



## Topic of Study - Frogs and Turtles

 <p><b><u>Introduction</u></b></p>	<p>Creatures such as frogs and turtles that live in and around ponds will be familiar to many children. They may see frogs and turtles in their own backyard or in their neighborhood. They will be interested in how frogs and turtles move. Children will enjoy learning more about frogs and turtles.</p>
 <p><b><u>Big Ideas</u></b></p>	<p>Here are three big ideas about frogs and turtles you can help children explore:</p> <ul style="list-style-type: none"> <li>➤ Most frogs and turtles can live on land and in water (amphibians)</li> <li>➤ Frogs hop, jump and leap</li> <li>➤ Turtles move very slowly.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<ul style="list-style-type: none"> <li>• Pictures of frogs, turtles and other animals that live around ponds.</li> <li>• Children's books about frogs and turtles  <i>In the Small, Small Pond</i> by Denise Fleming  <i>Jump, Frog, Jump</i> by Robert Kalan, illustrated by Byron Barton  <i>Franklin Goes to School</i> by Paulette Bourgeois, illustrated by Brenda Clark</li> <li>• Felt or Magnetic Board</li> <li>• Storytelling figures (felt or magnetic) for the book, <i>Jump, Frog, Jump! (A Story a Month, May 2003)</i></li> <li>• Storytelling figures (felt or magnetic) for the book <i>Over in the Meadow (A Story a Month, April 2003)</i></li> <li>• Empty turtle shell</li> <li>• Stages of a Frog Sequence Cards (<a href="#">See attachment: Stages of a Frog</a>)</li> <li>• *10 small frogs and a log long enough for the 10 frogs to sit upon (felt or magnetic)</li> <li>• *10 lily pads (felt or magnetic)</li> <li>• *10 small turtles (felt or magnetic)</li> <li>• <i>Jump, Frog, Jump!</i> prop box: galoshes, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake</li> </ul> <p><b>Teacher Note:</b> The log can be used for both frogs and turtles. (*) All of these figures can be found in <i>Over in the Meadow (A Story a Month, April 2003)</i></p>



**Resources**

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at [www.arkansas.gov/childcare/storymonth.html](http://www.arkansas.gov/childcare/storymonth.html):
  - ✓ A Story a Month – May 2003 – Jump, Frog, Jump (patterns for storytelling figures)
  - ✓ A Story a Month – April 2003 – Over in the Meadow (A Story a Month)



**Introducing and Concluding the Topic**

**Introduction: Finding Out What Children Know About Frogs and Turtles**

**Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion**

To introduce the topic of “Frogs and Turtles” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about frogs and turtles.”
- Write on chart paper, chalkboard or marker board the words “Frogs and Turtles.”
- Invite children to tell you things they already know about frogs and turtles. You may have to ask questions to stimulate their thinking, questions such as, “Where have you seen frogs and turtles?” “Where do you think frogs and turtles live?”
- Make a list of all of the things children know about frogs and turtles.
- Review the list with them and say, “You already know a lot of things about frogs and turtles and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

**Conclusion: Finding Out What Children Have Learned about Frogs and Turtles**

- Gather the children in a group at the conclusion of the study about frogs and turtles. Write on chart paper, chalkboard or marker board, “Things We Learned about Frogs and Turtles.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “How do frogs move?” “How do turtles move?” “How are frogs and turtles alike and how are they different?” “Do you remember what animals are called that live on both land and in water?” (amphibians)
- Make a list of all the things children learned about turtles and frogs.
- Read the first list you made with the children. Then say, “Here are some new things you found out about frogs and turtles” and read today’s list with the children.



**Reading Books with Children**

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Book #1:** *In the Small, Small Pond*, by Denise Fleming, author and illustrator

**First Reading of *In the Small, Small Pond***

- Prepare to read the book, *In the Small, Small Pond*
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they have ever seen a pond. Discuss with them that a pond is a small body of water. Ask them to identify animals that might live in a pond. (fish, frogs, turtles, ducks, snakes)

- Ask children to look at the cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by showing each page and asking children to name the different animals they see in the pond. Ask children which animal is their favorite and to explain why that animal is their favorite.

