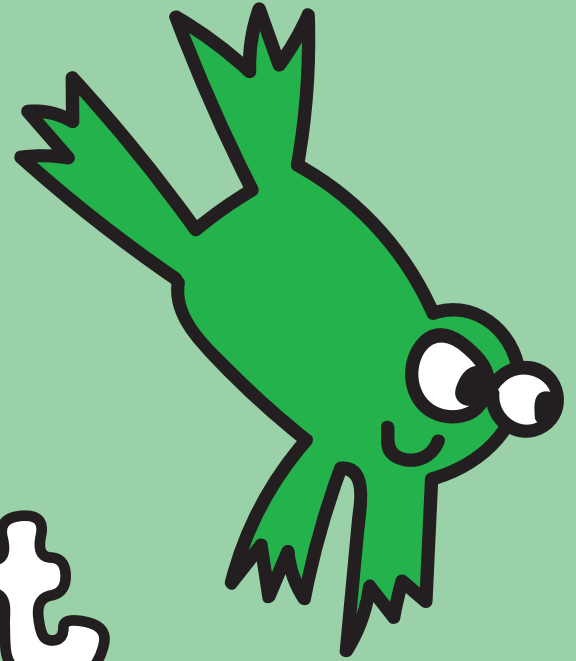




All About Frogs

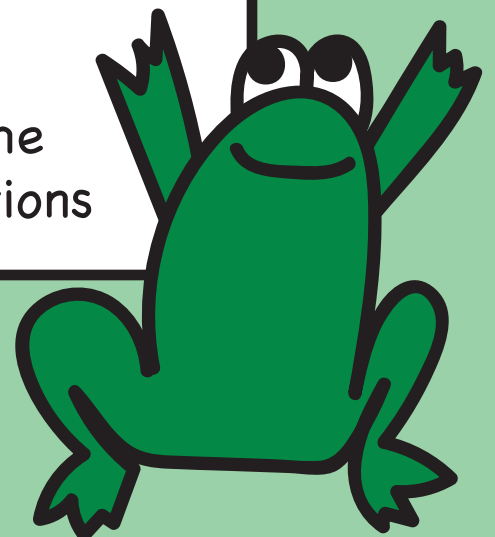


K-3 Resource



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All About Frogs: A K-3 Resource

TPT: Teacher Resource Cabin

Overview

The All About Frogs package is developed for Grades K-3 by two Ontario Certified Teachers. The package is based on the Ontario Curriculum and has connections in Science, Language, Math, Music, Phys-ed, and Visual Arts. Worksheets are included to teach students about frog anatomy, life cycle, habitat, and fun frog facts to keep students engaged in their learning. Instructions are included for teachers including a hands-on project, a glossary of key terms, and recommendations of external resources.

Ontario Curriculum Connections

Science (Understanding Life Systems)

Grade 1: Needs and Characteristics of Living Things

2. investigate needs and characteristics of plants and animals, including humans;
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

Grade 2: Growth and Changes in Animals

2. investigate similarities and differences in the characteristics of various animals;
3. demonstrate an understanding that animals grow and change and have distinct characteristics.

Language

Grade 1-3: Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
3. use knowledge of words and cueing systems to read fluently;

Math

Grade 1: Number Sense and Numeration

solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

Grade 2: Number Sense and Numeration

solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies

Grade 3: Number Sense and Numeration

solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies

Music

Grade 1-3:

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

Physical Education

Grades 1-3: Strand B. Active Living

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

Grades 1-3: Strand C. Movement Competence

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

Visual Arts

Grade 1: Visual Arts

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Recommended Reading**Non-Fiction:**

National Geographic Readers: Frogs! by Elizabeth Carney
ISBN-13: 978-1426303920

Fabulous Frogs by Martin Jenkins
ISBN-13: 978-0763681005

A Frog's Life by Irene Kelly
ISBN-13: 978-0823426010

Growing Frogs by Vivian French
ISBN-13: 978-0763620523

Fiction:

I Don't Want to Be a Frog by Dev Petty and Mike Boldt
ISBN-13: 978-0385378666

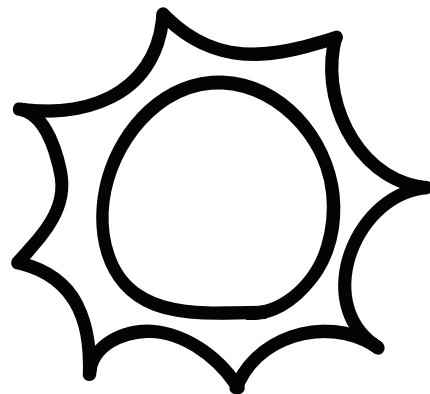
Frog on a Log? By Kes Gray and Jim Field
ISBN-13: 978-0545687911

Lots of Frogs by Claudia Boldt
ISBN-13: 978-1444939644

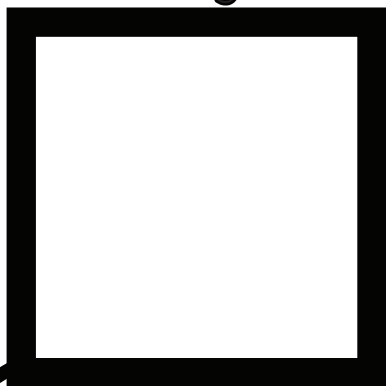
The Wide-Mouthed Frog by Keith Faulkner
ISBN-13: 978-0803718753

