

4- Animals (Real Frog Dissection)

Essential Question: How does the structure of a frog help it survive?

Description: *Through dissection, students will observe structures in a frog that allow them to survive. They will also attempt to uncover the function of numerous internal organs. Students will need to work in partners for this lab.*

Standards:

- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Materials supplied by classroom teacher:

- If at all possible, please ask your local middle school/high school science teachers if you can borrow goggles/dissection equipment (Just trays and dissection scissors). We have a limited number of trays and scissors that can be loaned out from Greenbush.
- Black sharpies- one per group of students (if you don't have enough sharpies, groups can share, this is just to label their flags)

Materials supplied by Greenbush:

- One frog for every 2 students (this lab must be done in partners)
- Disposable gloves for every student.
- Dissection flags.
- ***IF needing to borrow dissection equipment- Greenbush can provide trays, goggles, and scissors.

Advanced Preparation:

- Please have all the materials out and ready to go.

- I suggest having an extra trash can/bag that you can dispose of the frogs immediately after the lesson.
- Please have partners already sitting beside each other before the lab begins.

Program Connection Information

Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source though.

All classes will take place using Zoom desktop video. If your building is already set up to use a desktop video application with a computer, simply open a browser and enter <https://greenbush.zoom.us/j/6913388482> in the URL space. You may need to download Zoom launcher software (free download) if you don't already have it. This needs to be done in advance of the lesson.

If using a Polycom video conferencing unit (or any legacy type video conferencing unit) to connect to a ZOOM conference, make sure the unit is in "encrypted mode" then dial the following IP on the internet: 162.255.37.11 or 162.255.36.11 and once connected, they will ask for a MEETING ID: enter 6913388482 (for Kenzie at Science Center).

It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and no firewalls that might prevent you from connecting to Zoom.

Once you connect, you will enter a Zoom waiting room. Your Greenbush teacher will admit you into the final meeting room.

Classes take place at the following times:

9:00-9:45

10:00-10:45

12:15-1:00

1:15-2:00

2:15-3:00

If you log in during one of those times, you may connect during another class' lesson. If you do, please check your connection to make sure things are working properly and then leave the meeting until your scheduled time by selecting "End Meeting" in the lower right corner of your Zoom screen and click on "End Meeting". You will need to rejoin the meeting at your scheduled time. This prevents your site from interfering with the lesson currently in progress. After your lesson is finished, please leave the meeting.

If you have questions, please call Kenzie Heatherly at Greenbush (620-724-6281).

Prior to the IDL lesson, please review these cooperative learning strategies. Due to social distancing, we will only practice partner communication to follow distancing guidelines.

Round Robin

Each member of the team takes a turn sharing orally with the team.

Rally Robin

With a partner, students take turns sharing brief oral responses.

Timed Pair Share

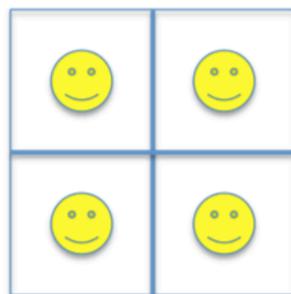
In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

Stand Up, Hand Up, Pair Up

Students move around with hands in the air and quickly find a partner with whom to share or discuss. Once students find a partner, they give each other a “high five” and stand together, ready for the next instructions.

More terms to know -

Shoulder Partner:
The person sitting on
the student's right or
left.



Face Partner:
The person
sitting facing the
student.