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**Second Reading of *In the Small, Small Pond***

- Prepare to read the book, *In the Small, Small Pond*.
- Show cover, give title, author and illustrator.
- Recall with the children that a pond is a small pond of water and name some of the animals found in a pond.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to read and say the words that describe each animal in the story. For example, “wiggle, jiggle, tadpoles wriggle” and “waddle, wade, geese parade”

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**Third Reading of *In the Small, Small Pond***

- Prepare to read the book
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the words on one page, reading the first word on the next page and allowing children to say the rhyming word. For example, “wiggle, jiggle, tadpoles \_\_\_\_\_ (wriggle)” “waddle, wade, geese \_\_\_\_\_(parade)”

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**Additional Benchmark: Demonstrates phonological awareness (hearing and recognizing the sounds of language)**

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**Fourth Reading of *In the Small, Small Pond* (Small Group - 4 to 6 children)**

- Gather a small group of children together.
- Prepare to read the book, *In the Small, Small Pond*.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by showing each double spread page and invite each child, in turn, to locate the frog on the page.
- Involve the children in discussing the different animals in the book.

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**Book #2: *Jump, Frog, Jump!* by Robert Kalan, author and Byron Barton, illustrator**

**First Reading of *Jump, Frog, Jump!***

- Prepare to read the book, *Jump, Frog Jump!*
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what story is about.
- Invite them to name the animals they see on the cover
- Read the story so all children can see the pictures in the book.
- Follow up by showing the appropriate pages and asking these questions: “Which animal did the frog catch?” (fly) “Which animals tried to catch the frog?” (fish, snake, turtle) “Who caught the turtle? How did they catch the turtle?”

**Second Reading of *Jump, Frog, Jump!***

- Prepare to read the book, *Jump, Frog, Jump!*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Invite children to recall what happened to the animals on the cover of the book.
- Say, "Let's read the book again and see if you are correct in what you remember about the story."
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading a page that asks a question and invite children to read "Jump, frog, jump" which is on the next page. For example, read, "How did the frog catch the fly?", turn the page and run your fingers under the words as children read "Jump, frog, jump!"
- Continue this activity through the end of the story.
- Thank children for helping you "read" the story.

**Teacher Note:** When you involve children in helping you "read" words and phrases in the story, you are helping them begin to see themselves as readers.

**Additional Benchmark: 3.5 Understands that print conveys a message**

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**Third Reading of *Jump, Frog, Jump!***

- Prepare to read the book, *Jump, Frog, Jump!*
- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Invite children to say, "Jump, frog, jump" in the appropriate places in the story.
- Follow up the third reading by pausing before the last word in a sentence and inviting children to complete the sentence. For example, read, "This is the fish that swam after the \_\_\_\_\_ (frog)"
- Continue with this activity, allowing children to have experiences completing a sentence.
- Conclude by showing the page with the three boys and the turtle under the basket. Explain to children that they will help recall all of the things that happened in the story.
- Read each sentence on that page, pausing before the last word, and inviting children to complete the sentence.

**Teacher Note:** This strategy of pausing for children to fill in the missing word is called the cloze technique.

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**Book #3:** *Franklin Goes to School* by Paulette Bourgeois, author, and Brenda Clark, illustrator

**First Reading of *Franklin Goes to School***

- Prepare to read the book, *Franklin Goes to School*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children to recall some of the things Franklin did to get ready for school.
- Show the pictures in the book and invite children to name the animals that are going to school with Franklin.
- Discuss with children some of the things Franklin and the other animals did at school. "Do you do some of these same things?" "Which do you enjoy the most?"

**Second Reading of *Franklin Goes to School***

- Prepare to read the book, *Franklin Goes to School*.
- Show cover, invite children to recall the title, give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by discussing with children how Franklin felt about going to school? (worried). "What were some things he was worried about?" (he couldn't write his numbers and read) "Do you remember something that Franklin did know?" (his colors)
- Invite children to recall and discuss what they remember about their first day to come to school. What were things they were afraid of, or worried about?

**Third Reading of *Franklin Goes to School***

- Prepare to read the book, *Franklin Goes to School*.
- Show cover, invite children to recall the title. Give author and illustrator. Ask children to say what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by playing a game with the children. Explain to the children that the game is "Turtles or Children."
- Name an activity and children are to say either "turtle" or "children" do the activity.  
"Eats pancakes and syrup for breakfast" (children)  
"Can live in the water and on land" (turtle)  
"Moves very slowly all the time" (turtle)  
"Draws pictures and builds with blocks" (children)  
"Lives in a house with family" (children)  
"Lives in a hard shell" (turtle)  
"Stands on two legs" (children)

**Teacher Note:** Should children say that Franklin stands on two legs, explain that this is just pretend in the story; that he really cannot stand on two legs.



