

<b>Teacher:</b> Bonnie Sue Bastin <b>Title:</b> Diving into Diversity with Classroom Frogs!	<b>Class: 6<sup>th</sup> Grade LA</b> <b>Diversity!</b> <b>Classroom Frogs</b> <b>Research Project</b>
<ul style="list-style-type: none"> <li>* Cross-curricular, thematic, project-based learning</li> <li>* IEP driven: goals/objectives, modifications, pace and response to behaviors</li> <li>* Lessons/activities may be carried over based on the needs of the students</li> </ul>	This lesson is part of an on-going unit focusing on diversity and establishing a positive classroom environment.
<p><b>Standards:</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI. 6.1; 5.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	
<p><b>Essential Question(s):</b></p> <p>What does diversity mean? How are all living things connected?</p> <p>How do we demonstrate the value of each individual? How do we celebrate our differences?</p>	
<p><b>Teach Like a Champion:</b></p> <p>Technique 46: The J Factor. The J stands for Joy. This technique offers ideas to help your students experience the Joy!</p>	
<p><b>Review of Previously Learned Material/ Lesson Connections:</b></p> <p>Based on our previous lessons, we know the definition of "diversity."</p> <p>We have also developed an understanding of what the word diversity means to us personally.</p> <p>Our Plant People are growing and examples of diversity are literally coming to life!</p> <p>Our Plant People demonstrate how people, plants and animals share many of the same needs.</p> <p>Our Plant People also remind us that everyone is unique – and that makes life interesting!</p>	
<p>In this lesson, we will <b>dive into diversity</b> with our classroom frogs!</p>	

**Assessment:**

**Formative:** what does diversity mean in relation to people, plants and animals?

Discussion and mini-research

Discussion - students will connect the concepts of diversity and acceptance with daily life.

**Summative:**

Fact collection sheets/Graphic Organizers

Acrostic poem: diversity

Written summary

Completed project and presentation (rubric will be provided)

Essay: what does diversity mean in relation to people, plants and animals?

---

**Class Starter:**

We have learned and practiced the rules for spending time with our classroom pets.

Ask for volunteers to share some of the rules.

Answers should include: knowing what they need/providing for their needs, handling them gently (as applicable), talking softly, taking turns, washing our hands before and after handling.

Today, we are going to spend time **observing** the classroom frogs, **reading** about them, **discussing** them, **writing** about them and **presenting** the results of our research to our classmates.

Our research should provide even more of an understanding of the concept of diversity as it applies to all living things!

---

**Project “Plant People” (previous lesson completed)**

Students will follow instructions to create and decorate Plant People

The Plant People must have all of their needs met in order to grow.

Grass seed will grow the “hair” of the Plant People.

**Students will work in groups/partners; collaboration is necessary to complete the project**

**Students will be encouraged to make each plant person a different color, shape and size, with different features. The growth of the grass seed hair will also add to the different “looks” of the plant people.**

**Discussion with Table Groups:** People, plants and animals have many of the same needs, but are all plants, people and animals the same? How are people different? How are plants different? How are animals different?

Why is it important to accept people as they are?

**Presentation of Material:****Discovering the Diversity of Frogs!****Introduction:**

Rapid Google Search using chrome books:

- How many different kinds of frogs are there?
- Where do frogs live?

Ask for volunteers to share their answers

\* Ask students to make a connection: how does this simple google search reinforce the definition and concept of diversity?

**Amphibian Safari:****Part One****Students will research the Classroom Frogs:**

Fire bellies

African Dwarf Frogs

African Clawed Frogs

(fill out Fact Collection Sheet/Graphic organizer)

**Part Two****Students will work with a partner to research the following:**

The smallest frogs in the world

The largest frogs in the world

The most colorful frogs in the world

The “strangest” frogs in the world

(fill out Fact Collection Sheet/Graphic Organizer to record the information)

---

**Procedures:****Part One****Students will gather and record information using graphic organizers****Centers: table groups will move to each center; set timer**

**I. Classroom frogs/observing with the senses:** tanks with the frogs will be set up on separate tables, with magnifying glasses, rulers, blank paper, colored pencils, markers

Small groups of students will spend time at each table observing the classroom frogs and recording their observations.

In addition to the graphic organizers, their observation records should include drawings, measurements and notes.

Students will discuss their observations with their table group.

