

Topic of Study - Frogs and Turtles

Introduction

Creatures such as frogs and turtles that live in and around ponds will be familiar to many children. They may see frogs and turtles in their own backyard or in their neighborhood. They will be interested in how frogs and turtles move. Children will enjoy learning more about frogs and turtles.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Frogs and Turtles, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about frogs and turtles. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are four big ideas about frogs and turtles you can help children explore:

- Frogs live near lakes, ponds and streams.
- Some turtles live in water and others live on land.
- Frogs hop, jump and leap.
- Turtles move very slowly.

Materials to Collect and Make

- Pictures of frogs, turtles and other animals that live around ponds.
- Children's books about frogs and turtles
 - In the Small, Small Pond* by Denise Fleming
 - Jump, Frog, Jump* by Robert Kalan, illustrated by Byron Barton
 - Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark
- Felt or Magnetic Board
- Storytelling figures (felt or magnetic) for the book, *Jump, Frog, Jump!* (See Attachment: [Jump, Frog, Jump!](#))
- Storytelling figures (felt or magnetic) for the book *Over in the Meadow* (See Attachment: [Over in the Meadow](#))
- Empty turtle shell
- Stages of a Frog Sequence Cards (See Attachment: [Stages of a Frog](#))
- *10 small frogs and a log long enough for the 10 frogs to sit upon (felt or magnetic)
- *10 lily pads (felt or magnetic)
- *10 small turtles (felt or magnetic)
- *Jump, Frog, Jump!* prop box: galoshes or rain boots, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake
- **Teacher Note:** *The log can be used for both frogs and turtles. (*) All of these figures can be found in the storytelling figures for the book Over in the Meadow.*

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

Introduction: Finding Out What Children Know About Frogs and Turtles

To introduce the topic of “Frogs and Turtles” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about frogs and turtles.”
- Write on chart paper, chalkboard or marker board the words “Frogs and Turtles.”
- Invite children to tell you things they already know about frogs and turtles. You may have to ask questions to stimulate their thinking, questions such as, “Where have you seen frogs and turtles?” “Where do you think frogs and turtles live?”
- Make a list of all of the things children know about frogs and turtles.
- Review the list with them and say, “You already know a lot of things about frogs and turtles and we’ll find out even more.”
- Now ask children what they would like to know about frogs and turtles.
- Make a list of things children would like to know about frogs and turtles.
- Keep the two lists until you have completed the topic of study.

What We Know about Frogs and Turtles	What We Would Like to Know about Frogs and Turtles	Things We Learned about Frogs and Turtles

Conclusion: Finding Out What Children Have Learned about Frogs and Turtles

- Gather the children in a group at the conclusion of the study about frogs and turtles. Write on chart paper, chalkboard or marker board, “Things We Learned about Frogs and Turtles.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “How do frogs move?” “How do turtles move?” “How are frogs and turtles alike and how are they different?”
- Make a list of all the things children learned about turtles and frogs.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about frogs and turtles” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL: What do children know, what they want to know and what did they learn.*

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge*)

Book #1: *In the Small, Small Pond*, by Denise Fleming, author and illustrator

First Reading of *In the Small, Small Pond*

- Prepare to read the book, *In the Small, Small Pond*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they have ever seen a pond. Discuss with them that a pond is a small body of water. Ask them to identify animals that might live in and around a pond. (fish, frogs, turtles, ducks, snakes)
- Ask children to look at the cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by showing each page and asking children to name the different animals they see in the pond. Ask children which animal is their favorite and to explain why that animal is their favorite.

Second Reading of *In the Small, Small Pond*

- Prepare to read the book, *In the Small, Small Pond*.
- Show cover, give title, author and illustrator.
- Recall with the children that a pond is a small body of water and name some of the animals found in a pond.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to read and say the words that describe each animal in the story. For example, "wiggle, jiggle, tadpoles wriggle" and "waddle, wade, geese parade"

Third Reading of *In the Small, Small Pond*

- Prepare to read the book
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the words on one page, reading the first word on the next page and allowing children to say the rhyming word. For example, "wiggle, jiggle, tadpoles _____ (wiggle)" "waddle, wade, geese _____(parade)"

Additional Learning Goal:

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Fourth Reading of *In the Small, Small Pond* (Small Group - 4 to 6 children)

- Gather a small group of children together.
- Prepare to read the book, *In the Small, Small Pond*.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by showing each double spread page and invite each child, in turn, to locate the frog on the page.
- Involve the children in discussing the different animals in the book.