**Additional Books**

*A Boy, a Dog, and a Frog* by Mercer Mayer

*A Boy, a Dog, a Frog, and a Friend* by Mercer Mayer

*Albert's Impossible Toothache* by Barbara Williams, illustrated by Doug Cushman

*The Big Wide-Mouthed Frog* by Ana Martin Larranaga

*Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark

*Frog Goes to Dinner* by Mercer Mayer

*Frog, Where Are You?* by Mercer Mayer

*Froggy's Baby Sister* by Jonathan London, illustrated by Frank Remkiewicz

*Froggy's First Kiss* by Jonathan London, illustrated by Frank Remkiewicz

*Froggy Goes to Bed* by Jonathan London, illustrated by Frank Remkiewicz

	<p><i>Froggy Learns to Swim</i> by Jonathan London, illustrated by Frank Remkiewicz</p> <p><i>One Frog Too Many</i> by Mercer Mayer</p> <p><b>Information Books:</b></p> <p><i>All About Frogs</i> by Jim Arnosky</p> <p><i>Box Turtle at Long Pond</i> by William T. George, illustrated by Lindsay Barrett George</p> <p><i>Frogs</i> by Gail Gibbons</p> <p><i>Frog (Watch Me Grow)</i> by DK Publishing</p>
 <p><b><u>Language Materials and Activities</u></b></p>	<p><b>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</b></p> <p><b>Storytelling Figures:</b> <i>Jump, Frog, Jump!</i></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story, <i>Jump, Frog, Jump!</i></li> <li>• Read the book, <i>Jump, Frog, Jump!</i> to the children.</li> <li>• Use the storytelling figures to tell the story.</li> <li>• Explain to the children that the storytelling figures will be in the library/book area for them to use.</li> <li>• Demonstrate and discuss with the children the correct way to use the storytelling figures.</li> </ul> <hr/> <p><b>Storytelling Figures:</b> <i>Over in the Meadow</i></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story, <i>Over in the Meadow</i></li> <li>• Become familiar with the story, <i>Over in the Meadow</i></li> <li>• Use the storytelling figures to tell the story</li> <li>• Explain to the children that the storytelling figures will be in the library/book area for them to use.</li> <li>• Demonstrate and discuss with the children the correct way to use the storytelling figures.</li> </ul> <p><b>Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</b></p> <hr/> <p><b>Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</b></p> <p><b>5.5 Participates in songs, finger plays, rhyming activities and games</b></p> <p style="text-align: center;"><b>Five Little Speckled Frogs</b></p> <p>Five little speckled frogs (Hold up five fingers)  Sitting on a speckled log  Eating most delicious bugs  Yum! Yum! (Pat stomach)</p> <p>One jumped into the pool (Jump one finger into pool)  Where it was nice and cool.  Now there are four little speckled frogs. (Hold up four fingers)</p> <p>Repeat counting down until there are no speckled frogs.</p> <p>Repeat the song using felt or magnetic figures of frogs and logs (See Attachment).</p>

Involve children in acting out the rhyme as follows:

- Have five children at a time stoop down in a row and be speckled frogs.
- Sing the song and as you sing "One jumped into the pool" lightly touch one child on the head to designate that he is to jump into the pool.
- Continue this until no children are left.
- Repeat the song until all children who want to participate have had a turn being frogs.

**Teacher Note:** Designate how and where children are to jump so that the activity is easy for you to manage.

**Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives**

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### Glink Glunk

Glink Glunk went the little green frog one day,  
Glink, Glunk went the little green frog.  
Glink Glunk went the little green frog one day,  
And his eyes went glink, glank, glunk.

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### Glub Glub

"Glub, glub, glub," said the little green frog one day.  
"Glub, glub, glub" said the little green frog.  
"Glub, glub, glub" said the little green frog one day.  
As he jumped, jumped, jumped away.  
(Jump fingers three times)

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### Little Turtle

There was a little turtle	(Make small circle with thumb and index finger)
He lived in a box.	(Cup hands to form box)
He swam in a puddle	(Swimming motions)
He climbed on the rocks.	(Climbing motion with hands)
He snapped at a mosquito,	(Snap with thumb and forefinger)
He snapped at a flea.	(Repeat)
He snapped at a minnow,	(Repeat)
He snapped at me.	(Turn hand toward self and snap)
He caught that mosquito,	(Catching motion with hands)
He caught that flea,	(Repeat)
He caught that minnow,	(Repeat)
But he didn't catch me.	(Point to self and shake head, "No!")