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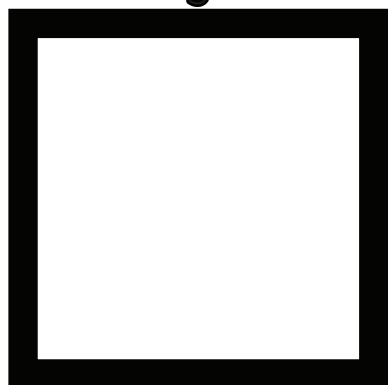
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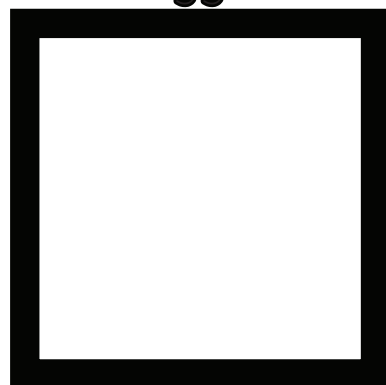
frog



froglet

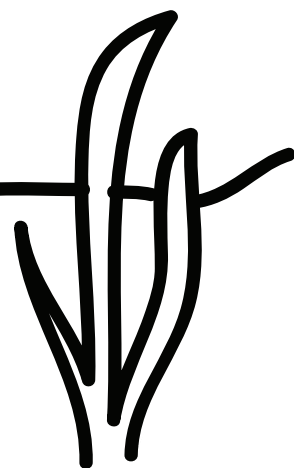
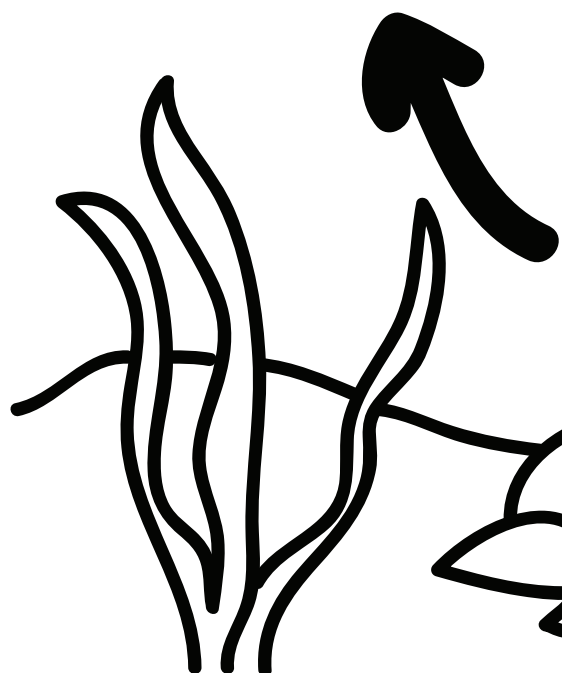
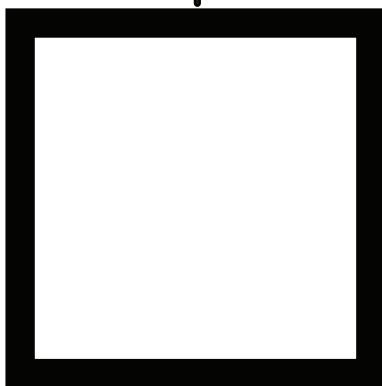


eggs



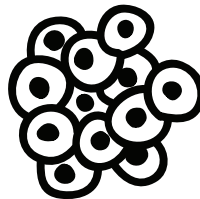
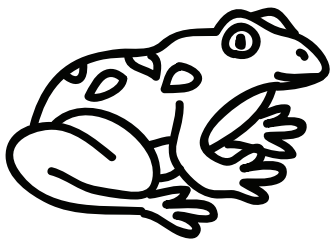
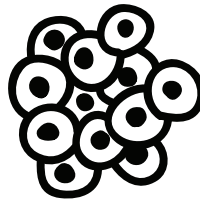
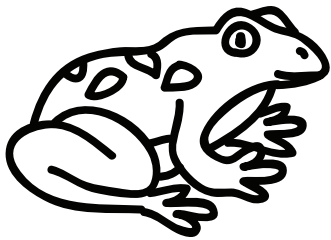
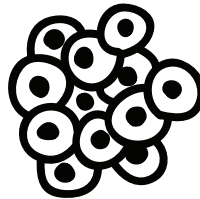
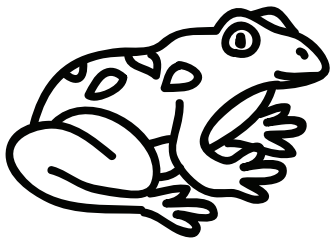
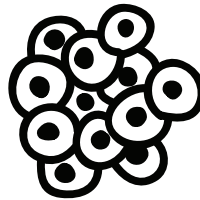
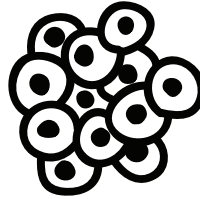
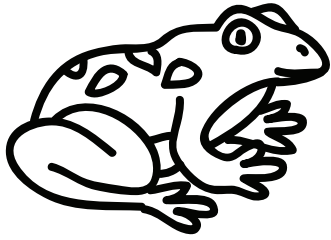
Life Cycle of a Frog

tadpole



Pictures to Cut: Life Cycle of a Frog Worksheet

Instructions: Give one strip of four pictures to each student.



Name: _____

Date: _____

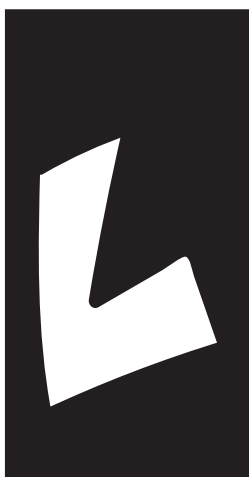
Frogs K-W-L



What I **know** about frogs:



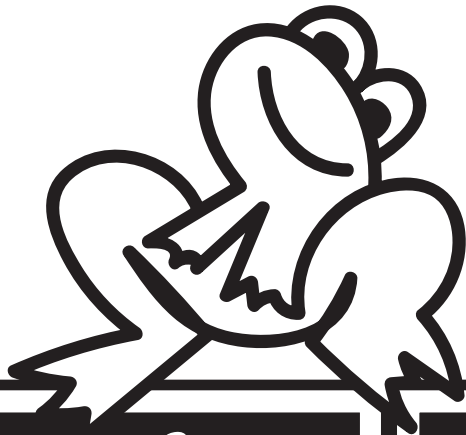
What I **wonder** about frogs:



What I have **learned** about frogs:

Name: _____

Date: _____



Frogs



CAN

HAVE

ARE

Name: _____

Date: _____

Classroom Tadpole Observations

Draw your classroom tadpole in the box below.



How big is the tadpole?

