

The XO in the Second Language Classroom.

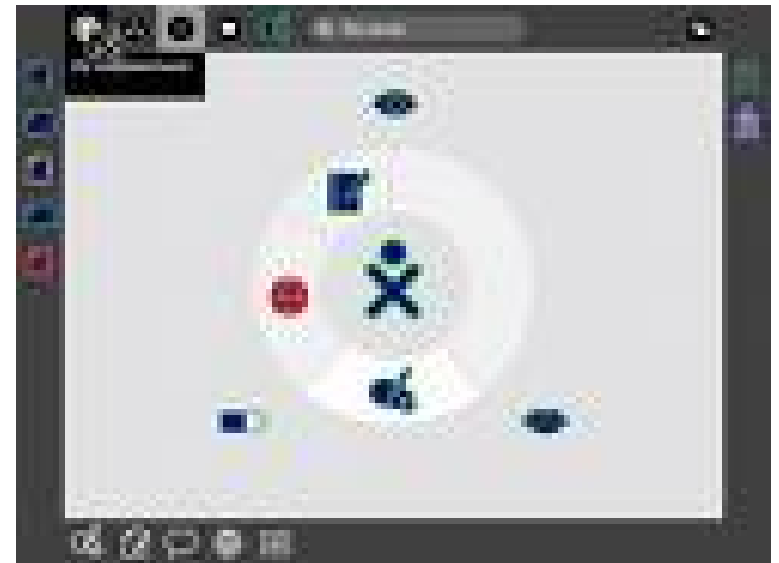
Fundamentation:

- In the new society of the XXI century, the learning of a second language through the use of technology, is a great lifelong challenge.
- We are getting used to the fast social changes these new technologies are bringing to our everyday lives, and we have to learn how to learn from the new situations we have in our classrooms and take the greatest advantage of them in our compromise as professionals in education. We have to teach these generations, future adults of our country, to be part of the modern world and to be able to make the best use of the technology we have today.



General objectives:

- ✓ To use the xo in the classroom, to build knowledge through its use.
- ✓ To integrate the xo to the curriculum as a tool to achieve the integration of the different areas of knowledge.
- ✓ To promote the social, cultural and scientific development of our children.
- ✓ To develop in our students strategies to understand the importance of cooperative and interactive learning.
- ✓ To promote the responsible use of Internet, developing a criteria for the selection of contents.



Specific objectives:

- ✓ Use the xo as a resource for the cognitive development of our children.
- ✓ To develop responsible and autonomous users.
- ✓

Uses of the xo in this unit:

- ✓ To obtain and share information.
- ✓ To develop writing and reading skills.

Possible XO's activities to use in this unit:

- ✓ Navigate
- ✓ Etoys
- ✓ Write

- ✓ Record
- ✓ Paint
- ✓ Calculator



UNIT 6: VERTEBRATES

Information collected in Unit 6 about vertebrates, we focus in amphibians and we started a new unit for the arrival of the XO.



El agua en la naturaleza

**SPANISH
TEACHER'S
THEMATIC
UNIT**

Ecosistema acuático

ACUARIO

UNIDAD – DIVERSIDAD
De seres vivos que ofrece la
comunidad.

Recolección
Observación (Morfología)
Clasificación {
Animalia
Vertebrados
Anfibios

CAMBIO
Naturaleza y medio

Ciclo evolutivo Metamorfosis

**LA
RANA**

SISTEMA
Científico y tecnológico

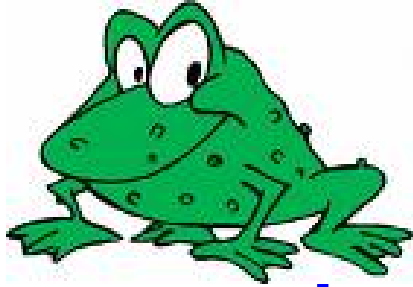
Criaderos
Producción

INTERACCIÓN
Con el medio y con
el hombre

Lengua
Ciencias Naturales
Matemática
Inglés

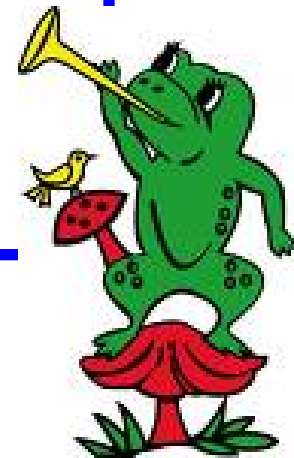
Condiciones del ambiente en el que viven.
Elementos que este le suministra.
Relaciones entre las distintas poblaciones y el medio – Cadenas alimentarias
Aporte al medio – Consumo – Ayuda al agricultor

