

TEKS-Based Activity Starter for Grade 3

Sticky Tongue

Description:

In this activity, students model how frogs get their food.

Time Frame:

2 lessons (45 minutes each)

Correlation to Texas Essential Knowledge and Skills:

During this activity, students will be exposed to the following Texas Essential Knowledge and Skills:

Note: Some TEKS statements below end with a ; or *and* and nothing thereafter—this indicates that further TEKS statements follow but are not included here.

(3.9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:

- (A) observe and identify characteristics among species that allow each to survive and reproduce; and

Note: The TEKS listed here are the main content TEKS for this activity; however, this activity may also cover additional content and process skills included in other TEKS.

Materials:

One frog picture or model
Party blower that rolls out (1 per student)
Velcro[®] dot (1 per student pair)
Kite string (1-meter long piece per student pair)
Felt, 2 cm x 2 cm square (1 per student pair)
How Many Flies Can You Catch? page (included at the end of this activity)

Advance Preparation:

1. Cut felt squares and kite string.
2. Prepare copies of How Many Flies Can You Catch? page for each student pair.
3. Locate a picture or model of a frog.

Procedures:

1. Display the frog picture or model and ask students, “What does a frog eat? How does he get his food? Have you ever tried to catch a fly or cricket? How difficult was it?”

2. Give each student a party blower, and tell students that the blower represents the frog's tongue.
3. Divide the class into groups of two and have each pair decide who will be the frog and who will be the fly on the first trial. Ask the pairs to design a way to show how a frog uses its tongue to get food using the party blower, Velcro[®] dot, kite string, and felt. Once they have created the frog and fly, distribute the How Many Flies Can You Catch? chart to student pairs. Ask them to predict how many flies they can catch on the chart.
4. Using the fly and frog they created, ask students to try to catch a fly and record each attempt whether they are successful or not. After 2–3 minutes, have students switch roles. After both members of each student pair have had a turn, ask them, “How does a frog's tongue help it to catch food? What adaptation do frogs have that makes their tongue different from ours? What might happen if frogs were to lose this adaptation?”

How Many Flies Can You Catch?

Student Investigation Page

I predict I will catch _____ flies.

Attempts—Make a mark in this box each time you try to catch a fly.

Caught—Make a mark in this box each time you catch a fly.

1. How many flies did you catch?
2. How many flies did you predict you would catch?
3. What is the difference between the number of flies you predicted you would catch and the number that you caught?
4. What are reasons for the difference between what you predicted and what you caught?