



FACTivity

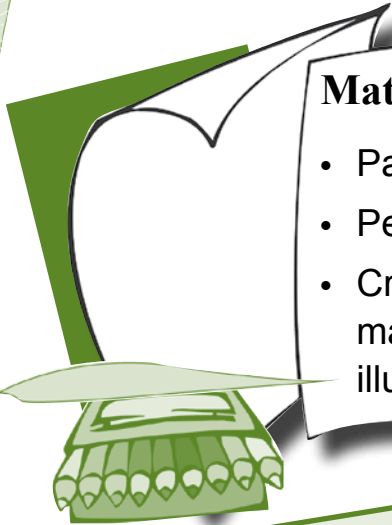
Time needed: Three or four class periods

The question you will answer in this FACTivity is:

How are human life and frog life similar, and how are they different?

Materials

- Paper
- Pencils
- Crayons or markers for illustrations



3. Now reverse the situation and have a frog turn into a person.

- What is life like now?
- How might the human world be challenging for the frog person?
- What would the frog person miss from its former life?
- What would the frog person really enjoy?



The process you will use to answer the question for this FACTivity is:

During the first class period (and perhaps into the second class period):

1. Students will break into pairs and write a story about a person who turns into a frog.
2. Students will consider the following questions as they write.
 - What would the person do as a frog?
 - How would they survive?
 - What stages of the life cycle would they experience?
 - What would winter be like?

In the third and fourth class period:

4. Once the students have written both stories, have them create a reversible booklet. On the right side of the booklet, students should write and illustrate their first story about a person turning into a frog. They should only use the right side of every page. Then they should flip the booklet over and write the other story going in the opposite direction. Don't forget to add drawings.
5. Students can share their stories with classmates.

Extension: If you have a kindergarten reading buddy or a younger class that your students read with, they can share their frog stories with them.

Here are some additional resources that you may use when completing this FACTivity.

The Frog Prince

by the Brothers Grimm

The Frog Prince Continued

by Jon Scieszka and Steve Johnson

The Frog

an Italian tale

Frog and Toad Are Friends

by Arnold Lobel

The Celebrated Jumping Frog of Calaveras County

by Mark Twain

The Frog Who Became an Emperor

a Chinese Fable



Aesop's Fables

“The Frog and the Ox”

“The Frogs and the Well”

“The Frog’s Complaint Against the Sun”

“The Frogs Asking for a King”

“The Frogs Desiring a King”

This activity is adapted from the Center for Global Environmental Education

<http://cgee.hamline.edu/frogs/teachers/activity/magic.html>

If you are a trained Project WILD educator, you may use the activity “Stormy Weather” on page 85, asking students to visualize themselves as a frog or toad.



National Science Education Standards addressed in this article:

Science as Inquiry: Abilities to do scientific inquiry, Understandings about scientific inquiry

Life Science: Reproduction and heredity, Regulation and behavior, Populations and ecosystems, Diversity and adaptation of organisms

Earth Science: Structure of the Earth system

Science in Personal and Social Perspectives: Natural hazards, Risks and benefits, Science and technology in society

Science and Technology: Understandings about science and technology

History and Nature of Science: Science as a human endeavor, Nature of science



Additional Web Resources

National Geographic’s spring peeper information

<http://animals.nationalgeographic.com/animals/amphibians/spring-peeper.html>

Cascades frog habitat map

http://depts.washington.edu/natmap/maps/wa/amphibians/WA_cascades_frog.html

Animal Diversity Web’s information on Fowler’s toad

http://animaldiversity.ummz.umich.edu/site/accounts/information/Bufo_fowleri.html

USGS western toad information

<http://www.npwrc.usgs.gov/resource/herps/amphibid/species/bboreas.htm>