3rd Grade



Thematic Unit 7:

Frogs



THEMATIC UNIT: Frogs

ESTIMATED TIME: 4 weeks



GOALS:

- To promote investigation about frogs, using technology in the classroom.
- To develop students' understanding of human beings relationship with nature.
- To foster the understanding of the growing process in frogs and their conditions for surviving.
- To promote oral and written English language development through the observation and description in meaningful situations.

OBJECTIVES:

Students will:

- Give simple descriptions about frogs and their growing process.
- Identify similarities and differences among frogs
- Communicate simple information using written and oral language.

UNIT 7

LANGUAGE

- Oral language in everyday context: dialogues, stories, descriptions, etc.
- Written language in description and information about frogs, their habitat, physical appearance, way of life, etc.

SCIENCE

- Frogs: classification, characteristics, appearance.
- Way of life: diet, community, etc.
- Environment in which they live: habitat.
- How frogs are born, grow, move, etc.
- Growing process: from tadpole to frog.

FROGS

SOCIAL STUDIES

- Passage of time: the way frogs grow and change.
- Habitat: where frogs live.

MATH

- Natural numbers: ordinal and cardinal numbers.
- Collect data to register changes in the growing process.
- Create graphs and charts to express results and make comparisons.
- Measurements concepts.

CULTURE

- Frogs and human beings living together.
- Frogs in Uruguay
- Respect for life (frogs as part of nature)
- Different kinds of frogs around the world.





Language Contents.

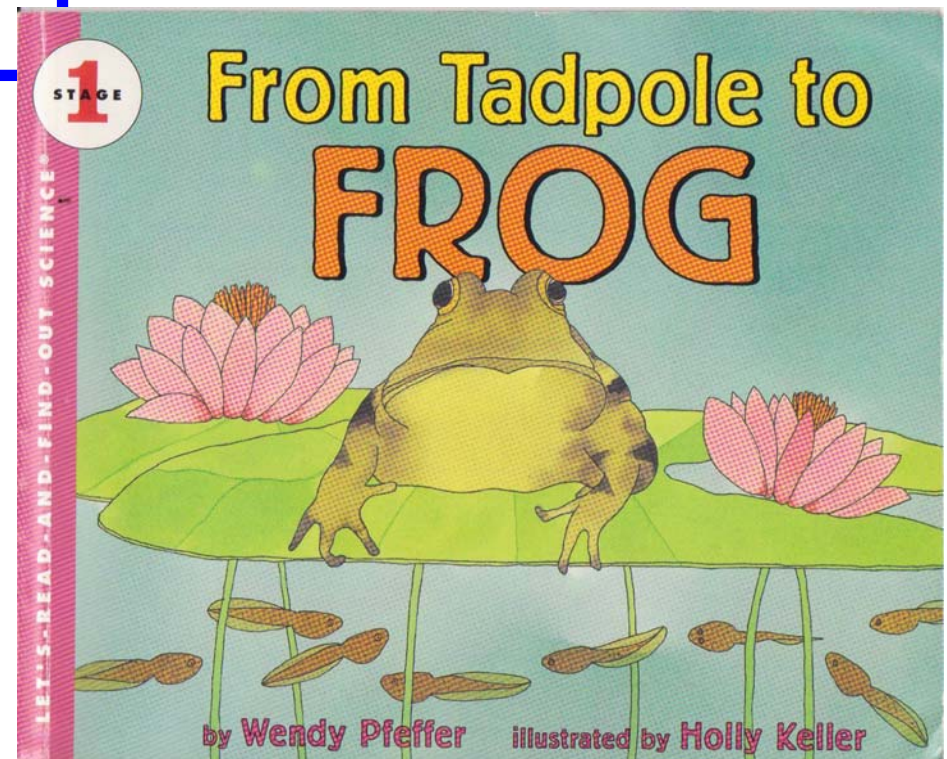
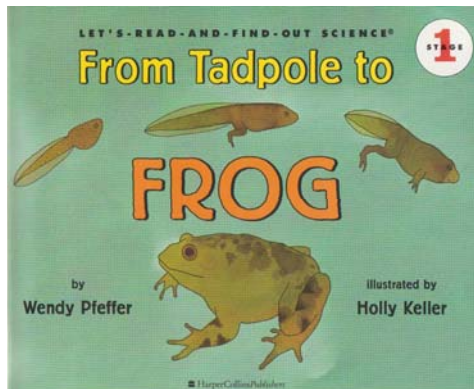
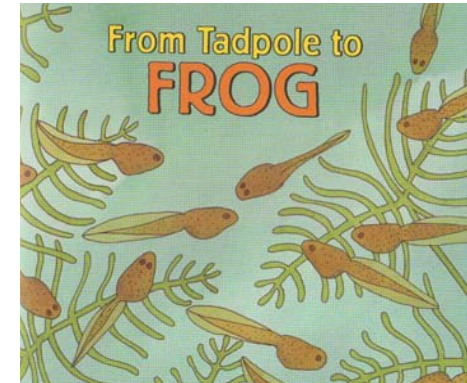
Vocabulary	Structures	Main communicative functions
<ul style="list-style-type: none">• Parts of a frog's body.• Habitats.• Prepositions of place.• Cardinal and ordinal numbers.• Words connected with the life cycle of frogs.	<ul style="list-style-type: none">• Have/has• Is it...? Yes, it is/No, it isn't• Can...? Yes, it can/No, it can't• Simple present.	<ul style="list-style-type: none">• Describe and communicate information about frogs.• Describe the growing process of frogs.• Ask and answer information• Search for information in Internet.



