

Argentine Horned Frog Presentations

An Elementary Science Lesson Plan Designed for Group Inquiry Based on the 5E Inquiry Model

Grade Level: This particular lesson is a level four inquiry and is designed for use in a first-grade science classroom. First-grade students will practice their skills of observation and create a project in small groups for review by the teacher.

Science Concept: This lesson is aimed at helping students develop their observational skills. This lesson will also allow students to practice appropriate methods for documenting and recording scientific observations.

Relationship to Science Content Standards: (1.4.b) Record observations and data with pictures, numbers, or written statements.

Learning Objective: Students will, in small groups, use their own method to create a project that demonstrates their knowledge and observations of the Argentine Horned Frog.

Lesson Plan Implementation: Students will be working in small groups throughout this lesson plan. Be sure to group students previous to beginning the lesson. Also, this lesson is to be started while the Argentine Horned Frog, Dexter, is in the classroom.

Materials:

- Copies of Argentine Horned Frog 2.1 (one per student) (attached)
- Copies of Argentine Horned Frog 2.2 (one per student) (attached)
- SERC Animal: Dexter

Engage: To begin, tell the students that there will be a very special guest visiting the classroom today. Also tell students that he is very shy, and he asked that we do a few things before he visits the classroom in order to prepare. Then, write down the following things (or shorter, simpler versions of them depending on your class level) on the board:

1. He likes his space and is not used to a being around a lot of people.
2. He has sensitive ears, so we need to make sure we do not yell in the classroom.
3. Wait for your chance to say hello to our visitor.

Go over these points carefully with your students to guarantee the safety of Dexter, the Argentine Horned Frog. Also, enforce these rules strictly.

Explore: After your students understand the guidelines for having the guest in the classroom, hand out the Observations worksheet (Argentine Horned Frog 2.1). Then, bring Dexter into the classroom all the while reminding students of the rules. Call students up by previously chosen groups to write down observations of Dexter on their worksheets. While you call the groups up, have the rest of your class work quietly on another assignment to decrease the amount of noise in

the room. As a possibility, students may answer these questions about Argentine Horned Frog in their notebooks:

1. Where do you think this frog might live?
2. What was the most interesting thing about this frog to you?
3. What do you think this frog eats?
4. Why do you think this frog looks like that?

Students may also write down some questions that have about Dexter during this time.

Explain: After all of your students have had a chance to observe Dexter, begin an in-class discussion of their observations. Prompt students to share their observations, and ask questions to promote more in-depth answers from students. Also, ask students to share their questions of interest with the class. Some teacher guidance may be necessary, but be sure to ask questions to prompt their inquiry.

Elaborate: Next, introduce to the class their assignment. Tell students that they will be put into groups of five, and then explain to students that they will be working in these groups to explore any topic about the Argentine Horned Frog that they find interesting. Give students some examples (“You could write a song about Dexter, or you could make a poster of Dexter! You get to choose!”), but do not limit your students’ creativity. Make sure that students understand the assignment, and then tell them that they will have to demonstrate what they have learned about Argentine Horned Frogs by a set date at the end of the lesson.

At the end of the lesson, students will present their knowledge to the class. Whenever this is done (which is to be in accordance with the due date of the assignment), hand out the Group Feedback worksheet (Argentine Horned Frog 2.2). On this worksheet, explain to students that they will document their key observations about each group. Make sure that each group presents their projects in a natural form. For example, if a group creates a play, allow them to act it out for the class. Once all the groups have shared their projects, allow students ample time to finish the worksheet. Collect both Argentine Horned Frog 2.1 and Argentine Horned Frog 2.2 along with their final presentations for review.

Evaluate:

- (a) Formative: Gauge student understanding based on participation in class and ability to fill out Argentine Horned Frog 2.1.
- (b) Summative: Gauge student understanding of ways to observe frogs by reviewing Argentine Horned Frog 2.1. Analyze how students used their observations to influence their final projects.
- (c) Formal: Collect and review Argentine Horned Frog 1.1 and 1.2 as well as any written work for their final projects.

Differentiation Plans:

- Special Needs: For students with special needs, allow students more time to complete their assignments. Also, provide these students more one-on-one assistance with their project pieces. If students have difficulty working in small groups, these students can be given the option of working alone or with a teacher’s aide.

- English Language Learners: For English Language Learners, help students fill out worksheets. Students could also fill out their worksheets in their preferred language to encourage detail. The open-ended nature of this project serves to assist English Language Learners because they can choose a project method most suited to their language abilities and continue their development simultaneously in other areas.