

Make a Frog Sandwich

Subjects: Life Science & Biology

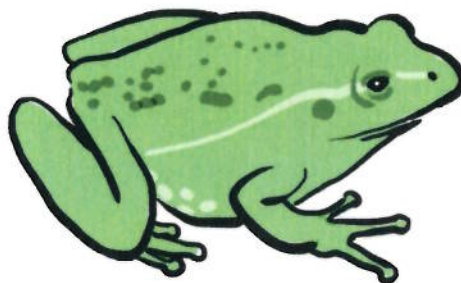
Objectives: Students will be able to identify a frog's anatomy by coloring a booklet of labeled parts of the skeleton, digestive system, circulatory system, nervous system, and brain of a frog.

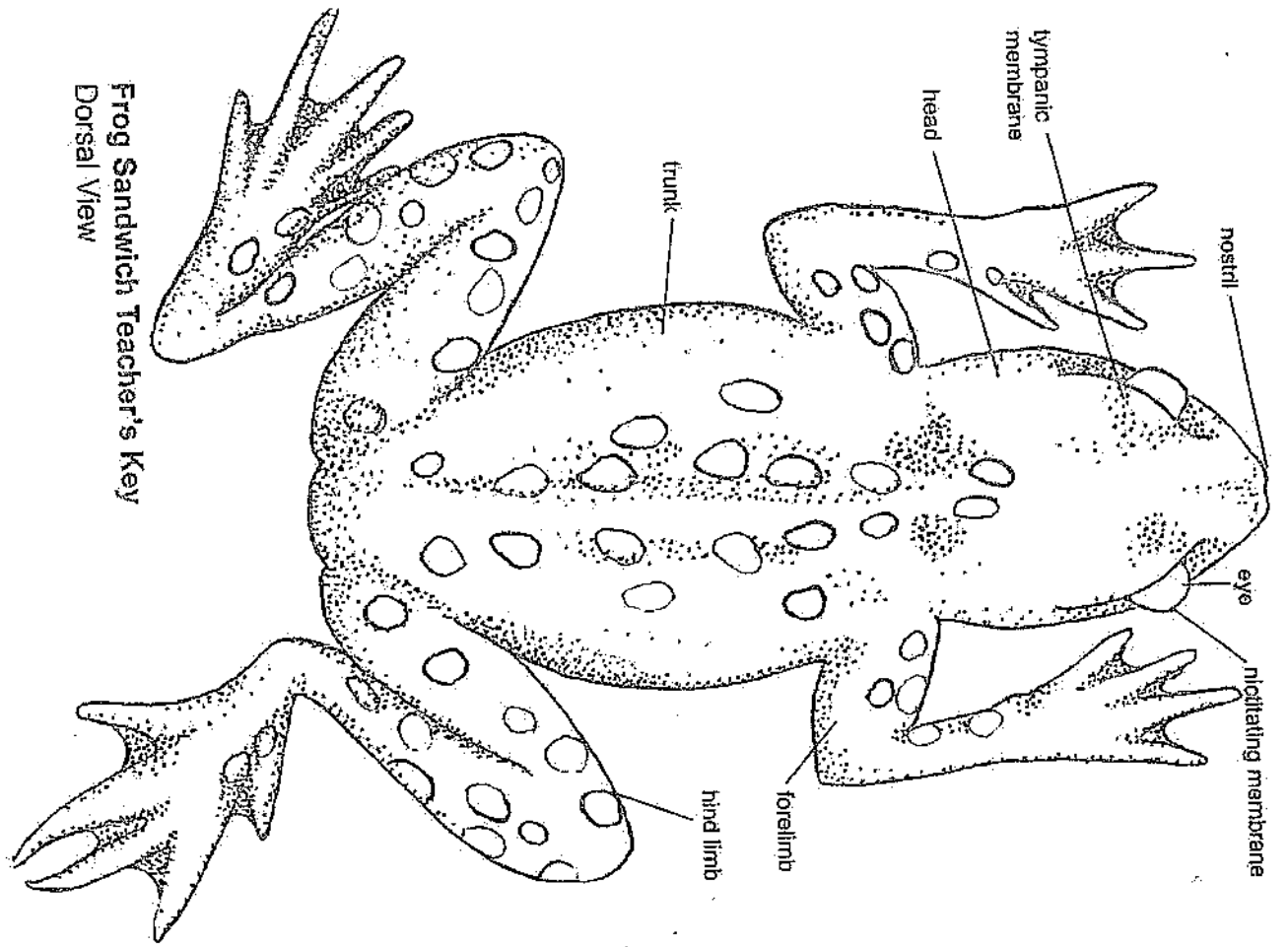
Materials:

