

Unit 2: Animals and Habitats

WEEK 1 Day 1

Outdoor Learning: Frog Chorus

Children create a chorus of frogs.

Big Ideas	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Questions	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from what people do?
Materials and Preparation	• photos of various frogs: spring peepers, green frogs, and bullfrogs • way to play frog sounds (possibly on an app or website) ○ This website includes images and recordings of frog and toad calls. Calls of Frogs and Toads of the Northeast This activity can be done indoors or outdoors. If possible, a pond area works well. The activity will include children working in three separate groups. Prepare groups ahead of time, if necessary.
Intro	Divide the class into three groups. Each group will be one type of frog and create the sound that they make. The three frogs are: • spring peeper: “tomatoes, tomatoes, tomatoes”(repeat the word in a high pitched voice very fast) • green frog: “fried rice, fried rice, fried rice” (repeat the word in a middle toned voice medium fast) • bullfrog: “mashed potatoes, mashed potatoes, mashed potatoes” (repeat the word in a low voice slowly)

Outdoor Learning

Activity	Invite each group to say their part before they come together. As the orchestra conductor, point to each group to start and use hand signals to tell them to get louder or softer and when to join all the groups together. Then slow down and stop each group one by one until the spring peepers are the last ones. Show pictures of each frog and play the sound that they make.
Facilitation	● How did it feel to sound like a frog? ● What are the differences between these frogs (size, sound, etc.)? ● Why do you think frogs make sounds?

Notes
