

Pond Life: The Pacific Chorus Frog**An Elementary Science Lesson Plan
Designed for Group Inquiry
Based on the 5E Inquiry Model**

Grade Level: This lesson is a level three inquiry and is designed for use in a first-grade science classroom. First-grade students will be studying where the Pacific Chorus Frog lives and the features of their habitat.

Science Concept: This lesson is meant to help students understand the importance of animals' habitats. This lesson will present students with an opportunity to create a visual representation of a pond a Pacific Chorus Frog may visit.

Relationship to California Science Content Standards: (1.2.a) Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Learning Objective: Students will create a visual representation of the Pacific Chorus Frog's pond.

Lesson Implementation Plan: Students will need to be grouped into small groups (three or four students per group) during the end of this lesson plan. Students may also need more than one class period to finish their visual representations.

Materials:

- Copies of Pacific Chorus Frog 2.1 (attached) (one per student)
- Copies of Pacific Chorus Frog 2.2 (attached) (one per student)
- Any materials that could be used to create visual representations
 - This may include construction paper, pipe cleaners, empty boxes, etc.
- *In the Small, Small Pond* by Denise Fleming
 - MLK Library Call number: J PICTURE BOOK Fleming

Engage: Begin the lesson by reading students Denise Fleming's *In the Small, Small Pond*. Do not discuss the book directly after reading it, but make sure you show students the photographs in the book. The visual images will be very important later in the lesson plan.

Explore: After the book has been read, do not discuss it yet. Instead, pass out the What's at the Frog Pond worksheet (Pacific Chorus Frog 2.1) to students. Individually, have them complete the worksheet by recalling what they just read. Once all students have finished their worksheet, discuss their findings. Create a list of student findings on the whiteboard or on a large piece of paper.

Explain: After a visual list has been made, prompt a class discussion that is centered around student findings. Ask students questions about their findings and discuss what each element of the pond is for and why it is useful. Teacher guidance may be necessary depending on student level. Continue to reference pictures in Fleming’s book to show students what each element of the pond looks like. Afterwards, ask students if they notice any connections between the pond in Fleming’s book and Lolli, the Pacific Chorus Frog who visited the classroom. Remind students that frogs don’t *only* live in ponds: They only live there during certain times of the year. Also, explain to students the times of the year when frogs live in ponds (during reproduction) and what they use ponds for (reproduction, refuge, etc.).

Elaborate: Next, ask students why frogs live in ponds. Ask students, “Why do frogs like to be around ponds? Is there a reason?” You may need to remind students that frogs like moist, wet environments. Then, tell students that they will be making their own frog ponds today during class. Explain to students that they may use whatever method they would like: They could draw a frog pond, they could create a frog pond, or they could even create a skit about frogs in a pond! Remind students to use the What’s at the Frog Pond worksheet (Pacific Chorus Frog 2.1) to help them create their frog ponds. Once ample time has been given to students to finish their frog ponds (this may take more than one class period), pass out the My Frog Pond worksheet (Pacific Chorus Frog 2.2) to students. Students should fill this worksheet out when they are finished with their ponds.

Evaluate:

- (a) Summative: Collect and review Pacific Chorus Frog 2.1 and 2.2 as well as the students’ visual representations of the frog pond.
- (b) Formative: Gauge student understanding based on participation in class discussion and completion of class work.

Differentiation Plan:

- Behavioral: The end project, the creation of the pond, may be done as a demonstration as opposed to a group project.
- English Language Learners: Individual activities in this lesson plan may be adopted as collaborative activities. Students could complete worksheets as an entire class or in small groups depending on student skills. Additionally, English Language Learner students may need visual representations of instructions and word walls to help make their understanding of pond vocabulary more concrete.