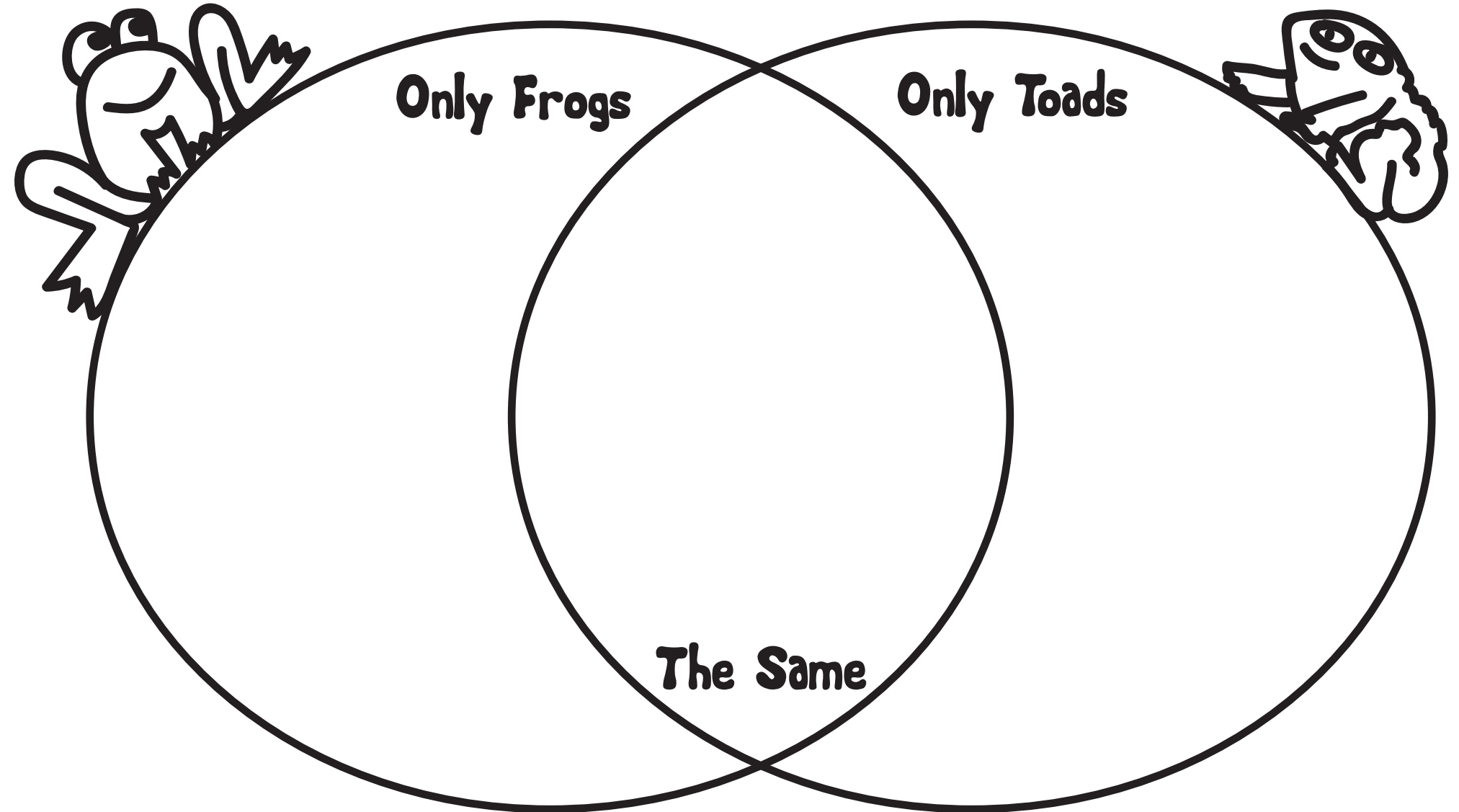
What is the tadpole doing?

Name: _____

Date: _____

Frogs vs. Toads

Cut out the given characteristics and use the venn diagram to sort them by if they are for only frogs, only toads, or are the same for both.



Words to Cut: Frogs vs. Toads

Instructions: Give one section of this page to each student to accompany their venn diagram title "Frogs vs. Toads."

dry, warty skin	have a brain	live on land
eyes bulge out	live mostly in water	lay eggs in chains
lay eggs in clusters	walks	jumps
young have gills	slimy, smooth skin	amphibians
adults have lungs	hatch from eggs	eyes do not bulge

dry, warty skin	have a brain	live on land
eyes bulge out	live mostly in water	lay eggs in chains
lay eggs in clusters	walks	jumps
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adults have lungs	hatch from eggs	eyes do not bulge

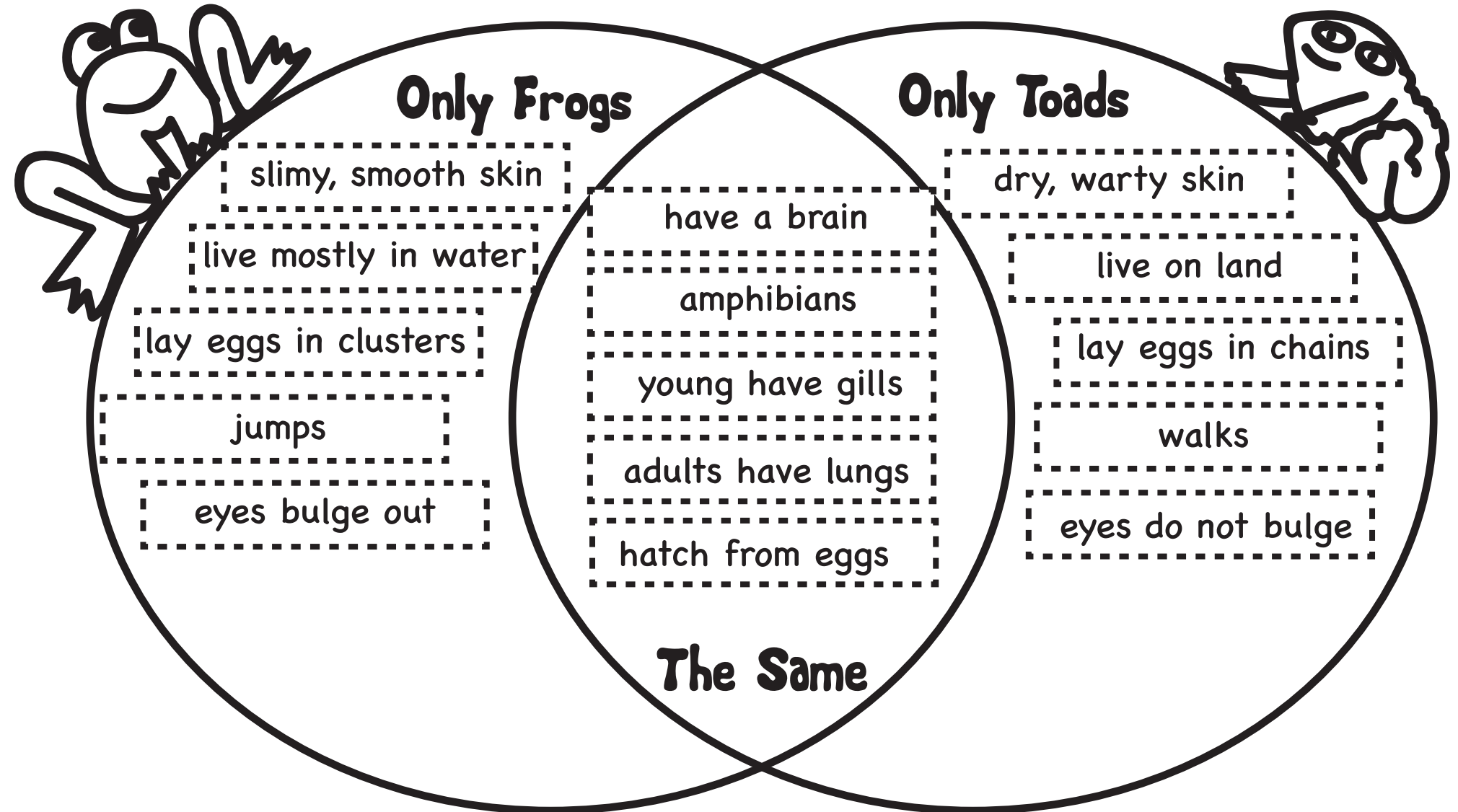
dry, warty skin	have a brain	live on land
eyes bulge out	live mostly in water	lay eggs in chains
lay eggs in clusters	walks	jumps
young have gills	slimy, smooth skin	amphibians
adults have lungs	hatch from eggs	eyes do not bulge