TRIGGER OF THE UNIT.

Book: "From Tadpole to
Frog".

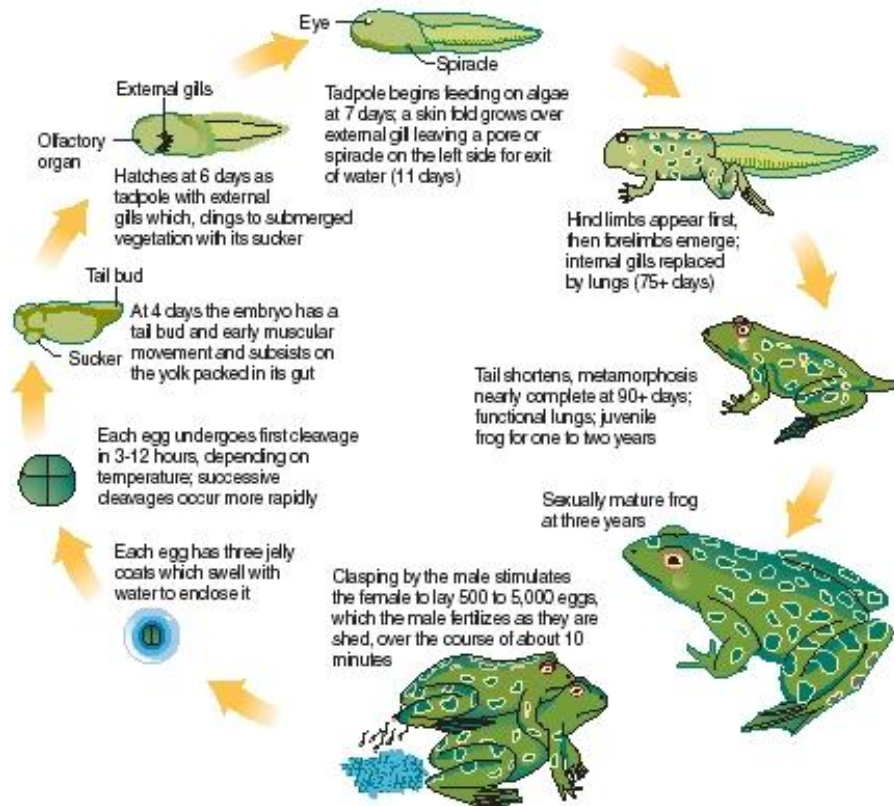
By Wendy Pfeffer



SEARCHING FOR INFORMATION IN INTERNET.

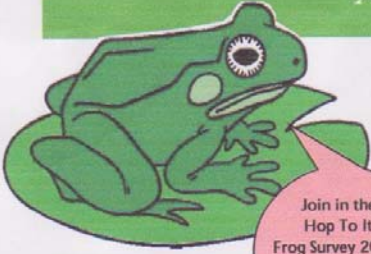


Student read and select these contents in Internet.



