

 <p><b><u>Big Ideas</u></b></p>	<p>Here are some big ideas about frogs and turtles that you can help toddlers explore:</p> <ul style="list-style-type: none"> <li>➤ Frogs can hop, jump and leap.</li> <li>➤ Turtles move very slowly.</li> <li>➤ Turtles live inside a hard shell.</li> <li>➤ Turtles and frogs live in the water and on the land.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<p><b><u>Featured Books</u></b></p> <p><i>Jump, Frog, Jump!</i> by Robert Kalan, illustrated by Byron Barton</p> <p><b>Key:</b> (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p><b>Note:</b> See the <b>Book List</b> section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.</p> <p><b><u>Books to Make</u></b> <i>Gray Squirrel, Gray Squirrel, What Do You See?</i> (See Attachment: <a href="#">Gray Squirrel, Gray Squirrel, What Do You See?</a>)</p> <p><b><u>Storytelling Figures and Illustrated Mother Goose Rhyme Charts</u></b></p> <ul style="list-style-type: none"> <li>• Storytelling figures (felt or magnetic) for the book, <a href="#">Jump, Frog, Jump!</a> (A Story a Month)</li> <li>• Storytelling figures (felt or magnetic) for the book, <a href="#">Over in the Meadow</a> (A Story a Month)</li> <li>• Storytelling figures (felt or magnetic) for the book, <i>Gray Squirrel, Gray Squirrel, What Do You See?</i> (See Attachment: <a href="#">Gray Squirrel, Gray Squirrel, What Do You See?</a>)</li> </ul> <p><b><u>Additional Materials</u></b></p> <ul style="list-style-type: none"> <li>• Small vinyl turtles</li> <li>• Small vinyl frogs</li> <li>• Aquarium nets</li> <li>• Animal cube</li> <li>• Animal match cards</li> <li>• Stuffed frog (green)</li> </ul>
 <p><b><u>Book List</u></b></p> <p>*Featured Books</p>	<p>*<i>Jump, Frog, Jump!</i> by Robert Kalan, illustrated by Byron Barton</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle</p> <p><i>Little White Duck</i>, lyrics by Walt Whippo, illustrated by Joan Paley</p> <p><i>Over in the Meadow</i> illustrated by Paul Galdone</p> <p><i>Over in the Meadow</i> illustrated by Ezra Jack Keats</p> <p><i>Ten Little Speckled Frogs</i> illustrated by Jess Stockham</p>



**Reading  
Books with  
Toddlers**

*The Big Wide-Mouthed Frog* by Ana Martin Larranaga  
*Time for Bed* by Mem Fox, illustrated by Jane Dyer

**Note:** Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

**Benchmarks:** 4.4.C Communicates through language  
4.5.C Shows enjoyment of books and stories

**Book:** *Jump, Frog, Jump!* by Robert Kalan, illustrated by Byron Barton

**First Reading of *Jump, Frog, Jump* (OT)**

- Take a stuffed frog (green) and the book to the book area and say, "I am going to the book area to read a story about a frog that jumps."
- Show the frog to the children who join you and allow each one a turn to touch the frog. If the frog has long hind legs, call children's attention to them.
- Sit the frog beside you as you read the book.
- Show the cover and ask children to name the animals they see. If children have difficulty identifying some of the animals, say, "I see a fish swimming in the water. Can you point to the fish?" "I see a turtle. The turtle is hiding. Can you find the turtle?" "I see a fly. Can you see the fly?" As you point to the snake, ask "I wonder what this is? Let's read the story and find out."
- Give the title and invite children to repeat it with you.
- Read the story, showing the pictures as you read.
- Call attention to the frog's long hind legs and say, "Look at the frog's long hind / back legs. Do you think that's why he can jump so high?"
- Follow up the reading by showing the pages and inviting children to name the animals they see.

**Note:** Should you decide to share the book with young toddlers, consider showing the pictures and inviting children to name the animals rather than reading the entire book to them. Involve them in saying, "Jump, frog, jump!" at the appropriate times.

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

- Show the cover, give the title and invite children to repeat it with you.
- Read the story, showing the pictures as you read.
- Follow up by reading the story again and involving children in saying "Jump, frog, jump!" at the appropriate times.