Name: _____

Date: _____

Frogs vs. Toads

Cut out the given characteristics and use the venn diagram to sort them by if they are for only frogs, only toads, or are the same for both.



Name: _____

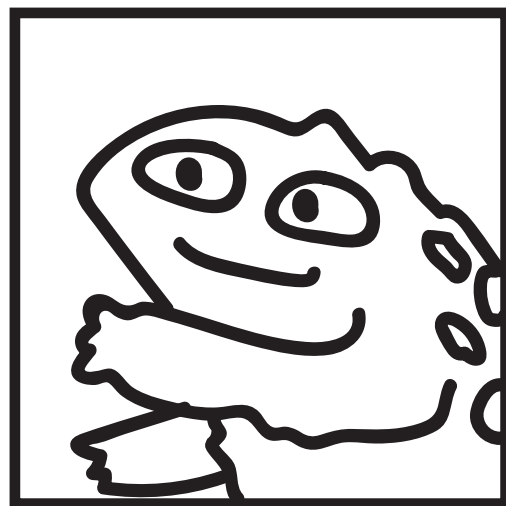
Date: _____

Meet a Frog and Toad



Hello! I am a frog and I am an amphibian. I have smooth and slimy skin. I have big, bulging eyes. I live mostly in the water. It is where I like to swim and jump around. I lay my eggs in clusters in the water. When my baby tadpoles hatch from their eggs, they use gills to breathe. When they are adults like me, they have lungs!

Hi! I am a toad and I am an amphibian. I have dry and warty skin. My eyes do not bulge out. I live mostly on the land. I like to go for nice walks. I lay my eggs in chains in the water. When my baby tadpoles hatch from their eggs, they use gills to breathe. When they are adults like me, they have lungs!

