

Teacher: Bonnie Sue Bastin	Classes: 6 th Grade Compare and Contrast Anchor Lesson
Date: until complete * Cross-curricular, thematic, project-based learning * IEP driven: goals/objectives, modifications, pace and response to behaviors * Lessons/activities may be carried over based on the needs of the students	
Standards: English Language Arts W. 6.2a Organize ideas, concepts and information using a compare/contrast strategy SL 6.1 Engage effectively in a range of collaborative discussions 9.1 A. 5. Critical thinking; problem solving skills; collaboration 6.6: (Social Studies) Environment and Society. 5.3 Life Science: All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth	
<p style="text-align: center;">Procedures Followed:</p> * lesson activities may be carried over based on the needs of the students	
Statement of Objectives: SWBAT: <ul style="list-style-type: none"> - describe the importance of textual evidence for real-life problem solving - identify textual evidence to support answers to questions - compare/contrast the characteristics of two amphibians using the text - compare/contrast the characteristics of two amphibians using their senses 	
Review of Previously Learned Material/ Lesson Connections: We have spent time getting to know the animals in our classroom. We have followed the rules for spending time with the pets (ask for volunteers to share some of the rules; answers should include: handling them gently, talking softly, taking turns). Now that we have established bonds with the pets – they trust us and will allow us to handle them – we will spend time reading about them and researching their needs.	
Presentation of Material: Class Starter: Play video clip: “Toad, Frog, Pollywog: Amphibian Kids Song” What is subject of this video? Amphibians. Why are amphibians special? (“they like to swim in the water; they also walk on land”) Scientists/Detectives/ Problem solvers: Looking for information and clues. We have different amphibians in our classroom and in order to care for them properly, we need to make sure they are living in a healthy environment. I’d like you to pretend you are a group of scientists assigned the task of setting up the habitats. You must be able to identify them - their characteristics and	

needs. You must **look for evidence in your reading to make the right selections**. The reading may not tell you exactly how to set up the habitats, so you will have to work together and **infer what they will need based on what you have learned**.

You will need to **read first, before you make changes to their environments**. Why do you think that's important? What could go wrong if you don't have some basic information? Why do you think being able to find answers in your reading is an important skill? Can you give other examples? (assembling a bike)

I. Listen carefully as I read: *Frogs and Toads and Tadpoles, Too, Allan Fowler*

Remember - you want to be able to identify the amphibians correctly

Or move directly to:

II. Sheets: "Here is a Toad; Here is a Frog" – independent/with assistance as necessary

Purpose of your reading: You know what the task is – to make sure our amphibians have healthy environments. Keep this in mind as you read. You will need to be able to identify the amphibians by the characteristics described and you'll need to make decisions about setting up the habitat.

Be looking for descriptions in your reading that will help you.

* "Browsing" books available for those who finish first and for transitions between activities.

III. Choral Reading: "Frog or Toad"

Hand out scripts: explain

Hand out frogs/toads (paraprofessional may be asked to read along as a frog or toad)

IV. Compare and Contrast using a Venn Diagram:

How are frogs and toads the same?

Amphibians, water and land, they eat bugs, they lay their eggs in water

How are they different?

Appearance (What do they look like? LL)

- frogs: long, thin, webbed feet, slick/slippery

- toads: short, plump, dry, bumpy

How they move (How do they behave? B)

- frogs leap

- toads hop

Where do they live? (F/L)

- frogs: ponds, marshes

- toads: on land

What do they need in their habitats?

Infer: use your knowledge to come up with a plan for the habitats.

- frogs: lots of water/some "land"

- toads: lots of "land"/some water

V. Ready to take out the amphibians and use our knowledge to identify them:

Compare and Contrast using our senses:

Take out the amphibians. Which is a frog and which is a toad?

How do you know? Where can you find the answers in your reading?

Tough question: infer - use your knowledge.

Why do you think I won't take these amphibians out to let you handle them?
(slippery, leaps far!)

Observe/handle the toad (as applicable)

Magnifying glasses handed out (**hand sanitizer**)

Change/Create the habitats using our knowledge:

Supplies to choose from: containers, rocks, water, soil

Feed the toads

Guided Practice with Corrective Feedback:

Frog and Toad Fact Sort

Show What You Know

Smart Board activity: drag and place

Assessment:

Questions and answers during discussions

Venn Diagrams: written answers or cut/paste

Photograph sorting activity

Choosing the components for the habitats; completed habitats

Lesson Review/Re- teach:

Know **WHY** you're reading - what the **purpose** is.

Know **WHAT** you are reading and **what you are looking for** in your reading

Get in the **habit of looking for answers/information in your reading.**

As time allows:

Two of our amphibians are Fire Belly Toads: they may have needs that go beyond just water.

Read more about the characteristics of fire belly toads to adjust the habitat if necessary.

Bookmarks: write one toad or frog fact

Extensions:

"Is That a Frog or a Toad?" article, comprehension questions, crossword puzzle

Writing exercise: "If I Were a Toad/Frog."

Use the textual evidence (sheets, scripts, Venn Diagram)

Research/Exploration:

Fire Belly Toad

American Toad

Projects: building habitats for amphibians in a Wildlife Garden

Discuss adding water features and creating "Toad Abodes"

Power points/videos: using our own frog and toads

Puppet Shows: based on fiction: The Wide-Mouth Frog; The Boastful Bullfrog

Service Learning Project: Save the Frogs www.savethefrogs.com

Resources/Materials:

Toad, Frog, Pollywog: Amphibian Kids Song” by Waffletron.com

Frogs and Toads and Tadpoles, Too by Allan Fowler

“Frog or Toad Whole Class Reader’s Theater” by Anne P. Kraszewski

“Frog and Toad Identification” by Ann Fausnight

“Learning about Frogs and Toads by Reading and Writing” by Arlene Sandberg

“Comparing and Contrasting Frogs and Toads” - PowerPoint_by Happily Ever After Education

“ Is That a Frog or a Toad?” by Guy Belleranti

“Frogs vs. Toads” by Berine Coleman

Fantastic Frogs, National Geographic Explorer

Extremely Weird Frogs by Sarah Lovett

Fabulous Frogs by Sue Unstead

Teacher Notes/Reflection:

*** lesson activities may be carried over based on the needs of the students**