- colored pencils
- one copy of Frog Sandwich Masters for each student (cardstock recommended)
- digitally scanned or transparencies of Frog Sandwich Masters (optional)
- stapler or brads
- scissors

Procedure:

1. Discuss with students different systems that help our bodies function.
2. Tell the students they will be learning about a frog's body systems and labeling the parts.
3. Place a copy of the frog's skeleton on a Smart Board or overhead projector. Discuss the different bones in a frog's body. How do they compare to our own? Look for similarities and differences.
4. Continue with each system. It may be helpful to color system parts as a group or provide students with a key to color certain parts a certain color. (Ex: intestines – green, liver – red etc.) When the students cut out the frogs, they will be cutting the labels off. They may want to make a key they can use as a reference.
5. After all frog layers are colored, have students cut out each frog. Make a frog sandwich by layering the frogs, making sure the top and bottom are in the correct position. Staple or use a brad to connect all layers.
6. Review systems and anatomy with students.





Frog Sandwich Teacher's Key
Dorsal View

Frog Sandwich Master 1

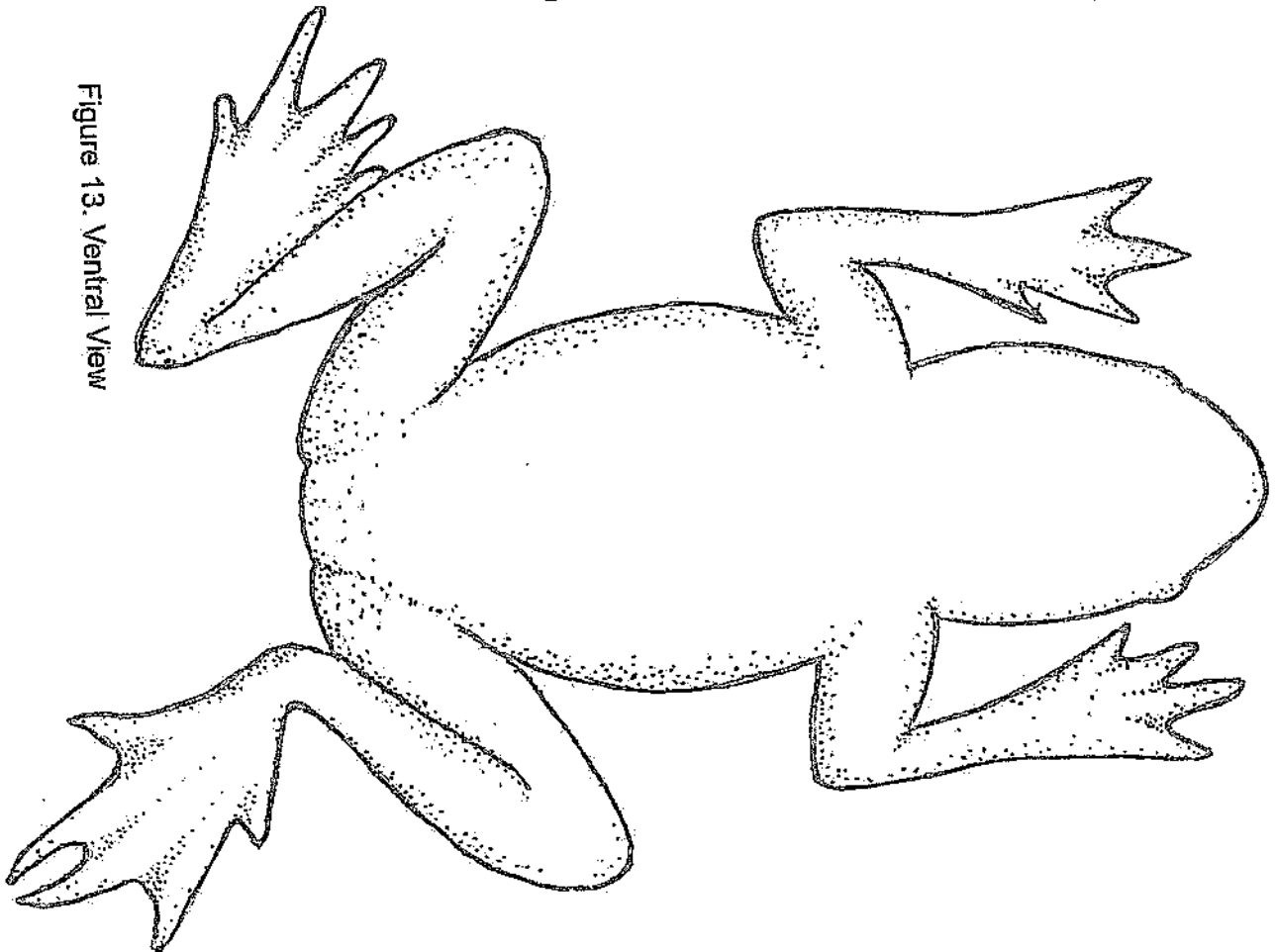
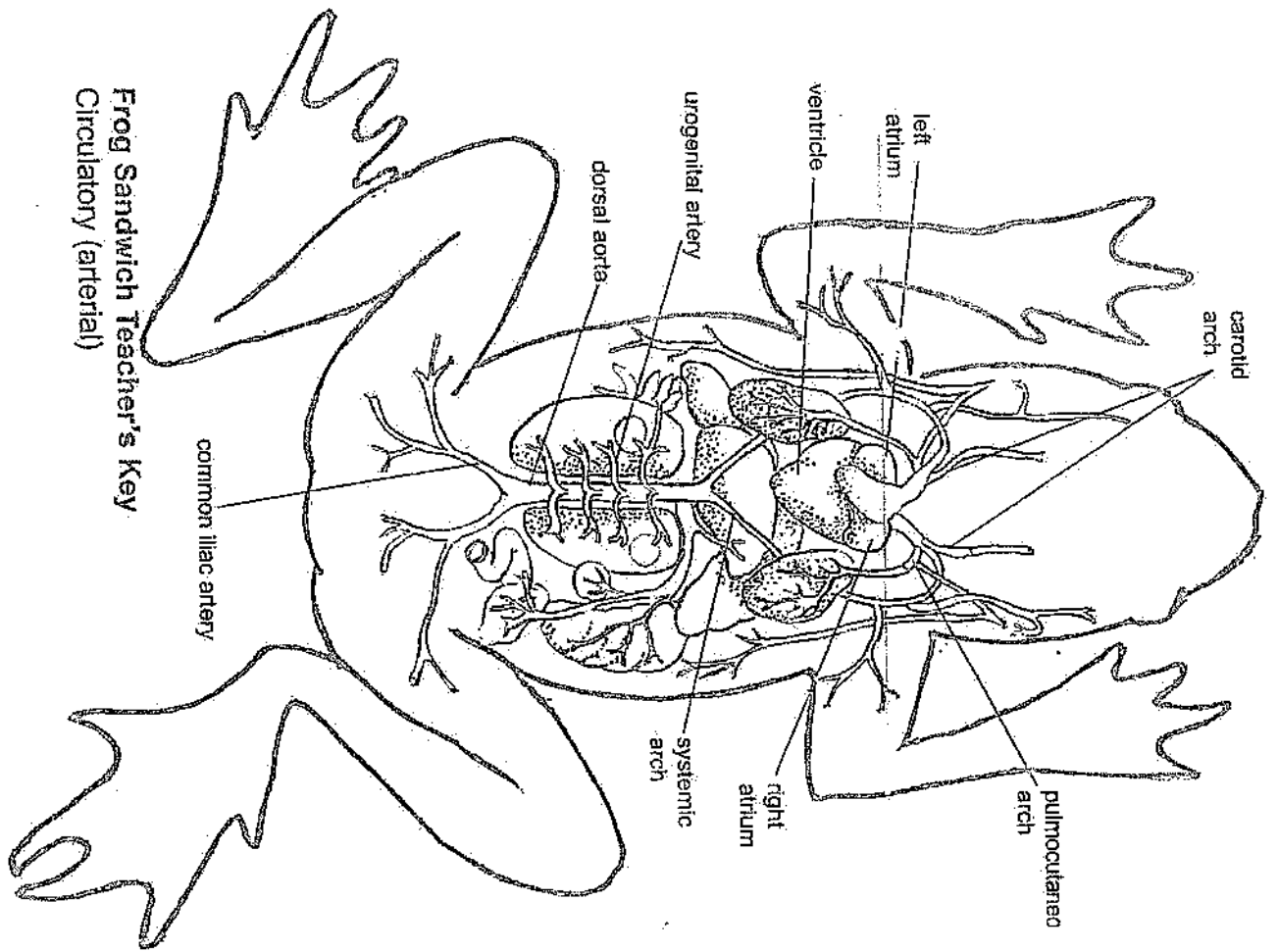
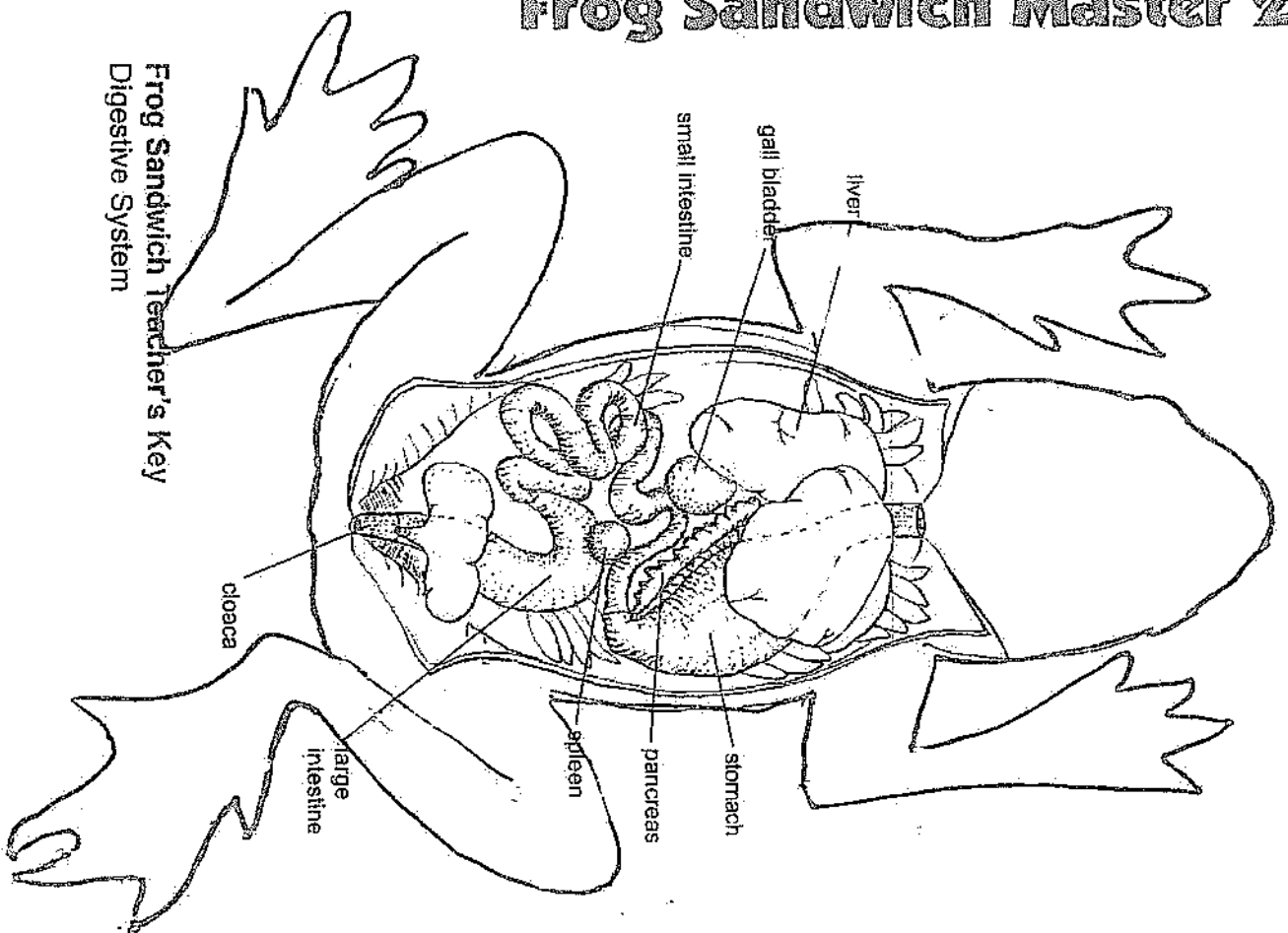