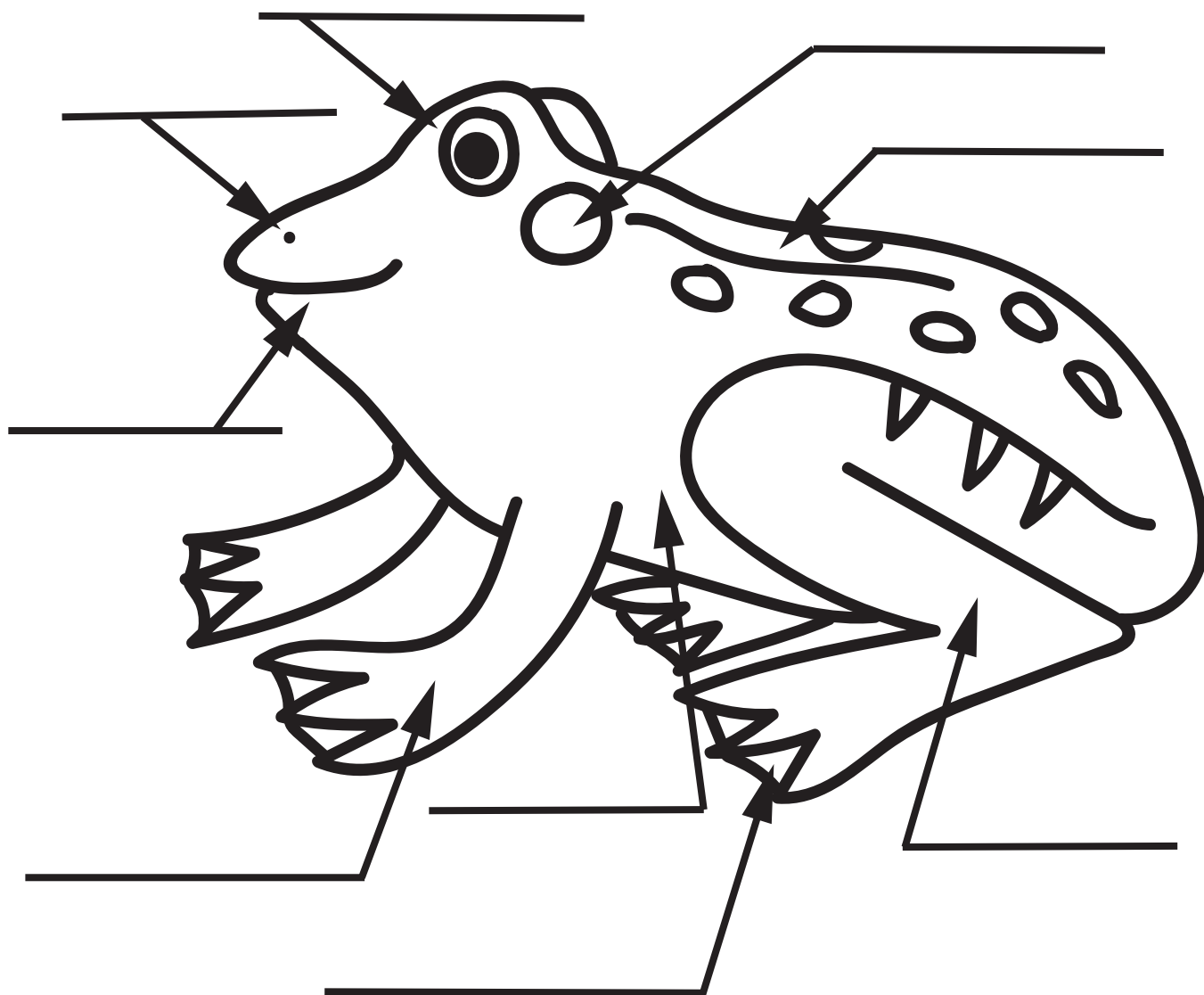


Name: _____

Date: _____

Label a Frog

Cut out the words below and glue them on the correct lines to label the parts of a frog.



eye

nostril

hind leg

webbed feet

front leg

mouth

belly

tympanum (ear)

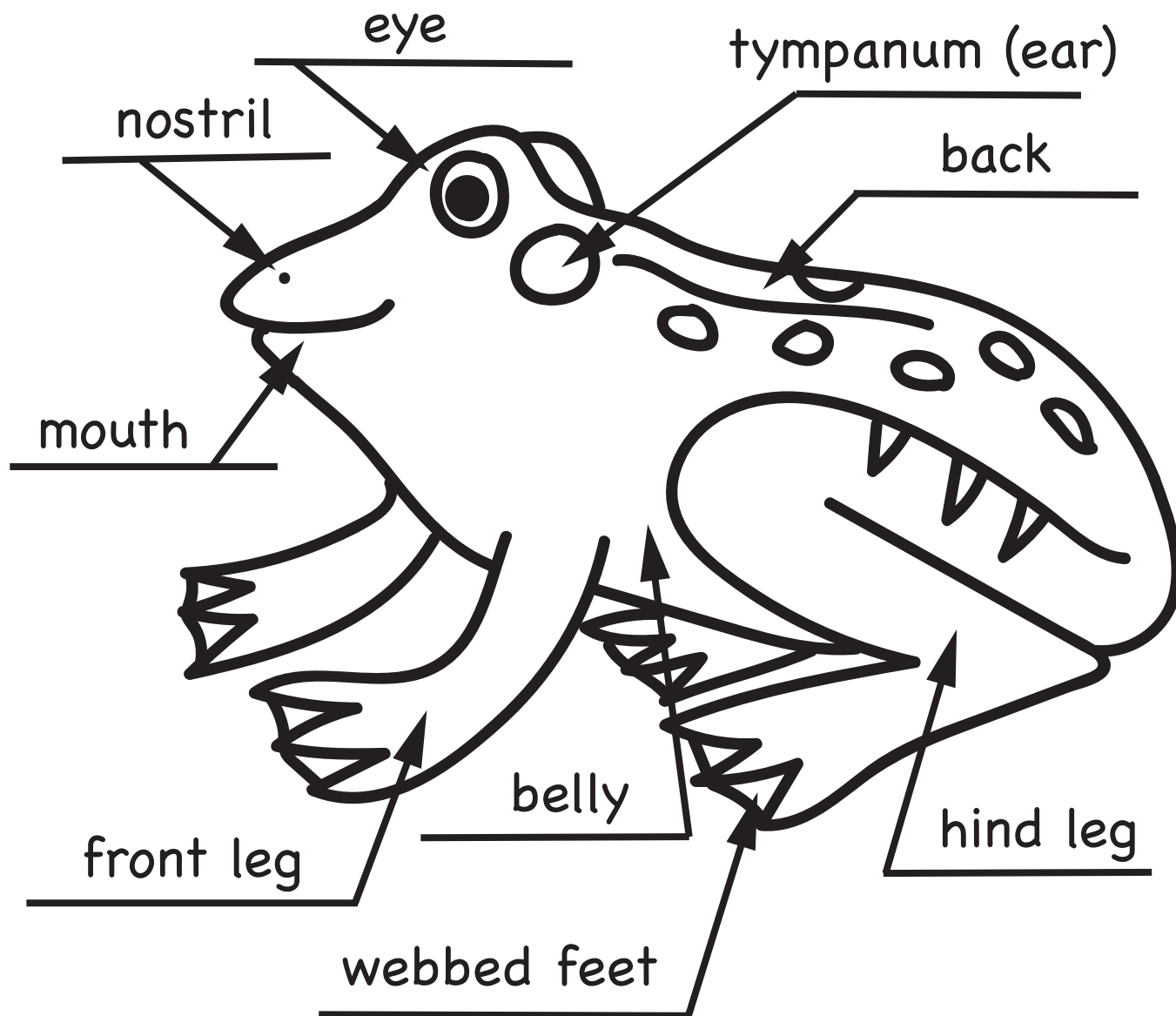
back

Name: _____

Date: _____

Label a Frog

Cut out the words below and glue them on the correct lines to label the parts of a frog.



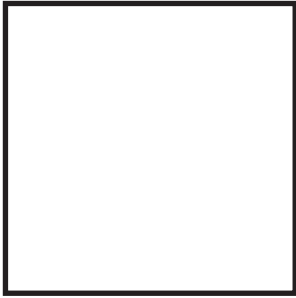
eye	nostril	hind leg
webbed feet	front leg	mouth
belly	tympanum (ear)	back

Name: _____

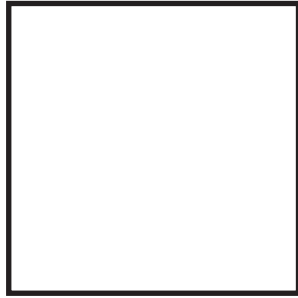
Date: _____

Matching Frog Vocabulary

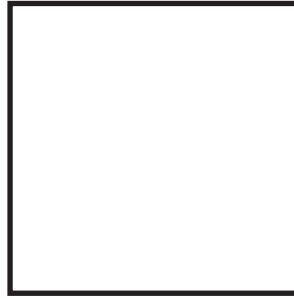
Cut out the pictures below and glue them in the box next to the matching word. Colour your work!