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

- Show the cover of the book and ask children to recall the title of the story.
- Read the story, showing the pictures as you read.
- Follow up the reading by showing the pictures and inviting children to tell the story in their own words.
- Point out the words, "Jump, frog, jump!" as you and the children say them together.

**Benchmarks: 4.5.C Shows enjoyment of books and stories**  
**6.1.C Gains an understanding of basic concepts and relationships**

**Book:** *Gray Squirrel, Gray Squirrel, What Do You See?* (YT & OT)  
 (See Attachment: [Gray Squirrel, Gray Squirrel, What Do You See?](#))

**How to begin:**

- Use the book that you created in the previous Toddler Topic: Squirrels and Rabbits.
- Take the book with you as you go to the book area and say, “I’m going to read a book about all kinds of animals.”
- Show the cover and invite children to name the animals.
- Read the book with the children.
- Follow up the reading by showing the pictures and calling attention to special characteristics of each animal: the shell on the turtle’s back, the frog’s long hind legs, the rabbit’s fluffy tail and the squirrel’s long bushy tail, for example.



**Language  
and  
Cognitive  
Materials  
and  
Experiences**

**Benchmarks: 4.5.C Shows enjoyment of books and stories**  
**6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Storytelling**  
[Gray Squirrel, Gray Squirrel, What Do You See?](#) (YT & OT)  
[Jump, Frog, Jump!](#) (OT)  
[Over in the Meadow](#) (OT)

**How to begin:**

- Make either felt or magnetic storytelling figures for the story.
- Read the book with children several times so they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

**Benchmarks: 4.4.C Communicates through language**  
**6.1.C Gains an understanding of basic concepts and relationships**

**Five Little Speckled Frogs**

Five little speckled frogs	(Hold up five fingers)
Sitting on a speckled log	
Eating most delicious bugs	
Yum! Yum!	(Pat stomach)
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)

Repeat counting down until there are no speckled frogs.

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.

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

**Extension:**

- Repeat the song using felt or magnetic figures of frogs and logs (See Attachment: [Five Little Speckled Frogs](#)).

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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, glunk, 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!”)

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**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 (Left hand closed, thumb upright)  
Sitting on a rock.  
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)

**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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### I See Three

*(Hold up 3 fingers as you say the rhyme)*

I see three – one – two – three  
Three slow turtles  
Creeping toward me.

I see three – one – two – three  
Three green frogs  
Jumping toward me.

**Note:** *Consider having 3 felt or magnetic figures of turtles and 3 of frogs. Add the figures to the storyboard as you say the rhyme with the children. When you feel that children are able to add figures to the board, give each one a figure and have them add theirs to the board as you say the rhyme and indicate which child is to add his or her figure.*

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**Benchmarks:** 4.4.C Communicates through language  
6.1.C Gains an understanding of basic concepts and relationships

**Planned Experience:** Match the Animals (YT & OT)

**Materials:** pairs of animal cards: rabbits, squirrels, turtles, frogs, bugs and spiders  
(See Attachment: [Animal Cube](#))

**How to begin:**

- Make pairs of animal cards: rabbits, squirrels, turtles, frogs, bugs and spiders. Laminate or cover the cards with clear adhesive for durability.
- Take the cards to a table or to the book area and say, "I need help finding the animals that are alike."
- Keep one set of the cards and place the other cards face up on the table or the floor.
- Show one animal card, and invite a child who has joined you to find a card like yours. Say, "Justin, can you find a rabbit just like mine? That's right, Justin, you found a card with a rabbit."
- Continue by inviting other children who have joined you to find a matching card.

**Extension: (OT)**

- Place all of the cards face up on the table or floor.
- Invite a child to find the two cards that are alike and to name the animal.

**Note:** *The Match the Animal cards will be used in the topic that follows: Bugs and Spiders.*

**Benchmarks:** 4.3.C Responds to verbal and non-verbal communication  
4.4.C Communicates through language

**Planned Experience:** Name the Animal (YT & OT)

**Materials:** Animal Cube (See Attachment: [Animal Cube](#))

**How to begin:**

- Make an "Animal Cube" as follows:
  - Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets of paper because this will make the cube more durable.
  - Cover the cube with colored paper.
  - Color, cut apart and glue one animal per side to the cube: squirrel, rabbit, frog, turtle, spider and ladybug.
- Help the children name all of the animals on the cube.
- Toss a cube and invite a child to name the animal.
- Continue with each child having a turn to name an animal.
- Involve children in discussing what they know about each animal.