Figure 13. Ventral View

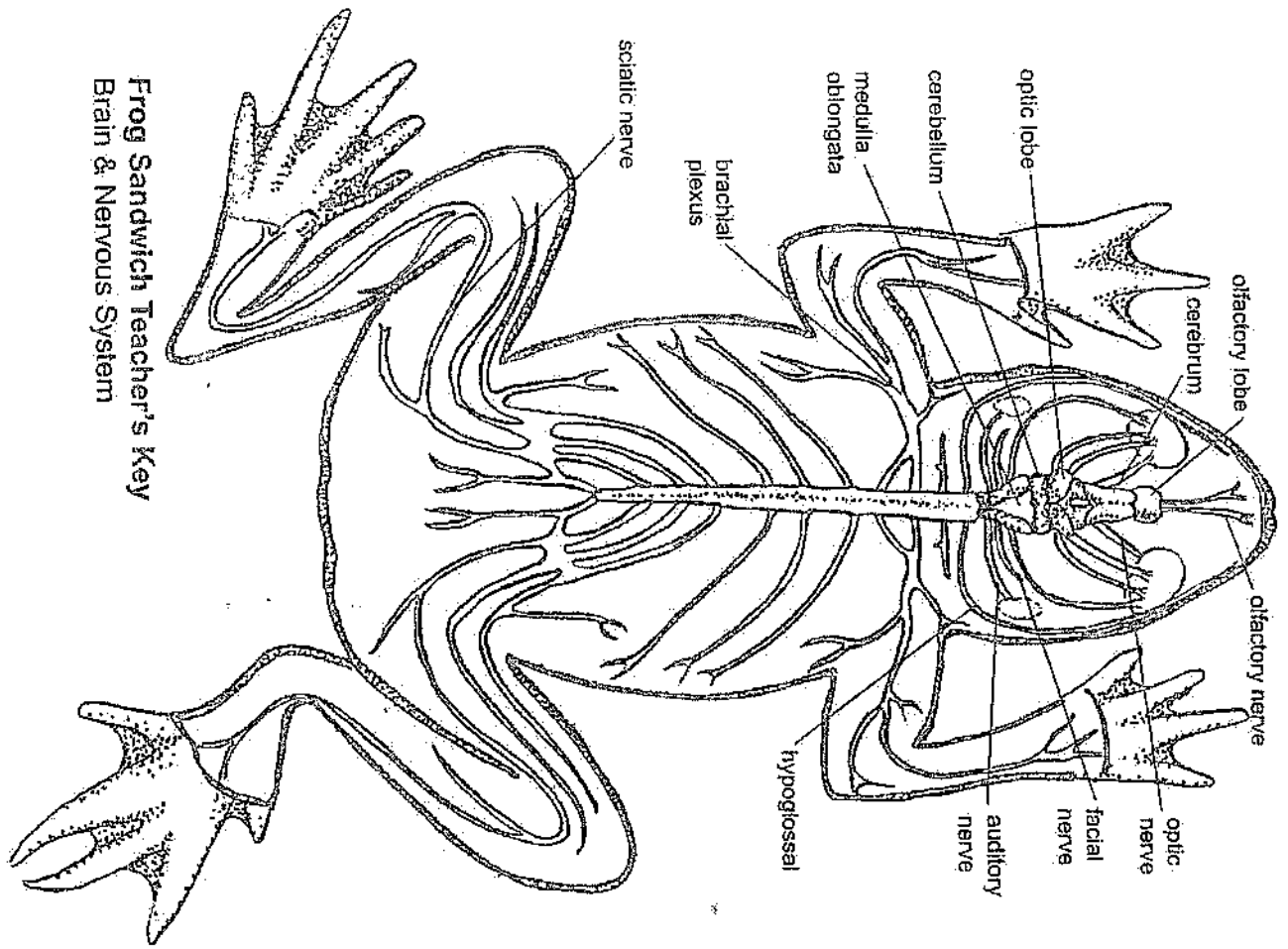


Frog Sandwich Teacher's Key
Circulatory (arterial)

