

Save the Frogs

Teacher's Guide

Welcome to our Hybrid Learning Series.

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe that children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning that has real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts and articles, short-form multimedia, podcasts, op-eds etc....
- **Are Hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe that habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and to help make the world a better place.

Each project in the Changemaker Jr. Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on one endangered species and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (crafts, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the life habit. Set habit goals for future growth.



Sample Classroom Applications: There are two ways that you can use this project based learning bundle.



Modular/Centers Time: You can integrate the project across your day. This looks like implementing a thematic unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you could integrate the project across your days including in self-directed centers. This promotes the focus on students driving their own learning and educator's using small group opportunities to facilitate and deepen student understanding.

Time period	Component and Description
Morning Meeting or Community Time	Introduce the topic and theme of the project. <ul style="list-style-type: none"> ● Introduce the life habit. ● Discuss the habit and engage in life habit activities. ● Engage in weekly reflections of life habit.
Humanities/ Literacy	Supplement literacy (i.e. once a week for read aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> ● Engage students in reading the Zine. In this sequence we have cut up the zine into several sections however you can also access and read the magazine in one shot using the full online zine option.
Centers Time	Set up a rotation of centers to include: <ul style="list-style-type: none"> ● Self-Directed Computer Center - Complete the social studies and science modules ● Hands-On Activities: Set out different activities for students to engage in each week.
Science or Project Time	Take Action project: <ul style="list-style-type: none"> ● Engage in the project as a full class. ● Provide an opportunity for students to present and share what they have learned with their community. ● Reflect on their life-habit and what they have learned.

The unit sequence below and student mission log is formatted to be in this modular spiraled centers model knowing that you could still do the lessons in a linear fashion if that better fits your context.



Science/Social Studies/Project-based Learning Time: If you have a dedicated project-based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the "Introduction of the Life Habit" activity and work through to the "Take Action Project." Below is a sample timeline of how you could organize the lessons and activities by week.

Week	Description
Week 1: Introduction to the Life Habit	<ul style="list-style-type: none"> ● Set the stage for the topic and excite students about the project. ● Watch the introductory video together. ● Introduce the life habit and engage in the life habit activities as a whole group. ● Set up the weekly reflection.
Week 2: What are special about frogs?	<ul style="list-style-type: none"> ● Engage in the online module. Each module is structured as a pre-reading, during reading and post reading activity so can be done in a one to two day lesson period. ● Some of the modules can be done as a self directed center.
Week 3: Why are frogs endangered? Who is helping and how can we help?	<ul style="list-style-type: none"> ● Engage students in the online modules. Each module is structured as a pre-reading, during reading and post reading activity so can be done in a one to two day lesson period. ● This module also includes the real world virtual field trip. Students learn that places like Zoos help to protect frogs and prevent frogs from going extinct. Make this an event and have kids feel like they are attending a virtual field trip with a real world expert. ● Students then should reflect and make connections on how they can help.
Week 4: Take Action, Share and Reflect	<ul style="list-style-type: none"> ● Engage in the Take Action project. ● After completing the project, make time for students to share what they have learned and present their project to others in your community. ● Close out the project through an independent and group reflection on the life habit. .

Unit Overview:

Driving Question:	Real World Mission:	Take Action Project:
Learn about why frogs are in danger and how we can help.	Create origami jumping frogs and develop a model frog hotel to show how we can use creativity to help save the frogs.	Use creativity to think of ways we can create different solutions to help frogs.
<p>Learning Goals Character Focus: Creativity Literacy:</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text. 3. Describe the connection between a series of scientific ideas or concepts, or steps in technical procedures in a text. 4. Use the illustrations and details in a text to describe its key details. 5. Participate in collaborative conversations about frogs. 6. Ask and answer questions to demonstrate understanding of key details in a text. 7. Describe the relationship between illustrations and the text in which they appear. 8. Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Science:</p> <ol style="list-style-type: none"> 1. Make observations of plants and animals to compare the diversity of life in different habitats. 2. Use a model to represent the relationship between the needs of animals and the places they live. 3. Explain the life cycle of a frog and important aspects of their habitat to survive. 4. Explain how scientists used creativity to help save and protect frogs. 5. Explain the reasons why frogs are endangered. 6. List actions that people can take to help save frogs. 7. Apply what they have learned about frog's habitats to create a model of a frog hotel. 		<p>Materials:</p> <ul style="list-style-type: none"> • ZINE (online or printed) • Literacy Handouts • Activity Handouts (these are also in the mission log). • Student Mission Log • Teacher Literacy Visuals <p>Activity Specific Materials:</p> <ul style="list-style-type: none"> • Shoebox • Construction paper • Origami paper • Any other art supplies to decorate the frog hotel. <p>General Materials</p> <ul style="list-style-type: none"> • Markers, Poster Paper, Crayons, Scissors, Glue

Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

Reading Informational Text CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills
<p>Key Ideas and Details: 1-3 Craft and Structure: 4-6 Integration of Knowledge 7-9 Text Complexity - 10</p>	<p>Text Types and Purposes 1,2 Production and Distribution of Writing 4-6 Research and Build to Present Knowledge 7-8</p>	<p>Comprehension and Collaboration 1,2 Presentation of Knowledge and ideas 1-6</p>	<p>K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3, 1-LS3-1, 2-LS4-1. CCC: Cause and Effect, Models SEPs: Asking questions, developing models, obtaining, evaluating and communicating info.</p>	<p>Focus: Creativity</p>

At-A-Glance

The table below provides an overview of how you could implement this project. If students are engaging in a self directed manner, kids can move at their own pace and even move ahead knowing as a class or group you may go deeper into some of the content. The online lessons can also be additional source material for group lessons. Our hope is that all of these materials provide additional opportunities for kids to explore the content, answer the driving question and apply it to the take action project at the end.

Module	Description	Module & Activities	Materials
Intro + Life Habit 1-2 Days	Students are introduced to their mission and learn about the life habit: creativity. Students engage in 2 creativity activities that define what creativity is and how we can use creativity to solve problems.	Whole or small group: <ul style="list-style-type: none"> • Introduction Lesson • Creativity Challenge. • Using creativity to solve problems. 	<ul style="list-style-type: none"> • Student Mission log • Online Course (Optional)
What is special about frogs? 3-4 Days	Students learn about what makes frogs special, how they grow from tadpole to frog, and how they serve an important role as a keystone and indicator species. As they learn interesting facts about frogs, students should grow an awareness and appreciation of why it is important we save this amphibian.	Whole or small group: <ul style="list-style-type: none"> • What is special about a frog? Self-Directed or small group: <ul style="list-style-type: none"> • Frog Life Cycle • Food Pyramid • Frog as a Keystone and Indicator Species. 	<ul style="list-style-type: none"> • Student Mission Log • Glue • Scissors • Crayons.
Why are frogs endangered? 1-2 Days	Students learn the distinction between endangered and extinct. Students also learn about the key threats to frogs. They make the connection that both human and environmental challenges are causing harm to frogs. Students summarize what they learned by creating a flipbook that highlights key threats to frogs.	Whole or small group: <ul style="list-style-type: none"> • Why are frogs endangered? • Frogs Flip Book. 	<ul style="list-style-type: none"> • Student Mission Log • Glue • Scissors • Crayons. • Construction paper.
Who is helping and how can we help? 1-2 Days	Students learn that zoos can be a haven for frogs. They read about how WCS and the Bronx Zoo have saved the Kihansi frog and go on a virtual field trip to the Birmingham Zoo to learn more about the poison dart frogs. This is a great segway to their take action project where they learn how scientists used creativity to help protect and save this frog. .	Whole or small group: <ul style="list-style-type: none"> • Who is helping (virtual field trip). • How can we help? 	<ul style="list-style-type: none"> • Student Mission Log

<p>Take Action Project 1-2 days</p>	<p>Students practice following "how to" directions by creating origami jumping frogs. Students then design and create their frog hotel by applying everything they learned about frogs and creating a safe haven for frogs. This may take a few days to complete.</p>	<p>Independently or in pairs.</p> <ul style="list-style-type: none"> • Design or create a frog hotel. • Make an origami jumping frog. 	<ul style="list-style-type: none"> • Student Mission Log • Glue, Scissors, Crayons. • Construction paper. • Shoebox • Origami paper
<p>Share and Reflect</p>	<p>Students practice their presentations of frog hotels and share how they used creativity to design a frog hotel. Students can then share their presentations live or through video. Students also should play origami jumping frogs as a way to make these presentations fun and exciting for kids. Close out the unit by reflecting on what it means to be a changemaker and how they can continue to use creativity to help solve real world problems.</p>	<p>Whole group or small groups:</p> <ul style="list-style-type: none"> • Practice presenting and sharing their frog hotels. • Video or live present. • Reflect on the life habit of creativity. 	<ul style="list-style-type: none"> • Student Mission Log

Lesson Sequence

Context: The unit plan below outlines the objectives and activities that build towards the final project. This unit is estimated to take about 3-4 weeks. Teachers can prioritize, deprioritize or adjust lesson numbers and objectives based on the amount of time you have to spend on the project each week and on the needs of your students.