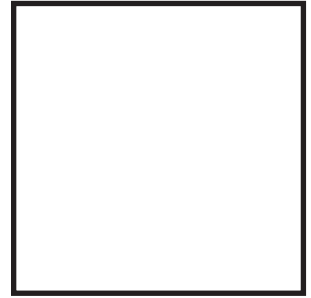
tadpole



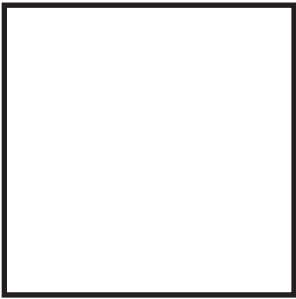
webbed foot



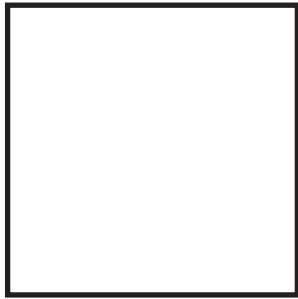
frog



eggs



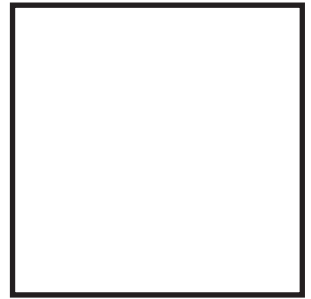
lily pad



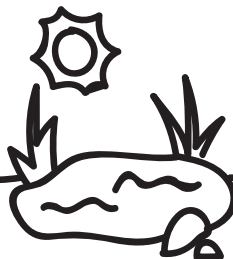
froglet



fly



pond

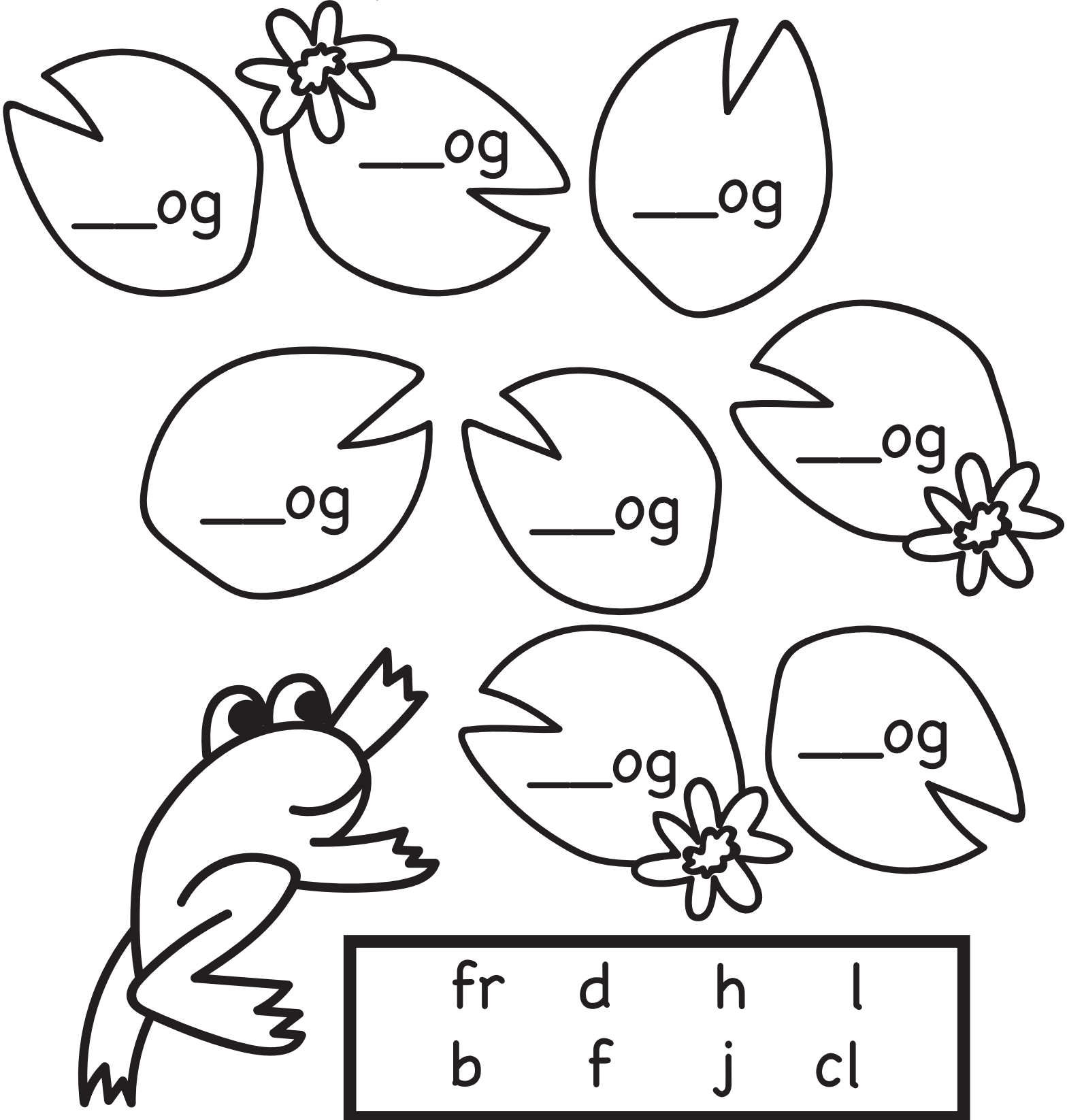


Name: _____

Date: _____

-og Word Family

Use the letters below to create a word from the -og word family in each lily pad.