Book #2: *Jump, Frog, Jump!* by Robert Kalan, author and Byron Barton, illustrator

First Reading of *Jump, Frog, Jump!*

- Prepare to read the book, *Jump, Frog, Jump!*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Invite them to name the animals they see on the cover
- Read the story so all children can see the pictures in the book.
- Follow up by showing the appropriate pages and asking these questions: “Which animal did the frog catch?” (fly) “Which animals tried to catch the frog?” (fish, snake, turtle) “Who caught the turtle? How did they catch the turtle?”

Second Reading of *Jump, Frog, Jump!*

- Prepare to read the book, *Jump, Frog, Jump!*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Invite children to recall what happened to the animals on the cover of the book.
- Say, “Let’s read the book again and see if you are correct in what you remember about the story.”
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading a page that asks a question and invite children to read “Jump, frog, jump” which is on the next page. For example, read, “How did the frog catch the fly?”, turn the page and run your fingers under the words as children read “Jump, frog, jump!”
- Continue this activity through the end of the story.
- Thank children for helping you “read” the story.

Teacher Note: *When you involve children in helping you “read” words and phrases in the story, you are helping them begin to see themselves as readers.*

Additional Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Third Reading of *Jump, Frog, Jump!*

- Prepare to read the book, *Jump, Frog, Jump!*
- Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite children to say, “Jump, frog, jump” in the appropriate places in the story.
- Follow up the third reading by pausing before the last word in a sentence and inviting children to complete the sentence. For example, read, “This is the fish that swam after the _____ (frog)”
- Continue with this activity, allowing children to have experiences completing a sentence.
- Conclude by showing the page with the three boys and the turtle under the basket. Explain to children that they will help recall all of the things that happened in the story.
- Read each sentence on that page, pausing before the last word, and inviting children to complete the sentence.

Teacher Note: *This strategy of pausing for children to fill in the missing word is called the cloze technique.*

Book #3: *Franklin Goes to School* by Paulette Bourgeois, author, and Brenda Clark, illustrator

First Reading of *Franklin Goes to School*

- Prepare to read the book, *Franklin Goes to School*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children to recall some of the things Franklin did to get ready for school.
- Show the pictures in the book and invite children to name the animals that are going to school with Franklin.
- Discuss with children some of the things Franklin and the other animals did at school. “Do you do some of these same things?” “Which do you enjoy the most?”

Second Reading of *Franklin Goes to School*

- Prepare to read the book, *Franklin Goes to School*.
- Show cover, invite children to recall the title, give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by discussing with children how Franklin felt about going to school. “Do you remember something that Franklin did know?” (his colors)
- Invite children to recall and discuss what they remember about their first day they came to school. What were things they were afraid of, or worried about?

Additional Learning Goals:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

SE2.2 Interprets and responds to feelings of others (*emotion understanding*)

Third Reading of *Franklin Goes to School*

- Prepare to read the book, *Franklin Goes to School*.
- Show cover, invite children to recall the title. Give author and illustrator. Ask children to say what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by playing a game with the children. Explain to the children that the game is “Turtles or Children.”
- Name an activity and children are to say either “turtle” or “children” do the activity.
 - “Eats pancakes and syrup for breakfast” (children)
 - “Can live in the water and on land” (turtle)
 - “Moves very slowly all the time” (turtle)
 - “Draws pictures and builds with blocks” (children)
 - “Lives in a house with family” (children)
 - “Lives in a hard shell” (turtle)
 - “Stands on two legs” (children)

Teacher Note: *Should children say that Franklin stands on two legs, explain that this is just pretend in the story; that he really cannot stand on two legs.*