**II. Chrome books/online research:** students will continue their research with an online search, using suggested websites and their own search engine ideas. Students will record the results of their research on graphic organizers and within created documents.

These documents should include facts, visuals and short video clips.

**III. Books/brochures/magazines:** set up on a center table; students will read and record relevant facts on graphic organizers and within their created documents

#### **IV. Interactive Whiteboard: manipulative**

**Students will take turns working with the manipulatives on the whiteboard**

**Types of Frogs:**

<http://exchange.smarttech.com/details.html?id=9902f2d3-39bc-495c-9b0e-a213a8574a53>

#### **V. Power point presentations: (use as examples/models for student power points)**

The Purple Frog: TPT account

The Hairy Frog: TPT account

#### **VI. YouTube video clips:**

Protective Ninja Frog | Wonderfully Weird (1:50 minutes)

[https://www.youtube.com/watch?v=fJu1ZojguU&index=3&list=PLBgCSXf7PHKjb-KWbFiAqkiai\\_GvCTXsj](https://www.youtube.com/watch?v=fJu1ZojguU&index=3&list=PLBgCSXf7PHKjb-KWbFiAqkiai_GvCTXsj)

Worlds Cutest Frog - Desert Rain Frog (.30)

<https://www.youtube.com/watch?v=cBkWhkAZ9ds>

---

#### **Assessment:**

**Acrostic Poem: using the word “diversity”**

**Writing Assignment:** choose one frog and write a summary using collected facts

**Essay:** what does diversity mean in relation to people, plants and animals?

**Final Projects:** students will create power points/posters/projects to share their knowledge

\* For full credit, projects/presentations must include information from each of the centers  
(rubric will be provided)

---

#### **Part Two**

#### **Working with partners, students will practice their research skills**

Students will gather and record information using graphic organizers

Multi-media research

Smallest frogs, largest frogs, most colorful, strangest

- observe additional classroom frogs (as applicable)
- online research/website/visuals
- books/brochures/magazines

---

#### **Guided Practice with Corrective Feedback:**

Recording facts using Collection Sheets/Graphic Organizer

---

#### **Lesson Review/Re-teach:**

Plants, people and animals are the same in some ways, different in others

What does it mean to celebrate our differences?

**Frog Song** – both frogs, but very different

<https://www.youtube.com/watch?v=mLaoKpYDWQY>

**We All Stand Together**

Paul McCartney, Frog Chorus

<https://www.youtube.com/watch?v=PcDVH8DiBnM>

### **Lyrics**

Win or lose, sink or swim  
One thing is certain we'll never give in  
Side by side, hand in hand  
We all stand together  
Play the game, fight the fight  
But what's the point on a beautiful night?  
Arm in arm, hand in hand  
We all stand together  
Keeping us warm in the night  
La la la la  
Walk in the night  
You'll get it right  
Win or lose, sink or swim  
One thing is certain we'll never give in  
Side by side, hand in hand  
We all stand together

Songwriters: Paul James McCartney We All Stand Together lyrics © Kobalt Music Publishing Ltd.

---

### **Extensions:**

**Compare/Contrast Essay:** African Dwarf Frogs and African Clawed Frogs

**Poem:** "The Frog Wore Red Suspenders" by Jack Prelutsky

**Projects:** building habitats for amphibians in the Literacy Garden

Discuss adding water features and creating "Toad Abodes"

**Power points/videos:** using our own frogs in photographs and filming for video clips

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

---

**Service Learning Project:** Save the Frogs [www.savethefrogs.com](http://www.savethefrogs.com)

---

### **Resources**

*Fantastic Frogs*, National Geographic Explorer

*Extremely Weird Frogs* by Sarah Lovett

*Fabulous Frogs* by Sue Unstead

*Wildlife Gardener JMG Golden Ray Teaching Concept 1 Activity 1 Pg. 2*

*The Gardening Book*, pg. 14

*Frogs and Toads and Tadpoles, Too* by Allan Fowler

---

### **Display on the smart board as students work independently**

Sounds of Frogs at Night

<https://www.youtube.com/watch?v=mOev63EdGxw>

---

### **Literature Connection/Modeled Fluency**

999 Frogs Wake Up by Ken Kimura

---

### **Connecting Lesson:**

Flocabulary: Diversity

<https://www.flocabulary.com/unit/diversity/>

**Teacher Notes/Reflection:**

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

--	--