Name: _____

Date: _____

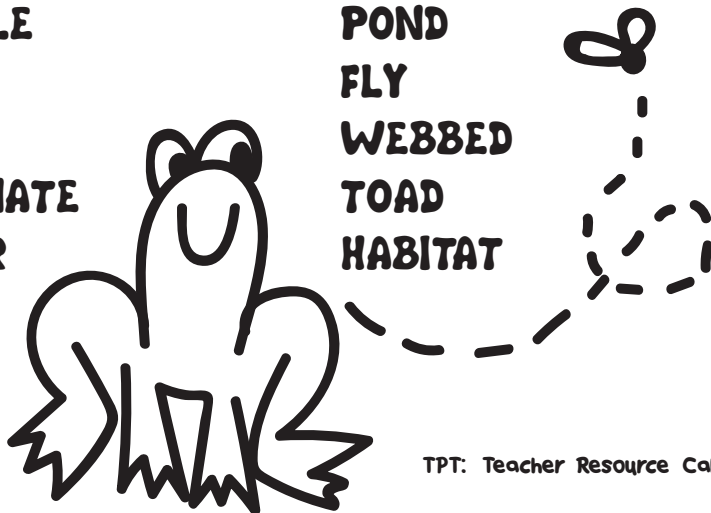
Froggy Word Search

H	Y	A	L	K	F	G	S	K	B	L	A	T	I	D
R	A	H	I	B	E	R	N	A	T	E	M	T	Y	O
Y	O	G	N	R	V	J	E	G	G	G	P	A	O	L
K	G	T	E	S	M	W	B	A	G	S	H	Q	W	L
M	Q	O	F	G	D	A	P	A	S	S	I	U	Y	H
G	A	A	W	I	U	T	M	D	A	D	B	A	W	S
T	A	D	P	O	L	E	N	H	A	B	I	T	A	T
R	M	I	O	L	K	R	L	X	K	W	A	I	I	Y
F	X	F	F	D	R	G	S	J	U	E	N	C	V	Y
I	G	P	R	R	C	G	W	B	Q	B	L	E	A	P
Q	P	W	O	T	Y	O	E	S	C	B	O	C	F	K
N	O	Q	G	P	A	I	B	O	L	E	V	X	R	F
D	N	P	L	S	E	D	O	V	C	D	J	N	O	L
V	D	Y	E	P	V	E	Y	F	T	P	G	W	G	Y
G	M	E	T	A	M	O	R	P	H	O	S	I	S	S

FROG
LEAP
FROGLET
METAMORPHOSIS
AMPHIBIAN
AQUATIC

TADPOLE
LEGS
EGG
HIBERNATE
WATER

POND
FLY
WEBBED
TOAD
HABITAT



Name: _____

Date: _____

Life Cycle Addition

Complete the addition problems to become a frog!

I can't wait
to hatch!



eggs

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 1 \\ \hline \end{array}$$

Keep going!



tadpole

Almost done!



froglet

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 11 \\ \hline \end{array}$$

Ribbit!
You did it!



frog

Name: _____

Date: _____

Life Cycle Addition

Complete the addition problems to become a frog!

I can't wait
to hatch!



$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 15 \\ + 1 \\ \hline 16 \end{array}$$

Keep going!



tadpole

Almost done!



froglet

$$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 14 \\ + 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 11 \\ + 11 \\ \hline 22 \end{array}$$

Ribbit!
You did it!



frog

Name: _____

Date: _____

Lily Pad Addition

Hop from lily pad to lily pad and complete the addition problems.

10
+ 10

10
+ 20

40
+ 50

20
+ 30

50
+ 10

30
+ 70

40
+ 20

10
+ 30

20
+ 50

20
+ 70

10
+ 60

30
+ 30

20
+ 20

30
+ 50

40
+ 60

50
+ 50

Name: _____

Date: _____

Lily Pad Addition

Hop from lily pad to lily pad and complete the addition problems.