Lesson	Objective and Description	Materials Needed	Standards Alignment
Engage (1 Day)			
<p>Objective:</p> <ul style="list-style-type: none"> • Hook students into the mission by predicting what animal they may be studying in this mission. • Students understand their mission and why it is important. • Set expectations for materials management and organization. 			
<p>1-1: I see, I think, I wonder</p>	<p>I See, I think I wonder: Display photos on the screen and have students share what they see, think, wonder.</p> <p>Student Mission Log: Have students turn to pg 3 in their mission log and engage in the preview activity: I see, I think, I wonder.</p>	<p>Computer + Projector Speakers</p> <p>Online Module</p> <p>Student Mission Log</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • SL k.1 1.1, 1.4, 2.1, 2.4

1-2: Your Mission	<p>Watch the Intro Video.</p> <ul style="list-style-type: none"> Have students turn to page 5 in their mission log and jot down their mission, project and two things they want to learn about frogs. 		
Life Habit - Creativity (1-2 day)			
<p>Objective:</p> <ul style="list-style-type: none"> Explore the habit of creativity and define what it looks and sounds like. Engage in the creativity challenge 1. Connect how creativity can take many forms. Discuss how kid president applied the habit of creativity to thinking about innovative inventions. Establish ways that as a group/class kids can "catch creativity" throughout the project. 			
2-1: What is Creativity	<p>Define Creativity: What do you see? Review the online lesson about creativity - what two images do your students see?</p>	Computer + Projector Speakers	21st Cent Framework
2-2: Creativity Challenge	<p>Creativity Challenge #1: With a partner or on their own, think of 3 creative ways that they can help frogs cross the road. Turn to their mission log to jot down ideas.</p> <ul style="list-style-type: none"> Share ideas as a group, encouraging innovative and creative ideas. Reflect on how creativity can help solve problems. 	Online Module	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
2-3: Creativity to Invent and solve problems.	<p>Watch Kid President Video</p> <ul style="list-style-type: none"> Discuss different examples people have used creativity to help solve problems. Have students share any creative ways that they have solved a problem that they have faced. 	Student Mission Log	
2-4: Creativity Wall	<p>Catch Creativity Wall: Introduce students to the "catch creativity" wall as a way to continue to practice creativity.</p> <ul style="list-style-type: none"> Have students draw or write on a post-it when they see someone use creativity - What does it look like/Sound like? 	Materials: pencil, poster paper, post-its.	

What is special about frogs? (1-2 days)

Objective:

- Students identify parts of a frog and how frogs are amphibians.
- Students explain how frog superpowers can help frogs - eyesight and their ability to jump.
- Students create a diagram of a frog and label their key features.

3-1: Introduction to Frogs	Watch the video that introduces students to special facts about frogs.	Computer + Projector Speakers	21st Cent Framework
3-2: Key Vocabulary (Pre-Reading)	What am I? - Vocabulary Game: As a whole class or in pairs, have students review key tier 2 and 3 vocabulary. Create a few more words based upon your students' entry point.	Online Module Student Mission Log	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> • RI k.1, 1.1, 1.2, 2.1, 2.4 • SL k.1 1.1, 1.4, 2.1, 2.4
3-3: What is special about frogs? (During Reading)	Read the Zine (pg 1-10): <ul style="list-style-type: none"> • Read once to model fluent reading. • On the second read note key nonfiction text features such as captions, diagrams, subheadings). 	Materials: pencil	NGSS: <ul style="list-style-type: none"> • K-LS1-1 • 2-LS4-1:
3-4: Diagram a Frog (Post reading - offline)	Create your own diagram and non-fiction text features. <ul style="list-style-type: none"> • Have students label and decorate the frog diagram. Ensure that they put a heading and key labels. • Have students write 2 facts that they learned about a frog. 		

