

Frogs/Ranas Lesson Plan

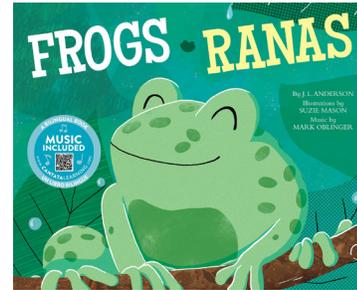
Grade Level: PreK-2

Content Areas: Language Arts, Art, Science, Math

Timeframe: 45-60 Minutes

MATERIALS

- Chart paper or whiteboard and appropriate markers
- Book and music: *Frogs/Ranas*
- Labeled pictures (see Preparation)



OBJECTIVES

STUDENTS WILL:

- label a picture of a frog in Spanish and English
- describe a frog using the verbs *are*, *have*, *can*, *need*

KEY VOCABULARY

Before reading, focus on new vocabulary. Read the glossary terms and their definitions.

amphibians—animals that live the first part of life in water and the second part on land

anfíbios—animales que viven la primera parte de su vida en el agua y la segunda parte en tierra

gills—body parts that help fish and amphibians breathe

branquias—partes del cuerpo que ayudan a los peces y anfíbios a respirar

tadpoles—the baby form of frogs and toads

renacuajos—la forma bebé de ranas y sapos

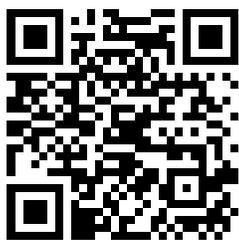
terrarium—glass tank

terrario—tanque de vidrio

FREE MUSIC!

Scan our QR code to download or stream the songs from *Frogs / Ranas*.

Find even more Cantata Learning books and songs at cantatalearning.com.



LESSON PROCEDURE

PREPARATION:

Before class, print the *Frogs/Ranas* label sheet. Find or print pictures to label in both languages.

Gather students where they can see you. Tell them they are going to learn about frogs. Start the lesson by reading *Frogs/Ranas*.

Ask students what a “pet” is. Make a list of what they know about pets. If you have had time in previous lessons about pets in general, refer to a poster of kids with their pets and Venn diagram of pets/wild animals/farm animals. If they haven’t already talked about frogs as pets, let them know that frogs can also be pets and that today you are going to talk about how frogs can live in the wild or be kept as pets.

Explain that they are going to describe frogs using four verbs (use chart on paper or board): *can*, *have*, *are*, *need*. Ask students to notice all the ways the book describes frogs as you read to them. If you haven’t already used pictures to talk about the four vocabulary words, do that before reading.

ACTIVITY:

1. Read the book once through while students listen. Have them listen for what frogs are like/can do/have/need. On subsequent readings of the text make sure to discuss metalinguistic details about the books (i.e., notice that the English version uses the word “tail” while the Spanish version uses the word “colita” which would mean “little tail” instead of “cola.”)

2. Ask students to tell you what they learned about frogs and fill in the word chart (see sample) from the book.
3. Listen to the song while pointing to pictures in the book or with labeled pictures. Then listen to the song again and have students “hop like a frog” while they sing along.
4. Have each student draw a picture of a frog as a pet. Kids draw and write at least one sentence in L1–label in both languages (as appropriate for levels—see MODIFICATIONS note). These pictures and sentences could be added to those about other pets to create a pet book.

LESSON MODIFICATIONS AND EXTENSIONS

LESSON MODIFICATIONS: Emergent literate students who do not yet have the skills to write labels and/or sentences can “pretend write” their book pages at whatever level they are (see <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>). They can then tell their stories to the teacher or other adult who can write down what they say.

MATH EXTENSION: Teacher can tally how many students have pets of various kinds at home. Create a chart about class pets (could use pictures of the pets that kids draw as pieces of the chart).

SCIENCE/ART EXTENSION: This book lends itself to teaching/learning about the life cycle of the frog. Creating a life cycle wheel would be an excellent way to combine science and art.

STANDARDS ALIGNMENT

Kindergarten: CCSS.ELA-Literacy.L.K.1.b, CCSS.ELA-Literacy.L.K.1.f, CCSS.ELA-Literacy.L.K.4.a, CCSS.ELA-Literacy.L.K.5.a, CCSS.ELA-Literacy.L.K.6, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.RI.K.7, CCSS.ELA-Literacy.RI.K.10

First Grade: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.1.6, CCSS.ELA-Literacy.RI.1.7, CCSS.ELA-Literacy.RI.1.9, CCSS.ELA-Literacy.RI.1.10, CCSS.ELA-Literacy.L.1.1.f, CCSS.ELA-Literacy.L.1.1.j, CCSS.ELA-Literacy.L.1.2.d, CCSS.ELA-Literacy.L.1.5.b

Second Grade: CCSS.ELA-Literacy.L.2.1.d, CCSS.ELA-Literacy.L.2.1.e, CCSS.ELA-Literacy.L.2.1.f, CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.RI.2.4, CCSS.ELA-Literacy.RI.2.7

Frogs/Ranas

Sample Word Chart

Are	Son	Can	Poder	Have	Tener	Need	Necesitar
Amphibians—Hatch in the water then move to the land		Live almost every-where		Gills and a tail when they are young		Safe, clean home	
Anfibios—Nacen en el agua y luego se mueven a la tierra		Pueden vivir casi en todo lugar		Tienen branquias y cola cuando están jóvenes		Necesitan una casa limpia y segura	
Big or small		Drink through their skin (not their mouths)		Big mouths		Water—clean and clear	
Grandes o pequeños		Beben a través de su piel (no beben por su boca)		Tienen bocas grandes		Necesitan agua limpia y clara	
Loners or social		Eat any bug		Long sticky tongues		food	
Solitarios o sociables		Comen cualquier insecto		Tienen lenguas pegajosas y largas		Necesitan comida	
						Dry place to rest	
						Necesitan un lugar seco para descansar	
						Terrarium	
						Terrario	

Frogs/Ranas Labels

frogs

ranas

mouth

boca

tongue

lengua

tadpoles

renacuajos

gills

branquias

little tail

colita

amphibian

anfibios

hatch

nacen

water and
land

agua y orilla

pets

mascotas

terrarium

terrario

wild

salvaje

tanks

tanques