**Note:** *The Animal Cube will be used in the topic that follows: Bugs and Spiders*



**Self, Social  
and  
Emotional  
Experiences**

**Benchmarks:** 1.2.C Becomes aware of self as a unique individual  
1.3.C Demonstrates increasing sense of competence and confidence in growing abilities

**Planned Experience:** Who Had a Green Frog? (YT & OT)

**Materials:** magnetic or felt green frogs (one per child and one for you), magnetic or felt board, container for frogs

**How to begin:**

- Place a frog on the storyboard and begin to say or sing the following rhyme:

**(Your Name) Had a Little Frog**  
(Sing to tune of "Mary Had a Little Lamb")

(Your Name) has a green frog,  
Green frog, green frog.  
(Your Name) has a green frog.  
My frog is green as grass.

- Invite each child, one at a time, to select a frog from the container and place his or her frog on the board as you sing the rhyme with that child's name as follows:

Emily has a green frog,  
Green frog, green frog.  
Emily has a green frog.  
Her frog is green as grass.

- Conclude the experience by saying, "Everyone had a green frog" and say each child's name and your name.

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**Benchmarks:** 3.2.C Shows interest in peers  
3.3.C Demonstrates caring and cooperation  
6.1.C Gains an understanding of basic concepts and relationships

**Planned Experience: Be a Speckled Frog (OT)**

**Materials:** none

**How to begin:**

- Begin to sing or say, "Five Little Speckled Frogs."
- Adapt the rhyme to the number of children who join you and want to participate in the experience. For example, if three children join you, say or sing the rhyme as follows:

Three little speckled frogs  
Sitting on a speckled log  
Eating most delicious bugs.

Yum! Yum!

One jumped into the pool  
Where it was nice and cool  
Now there are two little speckled frogs.

Repeat counting down until there are no speckled frogs.

- Have the three children 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 until no children are left.
- Repeat the song until all children who want to participate have a turn being frogs.

**Note:** *Designate how and where children are to jump so that the experience is easy to manage.*



**Sensory  
and Art  
Materials  
and  
Experiences**

**Benchmarks: 5.2.C Develops fine motor skills  
6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Lots of Animals Mural (YT & OT)**

**Materials:** pictures of frogs and turtles, glue, small craft sticks for spreading glue

**How to begin:**

- Involve children in adding frogs and turtles to the mural they began in the Toddler Topic: Rabbits and Squirrels.
- Place the glue, craft sticks and containers with pictures of frogs and turtles on the art table.
- Detach the mural from the wall and place it on the table.
- Invite children to glue pictures of frogs and squirrels to the mural.
- Reattach the mural to the wall.
- Invite a child to join you and point to all of the frogs they see, then all the turtles they see. Invite them to point to all of the squirrels they see, then all the rabbits they see.

**Note:** *Children will have an opportunity to add additional animals to the mural as they are involved in experiences for the next Topic: Bugs and Spiders.*

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**Benchmarks: 5.2.C Develops fine motor skills  
6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Catching Frogs and Turtles (YT & OT)**

**Materials:** small container such as a dish pan or a water table, vinyl frogs and turtles, aquarium nets

**How to begin:**

- Put no more than two to three inches of water in the container.
- Place the frogs, turtles and aquarium net on the table beside the water play container.
- Observe to see if children place the animals in the tub and begin to catch them with the net. If not, say, "I wonder if you can catch the frogs and turtles with the net."
- Comment on what children are doing. For example, "Nikki, you caught two frogs." "Samuel, you caught a frog and a turtle."
- Invite older toddlers to help you count the animals they catch.

**Extension:**

- Cut out round lily pads and logs from craft foam or from Styrofoam and add them to the water tub or table.
- Add river rocks to the water table or tub.
- Observe children and comment as they explore and experiment with the added materials.