**Tiny Tim**

I had a little turtle,  
His name was Tiny Tim.  
I put him in the bathtub,  
To see if he could swim.

He drank up all the water,  
He ate up all the soap.  
Tiny Tim was choking  
On the bubbles in his throat.

In came the doctor,  
In came the nurse.  
In came the lady  
With the alligator purse.

They pumped out all the water,  
They pumped out all the soap.  
They popped the airy bubbles  
As they floated from his throat.

Out went the doctor,  
Out went the nurse.  
Out went the lady  
With the alligator purse.

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**Mr. Green Frog**

Here's Mr. Green Frog  
Sitting on a rock.

(Left hand closed, thumb upright)

Along came a little boy

(Walking motion with index and third fingers)

Mr. Green Frog jumps, KERPLOP!

(Thumb makes diving motion)

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**Three Little Turtles**

Three little turtles asleep in the sun.

(Hold up three fingers of left hand)

We'll creep up and wake them

(Make creeping motion with fingers of right hand)

Then we'll run.

(Hold up three fingers while right hand runs away)

**Teacher Note:** You can substitute frogs for turtles or you can add another verse as follows:

Three little frogs asleep in the sun.

We'll creep up and wake them,

Then we'll run.

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**Frogs and Turtles**

Frogs and turtles are alike and different you'll see,  
When you listen and say this poem with me.

A frog has skin as soft as can be,  
While a turtle's shell feels rough like bark on a tree.

A frog likes to jump and hop and leap,  
While a turtle likes to crawl and slowly creep.

A lily pad is a great seat for a frog,  
While a turtle likes to sun and sleep on a log.

While frogs and turtles seem so different to me,  
They both like land and water, they're amphibians, you see.

**Teacher Note:** Explain to children that an amphibian is an animal that lives on both land and in the water and that most turtles and frogs are amphibians.

**Benchmark: 5.3 Expands vocabulary**

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### A Little Frog

Once there was a little frog  
Who sat upon a great big log.  
Then he saw a little fly,  
He sat and watched the fly nearby.  
The little fly, he had a hunch,  
That he would be the frog's for lunch.  
The little fly said, "Not today!"  
And then he quickly flew away.  
And now there is one hungry frog  
Just sitting on a great big log.  
Waiting and watching for another little fly,  
To catch with his sticky tongue as that fly goes by.

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**Benchmarks: 1.1 Demonstrates ability to make choices  
3.5 Understands that print conveys a message**

#### Activity I Like Frogs/Turtles Because

- Allow each child to decide which animal is his/her favorite: turtles or frogs.
- Write on a sheet of paper for each child, "I like turtles (or frogs) because"
- Invite each child to dictate to you why he or she likes the animal they chose and record exactly what they say.
- Suggest that children draw a picture of the animal they chose.
- Put all of the pages together and create a book by stapling or tying together the pages with yard.
- Add a cover and title the book, We Like Frogs and Turtles.
- Read the book with the children.
- Place the book in the library/book area.



**Science /  
Discovery  
and Math**

**Benchmarks: 3.14 Demonstrates the ability to order and sequence**

#### Activity: Turtles from Smallest to Largest

- Make 3 size turtles (felt or magnetic figures) (Use pattern from *Over in the Meadow*)
  - Invite children to put the turtles in order from smallest to largest, then from largest to smallest.
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#### Activity: Frogs from Smallest to Largest

- Make 3 size frogs (felt or magnetic figures) (Use pattern from *Over in the Meadow*)
- Invite children to put the frogs in order from smallest to largest, then from largest to smallest.

**Benchmark: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**Activity: Catching Frogs**

- Provide small plastic frogs in water tub.
  - Invite children to use aquarium net to catch frogs and count the number caught.
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**Activity: Counting 5 Little Speckled Frogs**

- Make lily pads with numerals from 1 to 5.
- Invite children to put the appropriate number of frogs on each lily pad
- Suggest that children put lily pads in order from 1 to 5

**Teacher Note:** You can make lily pads from 1 to 10 and have additional frogs for children to count and put on the lily pads.

