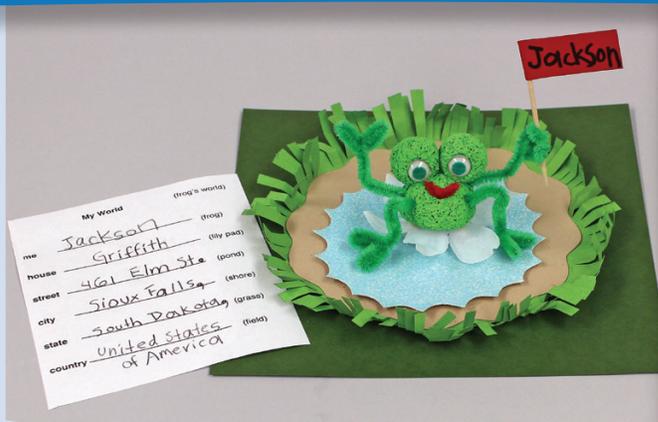


# A Frog's World

## MATERIALS

**FOR STUDENT:** (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Balls, 1 1/2" diameter (half for body) and 1" diameter (for eyes)
- Cardstock papers: Dark green 7 1/2" square; light green 6 1/2" square; beige 5 1/2" square; light blue with glitter finish 4 1/2" square and red strip 3/4" x 3 1/2"
- White silk flower (one layer), approx. 3" diameter
- Wiggle eyes, two green or black, 10mm diameter
- Chenille stems: Green, two 12" lengths; and red, 1" length
- Pencil
- Washable black fine tip marker
- Scissors
- Paintbrush, medium
- Paint apron
- Glue stick
- Paper plates, two
- Large plastic zip-sealed bag (optional)



## FOR TEACHER:

- FloraCraft® Design It:® Wire Cutter
- Toothpicks, three per student
- Copy paper
- Pencil
- Ruler
- Serrated knife
- Paper cutter
- Scissors
- Acrylic paint, Sour Apple green
- Water bucket
- Glue gun (for teacher only)
- Paper towels
- Plastic-lined garbage can
- Bucket of water
- Wet wipes
- Drying area
- Photocopier

## SOCIAL STUDIES

GRADE LEVEL  
KINDERGARTEN – FIRST

## COMPLETION TIME

- 20 minute session (2 hours minimum drying time)
- 50 minute session



## OBJECTIVES

Students learn:

- How they relate to, and fit into the world
- To recognize the different ways to identify their location – from their homes to their country
- How each level expands in size
- That this can be compared to a frog's location in nature, thus making the human levels more understandable

## STANDARDS

Students:

- Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places
- Locate on maps and globes their local community, state, country continents etc.
- Learn about an individual's place in time and space – a foundational concept for spatial thinking is relative location of a place relative to other places

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions with drying time in between them. During the second session, have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. It is also recommended that you make the project first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.*

**[1]** Use a serrated knife to cut in half a 1 1/2" and a 1" foam ball, cutting them as evenly as possible. Over a plastic-lined wastebasket, rub together the cut sides to smooth. Also, gently press and roll each one along its edge on the table to compress, smooth, and round slightly. (Save one of the larger foam ball halves for the next student.) Repeat so that each student has one large and two small half foam balls. .

**[2]** For the frog's arms and legs, use a ruler and wire cutter to measure and cut in half the two green chenille stems (making four 6" lengths). For the mouth, cut one 1 1/2" length red chenille stem. Repeat for all students.

Make a copy of "My World/ Frog's World" sheet (or adapt for your class) for each student. Use the paper cutter to trim them to no larger than 7 1/2"

square (so that they fit on the backs of the dark green paper. Also trim the colored papers to the sizes listed in the Materials – For Student.

**[3]** Use the wire cutter to cut in half two toothpicks to insert into the flat sides of the foam ball halves. Prepare a painting plate by using a pencil to write the student's name near the edge of the plate and set the foam ball halves on it. Also have a paintbrush and paper towel with the plate. Repeat for each student. Fill a bucket with water.

**[4]** On a second paper plate, place: Glue stick, pencil, marker, scissors, red strip, flower and cup of four green chenille stems, one red chenille stem, one whole toothpick and two wiggle eyes. Set aside the plate, along with the papers, until the second session. Repeat for all students.

## LESSON INTRODUCTION

- Explain to the students that each person has what we can call our community, that starts with ourselves and reaches out to include other people around us. Discuss the levels of their identification and location, including the students' first name, their family name, street address, city, state and country. (Determine if you want to include county, hemispheres, planet, universe, etc. and if so, modify the frog papers to include more or fewer layers, as will be comparable.) Then explain the comparison of a student's surroundings to that of a frog and encourage their understanding of the relative differences and similarities.



[1]



[2]



[3]



[4]



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FloraCraft-SS-2019

# INSTRUCTIONS

**[1]** Have students wear their aprons and roll up their sleeves, explaining that acrylic paint will not wash out of clothes. Squeeze paint onto their plates. Demonstrate and have the students hold their foam ball halves in order to paint them. When the painting gets close to their fingers, have the students put the foam ball halves down onto their plates and hold the toothpicks to finish painting the last few strokes.

While students paint, squeeze more paint onto their plates and distribute wet wipes as needed.

When they are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed out). Have them set their paint plates in the drying area.



