

The Life Cycle of a Frog**KEY STAGE(S):** 1-2**TOPIC:** Living things and their habitats**SUBJECT/CURRICULUM AREA(S):** Science**LANGUAGE LEVEL:** New to English - Developing competence**RESOURCE CONTENTS**

- Flashcards 1- Introducing vocabulary
- Flashcards 2 - Matching pairs
- Flashcards 3 - Sentence gap fill
- Substitution table 1 - With visuals
- Substitution table 2 - Recount
- Visual word mat

CURRICULUM OBJECTIVES

- To identify and name the features of the life cycle of a frog
- To be able to explain the process of the life cycle of a frog

Language functions Useful Language

Naming	This is a frog/tadpole
Describing	Simple present tense; A frog lays some.... The tadpole has.... froglets can....
Recounting	First, a frog Then, a tadpole...
Explaining	It grows.... It has

Vocabulary

A frog, lays, some eggs, some frogspawn, a tadpole, a froglet, an adult frog, hatch, the back legs, the front legs, a tail, a pond

PREPARATION

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Activity 1: Flashcards 1 - Introducing vocabulary

- Print out one set of the flashcards - four per page

Activity 2: Flashcards 2 - Matching pairs

- Print out a set of visuals and sentence flashcards two per pair or small group - four per page

Activity 3: Flash cards 3 - Sentence gap fill:

- Print out a set of life cycle visuals and sentence gap fill flashcards - four per page

Activity 4: Substitution table 1 - With visuals:

- Print the substitution table – one per pair and enlarge it to A3 if required

Activity 5: Substitution table 2 - Recount:

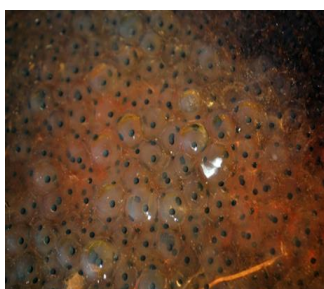
- Print out the substitution table (recount) – one per pair. Enlarge it to A3 if required.

IDEAS FOR USING THIS RESOURCE**1: Flashcards 1 – Introducing vocabulary**

This [collaborative](#) listening and speaking activity is effective for [introducing vocabulary](#) at both whole class and mixed group levels. This will ensure that learners using EAL access the curriculum alongside good language role models.

- Ask the class to sit in a circle
- Pair New to English learners with peers who share a [first language](#) and/or can provide good models of English
- Explain to the learners that they are going to look at the picture of each feature of the lifecycle of a frog on each [flashcard](#) one at a time and listen to the key vocabulary in the phrase, that is [modelled](#) by the teacher or other adults
- Ask learners to repeat to each word or phrase
- Draw attention to the pronunciation of each word when modelling the vocabulary

some frogspawn



an adult frog



**Flashcards 2: Matching pairs**

This is an effective collaborative activity to further reinforce and build vocabulary.

- Pair New to English learners with peers who share a first language and can provide good models of English
- Shuffle the flashcards and place them face down in a grid (two rows)
- Ask learners to take turns to turn the flashcards over – one from each row
- If the flashcards match (a visual with a phrase) the learner keeps them. If they don't match, they are returned to the rows face down



a tadpole with
a long tail and
no legs

Flashcards 3: Sentence gap fill

This activity consolidates and reinforces vocabulary through recall in modelled sentences.

- Pair New to English learners with peers who can provide good models of English
- Shuffle the flashcards and place the visual flashcards facing up and the sentence flashcards facing down in two rows
- Ask learners to take turns to turn over a sentence flashcard and read the sentence
- Ask the learner to recall the vocabulary that is missing from the sentence
- Ask the learner to identify the correct visual to match their sentence to the correct to make a pair











First the _____ grows two _____ legs.



Collaborative activity - Substitution tables

Substitution tables are an effective collaborative strategy for providing learners with models of sentences in set patterns and choices in vocabulary to practice and extend speaking and writing skills.

- Pair New to English learners with peers who can provide good models of English
- Give learners who are New to English or at the Early Acquisition stage a copy the substitution table with visuals
- Give learners who are at the Developing Competence stage a copy the recount substitution table (without visuals)
- Give each pair a copy of the visual word mat if needed for extra scaffolding
- Explain to the learners that they are going to take turns to choose a word from each column to create meaningful sentences
- Explain to the learners that they should listen to each other say their sentence to check for meaning

The A		frog	has a long tail and no legs	
		tadpole	hatches out of the frogspawn lays some eggs called frogspawn	
		froglet	is now called a froglet and can climb out of the water grows two front legs looses it's tail and becomes an adult frog grows two back legs	  

First			grows short and disappears
After a few weeks			grows two front legs
At first		frog	hatches out of the frogspawn.
Soon	a		is an adult frog
First	the	tadpole	has no legs and a long tail
Then	has	tail	begins to develop the lungs
Next			begins to change into a frog
Now		froglet	grows two back legs and is called a froglet
Finally			can climb out of the water
At last			lays some eggs called frogspawn in a pond

DIFFERENTIATION FOR SUPPORT AND CHALLENGE

Support

- Give New to English or Early Acquisition EAL learners plenty of opportunity to hear and practice new vocabulary to consolidate it
- Send the visual word mat home for a family member to translate and orally practice the key vocabulary with the learner
- Encourage learners to say the key vocabulary in their first language (if appropriate)
- Encourage New to English or Early Acquisition learners using EAL to use the substitution tables as writing frames for a written task

Challenge

- Give groups of learners' a visual flashcard or a sentence flash card each and ask them to listen to the sentence and match the visual to the sentence if they have that part of the lifecycle
- Ask learners to sequence the visuals of the life cycle (in small groups or pairs) and recall the lifecycle process as a short presentation
- Encourage the learners to recall the life cycle process by asking and answering yes and no closed questions about it e.g. *Does a tadpole lay eggs called frogspawn? No, a frog...*
- Encourage the learners to extend their speaking skills and recall by playing 'Guess the part of the sequence' in pairs: One learner has a visual (which is kept out of sight); the other learner asks questions, e.g. *Do you have two legs?* The learner with the visual can only answer yes or no.

Ask learners to research different types of frogs and compare the differences, e.g. *Do the tadpoles look the same for every frog?*