Additional Books

A Boy, a Dog, and a Frog by Mercer Mayer

A Boy, a Dog, a Frog, and a Friend by Mercer Mayer

Frog Goes to Dinner by Mercer Mayer

Frog, Where Are You? by Mercer Mayer

Froggy's Baby Sister by Jonathan London, illustrated by Frank Remkiewicz

Froggy's First Kiss by Jonathan London, illustrated by Frank Remkiewicz

Froggy Gets Dressed by Jonathan London, Illustrated by Frank Remkiewicz

Froggy Goes to Bed by Jonathan London, illustrated by Frank Remkiewicz

Froggy Learns to Swim by Jonathan London, illustrated by Frank Remkiewicz

One Frog Too Many by Mercer Mayer

Informational Books:

Box Turtle at Long Pond by William T. George, illustrated by Lindsay Barrett George

Frogs by Gail Gibbons

Frog (Watch Me Grow) by DK Publishing

Turtle Splash! Countdown at the Pond by Cathryn Fallwell

Language and Literacy Materials and Activities

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

Little Turtle

There was a little turtle	(Make small circle with thumb and index finger)
He lived in a box.	(Cup hands to form box)
He swam in a puddle	(Swimming motions)
He climbed on the rocks.	(Climbing motion with hands)
He snapped at a mosquito,	(Snap with thumb and forefinger)
He snapped at a flea.	(Repeat)
He snapped at a minnow,	(Repeat)
He snapped at me.	(Turn hand toward self and snap)
He caught that mosquito,	(Catching motion with hands)
He caught that flea,	(Repeat)
He caught that minnow,	(Repeat)
But he didn't catch me.	(Point to self and shake head, "No!")

Tiny Tim

I had a little turtle,
His name was Tiny Tim.
I put him in the bathtub,
To see if he could swim.

He drank up all the water,
He ate up all the soap.
Tiny Tim was choking
On the bubbles in his throat.

In came the doctor,
In came the nurse.
In came the lady
With the alligator purse.

They pumped out all the water,
They pumped out all the soap.
They popped the airy bubbles
As they floated from his throat.

Out went the doctor,
Out went the nurse.
Out went the lady
With the alligator purse.

Five Little Speckled Frogs

Five little speckled frogs
Sitting on a speckled log
Eating most delicious bugs
Yum! Yum!

(Hold up five fingers)

(Pat stomach)

One jumped into the pool
Where it was nice and cool.

(Jump one finger into pool)

Now there are four little speckled frogs.

(Hold up four fingers)

Repeat counting down until there are no speckled frogs.

Repeat the song using felt or magnetic figures of frogs and logs (See Attachment: [Five Little Speckled Frogs](#))

Involve children in acting out the rhyme as follows:

- Have five children at a time stoop down in a row and be speckled frogs.
- Sing the song and as you sing "One jumped into the pool" lightly touch one child on the head to designate that he is to jump into the pool.
- Continue this until no children are left.
- Repeat the song until all children who want to participate have had a turn being frogs.

Teacher Note: *Designate how and where children are to jump so that the activity is easy for you to manage.*

Additional Learning Goal:

MT1.2 Explores combining and separating groups (numerical operations) (*addition and subtraction*)

Frogs and Turtles

Frogs and turtles are alike and different you'll see,
When you listen and say this poem with me.

A frog has skin as soft as can be,
While a turtle's shell feels rough like bark on a tree.

A frog likes to jump and hop and leap,
While a turtle likes to crawl and slowly creep.

A lily pad is a great seat for a frog,
While a turtle likes to sun and sleep on a log.

While frogs and turtles seem so different to me,
They like both land and water, so they're kind of alike, you see.

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *Jump, Frog, Jump!* (See Attachment: [Jump, Frog, Jump!](#))

- Make either felt or magnetic storytelling figures for the story, *Jump, Frog, Jump!*
- Read the book, *Jump, Frog, Jump!* to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *Over in the Meadow* (See Attachment: [Over in the Meadow](#))

- Make either felt or magnetic storytelling figures for the story, *Over in the Meadow*
- Become familiar with the story, *Over in the Meadow*
- Use the storytelling figures to tell the story
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Additional Learning Goal:

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Learning Goals:

LD2.1 Uses increasingly complex vocabulary, grammar (in child's home language) (*expressive vocabulary*)

EL1.1 Shows interest in literacy experiences

EL3.1 Responds to features of books and print (*print knowledge*)

Activity I Like Frogs/Turtles Because

- Allow each child to decide which animal is his/her favorite: turtles or frogs.
- Write on a sheet of paper for each child, "I like turtles (or frogs) because"
- Invite each child to dictate to you why he or she likes the animal they chose and record exactly what they say.
- Suggest that children draw a picture of the animal they chose.
- Put all of the pages together and create a book by stapling or tying together the pages with yarn.
- Add a cover and title the book, *We Like Frogs and Turtles*.
- Read the book with the children.
- Place the book in the library/book area.

