


# Preschool Journal & Small Group Activities - Frogs

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## VITAL INFORMATION

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<b>Subject(s)</b>	Art, Language Arts (English), Mathematics, Reading, Science, Social Studies
<b>Objective(s)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• using writing tools to draw pictures or symbols in their journals</li> <li>• dictate meaning of their journal writing to a teacher</li> <li>• use scribble or letter forms to write their name and/or words to convey meaning</li> <li>• create visual art using a variety of tools (paintbrushes, Q-Tips)</li> <li>• use one-to-one correspondence to count out the number of frogs in "5 Little Speckled Frogs" activity and parts needed for Froggy Snack activity</li> <li>• interact with others in a variety of self-chosen activities, including dramatic play, blocks, reading, and puzzles</li> </ul> <p>The students' success in meeting these objectives will be measured through observational data collected during small group/free choice time. Additionally, the students' journal writing will be used to measure their language and fine motor skills.</p>
<b>Purpose</b>	<p>The purpose of journal time is to help the students understand that writing can be used to convey meaning and to give them an opportunity to practice writing letter-like forms or more if they are ready. This activity sets the foundation for building literacy skills. The small group activities are intended to invoke curiosity in frogs and provide a prop that students can use to retell the story of the "5 Little Speckled Frogs" to their families. As students select other activities available during this time, they will learn how to interact with others, make decisions, exhibit independence, and explore new concepts.</p>
<b>Prerequisite Skills</b>	<p>Students should be:</p> <ul style="list-style-type: none"> <li>• able to count up to 5</li> <li>• familiar with the classroom routines</li> <li>• able to use fine motor skills to manipulate a fly swatter and small food items</li> </ul>
<b>Grade Level</b>	Pre-K
<b>Materials</b>	<p>Journal</p> <ul style="list-style-type: none"> <li>• Student journals and name tags</li> <li>• Crayons for each table</li> </ul> <p>Small Group Activity #1 - Speckled Frog Painting</p> <ul style="list-style-type: none"> <li>• Printout of green frogs (5 per student)</li> <li>• Printout of log (1 per student)</li> <li>• Q-Tips</li> <li>• Paint in various colors</li> <li>• Markers</li> </ul> <p>Small Group Activity #2 - Froggy Snacks</p> <ul style="list-style-type: none"> <li>• Pretzels</li> <li>• Oreos</li> <li>• M&amp;Ms</li> <li>• Icing</li> <li>• Plastic sandwich bags</li> </ul>
<b>Anticipatory Set</b>	<p>As we return to the classroom from outdoor play, I will have the students take a deep breath in and a deep breath out before entering the class. I will let them know that we are going to be making our own speckled frogs and a yummy</p>

froggy snack today. I will ask them what we will do first before beginning these activities. After they have responded to let me know it is journal time, I will let them know that I will write the word "Frog" on the board for them in case they want to use it for their journal today. I will identify the journal and crayon helper, and then we will proceed into the classroom.

**Input**

As we begin journals, I will ask the students to tell me what sound they hear at the beginning of the word "frog." I will then ask if they know what letter makes that sound. As we identify the letters in the word, I will write it on the board for them to use in their journals if they choose.

Once all of the students have completed their journal writing, I will set up the two small group activities. The small group activities are intended for 2-4 students, depending on student interest. For the first activity, I will have the students write their name on a printout of a log on a large piece of brown construction paper. Then they will be asked to pick five frogs from a basket. I will remind them of the song we sang earlier in class - 5 Little Speckled Frogs - and asked them what speckled means. Then I will ask if the frogs they picked are green and if they are speckled. I will then tell them that we are going to use paint to add the speckles. I will demonstrate how we are going to use Q-Tips to create speckles. Then students will be able to select their own paint colors and create their own speckled frogs.

While I am working on the speckled painting project, the teaching assistant will be working with the students to make their froggy snacks. It will be explained that the students are going to make frogs. They will be asked to identify how many legs frogs have. Then they will be asked which snack they think looks most like a frog's legs/feet. As they are guided to the pretzels, it will be explained that often when a frog is sitting it seems that we can only see two legs sticking out to each side. The aide will let the students know that for our snack they will each receive two pretzels to represent the legs. Next they will be asked about the body. After similar questioning, they will get one Oreo cookie. Then they will be asked to give ideas for how to use the M&Ms. Once students have all of the parts, the aide will demonstrate how they will use the icing bag to connect all of the pieces and then enjoy their treat.

Students not participating in either small group activity will be free to choose from the following classroom activities:

- easel painting
- sand and water table - water exploration
- dramatic play area - Preschool Pizzeria
- block area - blocks, trains, cars, magnetiles, etc.
- library - collection of fiction and non-fiction books on frogs and flies
- puzzles
- computers - choice of shape or pattern activities
- dollhouse
- dress up clothes
- puppet theater
- board game - Look Before You Leap

**Modeling**

I will model writing as I work with the students to identify and write the letters in the word "frog" on the board. Additionally, as students dictate to a teacher what they have added to their journal, we will model writing to convey meaning by writing exactly what they say in their journal. As we move into the small group activities, I will model how the students are to use the Q-Tips to create their speckled frogs. The aide working at the other small group activity will model for the students how to use the icing bags to connect their froggy parts.

**Check for Understanding**

I will check that the students understand how to complete the small group activities by asking questions on how they will complete the activity. I will also ask them to tell me how many frogs they need and to show me using their hands how many they will get. The aide will also be able to check for student understanding of the basic components of a frog and how they will assemble their snacks through questioning and observation.

