**Lesson Title: A Frog in the Bog**

Grade: First

Time Two 45 minute sessions

**AL COS Standards related to this lesson:**

Math:

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the

problem.

English/Language Arts:

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]

b. Decode regularly spelled one-syllable words. [RF.1.3b] (frog, log, bog, hog, etc)

c. Know final -e and common vowel team conventions for representing long vowel sounds.

[RF.1.3c] (snails, tails, flies, spies, skies, etc.)

Objective(s):

After listening to and discussing the story, students will be able to

* Read and spell words using common vowel teams –ai and –ie with the support of an If I Can Spell Worksheet
* Solve situational word problems within 20 by using small counters and self-created frogs.

Materials:

Book-A Frog in a Bog

Paper

Water color paints

Crayons

Black, brown, and green sharpie markers

Paint brushes

Cups for water

Paper towels for spills

Small counters in cups

If I Can Spell Worksheets

Pencils

Chart Paper

Procedure:

**Day One:**

* Gather students in the meeting area of the classroom.
* Read aloud A Frog in the Bog/Discuss story with class. Re-read the story with class and encourage students to join in with parts that are familiar.
* Explain to students they are going to draw and paint their own frog in the bog.
* Discuss the procedure for students to transition from the whole group meeting area to their individual seats.
* Each st will need an 8”x 8” square of paper (you can adjust the size of the square to be larger) a pencil, crayons, and access to a sharpie marker.
* Model how to draw the frog sitting on a log using the step-by-step directions provided with this plan from [www.deepspacesparkle.com](http://www.deepspacesparkle.com)
* Have students draw their frog on a log in pencil following your model step by step. Circulate around the room to monitor for students who may need assistance.
* Once the frogs are drawn, direct the students to outline the pencil lines in sharpie marker.
* Where students have drawn spots on their frogs, ask the students to color those spots in crayon. They may choose to color the frog’s tongue and/or the log in crayon.
* Once the spots are colored, instruct the students to use their water color paints to paint the frog, water, and sky. You may also want to show students how to blot the water color paint with a tissue for added effect.
* As students complete their paintings, have them move their work to a designated area to dry.

**Day Two:**

* Re-read the story *A Frog in the Bog* to the class. After the first reading, lead the class in a discussion about the words that rhyme in the story.
* Chart the rhyming words on the chart paper with the help of the class (Ex. Frog, log, bog, hog, tick, stick, flick, ick, flies, spied, skies, snails, inhales, tails, gator, crater, later). Discuss which words that rhyme have the same spelling pattern-og, -ick, -ie, -ai. Model how to make new words from words the students identify. It is not necessary to model ALL of the words, simply enough for students to understand how they will do this independently.

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| If I Can Spell  **Bog**  I Can Spell…  1.  2.  3. | If I Can Spell  **Tick**  I Can Spell…  1.  2.  3. |
| If I Can Spell  Flies…  I Can Spell…  1.  2.  3. | If I Can Spell  Tail  I Can Spell…  1.  2.  3. |

* Pose this question to the class: “The frog ate lots and lots of things. Who remembers what some of those things were?” Ask students if they would like to help you figure out how many things the frog ate all together. Ask students to predict how many animals they think the frog ate during the story.
* Discuss ways you might be able to solve this problem. Accept all reasonable responses. Lead the conversation to using the frogs painted from the day before.
* Tell the students they are going to have their frogs eat all the things the frogs in the book did to see if we can solve the problem.
* Move students to their seats and pass out their frogs. Place containers of small counters at each table.
* Re-read the story and have the students act out the frog eating each of the animals (counters). Monitor and assist students who need help “feeding” the frog the right numbers of counters. At the completion of the story, ask students how they can count the animals to determine how many were eaten all together (counting by 1’s, 2’s, 5’s, etc.)
* Have the students compare their predictions to the actual number of animals eaten.
* Collect the counters and the frogs.
* Pass out the I Can Spell Worksheets and have the students complete them.

Assessments:

Informal assessment for each objective of the lesson will be anecdotal notes and observations of the students’ participation in the discussion of A Frog in the Bog, their ability to identify words with common rimes, and how they use counters to determine how many.

Formal assessments: Students will attempt to spell and read new words given a word they can read from the story using the I Can Spell Worksheet.

Students will make a prediction of how many animals the frog ate then find the actual number of animals the frog ate using counters to represent the animals.