Animal Life

Life Cycle of Frogs

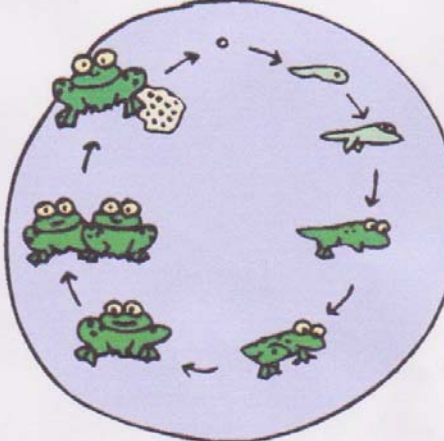


Join in the Hop To It Frog Survey 2007. For information visit www.ipcc.ie

A human baby looks very much like a tiny adult, but many animals look nothing like their parents when they are babies. They undergo a dramatic change from egg to adult. This change in form is called "metamorphosis". One creature which goes through this change, or "metamorphosis" is the frog. The eggs of the frog are known as spawn. Each egg is surrounded by a transparent, jelly-like substance. This jelly is so slippery that when any predators try to eat the spawn, they cannot hold on to it. The jelly also helps to let the sun's warmth through to the egg inside.

Fact File:

- ♦ Frogs are amphibians.
- ♦ Frogs can live in water or on land.
- ♦ Water is absorbed through their skin, so they must live in wet or damp places.
- ♦ They do not have scales.
- ♦ They range from 1cm to 30cm in length.
- ♦ They lay 4,000 eggs at one time.
- ♦ Frogs can change colour to match its surroundings.
- ♦ They have four legs.
- ♦ They have big round ears on the sides of their heads.
- ♦ To make a croaking sound, a frog squeezes its lungs with its nostrils and mouth closed. Air flows over the vocal chords, causing its vocal sac to inflate like a balloon.
- ♦ The earliest frog appeared about 190 million years ago.
- ♦ There are around 3,500 species of frogs and toads in the world.
- ♦ A group of frogs is known as an army!



Frogs pass through three stages of development - egg, tadpole and adult frog. The tadpole grows from the round dot that can be seen inside each blob of jelly and while they are developing they feed on yolks, also contained in the jelly. Tadpoles have a head and body which is all in one and these tadpoles feed through gills. They have no legs at first and swim by means of a long tail. Gradually legs begin to sprout and the tail shrinks and is absorbed into the body. They also lose their gills and develop lungs, until they become tiny frogs.

AMPHIBIANS
Amphibians have four legs, are born from eggs, live in water as babies and can move to land when grown.

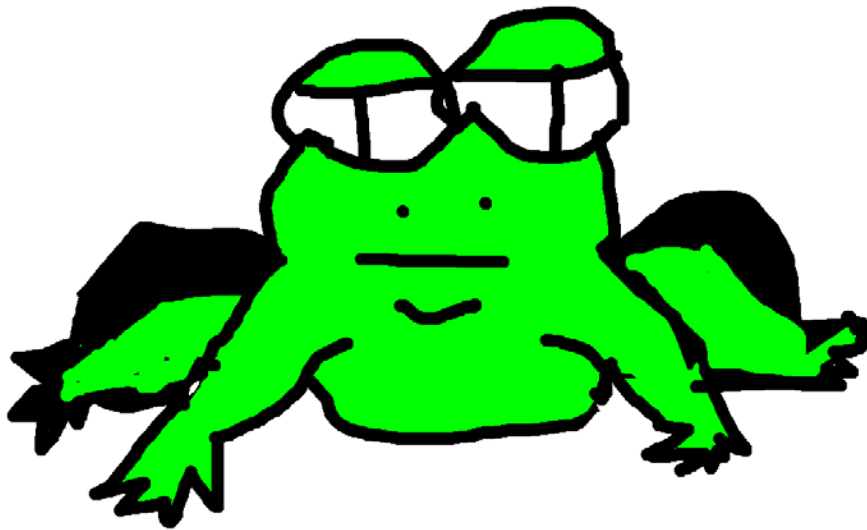
Leap Frog!
Frogs can jump a distance of 10 times their body length.

www.naturesweb.ie

Spring 2007

Frogs

- Frogs are amphibians.
- They live in water and on land.
- They eat insects .
- They have four legs.
- Their back legs are long.
- They are from 1 cm to 30 cm tall.
- There are 3.500 species of frogs.
- They have webbed feet.
- They lay 4.000 eggs.