Frog Sandwich Master 2

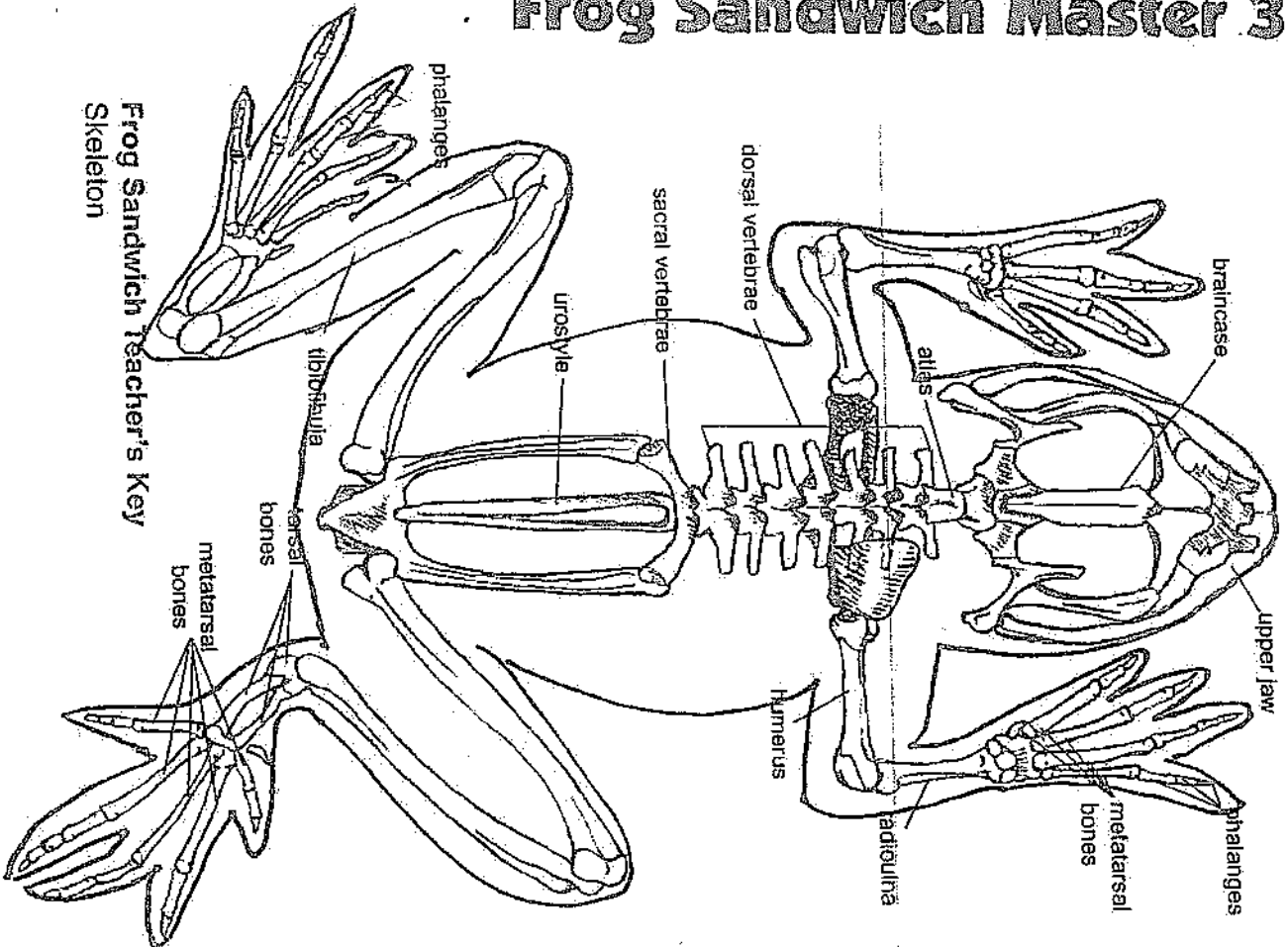


Frog Sandwich Teacher's Key
Digestive System



Frog Sandwich Teacher's Key
 Brain & Nervous System

Frog Sandwich Master 3



Frog Sandwich Teacher's Key
 Skeleton

A Toad's Life Tiny Book

Subjects: Science and Language Arts

Objectives:

Science: Students will be able to identify stages in a toad's or frog's life.

Language Arts: Students will be able to use factual information to write a fictional story.

Materials:

- writing and coloring materials
- paper bag or 12" X 18" construction paper for each child
- directions for making a tiny book (following page)
- scissors

Procedure:

1. Review the biology & lifecycle of a toad or frog.
2. Ask students to write a story which reveals events of a toad's or frog's life. (Becoming a tadpole, growing legs, finding food, avoiding predators etc.) "Everyday" events that could occur should be included.
3. After students are finished writing their rough drafts, peer edit.
4. Each student should then make a tiny book either from a paper bag or a 12" X 18" piece of construction paper. (see directions on following page)
5. Students should create a cover on the front with title and author. The middle pages should contain their story and illustrations. On the back of the book, students should write a short summary of the story.
6. Be sure to allow students time to share their stories with classmates and younger book buddies!



Directions for Making a Tiny Book

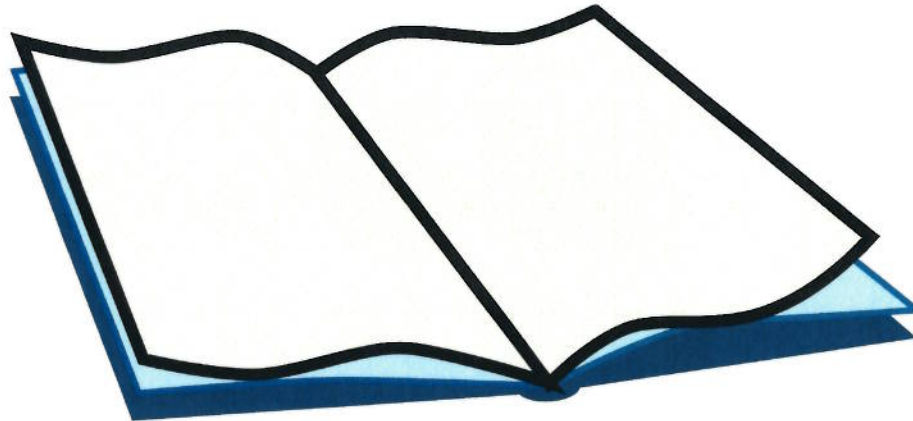
Materials:

- Scissors
- Paper bags or 12"x18" construction paper

Directions are written for using a paper bag. If using construction paper, start with number 3.

