



Sound Session Outline For the Outdoor Skills Program K-2nd Grade Lessons

- I. Welcome students
 - a. Have them choose a frog
 - b. “What are two (or three) words to describe your frog. Only one can be a color.
 - c. “Where do frogs live?” (take answers)
 - i. Read the book: *Near One Cattail: Turtles, Logs and Leaping Frogs* by Anthony D. Frederrick
- II. Activity: Frog Calling
- III. Activity: Game of Calling
- IV. Wrap up: Frogs like to try to get girlfriends after the frost leaves the water and before it gets really hot out. The best time to use frog calls is in the Spring and Early Summer.

Literature Link: Nature and wildlife based books have been included in the lessons and kits. Books may directly relate to the lesson or may just be a fun read. Unless directed in the lesson, incorporate the book as you see fit.

Suggested reading times:

- Before lesson to bring students together
- In between activities as a transition
- After an activity while waiting for parents to arrive
- After an activity while waiting for a project

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Inventory

Session: Sound

Curriculum Level: K - 2

Kit Materials & Equipment

- Cups with holes
- Rubber bands
- Paper clips
- Frog Call CD
- (30) Marbles
- Example frog call
- (4) Combs
- Laminated Frog Pictures (American Toad, Cricket Frog, Leopard Frog)

Supplies Instructor Provides

- Device to play a CD
- Coins (pennies work best)

Literature Provided

- Near One Cattail* by Anthony D Frederick

Suggested Literature (Not provided in kit)

- Leaping Frogs* by Anthony D. Frederick

For information on restocking items contact Julia Plugge at 402-471-6009 or julia.plugge@nebraska.gov

All orders must be placed at least 2 weeks in advance.

Session: Sound

Title of Activity: Frog Calling

Grade Level: K-2nd

Objectives: Participants will:

1. Identify the two-syllable call of a male frog.
2. Understand how frogs communicate through sound.

Method: Youth will make a frog call and practice making a two-syllable sound.

Materials Contained in Tub:

- Book – *Near One Cattail* by Anthony D. Frederrick
- Cups with holes
- Rubber bands
- Paper clips
- Frog Call CD
- (30) Marbles
- (4) Combs
- Laminated Frog Pictures

Materials Needed for Activity:

- Device to play a CD
- Coins (pennies work the best)
- Optional: They can decorate the frog call with stickers, or make a frog face on it with permanent markers.

Duration: 30-45 minutes

Group Size: 12 students

Setting: Indoors or outdoors

Key Terms: Frog, Toad, Call

SET Abilities: Observation (listening)

Fair Project and Take Home Project: Frog Call

Background Information:

Only male frogs make a call noise. They speak in two syllables. The first syllable says “hey guy, move over I’m about to call some girls in”. Then, once all the males have the space they need, they call out louder the second syllable, “hey gal, I’m right here! Come be my girlfriend, not his.”

Activity

Before the activity:

1. Organize supplies for participants
2. Set up CD player
3. Make your own frog call

Procedure:

1. Start the lesson off reading *Near One Cattail: Turtles, Logs and Leaping Frogs* by Anthony D. Frederrick
2. “Did you know that different types of frogs make different sounds? Can you take this comb and make the American Toad (show picture) call?” (stroke coin on the comb)



3. Listen to American Toad sound on CD. Have participants try to replicate sound as they listen.
4. “Let’s try to sound like a Cricket Frog.” (click marbles together) “Only male frogs make noise, female are quiet. When the males start to make a noise, they are telling the other male frogs to get away from me. Then at the end, the males are trying to make a noise to tell the females to ‘come be my girlfriend’. It sounds like this” (play CD of Cricket Frog).



4. “Our last frog is the Leopard Frog. If you were a scientist who discovered this frog, why do you think you would name it Leopard?” (take answers) “The Leopard Frog jumps very fast like a Leopard and is really hard to catch because they are so fast. The frog sounds like this.” Play CD



Imitate frog sound using the cup call.

5. Then have the youth make a call.



Poke a hole
in cup.
Thread the
rubberband
through the hole.

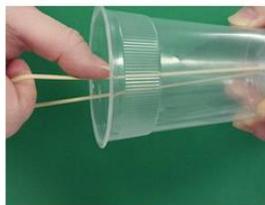


Place a paper clip on
the rubberband so it
does not slip through
the hole.



6. Have children practice with their newly made frog call. Optional: They can decorate it with stickers, or make a frog face on it with permanent markers.

To work the frog call,
1) wet your thumb,
2) pull the rubberband
with your fingers,
3) then stroke the
rubberband with your
wet thumb.



Extended Activity:

Take students outside to a natural area to listen for toads and frogs.

Literature Link:

Near One Cattail: Turtles, Logs and Leaping Frogs By: Anthony D. Frederick

Session: Sound

Title of Activity: Game of Calling

Grade Level: K-2nd

Objectives: Participants will:

1. Imitate a frog sound

Method: Youth will play a game where they try to attract a frog of the same species.

Materials Contained in Tub:

- (30) Marbles
- (4) Combs

Materials Needed for Activity:

- Frog Calls made by participants
- Coins (pennies work best)

Duration: 20 minutes

Group Size: 12 students

Setting: Indoors or outdoors

Key Terms: Frog, Toad, Call

SET Abilities: Observation (listening)

Fair Project & Take Home Project: Frog Call

Background:

Each type of frog makes a different sound. The American Toad makes a call that sounds like a coin strumming up and down a comb. The cricket frog makes a sound like marbles clicking together. The Leopard Frog sounds like wet fingers strumming a balloon or a pulled rubberband.

Activity:

Before the activity:

1. Determine an area which is the “bank” or “log” the frogs are going to sit on to call a mate.
2. Determine an area of “water” for the other frogs to wait.
3. Prepare marbles, combs, and coins for children to use.

Procedure:

1. Assign youth to be a different type of frog and give them the appropriate supplies to make the sound (American Toad, Cricket Frog, or Leopard Frog).
2. Have all the children turn away from the bank or log.
3. Choose one of each frog species to go to the bank. They will “call” the other frogs from the water.
4. The frogs in the water must close their eyes, and move toward their same type of frog only using their sense of hearing. The frog on the water can return the call sound as they “swim” towards their matching frog.
5. Once the swimming frog finds the frog on the bank, they can stop calling.
6. Ask the students the questions: “Which frogs had the easiest time finding their other frogs?” “Which ones had the hardest time?” “How do you think a frog scientist would go out and find frogs to study?”