**Note:** *Limit the number of children in the water play area to one or two. Provide one net per child in the area.*

**Note:** *Have children wash and dry hands before and after playing in the water play area.*

**Note:** *Pour out the water and sanitize the container after the water play experience.*

	<p><b>Benchmarks: 5.1.C Develops fine motor skills 6.3.C Develops strategies for solving problems</b></p> <p><b>Planned Experience: Find the Animals (YT &amp; OT)</b></p> <p><b>Materials:</b> clean sand, container such as a small dish pan, small vinyl turtles and frogs, small plastic shovels</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Place about three inches of clean sand in a container.</li> <li>• Hide the turtles and frogs in the sand.</li> <li>• Place the container on a low table with the shovels next to it.</li> <li>• Observe a child who is playing in the sand. If the child finds the animals, invite the child to tell you about the experience. Respond to what children tell you. For example, if a child shows you a frog and says, “Frog,” say, “Isabella, you found a frog buried in the sand. I wonder if there is another animal in the sand.”</li> </ul> <p><b>Note:</b> <i>Limit the number of children in the sand area to one or two. Provide one shovel per child.</i></p> <p><b>Note:</b> <i>Have children wash and dry hands before and after playing in the sand area.</i></p>
 <p><b><u>Movement, Music and Gross Motor Experiences</u></b></p>	<p><b>Benchmarks: 5.1.C Develops gross motor skills 6.1.C Gains an understanding of basic concepts and relationships</b></p> <p><b>Planned Experience: Moving Like Frogs and Turtles (YT &amp; OT)</b></p> <p><b>Materials:</b> picture of a frog and a picture of a turtle</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Show children the picture of the turtle and say that the turtle moves very slowly.</li> <li>• Invite children to crawl across the floor like the turtle; crawling very slowly.</li> <li>• Show children the picture of the frog and say that the frog moves very fast; that he hops and jumps.</li> <li>• Invite children to move across the floor like the frog; hopping or jumping very fast.</li> </ul> <p><b>Note:</b> <i>Involve children in this experience on a carpeted area of the room.</i></p> <p><b>Note:</b> <i>Limit the number of children involved in this experience at one time. Make sure children have enough space to safely move across the floor without getting in each other's space; especially when they are hopping like frogs.</i></p> <p><b>Note:</b> <i>Consider involving children in hopping like frogs on the playground in an area where there is room for them to move safely and without getting in each other's space.</i></p>
 <p><b><u>Transition Times</u></b></p>	<p><b>Toss the Animal Cube</b></p> <ul style="list-style-type: none"> <li>• Toss the animal cube.</li> <li>• Invite a child to name the animal on top and go to the next experience.</li> <li>• Continue with this activity, giving each child a turn.</li> </ul> <p><b>Match the Animal Cards</b></p> <ul style="list-style-type: none"> <li>• Place all of the animal cards face up on the floor.</li> <li>• Invite two children at a time to find a certain animal and go to the next experience.</li> <li>• Assist children if they need help finding the animal.</li> </ul>

	<p><b>Frog in a Pond</b></p> <ul style="list-style-type: none"> <li>• Tap a child lightly on the shoulder and say, “Frog in the pond, sitting so still. Won’t you jump up? Yes, you will.”</li> <li>• Child transitions to the next experience.</li> </ul> <p><b>Turtle, Oh So Slow</b></p> <ul style="list-style-type: none"> <li>• Tap a child lightly on the shoulder and say, “Turtle, turtle, oh so slow. Turtle, turtle, it’s time to go!”</li> <li>• Child transitions to the next experience.</li> </ul> <p><b>Note:</b> <i>Adapt other finger plays previously listed as transitions to move children from one activity or place to another.</i></p>
 <p><b><u>Family Experiences</u></b></p>	<p>Here are some ways to involve families in this toddler topic:</p> <ul style="list-style-type: none"> <li>• Suggest that families involve their children in looking for turtles and frogs in their backyard, in their neighborhood, and in magazines.</li> <li>• Invite families to send magazines with pictures of the following animals: frogs, turtles, bugs and spiders.</li> <li>• Send home the rhyme, “Five Little Speckled Frogs” and invite families to involve their toddler in saying the rhyme. Illustrate the rhyme with drawings or pictures of five frogs.</li> </ul>