



WEEK 1 Day 2

Blocks: Block Frogs

Children create models of frogs and tadpoles using varied blocks. Children record how many and which types of blocks they use.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>habitat: a place where animals live</p> <p>tadpole: an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs</p> <p>model: a three-dimensional representation or copy</p> <p>data: facts and other information collected together to look at closely</p> <p>record: to draw or write information</p> <p>attribute: a quality that helps describe something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● blocks of different shapes and sizes ● writing and drawing tools (pencils, markers) ● books and other images depicting frogs and tadpoles ● clipboards ● Block Frog Challenge sheet ● Recording Sheets, copies for each child or pair of children ● Block Frogs and Tadpole Examples <p>Strategically choose a collection of varied blocks, and set them out in a basket or container. Adapt, print, and photocopy the Block Recording Sheet. Set out writing and drawing tools and clipboards.</p>
Intro to Centers	<i>We have a challenge today in the Block Area: Create a frog or tadpole with blocks, using the blocks in this container and trying to use as many of the blocks as you can.</i>

	<p>Show the container and different types of blocks available. <i>What attributes, or qualities of a frog or tadpole, would be important for you to include? Share your ideas with a partner.</i> Invite the children to turn and talk. Harvest a couple of ideas.</p> <p><i>Which blocks could you use to make a block frog or tadpole?</i> Harvest a couple of ideas.</p> <p><i>After you have built your frog or tadpole, you have an important job to do. That is to record, or write down, data about which kinds of blocks and how many of each kind you used. Here is a recording sheet you can use to write down this information.</i> Hold up the recording sheet, and talk through how to fill it out.</p>
During Centers	<p>Provide images for children, as useful, to help them get started. Support children in making choices about what kinds of blocks to use. Encourage them to classify and count the blocks once they have finished constructing. Remind them to write their findings on the recording sheet as they count. Invite children to document what their frogs and tadpoles look like.</p>
Facilitation	<ul style="list-style-type: none"> ● What shape or kind of blocks will you use to construct your frog or tadpole? ● What stage of the life cycle is this frog in? How will others know? ● How many blocks did you use? ● How could you make a frog/tadpole using the largest/smallest number of blocks? ● How can you record this information to share with others?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

<p>Notes</p>
