



# Frogs Lesson Plan: Kindergarten

Grade Level: **Kindergarten** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, kindergartners use BrainPOP Jr. resources to learn about where frogs live and what they need to survive .

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Jr. Frogs movie.
- 2. Think and Do:**
  - Word Play: Draw a representation of a domain-specific vocabulary word.
  - Draw About It: Draw a frog in its habitat, including what it will need to survive.
- 3. Assess:**
  - Take the Frogs quiz.

## Preparation



- Preview the BrainPOP Jr. movie [Frogs](#) to plan for any adaptations.
- Read [Frogs Background Information](#).
- Create and schedule Day 1 assignment: [Frogs movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Frogs movie](#), [Draw About It](#), and [Easy Quiz](#).

## Before the Lesson

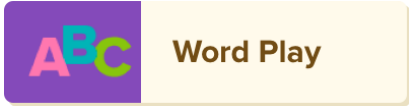
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:



- *What does it mean to survive?*
- *What do you know about frogs?*


DAY 1: Build Background (10 minutes)


Lesson Steps	Offline Modifications	Modifications for All Learners	ELL/Language Development
 <p>1. Watch the <a href="#">Frogs</a> movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p><b>TIP:</b> Pause turns red to remind you to pause.</p> 	<ul style="list-style-type: none"><li>• Print the <a href="#">movie transcript</a> and Annie’s Notebook for a grown-up to read aloud.</li><li>• Have a student play Moby and “beep” in response to Annie.</li><li>• Read aloud a <b>grade-level sentence</b> two times while tracking with your finger. Then track again, word-by-word as students <b>repeat the words</b>. Do this for three sentences.</li></ul>	<ul style="list-style-type: none"><li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on what frogs eat, where frogs live, or what adaptations frogs have to survive and stay safe.</li><li>• Pause at two key points and prompt students to <b>summarize</b>.</li><li>• <b>Support recall</b> by having students draw one or two key ideas from the movie.</li></ul>	<ul style="list-style-type: none"><li>• Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li><li>• Create a <b>word wall</b> with vocabulary and the drawing.</li><li>• Pause at key points and ask <b>discussion questions</b> from Annie’s Notebook in the student’s home language or English.</li></ul>

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for All Learners	ELL/Language Development
 <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open <a href="#">Word Play</a>.</p>	<ul style="list-style-type: none"><li>• Print the “Draw!” page for the word a student chooses.</li><li>• Students <b>draw</b> the picture with markers or crayons and <b>label</b> the picture.</li></ul>	<ul style="list-style-type: none"><li>• <b>Model</b> how to use the drawing tools.</li><li>• Assign <b>appropriately challenging words</b> to individual students.</li><li>• As a challenge, have students draw more than one word.</li></ul>	<ul style="list-style-type: none"><li>• Say student’s selected Word Play word in their <b>home language</b>. Then say it in English. Have students repeat it in English.</li><li>• Use the <b>word in a sentence</b>. Prompt students to say the word and repeat the sentence.</li></ul>

<div></div> <p>Students click one of the words and choose the “Draw!” tab.</p> <p>They draw a picture of that vocabulary word.</p> <p>When they finish, students click <b>Submit To Teacher</b> and/or print out.</p>			<ul style="list-style-type: none"><li>• Hover over the prompt to hear it read aloud. <b>Repeat the prompt in students’ home language.</b></li></ul>
DAY 2: Build Background (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for All Learners	ELL/Language Development
<div></div> <p>3. Watch the <a href="#">Frogs</a> movie again.</p> <p>Prompt students to find a fact or something new that they didn’t notice the first time.</p>		<ul style="list-style-type: none"><li>• Students return to their drawings of <b>key concepts from the first viewing</b> and add new details.</li><li>• As a challenge, have students find more than one new fact.</li></ul>	

DAY 2: Think & Do (20 minutes)			
Lesson Steps	Offline Modifications	Modifications for All Learners	ELL/Language Development
<div> <b>Draw About It</b></div> <p>4. Students open their Draw About It assignment. Or, if not using Assignment Builder, model how to open <a href="#">Draw About It</a>.</p> <p>Have students hover their mouse over the prompt to hear it read aloud. Then have them click the Start arrow to begin. When they finish their drawings, they click the <b>Submit To Teacher</b> button and/or print out their picture.</p>	<ul style="list-style-type: none"><li>Have students imagine they are a frog. Prompt them to draw what their habitat looks like on paper with markers or crayons. Help them label the picture.</li></ul>	<ul style="list-style-type: none"><li>Students speak their response to the drawing prompt, and <b>brainstorm</b> what they will draw.</li><li><b>Model</b> how to use the drawing <b>tools</b>.</li><li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li></ul>	<ul style="list-style-type: none"><li>Before students draw, have them use their <b>home language or English to discuss what they plan to draw</b>.</li><li>Use key <b>vocabulary</b> from the movie to <b>prompt</b> students as they draw. For example, prompt them to draw a tadpole or an adult frog in/near freshwater.</li></ul>
DAY 2: Assess (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for All Learners	ELL/Language Development

<div data-bbox="303 267 688 365"></div> <p data-bbox="249 378 806 470"><b>5.</b> Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Easy Quiz</a>.</p> <p data-bbox="298 505 790 630">If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the <b>Submit to Teacher</b> button.</p>	<ul style="list-style-type: none"><li>• Print the <a href="#">Easy Quiz</a>. Read aloud the questions and answers.</li></ul>	<ul style="list-style-type: none"><li>• Hover over the <b>questions</b> and answers to hear them <b>read aloud</b>.</li><li>• <b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li><li>• <b>Support recall</b> by revisiting movie drawings.</li></ul>	<ul style="list-style-type: none"><li>• <b>Read aloud</b> the quiz in students' <b>home language</b>.</li><li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li><li>• <b>Support recall</b> by having students review drawings they made during the movie.</li></ul>
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