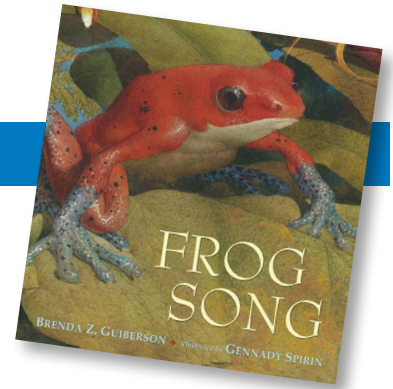


Frog Song

RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMES: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH



SCIENCE

FROG AND TOAD

Did you know all toads are frogs but not all frogs are toads? Have students explore the differences between frogs and toads. Use the provided handout to compare the features of each of these amphibians.

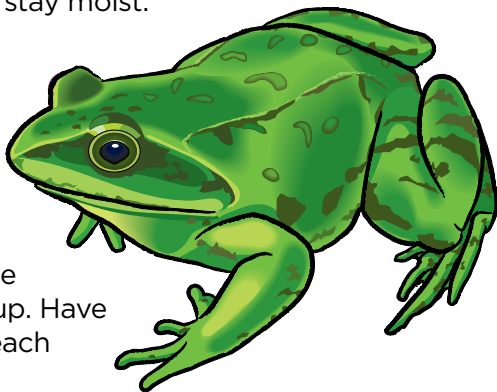
WATERLOGGED

Materials: cup, water, sponge, paper towel, plastic baggie, cotton glove, plastic glove

Frogs need to stay moist.

They absorb water through their skin.

Let students discover the absorbency of different materials. Place water in the cup. Have students use each of the listed materials to try to absorb all the water in the cup. Which materials are absorbent? Which are not? Which materials might be most like a frog's skin?



MENTOR TEXT

In groups, have students follow the format of this text to research other types of animals (e.g., turtles, birds, or bears). Have them choose locations, identifying the type of animal that would live there, its characteristics, and its habitat. Groups should present their findings to the class.

TECHNOLOGY FROG SONGS

Explore the songs of North American frogs at www.naturenorth.com/spring/sound/shfrsnd.html. Have students create their own onomatopoeic text or poem to describe what they hear.



ENGINEERING CLASS PET

Have the class design a suitable habitat for a classroom frog! What materials would be needed to house the frog? Have students brainstorm and collect items to build the perfect home for your new class pet. If frogs are not abundant in your area, have students choose a location from the text and recreate a diorama of that frog's habitat.

ART

ARTSY AMPHIBIANS

Materials: paper, crayons, watercolors

Using a crayon, draw one or multiple frogs on paper. Be creative in color choice; as the text shows us, not all frogs are green! When finished, use the watercolors to paint over the frogs and create the watery background. How are the crayon frogs different from the real thing?

MATH

LEAP FROG!

Did you know frogs can leap 20 times their own length? Have students measure themselves and calculate how far they could leap if they were a frog. Have students do a standing broad jump and measure how far they can actually leap. Have them compare what they can actually do to what they might do as frogs. What conclusions can they draw from the data?



Reading Is Fundamental

FROGS VS. TOADS

