

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	<p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>A.Ask questions to determine the sequences of the life cycle of common animals in your area.</p>	<p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>A.Ask questions to determine the sequences of the life cycle of common animals in your area.</p>	<p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>A.Ask questions to determine the sequences of the life cycle of common animals in your area.</p>	<p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>A.Ask questions to determine the sequences of the life cycle of common animals in your area.</p>	<p>SKL2:Students will compare the similarities and differences in groups of organisms.</p> <p>A.Ask questions to determine the sequences of the life cycle of common animals in your area.</p>
Learning Target (I Can)	I Can Identify the vocabulary related to the life cycle of a frog.	I Can identify and explain the life cycle of a frog.	I Can identify and explain the life cycle of a frog life.	I Can identify and explain the life cycle of a frog life.	I Can identify and explain the life cycle of a frog life.
(FA) Warm Up	Students will discuss what they know about life cycle of a frog.	<p>Students will take out their vocabulary cards and review them.</p> <p>Students will watch a 3-5 minute video on the life cycle</p>	Students will answer a question on the board on a sheet of notebook paper. (How	Students will put themselves into groups base on the stage given at the door.	Students will watch or listening to a 2-3 minute https://youtu.be/F3EIGMVU6SY .

		of a frog. https://youtu.be/3A6tEHLhZbw .	Do You Feel About Frogs).		
Opening	Students will be receiving note cards. Students will receive their daily folders	Students will be receiving a worksheet on the life cycle of a frog. Students will take out their daily folders.	Students will take out their daily folders. Students will take out their study guide worksheet.	Students will take out their daily folders. Students will be receiving a blank sheet with one of the life stages on their back.	Students will take out their daily folders. Students will turn in study guide worksheet.
(FA) Work Period	As a class we will discuss the vocabulary and the definition. Students will write on each note card a vocabulary word and definition on the back. List the words <ul style="list-style-type: none"> - Life cycle - Common animals - Frog - Amphibians - Living organisms - Tadpole 	I will model on the board that I can identify, description, environment of the life cycle in stage 1. As a class on the board the students will come up and identify, description, environment in stage 2 -3. Independently the students will identify, descriptions, environment in stages 4-5. When students are finish at the end the students can color the worksheet.	I will be reviewing the material that will be on the quiz as well the study guide. I will go over the facts and opinions worksheet. Only one fact and only one opinion. Independently students will work on their Fact and	Students will participate in series of stations and will rotate every 5 minutes. While in groups students will be answering a few questions.	Students will be given a quiz on how to identify, description, environment of All the life cycle of a frog. Quiz will only be 20 minutes. I will introduce to the students the different types of frogs. I will introduce to the students the different type of frogs identify, description and the environment.

	<ul style="list-style-type: none"> - Frog eggs - Froglet - Vertebrate - Prey - Predator 		<p>opinion worksheet.</p> <p>As a class we will discuss the facts and opinions worksheet.</p>	<p>Each group will identify ,description environment the different life cycle stage.</p> <p>I will go each group and see which student need the most help in learning</p>	
(FA) Closing	Students will review definitions and vocabulary.	<p>As a class we will review and identify the life cycle of a frogs.</p> <p>Students will be receiving study guide worksheet.</p>	<p>As a class we will review the study guide worksheet.</p> <p>As a class we will be reviewing the facts and opinions worksheet.</p>	<p>Students should have finish study guide worksheet.</p> <p>Ask the students who need help.</p>	Students will identify the vocabulary and life cycle of a frog as a exit ticket.

Facts & Opinions

Facts are the statements you can prove.

Opinions are the statements that share beliefs.



Frogs are disgusting.

Frogs have very powerful back legs.

A frog begins its life in an egg.

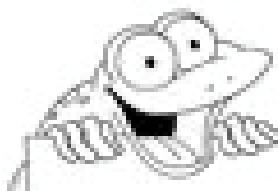
Frogs cannot live in the sea.

Frogs are very scary.

