
1. Using a checklist, evaluate students on how well they were able to both correctly order the stages in a frog's life cycle and how well they used the sequence words. Discuss your evaluations with students, indicating when necessary whether they need to reconsider their ordering or the sequence words they chose. Allow students time to self-correct, then check back with them again.
2. Have a short discussion with students asking them how the strategy *Use Background Knowledge* helped them to learn about the life cycle of frogs. Ask them if they will use this strategy again and when they might use it to help them learn new information.
3. You can have students keep a learning log of strategy use over the next several weeks (this log can contain all the strategies they have been taught, including *Use Background Knowledge*, listed down the left-hand side and the days of the week listed across the top). Students can keep track of their use of this strategy by making a check mark next to *Use Background Knowledge* each time they use it. They can also write a short sentence telling when they used the strategy.

Expansion:

After several weeks of learning log use, ask students to review their learning log and to give examples for the rest of the class of times when they used the strategy *Use Background Knowledge*. Make a chart for this strategy listing examples of student strategy use.

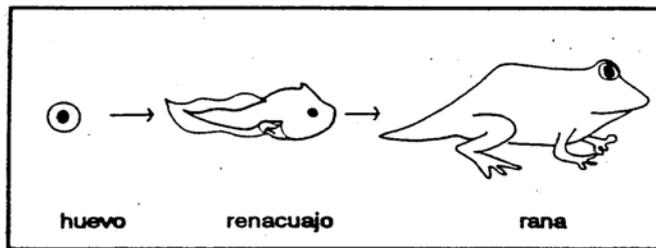
This lesson was adapted from the original created by Monica Urtecho, Elementary Immersion Teacher, Fairfax County, VA. Translated by Arstides Diaz.

Las Ranas



Primero, las ranas nacen de huevos gelatinosos. Luego, estos huevos se convierten en renacuajos. Después, les crecen las patas traseras. Más luego, les crecen las patas delanteras. La cola se hace más corta a medida que crecen las patas y los pulmones. Cuando la cola termina por encogerse ya es una rana joven. Finalmente, la rana crece y se convierte en una rana adulta. El ciclo de vida de las ranas hasta la adultez tarda aproximadamente 16 semanas.

Las ranas viven en lugares húmedos, charcas. Tienen patas fuertes y pueden saltar grandes distancias. Pueden nadar rápido. Las ranas tienen una lengua larga y pegajosa con la que pueden atrapar a los insectos.



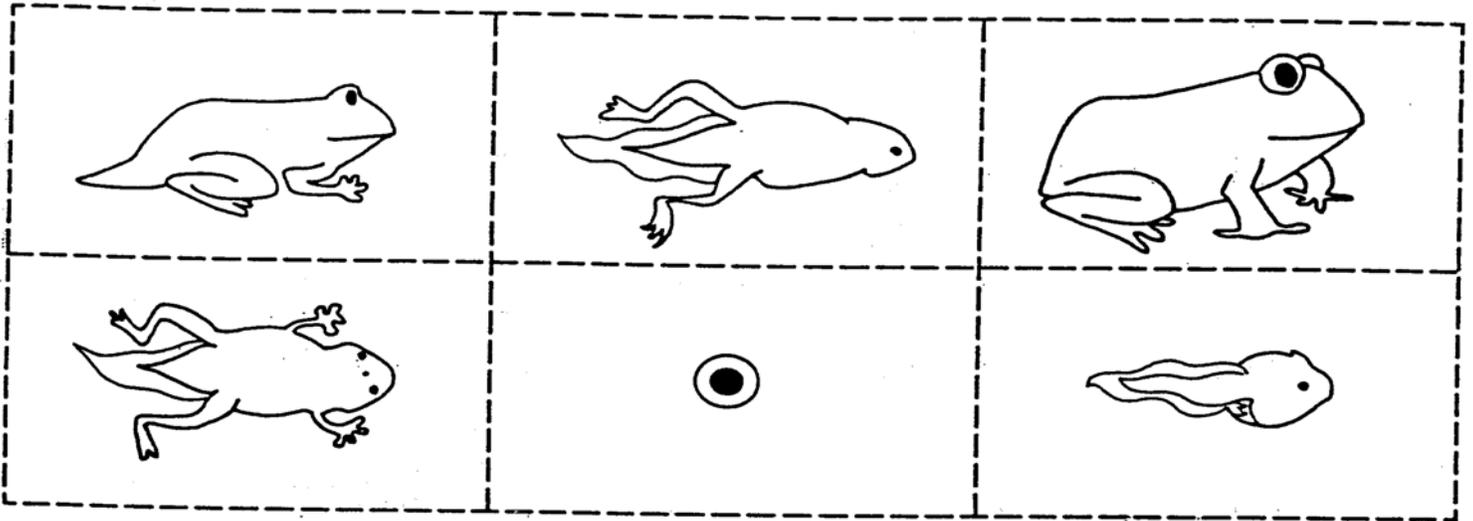
¿Sí o No?