## NEXT SESSION

**[2]** Distribute the paper plates of materials to the students. Demonstrate and have them remove the toothpick halves from their painted foam ball halves. Have them wipe their glue stick on the flat bottom of the large foam ball (body), using a generous lump of glue stick. Then ask them to set it on the flower (lily pad).

Show them how to re-insert one toothpick half into the edge of one small foam ball half and then the other one. After they have done that, demonstrate and have them press the toothpick halves into the top of the body so that the round sides are facing them and the foam ball halves are touching each other in the middle. If anything seems loose, have the students use the remaining toothpick half to scoop up glue from the glue stick and wipe it between the areas that need to be connected.

Demonstrate and have the students wipe the edge of the back of one wiggle eye onto the glue stick to catch a lump of glue and then press the wiggle eye onto one foam ball half. Repeat with the other eye.



**[3]** To make the mouth, have the students bend the red chenille stem into a U and then bend back each end, about 1/4", to insert into the foam under the eyes. Have the students follow along with you or draw on the board a large version of how to bend the arms and the legs from the chenille stems.

Show students how to assemble, by inserting the legs into the front sides of the body and inserting the arms right behind the legs. Have students assemble.

Ask the students to fold the red strip in half and (with the fold on their left) put their name on it in pencil, and then go over the pencil lines with marker. Ask them to apply glue inside the strip. Add extra glue inside the crease. Set the end of the toothpick into the gluey-crease and fold the strip back down, with the toothpick sandwiched in between and the name readable. Have the students put the toothpick flag into one of the frog's hands, so that it can be read.

**[4]** For the pond, demonstrate and have the students lightly sketch in pencil, a circle on the wrong side of the blue glitter paper, so that it is nearly the same size as the glitter paper. Then they can draw scallops that look like water waves all along that circular line and cut it out.

For the shore, demonstrate and have the students draw a full-circle on the beige paper and then make a wavy line (instead of a scalloped line) over the pencil line and cut that out.

For the grass, similarly, demonstrate and have the students draw a full circle on the lighter green paper and make a wavy line along it and cut out. Then set the beige paper in the center of the lighter green paper and use a pencil to trace around it. Have the students use their pencils to put a dot in the very center of the green paper. Then, to cut the blades of grass, have the students cut from the outside edge, with blades aimed toward the center dot, stopping when they reach the pencil line. Have them repeat every 1/4" or so, always aiming their blades toward the center dot, going all the way around the green shape. Show students how to fold up the grass blades using the palms of their hands to bend up the sections.

**[5]** Stack the frog and layers of papers according to the "My World/ Frog's World" sheet. Have the students use their pencils to complete the information on the sheet, paying attention to the corresponding frog's world level. Have them use their glue stick to apply glue on the back, on the four corners and attach to the back of the dark green paper. It is suggested not to glue the other paper layers so that they can be taken apart and assembled as you discuss. (Optional: Have students store their projects in plastic bags, with their name on the "My World/ Frog's World" sheet showing.)



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## MODIFICATIONS

### To simplify project:

- Reduce the number of levels for both the students and the frogs, keeping them parallel.
- Several days in advance, pre-paint the foam ball halves with green spray paint (inserting toothpicks into scrap foam to hold while spraying.) Then construct the project in one class session, since the students won't have to wait for paint to dry.

### To expand project:

- Add additional levels, such as county, continent, hemisphere, planet, solar system, universe, etc.
- Encourage students to think of other animals with which the world comparison can be made.

### For multiple ages:

- Younger and older students can work side-by-side, with older students creating more detailed layers / environments, that might include drawings on cardstock of various accessories.
- Discuss with older students the difference from one culture to another. They can do research on the Internet to learn more about other cultures and lifestyles that could open the door to more discussion.

## ADDITIONAL IDEAS

- Continue the discussion of community by having the frogs get together, increasing the sizes of their environments when they connect with one another.
- Discuss how people's jobs, homes and foods change based on their worlds.
- Make a larger from model with 6" – 8" foam balls and block off sections of the room to represent the levels of the frog's world.

## REFERENCES

*Me On The Map* by Joan Sweeney  
*My World Series* by Heather Adamson or Mari C. Schuh: *My Home, In My Neighborhood, In My Town, In My State, In My Country, My Continent, and My World*  
*Where Do I Live?* by Neil Chesnow  
*North America* by Mary Virginia Fox

## PATTERN

2 SETS  
Print at 100%



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	<b>My World</b>	<b>(frog's world)</b>
<b>me</b>	_____	(frog)
<b>house</b>	_____	(lily pad)
<b>street</b>	_____	(pond)
<b>city</b>	_____	(shore)
<b>state</b>	_____	(grass)
<b>country</b>	_____	(field)

	<b>My World</b>	<b>(frog's world)</b>
<b>me</b>	_____	(frog)
<b>house</b>	_____	(lily pad)
<b>street</b>	_____	(pond)
<b>city</b>	_____	(shore)
<b>state</b>	_____	(grass)
<b>country</b>	_____	(field)

**TIPS**

- Have extras of everything. If flowers have multiple layers, remove the plastic cap at the base of the flowers and separate the petal layers to create more "lily pads" from each one.
- Prepare the painting area, covering tables if needed. Allow for plenty of space for each student. Have large plastic-lined garbage can ready.
- When students are cutting the grass blades, continue to remind them to aim their scissors blades toward the pencil dot in the center, so that the blades radiate around the circle. Also be sure they stop cutting when they reach the pencil line.