**Student Self-Directed STEAM Lesson Plan for Wright Elementary**

* **Parental assistance may be needed for computer access of URL/link and lesson navigating or explanation. Please assist the student with portions highlighted in yellow.**
* **Student may mark out the numbers or letters listed on the left once a task is completed so that you know which directions have been completed. Go back to where you left off for further directions once you have completed one of the letter or numbers.**

**Materials:**

**1) Book *Loose Balloons***

**2) Background Questions sheet to record answers**

**3) “Frog’s the Name” and “Toad’s Retort” Coloring Pages**

**4) Vocabulary words defined: page 5**

**Activity:**

**A. Background Sample Questions below to talk with your child *before* proceeding with the lesson: You will first talk about A: 1-5 below and talking about the answers, you will then write your answers out on the sheet provided that says “Background Questions.”**

**\*\* Parent/teacher please have an enjoyable discussion talking about the following five answers with your child:**

1. Have you ever seen a toad or a frog? Where were you when you saw it?
2. What did it look like? (color, texture, shape, etc.)
3. Did it make a noise? What did the noise sound like to you?
4. In which season do you think you might see a toad or a frog more often? [Spring, Summer, Fall, Winter]. Why?
5. Do frogs or toads scare you? Why or why not?

**B**. Now it is time to **Write Your Answers** that you just talked about with your teacher or helperon the sheet of paper that says

**Background Questions Sheet for student to record their sentences ( p. 3)**

After writing out your answers on the sheet, you are now ready for the reading and computer activity discussed below in C and D.

**C. Read the poem “Frog’s the Name” on the last page of packet (p.9) (see below)**

1. Read the poem “Frogs the Name” aloud, or have a parent read it to you slowly.
2. Think about what you did not know about a frog before you read the poem?
3. What did you learn about a frog from reading this poem?
4. **Computer Section: You will be using your computer for this part of the lesson:**

***Parent or teacher support encouraged for this part of the lesson:***

1. **Log onto your computer with a parent or helper’s assistance.**
2. Select the link below, and the link should take you to a page about frogs that says at the top of the page **“Wonderopolis.”** Pronounced Wonder-op-o-lis.

[Wonderopolis Link to find out more about frogs and toads](https://www.wonderopolis.org/wonder/are-frogs-and-toads-the-same)

1. If the link above in F. does not work when you are trying to get to *Wonderopolis*, then highlight, copy and paste the link below and place it in your computer’s search bar:

https://www.wonderopolis.org/wonder/are-frogs-and-toads-the-same

1. Read and think about what the first page of *Wonderopolis* has to say about frogs.
2. Scroll down this page to see the **Try It Out Section.**
3. Select the arrow/link to hear the 12 different sounds the amphibians make**. Read the names of each of the 12 frogs as you go through and listen to the sounds each frog makes: Did you think Spring Peeper sounded like a bird? Did some of the sounds make you laugh? Which sounds? What sound did your parent like the most?**
4. If the link or arrow did not work on the Wonderopolis page to help you hear the sounds of the frogs, then you can try this link: <https://musicofnature.com/calls-of-frogs-and-toads-of-the-northeast/> (or highlight, cut and paste this link in your browser).

\*\*\* **End of Activity. You made it. I hope you had fun learning about our amphibious friends.**

1. **\*\* Extra Activity to be conducted on a different day from this lesson to receive a free gift from the author**

\*\*\* Take a hike or a walk with someone, and create a list of the animals, insects, plants, vegetation, rocks, reptiles or amphibians that you encountered. You may use the sheet of paper provided in this packet: “Hiking or Walking Discovery Sheet” (or use one of your own). **\*\*\*Please leave the animals in their natural habitat. \*** \* Record on the paper whatever you find interesting outdoors. Maybe you will even see an interesting cloud? Record the date on the paper. You are now recording data like a scientist! Journal or scrapbook each time you find or do something interesting outdoors.

* **If you do the Extra Hiking or Walking Activity and send Jill Clark the author of *Loose Balloons* either a picture of some of the items that you found while on your walk, or send her the sheet with a list of what you found on your hike, she will send you a free gift and a stamp.**
* **Send the picture or copy of what you wrote down on the hiking sheet to her email:** [**jillclark2write@gmail.com**](mailto:jillclark2write@gmail.com) **or to: Jill Clark, 2711 North Halifax Avenue, Unit 595, Daytona Beach, FL 32118 (be sure to include your name and address).**

**Background Questions Sheet for student to record brief sentences:**

**Select three sentences out of the five sentences below to write a response.**

1. Have you ever seen a toad or a frog? \_\_\_\_\_\_\_\_ \*Where were you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What did it look like? (color, texture, shape?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

1. Did it make a noise? What did the noise sound like to you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Circle the season that you think you might see a toad or a frog more? [spring, summer, fall, winter]. Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do frogs or toads scare you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Why or why not? \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**After you finish writing the three sentences to the questions above, now go back to your first page letter C: “Read “Frogs the Name” poem from *Loose Balloons* poetry book on page 3 to continue with the book reading, and after that, onto D. the computer section.**

**\*\* Voluntary Activity**

**Hiking or Walking Discovery Sheet**

**Date of Walk/Hike: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_**

**Who did you take the walk or hike with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Where were you when you took your walk? Record the name of the state you hiked in:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Writ below what you found or saw when you went outside:**

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**Please send this sheet filled out o receive your free book in the mail:**

**Send to: Jill Clark**

**2711 North Halifax Ave, Unit 595**

**Daytona Beach, FL 32118**

***(Self-addressed stamped envelope included in packet for your convenience).***

**Vocabulary**

### **Frog:**

**Any tailless, stout-bodied amphibian of the order Anura, including the smooth, moist-skinned frog species that live in a damp or semiaquatic habitat and the warty, drier-skinned toad species that are mostly terrestrial as adults*.*** *Dictionary.com*

**Plain Language Definition: An interesting animal that has no tail, who feels slippery and wet and who likes to live near water (so it can breathe through their skin). Sometimes (rarely) they have bumps.**

**Toad:**

**Any of various tailless amphibians that are close relatives of the frogs in the order Anura and that typically have dry, warty skin and are terrestrial or semiterrestrial in habit. Compare** [**frog1 (def. 1)**](https://www.dictionary.com/browse/frog)*Dictionary.com*

**Plain Language Definition: An animal with no tail, but often warty. They can be found in moist dirt, and sometimes found near water.**

**Amphibian:**

**Any cold-blooded vertebrate of the class Amphibia, comprising frogs and toads, newts and salamanders, and caecilians, the larvae being typically aquatic, breathing by gills, and the adults being typically semiterrestrial, breathing by lungs and through the moist, glandular skin.**

**Plain Language Definition: Frogs and toads hang out in a group called Amphibians. They have a bony or cartilage spine. They breathe through their gills like some fish.**

*Dictionary.com*

***­­­­­­­­­­­­­­­­­­*Tier Three vocabulary words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary). T

Common Core State Standards: ELA and Science, et.al

http://www.corestandards.org/assets/Appendix\_A.pdf

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