

POP! TEACHER RESOURCE



Lesson Plan



Egg, Tadpole, Frog

Lesson Plan for *Red-Eyed Tree Frogs*

Grade 1

Objective

To help students practice interpreting and integrating information presented in pictures and texts, and to help students understand the life cycle of frogs.

Things Needed

- *Red-Eyed Tree Frogs* book
- Access to the “Red-Eyed Tree Frogs” web page on the Pop! website: <http://popbooksonline.com/rain-forest-animals/red-eyed-tree-frogs>

Before the Activity

Read *Red-Eyed Tree Frogs* out loud to students. Open the “Red-Eyed Tree Frogs” web page in your internet browser and click on the “Learn More” tab.

Activity

Open the *Red-Eyed Tree Frogs* book to Chapter 3 (“A Frog’s Life”). Students should refer to the images and text in this chapter to answer the following questions:

- What do all tree frogs start as? (Answer: eggs)
- What do these eggs look like? (Possible Answers: small, see-through, slimy, circular, etc.)
- How long do tree frogs stay as eggs? (Answer: six or seven days)
- What comes out of the eggs when they hatch? (Answer: tadpoles)
- What do the tadpoles look like? (Possible Answers: brown, have a tail, have tiny, developing limbs, etc.)
- Where do the tadpoles go after they hatch? (Answer: Tadpoles fall into the water below.)
- How long do tree frogs stay as tadpoles? (Answer: about one month)

Then, read the caption and look at the image on the “Learn More” tab of the Pop! website. Ask students the following questions:



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- A tadpole grows and becomes a frog. What happens to tadpoles as they grow? (Answer: Their tail gets smaller, their limbs get bigger and more developed, and they turn green.)
- When a red-eyed tree frog is fully grown, what will it look like? (Possible Answers: bright green skin with yellow-white and blue stripes along its sides, bright red eyes, orange feet, etc.)

After reviewing the frog's life cycle, divide the students into two equal teams. Have the students in each team stand in a line. Explain that you will read a sentence describing a stage in the red-eyed tree frog's life cycle. The first student in each line should shout out whether you are describing an egg, a tadpole, or a frog. The first student to say the correct answer gets to sit down, and the next person on that student's team moves to the front of the line.

Use the following list of sentences:

1. My tail helps me swim in the water. (TADPOLE)
2. I can live in water, but I prefer to live in trees. (FROG)
3. I have brown skin. (TADPOLE)
4. My mother lays me on a leaf above water. (EGG)
5. I have yellow-white and blue stripes along my sides. (FROG)
6. I slowly grow legs as I swim in the water. (TADPOLE)
7. After six or seven days, I hatch. (EGG)
8. My bright green skin helps me hide in the jungle. (FROG)
9. As I get bigger, my tail gets smaller. (TADPOLE)
10. I am ready to start laying eggs of my own. (FROG)
11. A tadpole will hatch from me. (EGG)
12. I'll stay in the water for about one month before leaving for the land. (TADPOLE)
13. I have bright orange feet that can stick to leaves and branches. (FROG)
14. I am a very small ball hanging from a leaf. (EGG)

Evaluation

The first team to have all members sitting down wins.

Standards

This lesson plan may be used to address the National Science Education Standards' Content Standard C, grades K-4, and the Common Core State Standards' reading standards for informational texts, grade 1 (RI 1.6).