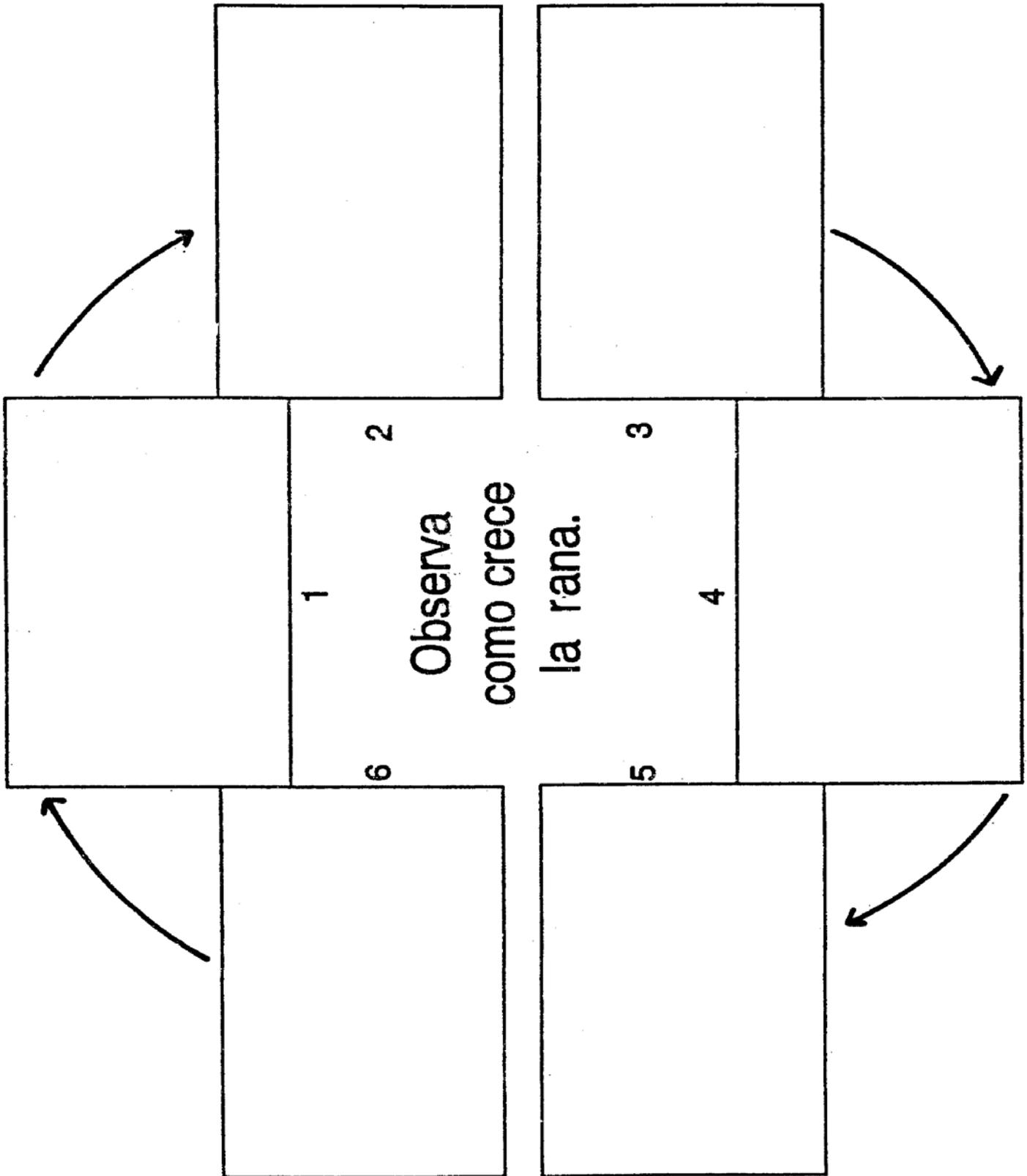
1. Las ranas ponen huevos.
2. Las ranas comen flores.
3. Las ranas tienen ojos grandes.
4. Los renacuajos no tienen cola.
5. Las ranas tienen una cola larga.
6. El ciclo de las ranas, de huevo a rana adulta tarda unas pocas semanas.

Colorea, corta y pega los dibujos en el lugar correcto. Después, escribe en forma ordenada el ciclo de vida de las ranas. Utiliza las palabras de abajo.

primero después más adelante finalmente más luego

**rana joven huevo rana adulta renacuajo con patas delanteras
renacuajo sin patas renacuajo con patas traseras y delanteras**





Worksheet courtesy of Fairfax County Public Schools