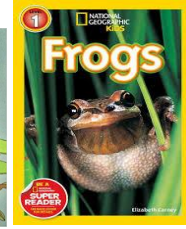
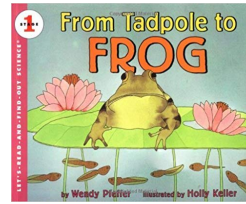


WEEK 1 Day 3



### Dramatization: Acting the Life Cycle of Frogs

In the span of the 10 weeks of this Unit, the Dramatization Center slowly transforms into a woodland in which children dramatize animals and the role that humans have in protecting frogs, fish, owls and wolves.

During week 1, children dramatize the life cycle of frogs using information from the week's Read Aloud texts, *From Tadpole to Frog* and *Frogs*.

<b>Big Ideas</b>	All animals grow and change over time. Animals need food, water and air to survive.
<b>Guiding Questions</b>	How do animals grow and change over time? What do animals and plants need to survive?
<b>Vocabulary</b>	<p><b>creature:</b> animal (not a human being)</p> <p><b>hibernate:</b> to sleep through the winter</p> <p><b>represent:</b> to show</p> <p><b>habitat:</b> a place where animals live</p> <p><b>survive:</b> to stay alive</p> <p><b>poison:</b> a substance that can kill or hurt living things</p> <p><b>tadpole:</b> an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i> (added to the center on Day 1) Flag pages showing frogs' life cycle.</li> <li>● <i>Frogs: National Geographic</i> (added to the center on Day 4)</li> <li>● writing and drawing tools</li> <li>● paper</li> </ul>
<b>Intro to Centers</b>	<p>Review the life cycle stages of frogs by showing flagged pages in <i>From Tadpole to Frog</i>.</p> <p><i>In From Tadpole to Frog we learned that frogs and other animals' bodies grow and change over time. We also learned a bit about</i></p>

	<p><i>their habitat. In the Dramatization Center, you can act out the life cycle of frogs! How might you do this?</i></p> <p>Solicit and write down a few ideas.</p> <p><i>You can refer to these ideas as you begin acting out the frogs' life cycle. You can also refer to the book From Tadpole to Frog to help you remember the stages.</i></p> <p>Post children's ideas in the Dramatization Center</p>
<b>During Centers</b>	<p>Observe children's activity and how they are organizing themselves. Provoke their thinking with questions. Invite children to think about ways to represent the different stages of the life cycle and about props to support their dramatization, if desired.</p> <p>Make connections to the read aloud texts. As the week unfolds and the second frog book is introduced, children may want to dramatize being different types of frogs such as Coqui, poisonous frog, dancing frog, and toad.</p> <p>Take photos or video. Use them to show and prompt children's ongoing dramatizations during the week and to keep for the Showcase of Learning at the end of the unit.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What details of the life cycle are important to dramatize? How will you show them?</li> <li>● How would you dramatize being an egg? A tadpole? A frog?</li> <li>● How can you show the habitat in which the frogs live?</li> <li>● Do you need to make any props? Where can you find the materials you need?</li> <li>● How can you show a frog hibernating?</li> <li>● How can you show that a frog can live on water and land?</li> <li>● How would you pretend to be a Coqui? A Dancing Frog? A Leopard Frog?</li> <li>● Why did you choose this part to dramatize?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>History 2</b> Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.</p> <p><b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping</p>

	their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns
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**Notes**