Can a Frog, Turtle, and Fish Help Us?

Student Material

Task Statement

Funny Frog, Terrific Turtle, and Fast Fish live in a pond. They play, eat, breathe, move, sleep, and more. Humans live in much the same way. But we don't live in a pond. Could Funny Frog, Terrific Turtle, and Fast Fish help us?



Humans need to protect themselves. Some have to watch out for hurricanes and tornadoes. Mudslides and hail can be dangers. So can very hot sunshine. Humans like to travel. They go to many places. They go in cars and buses. They use trains and planes. They need to lift and carry things. They run and jump. They do lots of things! How can Funny Frog, Terrific Turtle, and Fast Fish help?

Watch Funny Frog, Terrific Turtle, and Fast Fish. See how they use their body parts. Then come up with an invention. It will help human beings. It will be based in some way on the body parts and abilities of a frog, turtle, and/or fish.

© 2022 -2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Body Parts Rubric*

Student Material

	I Am Working on It 	**I Did It!** 	**I Did It and . . .** 
Frog Drawing 	I named at least four frog body parts.	I labeled at least four frog body parts. ☐ I did it! I wrote how they help the frog. ☐ I did it!	I made a chart of how each part is like or not like a human body part.
Turtle Drawing 	I named at least four turtle body parts.	I labeled at least four turtle body parts. ☐ I did it! I wrote how they help the turtle. ☐ I did it!	I made a chart of how each part is like or not like a human body part.
Fish Drawing 	I named at least four turtle body parts.	I labeled at least four fish body parts. ☐ I did it! I wrote how they help the fish. ☐ I did it!	I made a chart of how each part is like or not like a human body part.

EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

© 2022 -2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Invention Rubric*

Student Material

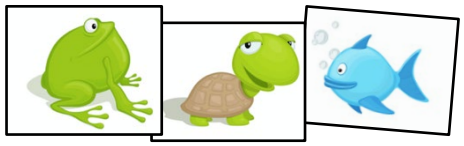
	I Am Working on It 	**I Did It!** 	**I Did It and . . .** 
Idea Chart 	I made a chart of animal body parts.	I made a chart of at least 10 animal body parts. ☐ I did it! I wrote about how they could help a human. ☐ I did it!	I included animals other than a frog, turtle, and fish on my chart.
Invention Drawing 	I drew my invention to help humans.	I drew my invention to help humans. ☐ I did it! I wrote about how it came from what I learned about the body parts of animals. ☐ I did it!	I explained to the teacher why my invention is the best thing ever using at least three reasons.

EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

© 2022 -2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Scaffold for Learning*

Teacher Material



Benchmark Video and Discussions
- Unit launch to create a felt need
- Compare and contrast
- Inventions
- Nouns and pronouns

Instructional Activities: Learning

Instructional Texts/Websites
- Label a drawing (I, P)
- Compare/contrast frogs/humans (I)
- Identify the main topic of a text (I)
- Use text features to find information (I, P)
- Determine fact and opinion (I, P)
- Use a Venn diagram (IV)

Instructional Videos
- Label a drawing (I, P)
- Compare/contrast frogs/humans (I)
- Identify the main topic of a text (I)
- Use text features to find information (I, P)
- Determine fact and opinion (I, P)
- Use a Venn diagram (IV)

How-to Sheets
- Identify the main topic of a text
- Label a drawing
- Use a Venn diagram
- Use text features to find information

Interactive Websites
- "All About Frogs" (I, P)
- "Understanding Text Features" (I, P)
- "Fact or Opinion" (I, P)
- "Should I Capitalize?" (I, P)

Learning Centers
- Compare and contrast frogs and humans (I, P)
- Identify the main topic of a text (I, P)
- Use text features to find information (I, P)
- Determine fact and opinion (I, P)
- Match pronouns and nouns (I, P)
- Use capital letters correctly (I, P)

Small-Group Mini-Lessons
- Label a drawing
- Compare/contrast frogs/humans
- Identify the main topic of a text
- Use text features to find information
- Determine fact and opinion
- Use a Venn diagram

Instructional Activities: Additional

Practice
- **Label a drawing (I)**
- **Read texts with frogs as the main topic (I)**
- **Use text features to find information (I, P)**
- **Use capital letters correctly (HW)**
- **Identify the main topic of texts (I, P)**
- **Read books online (HW)**

Application
- **Compare and contrast frogs and humans (I, P)**
- **Match pronouns and nouns (I, P)**
- **Research animals other than frog, turtle, fish (I, P)**
- **Invent a solution for humans drawing (IV)**

Assessment
- **Self-assess pronouns/nouns (I)**
- **Self-assess capital letter use (I)**
- **Use rubric to peer edit drawing (P)**
- **Use rubric to self-assess invention/task (I)**