Science / Discovery and Math

Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

Activity: Turtles from Smallest to Largest

- Make 3 size turtles (felt or magnetic figures) (Use pattern from *Over in the Meadow*)
- Invite children to put the turtles in order from smallest to largest, then from largest to smallest.

Activity: Frogs from Smallest to Largest

- Make 3 size frogs (felt or magnetic figures) (Use pattern from *Over in the Meadow*)
- Invite children to put the frogs in order from smallest to largest, then from largest to smallest.

Learning Goal:

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

Activity: Catching Frogs

- Provide small plastic frogs in water tub.
- Invite children to use aquarium net to catch frogs and count the number caught.

Activity: Counting 5 Little Speckled Frogs

- Make lily pads with numerals from 1 to 5.
- Invite children to put the appropriate number of frogs on each lily pad
- Suggest that children put lily pads in order from 1 to 5

Teacher Note: *You can make lily pads from 1 to 10 and have additional frogs for children to count and put on the lily pads.*

Additional Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

Activity: Turtles on a Log

- Make a log that is long enough for 10 turtles or 10 small frogs. (Magnetic)
- Place a magnetic numeral below the log
- Invite children to place correct number of turtles on the log.
- Change the numeral and repeat the process with the children.

Teacher Note: *Allow each child to be successful with this activity. Some children may be ready for only the numeral two and two turtles.*

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Activity: Catching Flies

- Provide a piece of self-adhesive paper and small flies cut from black construction paper.
- Discuss with children that frogs sit very still and wait for something to fly or crawl nearby. Their long, sticky tongue darts out to catch their food; a fly for example.
- Invite children to touch the self-adhesive paper and describe how it feels. (sticky)
- Ask children what they think will happen if they place flies on the paper.
- Allow children to place flies on self-adhesive paper so they can experience the frog's sticky tongue.

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

Activity: Our Favorite: Frogs or Turtles Graph

- Provide a choice of frogs or turtles
- Prepare a graph with one column for frogs and one for turtles. Use a picture or drawing with the word frog or turtle written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose which they like best.
- Invite each child to choose which is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like frogs and turtles.

Our Favorite: Frogs or Turtles

7		
6		
5	Jonathan	
4	James	
3	Kennedy	Trude
2	Sam	Maria
1	Ashley	Elizabeth
	frogs	turtles

- Write a summary story.

Our Favorite: Frogs or Turtles

Five children like frogs best. Three children like turtles the best.

Movement / Physical Education

Learning Goal:

PH1.2 Shows stability and balance (*jumping, hopping, and leaping*)

PH3.3 Engages in a variety of developmentally appropriate physical activities (*participation in physical activity*)

I Can Jump!

- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back without touching others).
- Explain to children that they are going to practice jumping.
- Stand in the middle of the circle and demonstrate jumping.



Step 1 – Take off

- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

Step 2 – Flight

- Extend arms into the air as feet leave the floor.

Step 3 – Landing

Land on both feet. Land with feet apart and body over feet.

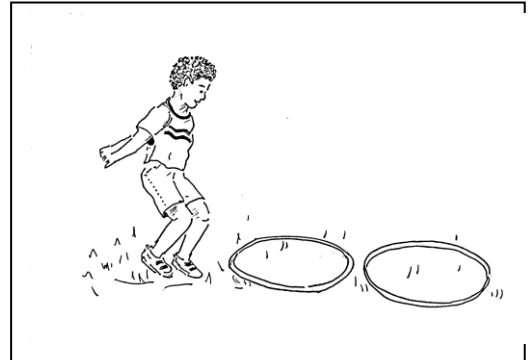
- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for a quiet activity such as one of the listed finger plays.