After reading the information about frogs, students write sentences about them in “Write”.

Then, they draw the frog in “Paint”, copy it and paste it.

FROGS.

Frogs are amphibians.

They eat insects.

They live in the water and on the land.

They lay 4,000 eggs.



SEARCHING FOR IMAGES OF TADPOLES IN INTERNET



**We have tadpoles in the classroom.
Araceli brought them.**

- **Students observe the tadpoles with a magnifying glass.**
- **They take pictures of them with “Record”.**
- **They write sentences about their observation in write and they insert the photos.**

We have tadpoles in the classroom.



Tadpoles are small



Tadpoles swim fast

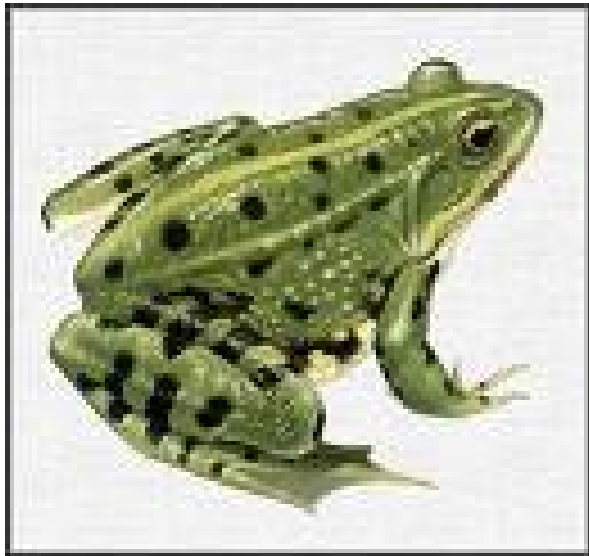


They have a tail
and a head.

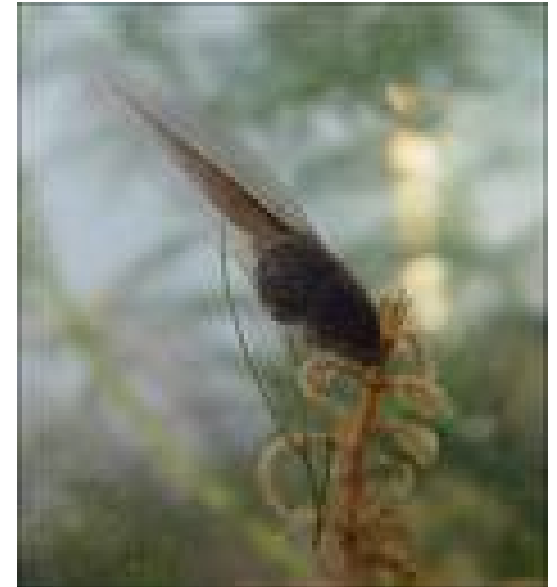
Tadpoles have no legs



COMPARING TADPOLES AND FROGS



- Students draw the pictures in “Paint” and/or “Etoys”.
- They write sentences in “Write”.
- They copy and paste the drawings.



FROG

.It has a body , four
legs and a head. It
has no tail.
. . It is carnivore.It
eats insects.

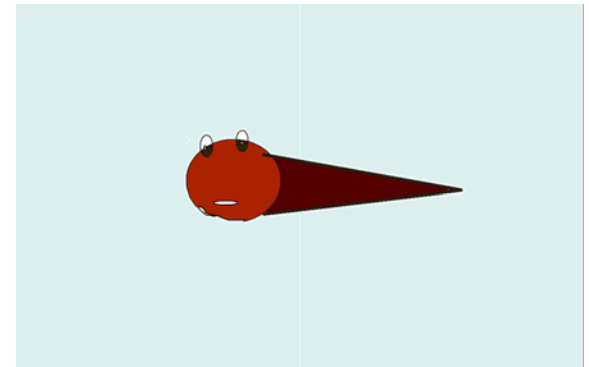
. It lives in the water
and on land.
.It has lungs and gills
to breathe.



TADPOLE.

It has a head and a
tail.

.It is herbivore. It
eats plants.
.It lives in the water. It has gills to
breathe.



HOW LONG IS THE TONGUE OF A FROG?

Students search in the Internet for the
answer:

$\frac{1}{3}$ (one third) of the size of its body.



