

Language Arts Activities for “Flopping Frogs”

Materials and Article by Pamela Brunskill

Common Core Standards Addressed:

- RI.3.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2—Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3—Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4—Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.7—Use information gained from illustrations (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- W.3.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

COMPREHENSION QUESTIONS

Directions: Circle the Best Answer

1. What is the main idea of the article, “Flopping Frogs?”
 - a. There is a frog that belly-flops in the Pacific Northwest.
 - b. The tailed frog lives in the Pacific Northwest.
 - c. Scientists have filmed the tailed frog belly-flopping.
 - d. **Scientists wonder why the tailed frog belly-flops.**
2. Which sentence(s) best explains what makes the tailed frog belly-flop?
 - a. The scientists found that all of the frogs start their jumps the say way: they stretch out their legs.
 - b. **While in the air, tailed frogs keep their legs stretched out. As a result they come in for a landing at an angle with their legs still out.**
 - c. The way the tailed frogs jump might explain why they are not graceful swimmers.
 - d. Tailed frogs live around water and swiftly jump into the water to escape danger.
3. What is the main idea of paragraph 7?
 - a. **The tailed frog may not need to hop like other frogs.**
 - b. The tailed frog is not a graceful swimmer.
 - c. Early frogs lived around watery areas.

- d. The tailed frog is different from other frogs because it belly-flops.
4. What is the main idea of paragraph 9?
- a. Early frogs didn't need to hop around because everything they needed was provided by water.
 - b. Because of the environment, it is difficult for predators to detect the tailed frog.
 - c. The tailed frog doesn't need to hop like other frogs.
 - d. The tailed frog is an ancient animal.

INFORMATIONAL WRITING

Directions: Describe how the tailed frog hops. Use the information from the paragraphs and the photographs to add details in your response.

Student answer should include the frog stretch out their legs when they start. Then, while in the air, the tailed frog keeps their legs stretched out and come in for a landing at an angle with their legs still out.

INTERNET EXTENSION

Hyperlink—View the video of the tailed frog hopping [here](https://www.youtube.com/watch?v=E9hUXAZkX1Y&noredirect=1).
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Can you add anything more to your paragraph on how the tailed frog hops?

Some details include the “crash” force landing or how the webbed “toes” flip over.

DISCUSSION

Using think-pair-share, have the students discuss the following question:

Do you think how the tailed frog hops is a benefit or a drawback? Explain.

NARRATIVE WRITING

Writing Prompt—A Minute in the Life of a Tailed Frog

Pretend you are a tailed frog.

Using your five senses and what you know about the tailed frog and its environment, describe one minute in your life.

Anything is acceptable as long as it uses the five senses and accurate information about the tailed frog and its environment. Challenge students to research the Pacific Northwest and include geographical details to make the description realistic.

Name _____

Date _____

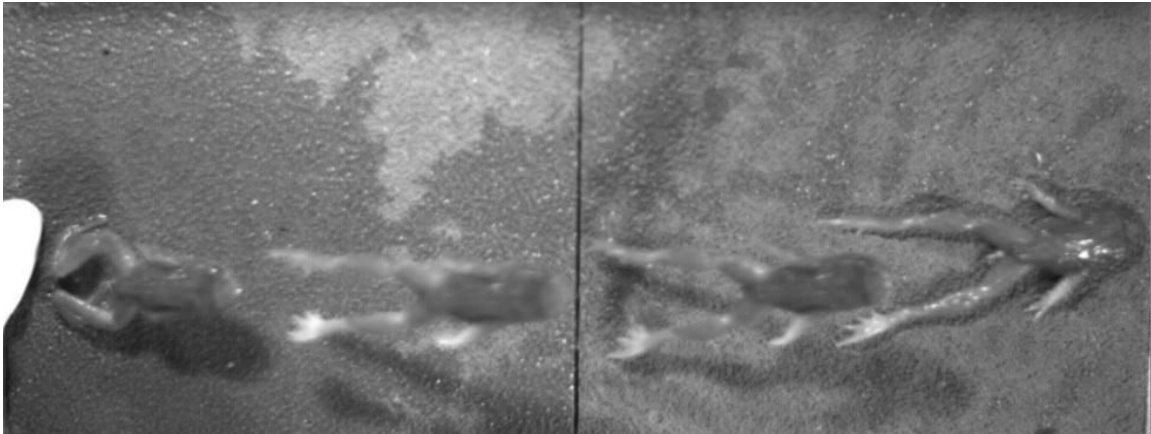


Photo courtesy of Mike Jorgensen. Created from a video by Rick Essner.

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“Flopping Frogs” Writing Activities

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