Reflection
- **I wish/I wonder with pictures (SG)**
- **Ask, "What other animals might be helpful with this task?" (I, SG)**
- **Compare human babies to tadpoles, hatchlings, and fry. How do they all evolve (grow) for the better? (I, P, SG)**

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for homework **(HW)**, Insights Video **(IV)**

EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

© 2022 -2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Content Facilitation Grid* (*Week 1 Sample*)

Teacher Material

Student	Identifies the main topic of informational texts	Labels body parts of a frog using informational text	Compares human and frog body parts	Contrasts human and frog body parts	Identifies how one body part of a frog helps it survive	Identifies text features	Uses text features to locate information	Differentiates between fact and opinion	Provides facts about frogs using informational texts	Identifies pronouns	Uses personal, possessive, and indefinite pronouns			

M – mastery *P – peer tutor level* *HW – needs homework for reinforcement*
W – working on it *ML – needs a mini-lesson*

EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

© 2022 -2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Content Facilitation Questions*

Teacher Material

COMPREHENSION: *Ask questions that ensure students understand content and skills needed to solve the problem.*	• What are some of the body parts of a frog? • What are some of the body parts of a turtle? • What are some of the body parts of a fish? • What is a fact? • What is an invention?
APPLICATION: *Ask questions that ensure the ability of students to apply learning to new situations.*	• What body parts do humans have that frogs, turtles, and fish do not have? • What is one fact about a turtle's shell? • What is one opinion about a turtle's shell? • Why do frogs start with tails and fins like fish, but lose them later? • What is a good place for a frog to live? • Who might be interested in buying your invention?
CONNECTION: *Ask questions that ensure the ability of students to apply learning to their lives.*	• Could you live in the same place as a fish, turtle, or frog? • What body parts do you have that a fish does not have? • Would you rather have fins like a fish or a shell like a turtle? Why?
SYNTHESIS: *Ask questions that encourage students to create new information from existing data.*	• How would fish need to change or adapt if they didn't have gills? • What would a turtle need to do if the area it lived in was flooded by the pond? • How could you modify your invention so an animal could use it? • How would you convince someone to buy your invention?
METACOGNITION: *Ask questions that prompt students to think about their own thinking process.*	• What was the most important thing you learned from this unit? • What was something that was hard for you? How did you push through?

© 2022 - 2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Transfer Task*

There's exciting news at the pond! Dainty Duck just moved to the neighborhood. Dainty Duck is a different kind of animal from Funny Frog, Terrific Turtle, and Fast Fish. She is a bird! Birds have different body characteristics from other animals. Explore the characteristics of Dainty Duck and choose one body part you would like to have. Write and illustrate how having that body part would help you.

In your illustration:

- Label the body parts of a duck

In your writing:

- Name the body part of the duck you would like to have
- Give one example of how that body part would help you
- Use capital letters correctly
- Use ending punctuation correctly

© 2022 - 2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.

Can a Frog, Turtle, and Fish Help Us? *Teacher Notes*

Teacher Material

Unit Overview

Funny Frog, Terrific Turtle, and Fast Fish live in a pond. They spend their time playing, eating, breathing, moving, sleeping, and more. Human beings live their lives in much the same way, but in a different place from a pond. Could Funny Frog, Terrific Turtle, and Fast Fish help us in our lives? Students have an opportunity to be innovative while learning science content. They are challenged to create an invention to help humans based how frogs, turtles, and fish live.

Common Core State Standards Addressed

CCSS.ELA-LITERACY.RI.K.1; CCSS.ELA-LITERACY.RI.1.1;
CCSS.ELA-LITERACY.RI.K.3; CCSS.ELA-LITERACY.RI.1.3;
CCSS.ELA-LITERACY.RI.K.5; CCSS.ELA-LITERACY.RI.1.5;
CCSS.ELA-LITERACY.RI.K.6; CCSS.ELA-LITERACY.RI.1.6;
CCSS.ELA-LITERACY.RI.K.7; CCSS.ELA-LITERACY.RI.1.7;
CCSS.ELA-LITERACY.RI.K.9; CCSS.ELA-LITERACY.RI.1.9;
CCSS.ELA-LITERACY.W.K.1; CCSS.ELA-LITERACY.W.1.1;
CCSS.ELA-LITERACY.W.K.7; CCSS.ELA-LITERACY.W.1.7;
CCSS.ELA-LITERACY.L.K.1; CCSS.ELA-LITERACY.L.1;
CCSS.ELA-LITERACY.L.K.2; CCSS.ELA-LITERACY.L.2

National Standards/Content Addressed

Next Generation Science Standards
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K-2- ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2- ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2- ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Enduring Understandings	Essential Questions
• All living things have a life cycle. • Living things grow and change. • Living things need air, food, and water. • Friendships grow and change.	• What role do living things play in our lives? • What do living things need to survive? • How do life cycles begin and change over time?

© 2022 - 2025, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.