Be A Frog

- Repeat the song, “Five Little Speckled Frogs” with the children.
- Allow five children at a time to be speckled frogs and take turns jumping into the pool.
- Allow all children a turn. If a child does not want a turn, respect that decision.

Jumping Into Ponds

- Allow children to practice jumping into ponds, which can either be made from circles of yarn or can be hula hoops.
- Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops.
- Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next.
- Stress taking off from two feet and landing on two feet.
- Demonstrate if necessary.
- Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- Allow children additional opportunities to continue to practice jumping.
- Vary the difficulty by extending the space between the hoops from six inches up to twelve inches if children are ready for this.



Lily Pad Jump

- Use personal space markers as lily pads or cut out the pads from green construction paper.
- Place the personal space markers or lily pads on the floor and have the children jump from one to the other.

Teacher Safety Note: *If using construction paper lily pads, tape them securely to the floor to prevent slipping.*

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools, scissor*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

Activity: Create an *In the Small, Small Pond* Mural

- Post a large piece of butcher paper on the wall at child's eye level.
- Explain to children that they can create a pond and place animals and plants in the pond. Label the mural, Our Pond.
- Discuss with children the animals and plants they might find in a pond. Have the book, *In the Small, Small Pond*, nearby so children can look at it for ideas.
- Suggest that children draw pictures of animals and plants to place in the pond, or they can cut out pictures from magazines and glue them to the paper.
- Explain to children that they can work all week on creating the pond.
- Volunteer to write children's dictation about their additions to the pond. For example, write the following: Joan said, "This is my turtle."

Teacher Note: *Allow children to create their own pond. They may add animals that do not belong in a pond, but accept this as their creation.*

- Add frog and turtle cookie cutters with green and brown play dough.

Block Center

- Post pond pictures
- Add vinyl animals that can be found in a pond (turtles, frogs, fish, snakes, ducks).
- Add small rocks, silk or plastic greenery.
- Add a piece of fabric or paper to create the look of pond water

Library/Book Corner

- Add books about turtles and frogs and other animals that live in or near ponds.
- Add pictures that show frogs, turtles, and other animals that live in or near a pond (laminated or cover pictures with self stick adhesive)
- Add felt or magnetic board and storytelling figures of the stories, *Jump, Frog, Jump!* and *Over in the Meadow*

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

Home Living/Dramatic Play

- Add a *Jump, Frog, Jump!* prop box. Include galoshes/rain boots, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake.

Manipulatives

- Add puzzles that feature frogs, turtles, ducks and other animals found in or near ponds
- Add small frogs and turtles and small snap-together blocks

Water table or tub

- Cut out round lily pads and logs from craft foam or from Styrofoam® and add them to the water table. The foam floats. Add river rocks to the table.
- Add small vinyl frogs and turtles.
- Add aquarium nets for children to catch frogs and turtles.
- Suggest that children count the frogs and turtles they catch.

Sand table or tub

- Add small frogs and turtles to the sand table or tub.

Science/Discovery

- Turtles from Smallest to Largest
- Frogs from Smallest to Largest
- Turtles on a Log
- Catching Flies
- Add sequence cards "Stages of a Frog". Invite children to put the cards in order from egg to frog. See attachment for sequence cards.

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.
- Discuss with children when they might want to spend time in the quiet corner.

Transition Activities

Learning Goals:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Frog in a Pond

- Show one child's name card at a time and say, "Frog in the pond, sitting so still. Won't you jump up?" to which child replies, "Yes, I will." as he/she jumps up and transitions to the next activity.

Activity: Turtle, Oh So Slow

- Say, "Turtle, turtle, oh so slow, Turtle, turtle, it's time to go!" Show one child's name card and he/she transitions to the next activity.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about frogs and turtles. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of frogs, turtles and other animals that live in or near a pond.
- Include the titles and authors of some of the children's books about frogs and turtles. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home a copy of the song, Five Little Speckled Frogs (add illustrations of frogs) and the poem, Tiny Tim (add illustration of a turtle). Suggest that families sing the song and say the poem with their child. Supply the tune to the song if families request it.
- Invite families to view the small pond mural the children created.