**Additional Benchmark: 3.14 Demonstrates the ability to order and sequence**

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**Activity: Turtles on a Log**

- Make a log that is long enough for 10 turtles and 10 small frogs. (Magnetic)
- Place a magnetic numeral below the log
- Invite children to place correct number of turtles on the log.
- Change the numeral and repeat the process with the children.

**Teacher Note:** Allow each child to be successful with this activity. Some children may be ready for only the numeral two and two turtles.

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**Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**

**3.21 Uses words to describe the characteristics of objects (scientific process: communicating)**

**3.23 Shows awareness of cause-effect relationships**

**Activity: Catching Flies**

- Provide a piece of self-adhesive paper and small flies cut from black construction paper.
  - Discuss with children that frogs sit very still and wait for something to fly or crawl nearby. Their long, sticky tongue darts out to catch their food; a fly for example.
  - Invite children to touch the self-adhesive paper and describe how it feels. (sticky)
  - Ask children what they think will happen if they place flies on the paper.
  - Allow children to place flies on self-adhesive paper so they can experience the frog's sticky tongue.
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**Benchmarks: 1.3 Demonstrates ability to make choices**

**3.5 Understands that print conveys a message**

**3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**Activity: Our Favorite: Frogs or Turtles Graph**

- Provide a choice of frogs or turtles
- Prepare a graph with one column for frogs and one for turtles. Use a picture or

drawing with the word frog or turtle written on it

- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose which they like best.
- Invite each child to choose which is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like frogs and turtles.

**Our Favorite: Frogs or Turtles**

7		
6		
5	Jonathan	
4	James	
3	Kennedy	Trude
2	Sam	Maria
1	Ashley	Elizabeth
	frogs	turtles

- Write a summary story.

**Our Favorite: Frogs or Turtles**

Five children like frogs best. Three children like turtles the best.

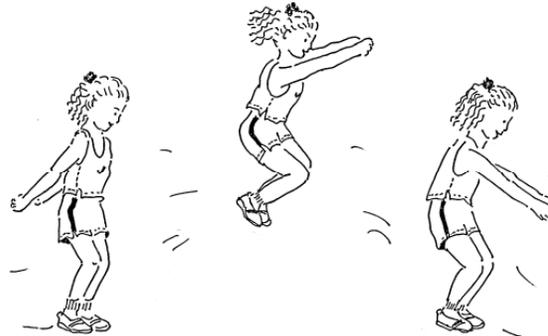


**Movement/  
Physical  
Education**

**Benchmark: 4.11 Runs, jumps, hops and skips**

**I Can Jump!**

- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.



**Step 1 – Take off**

- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

**Step 2 – Flight**

- Extend arms into the air as feet leave the floor.

**Step 3 – Landing**

Land on both feet. Land with feet apart and body over feet.

- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for a quiet activity such as one of the listed finger plays.

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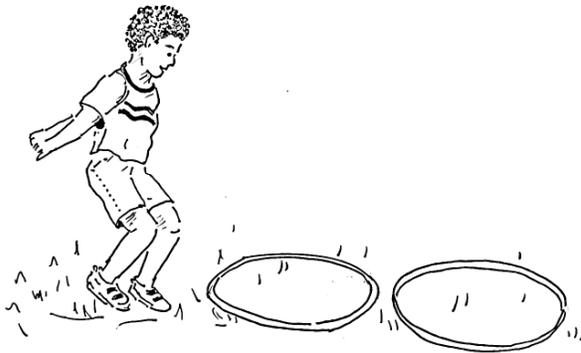
**Be A Frog**

- Repeat the song, “Five Little Speckled Frogs” with the children.
- Allow five children at a time to be speckled frogs and take turns jumping into the pool.
- Allow all children a turn. If a child does not want a turn, respect that decision.

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**Jumping Into Ponds**

- Allow children to practice jumping into ponds, which can either be made from circles of yarn or can be hula hoops.



- Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops.
- Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next.
- Stress taking off from two feet and landing on two feet. Demonstrate if necessary.
- Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- Allow children additional opportunities to continue to practice jumping.
- Vary the difficulty by extending the space between the hoops from six inches to twelve inches.