Directions:

1. Lay paper bag flat and take apart the bottom of the bag.
2. Cut down one side of the bag on a fold and then cut off the bottom of the bag. You will have a long rectangular sheet.
3. Fold the paper over lengthwise so the corners meet. Crease well and unfold. Fold the paper over in the other direction, again placing the corners together. Do not unfold.
4. Take the folded side in your hand and fold in half one more time. Crease well and unfold so that you are at the previous step.
5. Cut from the folded side on the crease to the corner.
6. Open to full sheet. Fold lengthwise.
7. Push outer edges together so a diamond forms in the middle of the book.
8. Fold completely and crease well.
9. After the writing and illustrating are complete, you may want to tape together the edges that do not have folds.



WILDLIFE WORKSHEET

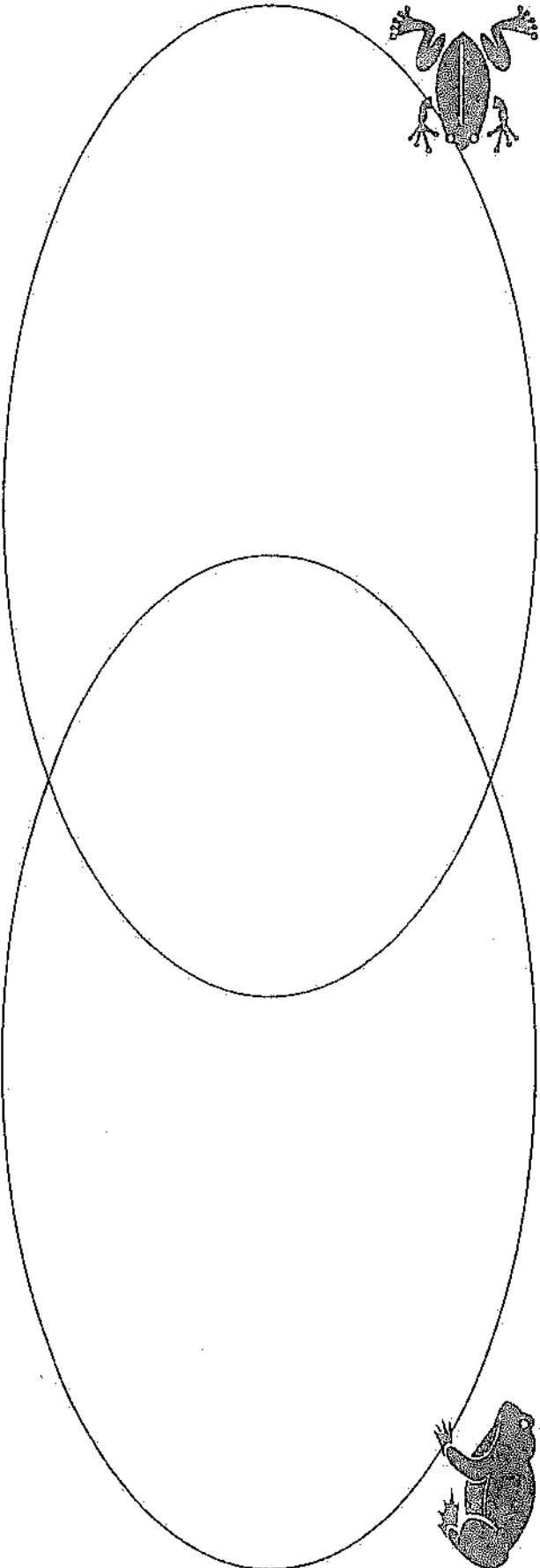
Similar but Different

Use the venn diagram to outline the similarities and differences between frogs and toads. Read each clue and place the letter in the correct box.

Frogs

Both

Toads



- A. Have a backbone
- D. Are amphibians
- G. Adults have lungs
- J. The young have gills
- M. Jump
- P. Have teeth in top jaws

- B. Walk
- E. Have a brain
- H. Dry warty skin
- K. Slimy, smooth skin
- N. Poison glands behind eyes
- Q. The young live in water

