**Annotated Resources for Lesson Plan “Frog Poetry”**

Wright Elementary Nov. 19th, 2020

**Elliott, Lang, C. Gerhardt, and Davidson. “Calls of Frogs and Toads of the**

 **Northeast.” *The Music of Nature.* 2019.**

[**Elliot Lang's podcast of nature sounds Autumn Trek**](https://musicofnature.com/autumn-trek-podcast/)

[**https://musicofnature.com/calls-of-frogs-and-toads-of-the-northeast/**](https://musicofnature.com/calls-of-frogs-and-toads-of-the-northeast/)

 **[The above-listed online resources allow the students to listen to, and be aware of the individual sounds American frogs make. This audio availabilities increase student-auditory perception as well as the ability to phonetically record accurately what they hear. As one of the five sensory details, the “sound/hearing” can then be recorded in their prose or poetry writing when describing what they hear phonetically.]**

**Example: for the Wood Frog, Lang’s following resource description is offered: “The advertisement call is a relatively soft, ducklike cackling: ca-ha-ha-ac, ca-ha-ha-ac, ca-ha-ha-ac, sometimes given in a rolling series. From a distance, a chorus sounds like a gathering of miniature ducks quacking.” (In the classroom or at home, the students enjoy recreating these sounds orally and listening for how close they can replicate the sound of a Wood Frog, and then they record the letter sounds of what they are hearing.)**

**\*\*\*Elliot Lang also has instructions for how to download MP3’s (helpful in the event that your sound from a PowerPt will not play when your platform is online (Zoom, GMeet, etc.). The site also has capability for a mobile app, blog and extensive and interesting video library.**

**If an instructor or speech pathologist would like to tie these frog sounds into a phonological instruction, here is another valuable resource to determine the word-pattern breakdown of various syllables and phonemes.**

**Szczegielniak, Adam. Phonology: The Sound Patterns of Language. Medium: *PowerPoint.***

 **Scholar.Harvard.edu. 2020.** [**https://scholar.harvard.edu/files/adam/files/phonology.ppt.pdf**](https://scholar.harvard.edu/files/adam/files/phonology.ppt.pdf%20Google.com)

**“Are Frogs and Toads the Same?” *Wonderopolis HQ.* NCFL: Education Solutions for Families. *National Center for Families Learning*; Louisville, KY 2014-2020. *Wonderopolishttps://www.wonderopolis.org/wonder/are-frogs-and-toads-the-same#***

**Wonderopolis HQ**

**National Center for Families Learning**

**325 West Main Street, Suite 300**

**Louisville, KY 40202**

**The above-listed wonderous website contains the freedom and educational resourcing for a child to ask a question, and then providing a researched list or a link that either answers their questions or provides the latest researched information about their question. One of the favorite educational components about this resource is the ‘Immersive Reader” availability where the text is read aloud for the students and either the site words or vocabulary is indicated by highlighted text boxes. This site encourages a child’s imagination—they can ask what is on their mind and then have the satisfaction of not only discovering answers, but finding a more in-depth discussion and coverage concerning the question.**

[**https://vimeo.com/127645552**](https://vimeo.com/127645552)

**\*\*\* Above is a link for teachers to connect with each other and one that explains more in depth about the resources within Wonderopolis:**

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**“How to Draw 200 Animals.” *How to Draw Animals.net.* 2020. “How to Draw a Frog.”** [**http://www.howtodrawanimals.net/how-to-draw-a-frog 2020**](http://www.howtodrawanimals.net/how-to-draw-a-frog%202020)**.**

**The above-listed site offers free links for how to draw a variety of 200 (alphabetized) animal names. The purpose of this site is to sell grade-level books, but the free section offers facts about whatever it is the student is trying to draw, along with a simple play-by-play of how to draw using just simple lines. Also a video is provided for students who might want to accelerate the process of learning to draw. (The students that I have worked with loved this site because they felt like they could draw, too, and they did not have to have artistic talent).**

**[Depending on the amount of time the teacher has, students can illustrate their poem after the lesson, or illustrate their poem on another available day for drawing.]**

**Education.com (free teacher-resources):** [**Education dot com for free lesson plans**](https://www.education.com/lesson-plans/?msclkid=37f578af79d91ac68b612708772e82be&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20BMM&utm_term=%2Blesson%20%2Bplans&utm_content=Lesson%20Plans)