

POP! TEACHER RESOURCE

Lesson Plan

Amphibians

Lesson Plan for *Frogs*

Grade 1

Objective

To help students identify the differences between similar resources about frogs and to identify the characteristics of amphibians.

Things Needed

- *Frogs* book
- Whiteboard
- Access to the “Frogs” web page on the Pop! website:
<http://popbooksonline.com/pond-animals/frogs>
- Access to the “National Geographic Kids: Amphibians” website listed on the “Explore Links” tab of the Pop! web page. This website can also be found here:
<https://kids.nationalgeographic.com/animals/hubs/amphibians/>
- Access to the “San Diego Zoo Kids: Frogs” website listed on the “Explore Links” tab of the Pop! web page. This website can also be found here:
<https://kids.sandiegozoo.org/stories/fantastic-frogs>

Before the Activity

Read *Frogs* out loud to students. Open the “Frogs” web page in your internet browser and pull up the “Explore Links” tab. Click the links to the “National Geographic Kids: Amphibians” and “San Diego Zoo Kids: Frogs” websites to open them.

Activity

Explain to students that they will be using different resources to learn about the characteristics of amphibians. Open the book to Chapter 1 (“Amphibian”). Students should use the text and images in this chapter to answer the following questions:

- The book says, “Frogs are amphibians. They can live on land and in water.” Based on these sentences, what do you think the word *amphibian* means? Students should check their answers using the glossary on page 23. Write their answers on the whiteboard.



- Where do frogs live? (Answer: in warm, wet areas)
- Do frogs only live in the water? (Answer: No, they can live on land too.)

Then, read the description of amphibians on the “National Geographic Kids: Amphibians” web page. Ask students to list new information they learned about amphibians from the video, writing their answers on the whiteboard. Possible answers include:

- They are cold-blooded.
- They are vertebrates.
- They have backbones.
- They do not have scales.

Explain to students that cold-blooded animals have a body temperature that changes with the temperature of their environment. Cold-blooded animals often sit in the sun to warm up their bodies.

Next, click on the video on the “San Diego Zoo Kids: Frogs” web page. Watch the first 25 seconds of the video. Invite students to share new information they learned about amphibians from the video. Add their answers to the whiteboard. Possible answers include:

- The word *amphibian* means “double life.”
- Frogs breathe through their skin in the water and through their lungs on land.

Evaluation

Could students identify characteristics about amphibians based on the information from the book, the web page, and the online video? Could they identify the similarities and differences between the book and the two websites?

Standards

This lesson plan may be used to address the Common Core State Standards’ reading standards for informational texts, grade 1 (RI 1.2, 1.9).