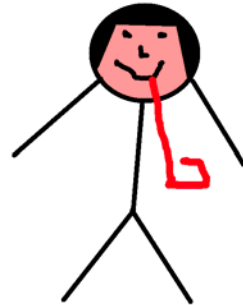
HOW LONG WOULD YOUR TONGUE BE IF YOU WERE A FROG?



- Students write the question in “Write”
- They measure themselves.
- They find the answer in “Calculator”
- They draw what they would look like with that tongue in “Paint”
- Copy that drawing to the “Write” activity.
- Answer the question

How long would your tongue be if you were a Frog?

My tongue would -
be 43.6 cm long -

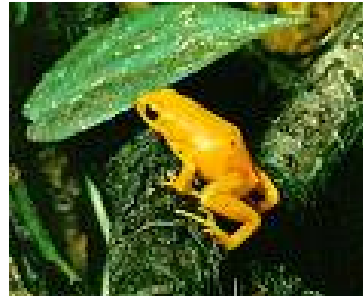


FACTS ABOUT DIFFERENT SPECIES OF FROGS

- The teacher provide photos and names of different species of frogs.
- Students search for the information in Internet to complete the chart in groups.
- They use the activity “Calculator” to complete number 3.



Facts about frogs



	Goliath frog	Gold frog	Criolla frog
Where from?			
Body size			
Length of tongue			
Special features			

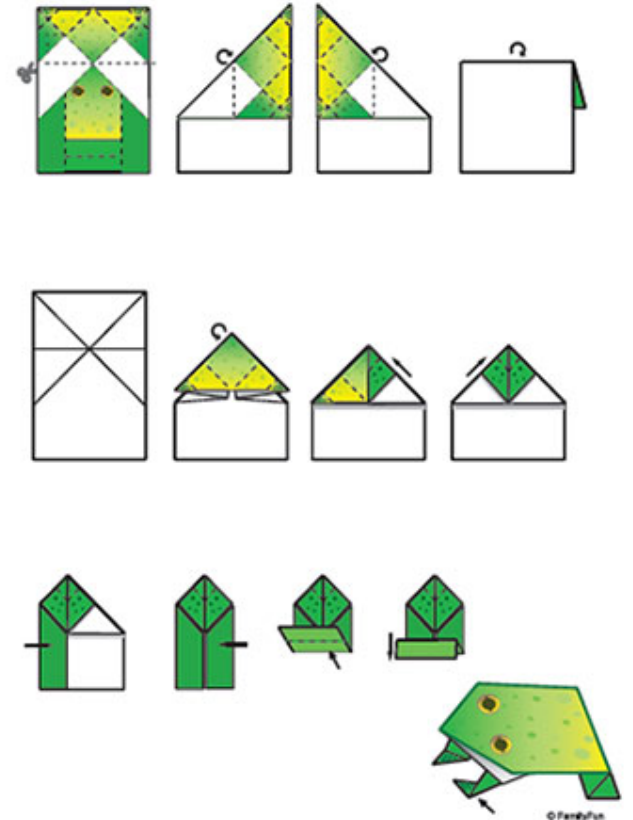
- * Look for the information to complete the chart in Internet with the xo.
- * Use only pages in English.
- * You have to calculate how long their tongues are. Remember it is one third ($1/3$) of the size of their bodies.

ART ACTIVITY

(A student finds this site in Internet, and we try it. Really funny)

<http://familyfun.go.com/printables/craft-templates/printable/origami-frog/>

We do it with white pieces of paper, and we decorate them.



MAKING A BOOK IN ETOYS

“FROM TADPOLE TO FROG”

- Student work in groups of 4, and write the texts for each page of the book.
- Then, each student makes his/her own book.



Text for the book.

- **Page 1:** Title: From tadpole to frog.
- **Page 2:** Frogs mate in spring. The frog lays about 4,000 eggs. After some days...
- **Page 3:** The eggs hatch and tadpoles come out.
- **Page 4:** Tadpoles have a head and a tail to swim. They have no legs. They eat plants, so they are herbivores. They have gills to breathe and they live under the water.
- **Page 5:** First, the back legs appear.
- **Page 6:** Then, they have front legs too. They look like a frog with a tail. They can breathe on land and under water. They have gills and lungs. They eat insects, they are carnivores.
- **Page 7:** They lose their tails. They are adult frogs. They will mate in spring