

Frog and Toad Inquiry

This project will be a time for the teacher to model the inquiry/research process, and prepare students for future inquiries.

Throughout the process :

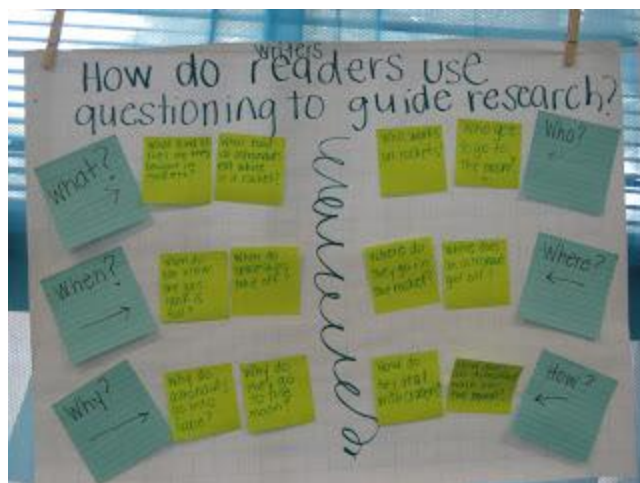
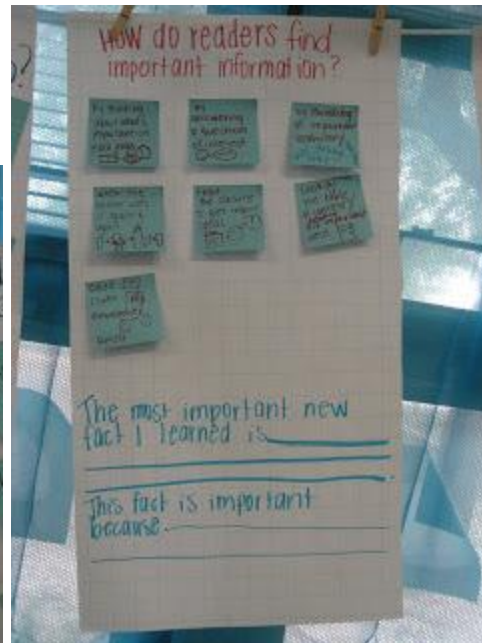
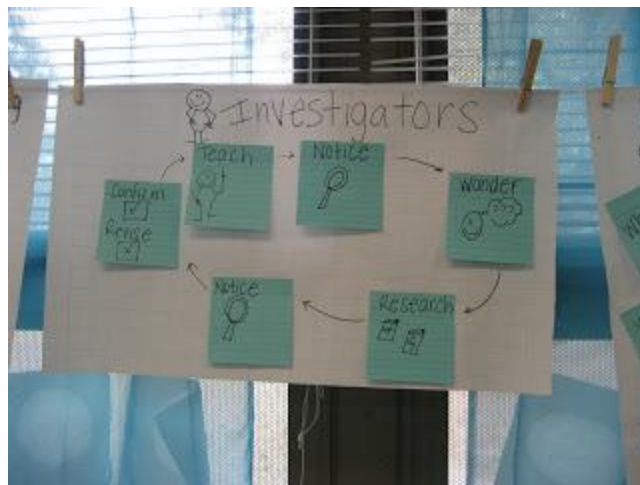
- Teachers model their own curiosity and occasional skepticism, sharing their authentic questions, and keeping a research notebook of their own.
- Teachers share a variety of ways to get questions answered.
- Teachers explicitly demonstrate their own inquiry process by showing kids how they go about researching a question, finding an answer, and acting in response to their findings.
- Teachers model several lessons during mini-research that will be foundational later on when kids are doing their own more in-depth inquiry projects.
- Teachers invite kids to be curious
- Kids ask questions, search for answers, and share their new learning.
- Teachers and students build a relationship with someone in the community (Master Naturalists) through sharing research, and completing a “call to action” project together

STAGE	TEACHER	STUDENTS
Immerse: Invite curiosity and wonder	1) Ask students to make observations about how the land around the school has changed over the summer (land cleared for houses). 2) Lead a discussion on pros and cons of these changes. 3) Guide students in discussion on how this affects animals & what animals might be affected. 4) Set up a frog/toad observation tank	• Participate in class discussion • Activate background knowledge on frogs and toads • Ask questions and wonder about information • Make observations about pictures, texts, and other material provided
Investigate: Develop Questions, Search for Information, and Discover Answers <i>How can we help the frogs and toads in our area?</i>	1) Model personal inquiry - create a “wonder list” and a research notebook 2) Model how to use the questions to conduct research. 3) Determine which	• Work in pairs to create a wonderlist • Share wonderings with class and add to community wonderlist • Use text and visual features to gain information