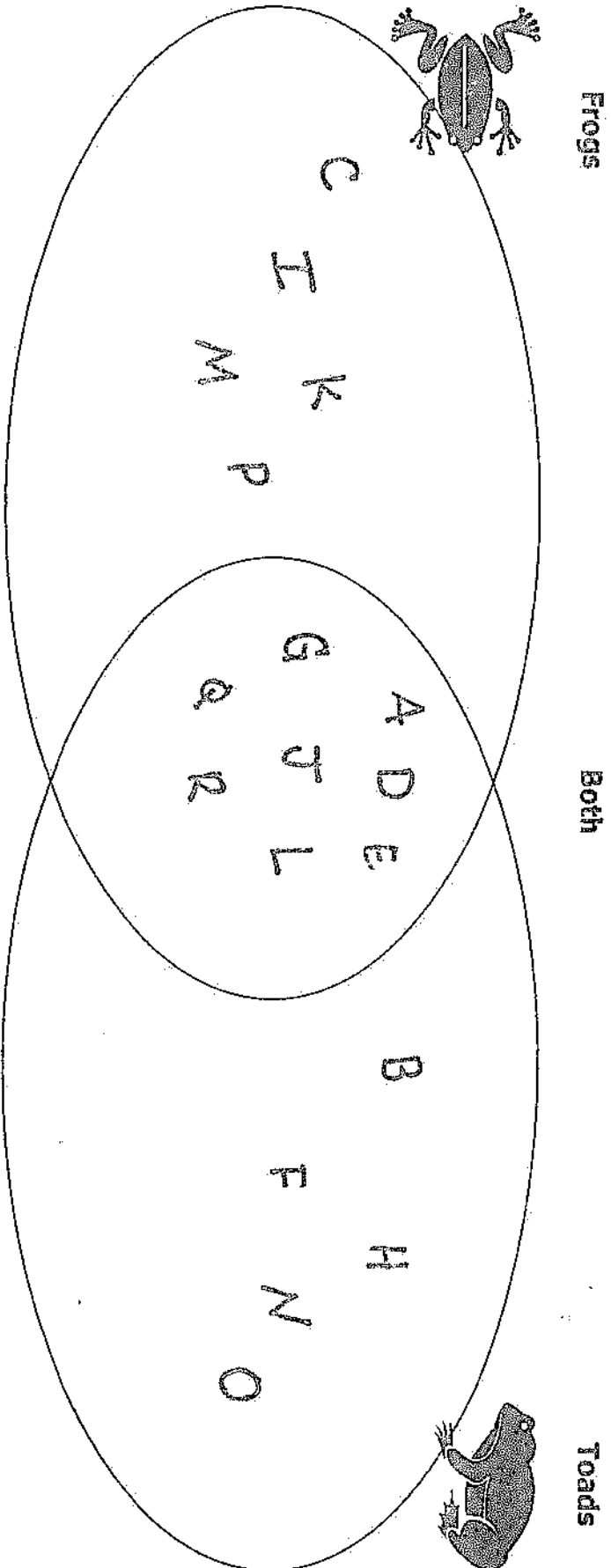
- C. Lay eggs in clusters
- F. Lay eggs in chains
- I. Bulging eyes
- L. Hatch from eggs
- O. Have no teeth
- R. Have a heart



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Which Herp is Which?

Subject: Science and Language Arts

Objectives: Student will be able to:

1. List several examples each of reptiles and amphibians.
2. Describe how reptiles and amphibians are similar to and different from one another.

Materials:

- books and other references materials on herps
- index cards
- pencils and crayons or markers



Procedure:

1. Before the activity, write the names of several types of herps on slips of paper (one for each person). Try to include an equal number of reptiles and amphibians. Depending on the level of your group, you can keep the names general (e.g.: frog, snake) or be more specific (e.g.: bull frog, garter snake). Write a number on each slip, so you can keep track of who has which herp.
2. Hand out the slips of paper you made earlier, taking note of who has which herp. Tell your students to keep the identity of their animal secret.
3. Assign each person a herp pen pal. Try to match reptile with amphibian pen pals.
4. Give the students time to find out about their herps. Then pass out index cards and have the students write "postcards" to their pen pals from the point of view of their particular herps. Explain to the students that they shouldn't give away their herp's identity, but they should give clues that will help their pen pals figure out whether their herp is a reptile or amphibian. The information should also be as accurate as possible. (If you're working with more advanced students, you can also have them try to figure out what kind of reptile or amphibian their pen pal represents. You may want to provide a list of the herps you've assigned, to help the students narrow down their choices.)
5. Consider having the students write a series of postcards, with each one revealing a new clue about their identities, here's an example of one postcard a frog or toad might write:

Dear Pen Pal,
Life is busy these days! I have been practicing very hard on my song. Spring will be here soon, and I have a lot of competition!
Signed,
Me

6. On the other side of the postcard, have the students draw a picture of their herps' habitats (excluding the herps themselves).
7. Collect the postcards and hand them out to the appropriate pen pals. Provide resources and give the students time to figure out what kind of herp they have for a pen pal.
8. Have several of the students read their postcards out loud. Ask for opinions on the kind of herp that "wrote" each card. Finally, have the various pen pals identify themselves.
9. Use the postcards to create a bulletin board display. The focus of the display could be similarities and differences between reptiles and amphibians.