

Mark Twain Boyhood Home & Museum

Unit Plan for “Jim Smiley and His Jumping Frog”- Frog Jump Fun

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School: Davis R12 & Montrose R14

City, State: Clinton, Mo & Montrose, MO.

Mark Twain Teachers’ Workshop, July 12, 2019

Hannibal, Missouri

“Jim Smiley and His Jumping Frog”

UNIT PLAN for “Jim Smiley and His Jumping Frog”	
Concept or Topic: Intro to Science Fair	Suggested Grade Level(s)/Course: 3 rd & 4 th grades
Subject: ELA/Science/Math	Suggested Time Frame: 3 days @ 50 minutes each
Objective(s): After reading “Jim Smiley and His Jumping Frog” the third/fourth grade student will construct a bar graph scoring at least 3 out of 4 points (75%) on the Graphing Rubric (TPT Donna Park). State each objective in this format. The third/fourth grade students will write an opinion paragraph scoring at least 17 out of 20 (85%) on the OREO writing rubric.	
Common Core & Missouri State Standards: CCSS.Math.Content.3.MD.B.3 Draw scaled bar graph MA 3 1.8: Create tables or graphs to represent categorical and numerical data CCSS. Math.Content.3.MD.B.4 Generate measurement data by measuring lengths MA 3 1.2: Describe methods to collect, organize, and represent categorical and numerical data CCSS. Look at CCSS for Science and Technical Subjects SCIENCE: 7.1 Evidence is used to formulate explanation CCSS.ELA-W.3.1 CCSS.ELA.W.4.1 Write opinion pieces on topics or texts supporting a point of view with reason and information. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.	
Assessments (at least two): Opinion writing on whether paper or plastic will make better jumping frogs. Include conclusion explaining results of jumping experiment that includes how to improve the procedure. Bar graph with the results of the three lengths of jumps.	
Vocabulary (Tiers 2 & 3): append garrulous commission dilapidated cavorting lattice vagabond buttonhold	
Subject Area Integration: Math—measurement	

UNIT PLAN for “Jim Smiley and His Jumping Frog”

Background Information Required for Lesson:

Measuring/Knowledge of Graphing
Steps of Scientific Method
Prior knowledge of how to make Origami frogs.

- **Materials:** Mark Twain’s short story: “Jim Smiley and His Jumping Frog”
- rulers/meter sticks, origami paper, plastic frogs, graph paper (for each group).
- **Teachers Pay Teachers-**
TheCelebratedJumpingFrogofCalaverasCountyEasyReadingPowerPoint by Mr. Wonderful
- “Notorious Jumping Frog of Calaveras County” by Mark Twain Guided Reading Worksheet by Teacher Man
- rubric for writing
- Teachers Pay Teachers--Graph Scoring Rubric by Donna Park
- Teachers Pay Teachers--Quick Quotation The Peanut Gallery
- Use Audible or Scribd for audio story (paid subscription required)
- Frog YouTube video JUMPING FROGS ★ Funny Jumping Contest
- Students’ Science Journals Use Composition of Spiral notebooks of your choice

Technology: computers, Internet access to Scribd (audio story), YouTube, Google Classroom

Related Twain Quotes/Passages:

“Maybe you know understand ‘em, and maybe you don’t understand ‘em.”
“Apparently there **is** nothing that cannot happen today.”
“The secret of getting ahead is getting started.”

Lesson Sequence:

Day 1: (50 minutes)

Hook/Intro: How far can you jump? (Line all students up with heavy backs and encourage them to jump)

Teaching of the Concept(s):

1. As a class, students read aloud: “Jim Smiley and His Jumping Frog” and identify who, what, when and why.
2. Do second reading as students listen via audio book (Kindle). Discuss Point of View and have students listen for Point of View.
3. Discuss the moral of the story, Honesty and Dishonesty.

Suggested Questions:

Based on the title, what do you think the story will be about?
What genre of story do you think this is? What clues help you decide?
What is the overall mood of the story?

Learning Activity:

Group jump. Reading Mark Twain’s: “Jim Smiley and His Jumping Frog” identifying who, what, when, why and point of view.

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Review/Closure:

Exit ticket on post-it note: From which point of view is the story told?

Day 2: (50 minutes)

Hook/Intro: Short video of real frogs.

Teaching of the Concept(s):

1. Read non-fiction paired texts from personal sources (e.g., National Geographic Kids *Frogs* and *A Frog in the Bog* by Karma Wilson).
2. As a class, students will complete a Venn Diagram comparing real frogs to character frogs.

Suggested Questions:

1. What is camouflage?
2. How does a frog camouflage itself?
3. Are camouflage frogs poisonous?

Learning Activity:

Frog camouflage activity MCD (Missouri Dept. of Conservation).

1. Each student colors a paper frog.
2. Students take frogs outside and “hide” them.
3. Students look to find the frogs.
4. Students return to the classroom and discuss what made the frogs easy to find and difficult to find.
5. Each student colors a second paper frog considering camouflage techniques.
6. Repeat steps 2 – 4.

Review/Closure:

Exit Ticket post-it note: Describe a variation in characteristic that makes it harder or easier for the frog to survive.

Day 3:

Hook/Intro:

Make the best paper frog you can make. Introduce plastic frogs and students write an opinion paragraph using OREO (State **O**pinion, **R**easons, **E**vidence, Restate **O**pinion) method describing which type of frog you think will jump farther.

Teaching of Concept:

In groups of 4, conduct measuring experiment. Choose 1 paper frog and 1 plastic frog in the beginning for reliability. Plastic frog jumps 3 times, measuring each time. Repeat with paper frog. Record measurements in Science journals.

Suggested Questions:

Is a paper frog going to jump better than a plastic frog?

Learning Activities:

Create a bar graph using results from experiment. Remind students to include a label, title, and numbers on their graphs.

Review/Closure:

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Using results, evaluate the bar graph. Compare the results with their opinion paragraph. Write conclusion paragraph summarizing results, including a sentence on how to improve procedures.

Homework (for the unit): none for this unit

Strategies for Exceptional Students (for the unit):
Research a specific breed of frog and create PowerPoint with captions.

Suggested Follow-Up Activities (for the unit):
Using live frogs, repeat procedure and compare data.

Oreo Writing Rubric Name _____ Date _____	Not Yet (0 pts)	Starting To (1 pt)	Yes! (2 pt)
1. I included a title.			
2. I included an introduction stating my <u>o</u> pinion.			
3. I included the <u>r</u> easons for my opinion.			
4. I included <u>e</u> vidence to support my opinion.			
5. I restated my <u>o</u> pinion.			
6. I included a conclusion summarizing results of the jumping frog experiment compared to my opinion.			
7. I included a sentence telling how to improve the procedures for next time.			
8. I used proper capitalization.			
9. I used proper spelling.			
10. I put punctuation at the end of every sentence.			

Total Points Earned: _____

Total Available Points: 20

My Score: _____