10
+ 10
—
20

10
+ 20
—
30

40
+ 50
—
90

20
+ 30
—
50

50
+ 10
—
60

30
+ 70
—
100

40
+ 20
—
60

10
+ 30
—
40

20
+ 50
—
70

20
+ 70
—
90

10
+ 60
—
70

10
+ 70
—
80

20
+ 20
—
40

30
+ 50
—
80

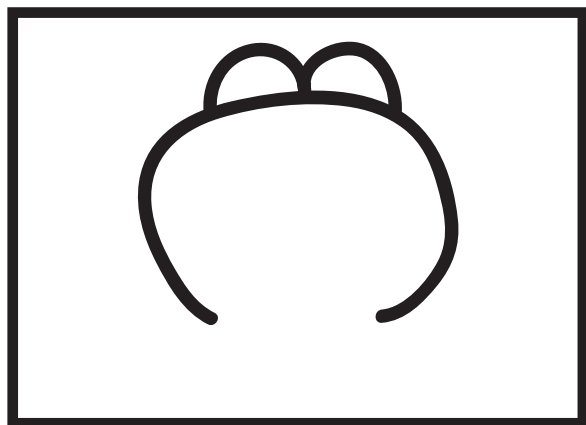
40
+ 60
—
100

50
+ 50
—
100

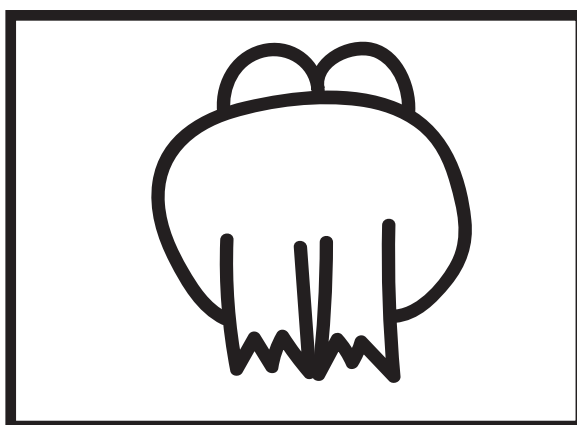
Name: _____

Date: _____

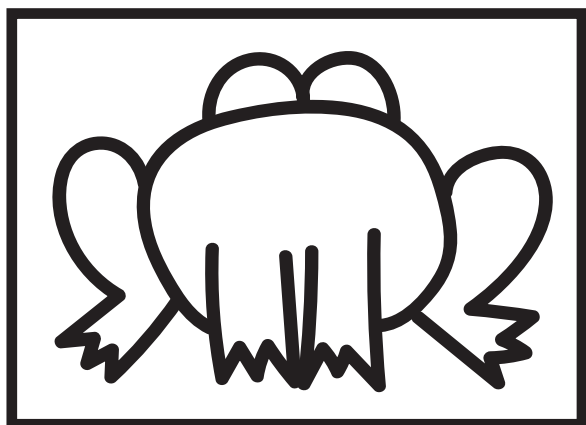
How To Draw a Frog



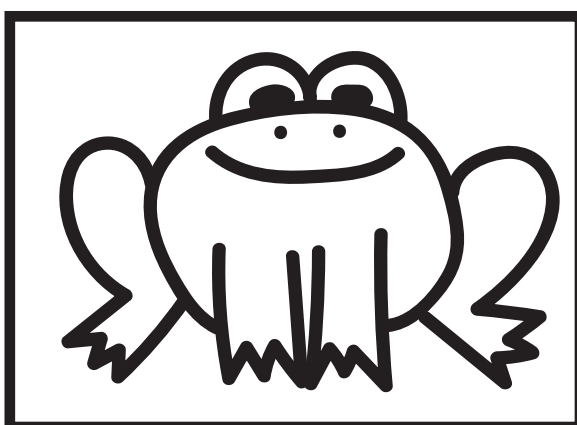
Step 1



Step 2



Step 3



Step 4

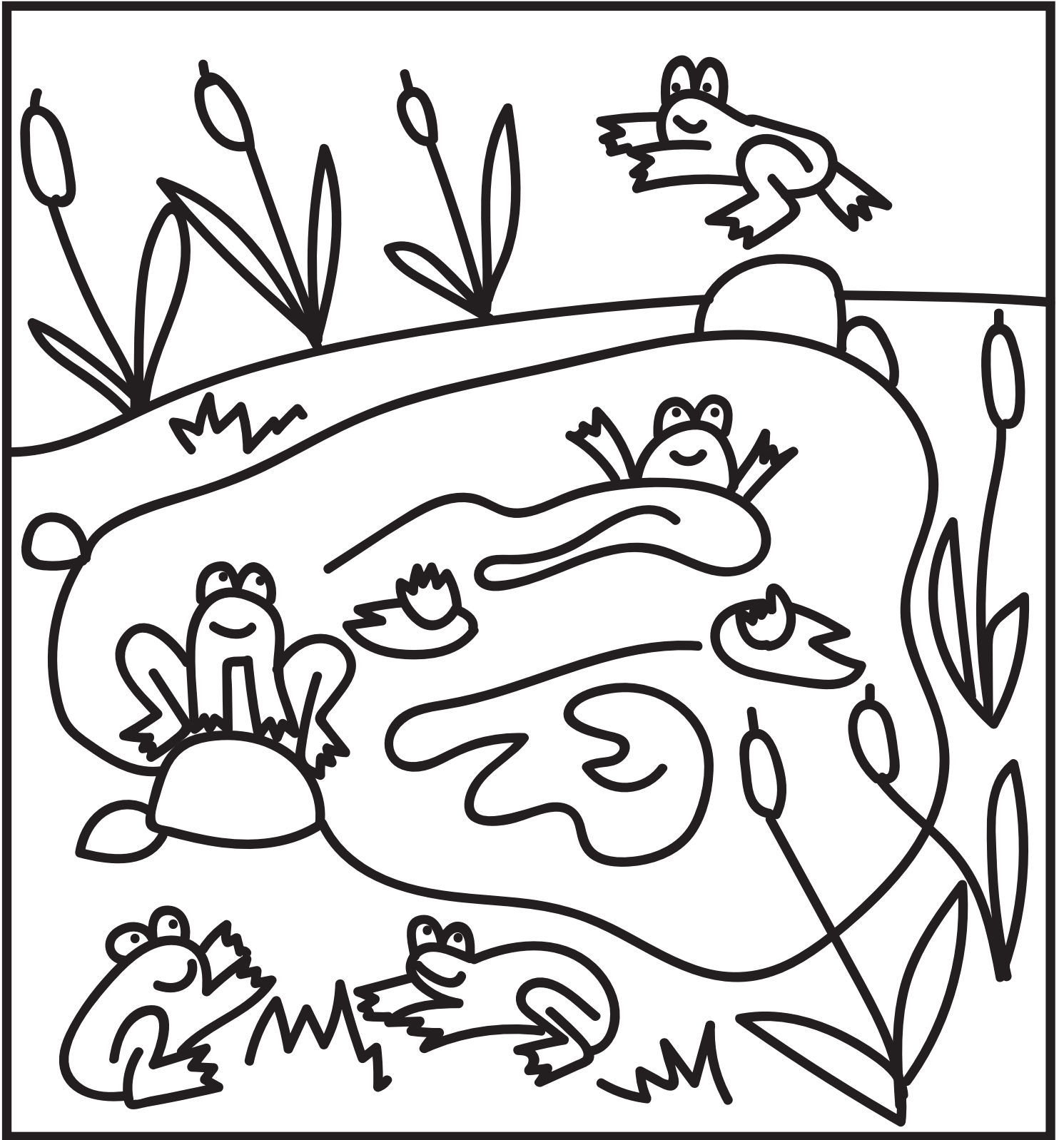
Draw your own frog here!



Name: _____

Date: _____

Colour-Me-Frogs



Can you find and colour 5 frogs green?

Ten Little Frogs

Students will love hopping around while singing this simple song.

Instructions: Students hop like frogs and sing this song.
When the song says "Stop!" everyone has to stop hopping.
Try a few different variations, such as singing and hopping slowly
or singing and hopping quickly!



"One little, two little, three little frogs,
Four little, five little, six little frogs,
Seven little, eight little, nine little frogs,
Ten little frogs go hop, hop, STOP!"



Metamorphosis Game Instructions

Set-up: None

Number of players: 10 minimum

Playing area: Any open space such as gym, outdoors, or classroom.

Instructions:

Students will progress through the four stages of a frog's life cycle (egg, tadpole, froglet, frog) by playing games of rock-paper-scissors.

Students will all start as eggs. Students should be in the egg position given below to indicate to other students that they are an egg. They will each choose another student to play rock-paper-scissors with. The winner of the rock-paper-scissors match will progress in the life cycle and become a tadpole. The loser will stay as an egg.

The actions for each life cycle stage are as follows:

egg - arms over head in a circle

tadpole - arms behind back as a tail

froglet - arms out at sides as two little legs

frog - crouching and hopping

Students are only allowed to do a rock-paper-scissors match against another student who is the same life cycle stage as them (tadpole plays tadpole, frog plays frog).

Time duration: Play can continue for any given duration. Have students keep track of how many complete life cycles they have progressed through.