	<p style="text-align: center;"><b>Lily Pad Jump</b></p> <ul style="list-style-type: none"> <li>• Use personal space markers as lily pads or cut out the pads from green construction paper.</li> <li>• Place the personal space markers or lily pads on the floor and have the children jump from one to the other.</li> </ul> <p><b>Teacher Safety Note:</b> If using construction paper lily pads, tape them securely to the floor to prevent slipping.</p>
 <p style="text-align: center;"><b><u>Learning Centers</u></b></p>	<p style="text-align: center;"><b>Benchmarks: 2.10 Explores and manipulates are media 2.12 Preplans art project and then works with care</b></p> <p><b>Art</b>  <b>Activity:</b> Create an <i>In the Small, Small Pond</i> Mural</p> <ul style="list-style-type: none"> <li>• Post a large piece of butcher paper on the wall at child's eye level.</li> <li>• Explain to children that they can create a pond and place animals and plants in the pond. Label the mural, Our Pond.</li> <li>• Discuss with children the animals and plants they might find in a pond. Have the book, <i>In the Small, Small Pond</i>, nearby so children can look at it for ideas.</li> <li>• Suggest that children draw pictures of animals and plants to place in the pond, or they can cut out pictures from magazines and glue them to the paper.</li> <li>• Explain to children that they can work on creating the pond all week.</li> <li>• Volunteer to write children's dictation about their additions to the pond. For example, write the following: Joan said, "This is my turtle."</li> </ul> <p><b>Teacher Note:</b> Allow children to create their own pond. They may add animals that do not belong in a pond, but accept this as their creation.</p> <ul style="list-style-type: none"> <li>• Add frog and turtle cookie cutters with green and brown play dough.</li> </ul> <hr/> <p><b><u>Block Center</u></b></p> <ul style="list-style-type: none"> <li>• Post pond pictures</li> <li>• Add vinyl animals that can be found in a pond (turtles, frogs, fish, snakes, ducks).</li> <li>• Add small rocks, silk or plastic greenery.</li> <li>• Add a piece of fabric or paper to create the look of pond water</li> </ul> <hr/> <p><b><u>Library/Book Corner</u></b></p> <ul style="list-style-type: none"> <li>• Add books about turtles and frogs and other animals that live in or near ponds.</li> <li>• Add pictures that show frogs, turtles, and other animals that live in or near a pond (lamine or cover pictures with self stick adhesive)</li> <li>• Add felt or magnetic board and storytelling figures of the stories, <i>Jump, Frog, Jump!</i> and <i>Over in the Meadow</i></li> </ul> <hr/> <p><b>Benchmark: 2.1 Shows creativity and imagination in play with materials and props</b></p> <p><b><u>Home Living/Dramatic Play</u></b></p> <ul style="list-style-type: none"> <li>• Add a <i>Jump, Frog, Jump!</i> prop box. Include galoshes, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake.</li> </ul>

**Benchmark: 4.6 Coordinates eye and hand movement to complete tasks**

**Manipulatives**

- Add puzzles that feature frogs, turtles, ducks and other animals found in or near ponds
- Add small frogs and turtles and small snap-together blocks

**Water table or tub**

- Cut out round lily pads and logs from craft foam or from styrofoam and add them to the water table. The foam floats. Add river rocks to the table.
- Add small vinyl frogs and turtles.
- Add aquarium nets for children to catch frogs and turtles.
- Suggest that children count the frogs and turtles and frogs they catch.

**Sand table or tub**

- Add small frogs and turtles to the sand table or tub.

**Science/Discovery**

- Turtles from Smallest to Largest
- Frogs from Smallest to Largest
- Turtles on a Log
- Catching Flies
- Add sequence cards "Stages of a Frog". Invite children to put the cards in order from egg to frog. See attachment for sequence cards.

**Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time



**Transition Activities**

**Activity: Frog in a Pond**

- Show one child's name card at a time and say, "Frog in the pond, sitting so still. Won't you jump up?" to which child replies, "Yes, I will." as he/she jumps up and transitions to the next activity.

**Activity: Turtle, Oh So Slow**

- Say, "Turtle, turtle, oh so slow, Turtle, turtle, it's time to go!" Show one child's name card and he/she transitions to the next activity.



**Family  
Activities**

Send home a note to parents stating for the next few days, the children will be learning about frogs and turtles. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of frogs, turtles and other animals that live in or near a pond.
- Include the titles and authors of some of the children's books about frogs and turtles. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home a copy of the song, Five Little Speckled Frogs (add illustrations of frogs) and the poem, Tiny Tim (add illustration of a turtle). Suggest that families sing the song and say the poem with their child. Supply the tune to the song if families request it.
- Invite families to view the small pond mural the children created.