	questions might be a quick find (QF) and which will take further research. 4) Discuss possible resources & share ways to get questions answered <i>*Have Master Naturalist come to school to share their knowledge or Skype with an expert</i> 5) Model how to use features of informational text to research 6) Model how to read with a question in mind	• Stop, think, and react to information
Coalesce: Synthesize Information and Build Knowledge	Model How To: 1) Synthesize information from multiple resources. 2) Clarify your understanding of information <i>*Revisit Master Naturalist to share information and get clarification (possible Skype session)</i>	• Participate in research and share findings with class • Practice synthesizing information from multiple resources
Go Public: Demonstrate Understanding and Share Learning	Model How To: 1) Demonstrate learning and understanding by sharing the answer to their questions and teaching others 2) Skype session- <i>How DK makes books: behind the scenes at an award winning non-fiction publisher</i> 3) Share additional information related to	• Practice using technology tools to present a fact • Based on information learned through inquiry, work together to design and construct toad homes and or small frog pond in garden, that will meet the needs of displaced frogs/toads • Work in the garden to

	the question 4) Create a Frog Chorus 5) Pose new questions for further research that may emerge 6) Take action - toad homes for school/home grounds	create a frog/toad friendly habitat • observe and record data on frogs with the help of Master Naturalist
--	--	--

<http://thegototeacher.blogspot.com/search/label/Inquiry%20Circles>



How do readers & writers select a research topic?

1. Think of a topic that interest you!

brainstorm
evaluate
decide

Snakes • name • Zoro • LEO	Dogs • name • breed • breed	Cats • name • breed • breed	Sharks • name • breed • breed	Groffes • name • breed • breed	Birds • name • breed • breed
---	--	--	--	---	---

How do readers use multiple texts to research?

Read
take notes

Read another text on topic
take notes

closest neighbor
made of rocks
craters are from objects to the moon
in space spinning into the moon
gets light from sun
seems to change shapes
sun lights only part of it
orbits around Earth
smaller than Earth
dark, no air or water

325,000 miles
70 hrs in space
Earth when the moon is between the moon & sun, Earth casts a shadow
more than 6,300 miles around
lunar rover
no oxygen

you think about your learning from both texts

In this book I learned
and in this book I learned

these books are similar because
or
these books are different because

How do I use all parts of text to gather

by thinking about what's important on each page

by answering a question of interest

by thinking of important vocabulary

when the author uses it again & again

read the closure to get important ideas

look at the table of contents for important ideas

read cover & remember well

How do writers use all parts of the text to gather info?

read & reread the text

write important facts

wonder
check table of contents
read section

look at picture
stop & read

Resources

Possible Skype session:

Whit Gibbons - professor of ecology at UGA and Head of the Environmental Outreach and Education Program at the Savannah River Ecology Lab.

<http://srelherp.uga.edu/anurans/ranpal.htm>

Classroom visit:

<http://www2.gsu.edu/~wwwahc/lessonplans.html>

Author of Frogs & Toad of the Southeast - University of GA Press

http://www.ugapress.org/index.php/books/frogs_and_toads_of_southeast/

Botanical Garden Frog Pod contact

<http://atlantabotanicalgarden.academia.edu/MarkMandica>

Not Amphibians - but animals...

Reptile Wrangler

<http://www.reptilewrangler.net>

Reptile Road show

<http://www.birthdaypartyatlanta.net>

Possible Go Day projects

Toad Homes

<http://www.gardeningknowhow.com/special/children/garden-toad-house.htm>

<http://www.gardeningknowhow.com/garden-how-to/beneficial/how-to-attract-toads.htm>

http://willodel.blogspot.com/p/making-garden-toad-habitat-tutorial_29.html

Frogs and Toads of the Southeast audio supplement

https://www.youtube.com/view_play_list?p=25CB4E0B1044CAD5

<http://www.livescience.com/50692-frog-facts.html>

<http://animals.sandiegozoo.org/animals/frog-toad>

Life cycle of frog

<https://youtu.be/wAcwWi6l9Y>

Frogs and Toads in GA

<https://www.aza.org/frogs-in-georgia.aspx>

Frog Watch USA

<https://www.aza.org/frogwatch/>

GA Frog Calls CD

<http://www.georgiawildlife.com/node/682>

Classifying frogs and toads

<http://www.discoverlife.org/mp/20q?guide=Anura>

Sci Girls - Frog Whisperers - Citizen Science - Frog Watch

<http://pbskids.org/scigirls/videos/nature-nurture>

Frog Sounds

<http://infinitespider.com/frogs-make-sound-hear/>

Frog survival article

<http://www.latimes.com/science/sciencenow/la-sci-sn-alaskan-frozen-frogs-20140723-story.html>

Frog Pond Blog Posts

<http://toadallyawesometoadfacts.blogspot.com/search/label/10%3A%20Design%20your%20own%20frog%20pond>

Drawing a frog

<https://www.youtube.com/watch?v=lylsZpgD-as>

Frog call quiz

<https://www.pwrc.usgs.gov/Frogquiz/index.cfm>

<http://fcmn.sharepoint.com/Pages/AnuranMonitoringProgram.aspx>

<http://separc.wordpress.com/2015/05/12/creating-a-mini-wetland-for-amphibians-reptiles/>



Habitat Loss and Destruction



Sept. 2013

Wetland Loss

The same area
as in 1984...

When I passed
the marsh, the

marsh was still

but almost the entire

by 1984...