**Guided Practice**

Students will receive guided practice as they complete the small group activities with a teacher nearby. Additionally, as they participate in free choice activities they will receive guidance as needed to resolve conflicts, treat the materials respectfully and to work cooperatively with their classmates.

As students make selections in their small groups, the teachers will be able to assess their understanding. Students will be recognized for correctly identifying the correct amount of frogs or parts for their snacks, using appropriate or innovative techniques for completing the art project, or interacting with others appropriately through positive praise.

### Closure

As students complete their small group art project they will be asked to double check that they have all of their frogs. At this time I can assess their one-to-one correspondence and check if they have made the connection to the song sung earlier in class. I will tell them that once they have dried they will cut out their log and take it home so they can act out the song with their families.

As the students complete the Froggy Snack activity, the aide will ask them to correctly identify the number of body parts they put together. Then they will get to enjoy their completed project.

### Independent Practice

Students will get to independently practice retelling the song using their completed projects to their families. They will also have the opportunity to practice the social skills they have practiced as they interact with others outside of school.

### Enrichment

Students needing enrichment may:

- encouraged to write the word(s) that describe their journal writing
- read a higher level informational text on frogs with the teacher after small group activities

### Remediation

Students needing remediation may:

- use name cards to help with the writing of their name on projects
- receive teacher assistance in counting out materials
- receive guidance in proper ways to handle social conflicts

### Standard(s)

Display:  Collapse All  Expand All

#### ▼ AZ- Arizona Early Learning Standards

##### ▼ Standard: Social Emotional Standard

##### ▼ Strand: STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

##### ▼ Concept: Concept 2: Cooperation The child demonstrates the ability to give and take during social interactions.

**Indicator:** a. Responds when adults or other children initiate interactions.

**Indicator:** b. Initiates and sustains positive interactions with adults and friends.

##### ▼ Strand: STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

##### ▼ Concept: Concept 1: Self-Control The child follows and understands rules and routines in various environments.

**Indicator:** a. Manages transitions, daily routines and unexpected events.

**Indicator:** b. Understands and follows rules in the learning environment.

##### ▼ Concept: Concept 2: Respect The child acknowledges the rights and property of self and others.

**Indicator:** d. Participates in cleaning up the learning environment.

**Indicator:** e. Shows respect for learning materials and toys.

▼ **Strand:** STRAND 4: APPROACHES TO LEARNING

**Concept:** Concept 1: Curiosity The child is inquisitive about new experiences.

**Indicator:** a. Selects an activity when choices are provided.

**Indicator:** b. Shows interest in learning new things and trying new experiences.

**Concept:** Concept 2: Initiative The child demonstrates independence.

**Indicator:** b. Makes decisions independently.

**Standard:** Language and Literacy Standard

▼ **Strand:** STRAND 1: ORAL LANGUAGE DEVELOPMENT

**Concept:** Concept 1: Listening and Understanding The child listens with understanding to directions, stories, and conversations.

**Indicator:** a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.

**Indicator:** b. Follows directions that involve One step, Two steps, A series of unrelated sequences of action.

▼ **Strand:** STRAND 2: PRE-READING PROCESS

**Concept:** Concept 6: Comprehending Stories The child shows an interest in books and comprehends stories read aloud.

**Indicator:** a. Takes an active role in reading activities.

**Indicator:** f. Retells a story in sequence with prompting or props.

▼ **Strand:** STRAND 3: PRE-WRITING PROCESS

**Concept:** Concept 1: Written Expression The child uses writing materials to communicate ideas.

**Indicator:** a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

▼ **Indicator:** b. Dictates thoughts, ideas, and stories to adults.

**Indicator:** c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.

▼ **Standard:** Mathematics Standard

▼ **Strand:** STRAND 1: NUMBER SENSE AND OPERATIONS

▼ **Concept:** Concept 1: Number Sense The child uses numbers and counting as a means to determine quantity and solve problems.

**Indicator:** b. Uses and creates symbols to represent numbers.

**Standard:** Science Standard

▼ **Strand:** STRAND 1: INQUIRY

▼ **Concept:** Concept 1: Observations, Questions, and Hypotheses The child asks questions and makes predictions based on observations of events in the environment.

**Indicator:** a. Demonstrates curiosity about objects, living things, and other natural events in the environment.

**Standard:** Social Studies Standard

**Strand:** STRAND 3: CIVICS/GOVERNMENT

**Concept:** Concept 1: Rights, Responsibilities and Roles of Citizenship The child demonstrates a sense of belonging to the community and contributes to its care.

**Indicator:** a. Child demonstrates responsible behaviors.

**Standard:** Physical Development, Health and Safety Standard

**Strand:** STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

**Concept:** Concept 3: Fine Motor Development The child uses fingers and hands to manipulate tools and materials.

**Indicator:** a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

**Indicator:** b. Uses eye-hand coordination to perform simple tasks.

**Indicator:** c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

**Standard:** Fine Arts Standard

**Strand:** STRAND 1 – VISUAL ART

**Concept:** Concept 1: Creating Art The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.

**Indicator:** a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).

**Indicator:** b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).

**Indicator:** c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).

**Strand:** STRAND 3: DRAMATIC PLAY

**Concept:** Concept 1: Creating Dramatic Play The child uses dramatic play and props to explore and create.

**Indicator:** a. Participates in dramatic play activities.

### Assessment/Rubrics

Assessments will be largely collected through observational data. Each teacher will have Post-It notes available to record notes on specific milestones reached. I will also use a checklist to mark those who were able to correctly count out five frogs without assistance and then check their quantity.