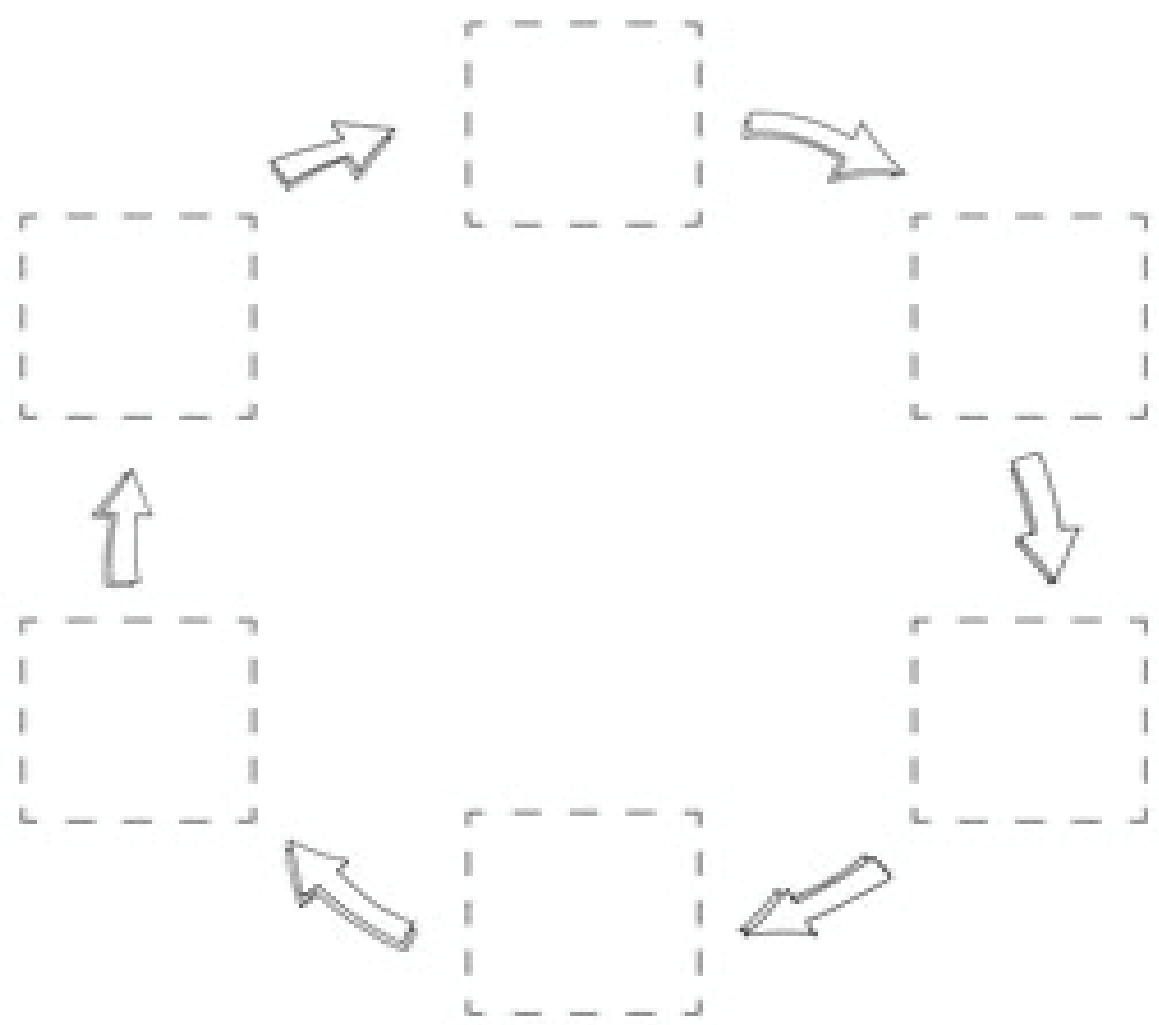
Frogs do not drink waters.



It would be fun to see the frog catching insect.

Lily pads are the best for frogs to seat.



Life Cycle of a Frog



 Froglet	 Adult Frog	 Tadpole	 Young Frog	 Eggs	 Tadpole with Legs
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