Frog Life Cycle (1-2 days) - This is a great module to for students to engage independently/self-directed.

Objective:

- Students ask and answer key details from a text and learn how to read nonfiction text features such as diagrams, subheadings, labels and images.
- Students discover the life cycle of a frog and explain how a tadpole turns into a frog.
- Students identify hereditary traits including how a tadpole is similar but different from its parent frog.
- Students identify variation of traits by comparing and contrasting frogs and toads.

4-1: Life cycle of a Frog	<p>Predict: Ask kids: Do you think frogs lay eggs or give birth?</p> <p>Read the Zine: Read Page 10-11 in Zine.</p> <ul style="list-style-type: none"> Review reading a diagram including headers, arrows and labels. Discuss how diagrams help to visualize information. 	Computer + Projector Speakers	21st Cent Framework
4-2: Metamorphosis	<p>Video: Watch the video on metamorphosis cycle from a frog to a toad.</p>	Online Module	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
4-3: Frog Life Cycle Chart	<p>Frog Life Cycle Chart Activity: Have students turn to their mission log to page 8. Cut and order first, next, then, last and recreate the frog life cycle.</p>	Student Mission Log	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2. 2-LS4-1
4-4: Difference between a Frog and a Toad	<p>Curiosity Question: Ask kids are frogs and toads the same?</p> <p>Read the Zine: Read Page 12-13 in Zine.</p> <ul style="list-style-type: none"> Discuss key areas that are different and the same between a frog and toad. Ask kids if they think they could visually tell the difference between a frog and toad. 	Materials: crayon, scissors, glue.	
4-5: Frog & Toad Matching Game	<p>Frog or Toad: Review key facts by having students in pairs or independently name if the fact is talking about a toad or frog.</p>		

Frogs as a Keystone Species (1 days)

Objective:

- Students explain why frogs are an important animal that needs saving.
- Students analyze how all animals need food in order to live and grow. They obtain their food from plants or from other animals. If there is a disruption in the food chain then it can have a larger impact on its environment.

5-1: What is a keystone and indicator species	<p>Watch Indicator vs. Keystone Species video.</p> <ul style="list-style-type: none"> Ask students to define the difference between a keystone and indicator species. 	Computer + Projector Speakers	21st Cent Framework
5-2: Frogs as a keystone and indicator species	<p>Read the Zine: Read page 14-15.</p> <ul style="list-style-type: none"> First fluently read through the information. On the second read note the similarities and differences between this diagram and the ones in the previous pages. Note what information a text vs. image gives us. Discuss how frogs are a keystone and indicator species 	Online Module	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
5-3: Pyramid Food Chain.	<p>Food Pyramid: Create a food pyramid.</p> <ul style="list-style-type: none"> Have students follow the step by step directions to create a food pyramid on page 9. Discuss what would happen if one of the parts of the food chain was missing? What would happen if there were no frogs? Note what food do frogs need to survive - make a connection to their take action project and what students may want to include in that frog hotel for frogs to survive. 	Student Mission Log Materials: crayon, scissors, glue.	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2. 2-LS4-1 SEP: Making Models CC:: Cause and Effect

Why are frogs endangered? (1 days)

Objective:

- Students explain how humans impact animals and their survival.
- Students note key threats to frogs and how we can help.

6-1: Endangered vs. Extinct	<p>Watch Video (Pre-reading): Students watch a video explaining the difference between endangered and extinct. Have students discuss:</p> <ul style="list-style-type: none"> What is an endangered animal? What is an extinct animal? What is the difference between endangered and extinct? 	Computer + Projector Speakers Online Module Student Mission Log Materials: crayon, scissors,	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-3
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6-2: 5 Threats	<p>Read the Zine: Read page 14-15.</p> <ul style="list-style-type: none"> ● Highlight each threat that is causing frogs to be endangered. ● Note key facts about a frog that is endangered by this particular threat. ● Note how human action is causing harm to a frogs. 	construction paper.	<ul style="list-style-type: none"> ● 2-LS4-1
6-3: All About Endangered Frogs Flip Book	<p>Flipbook: Have students follow the "how to" directions and create a mini book about the four threats to frogs from their reading.</p>		

Who is helping and how can we help? (1 day)

Objectives:

- Students describe how scientists used creativity to come up with a new way to help save the frogs.
- Students learn how Zoos are helping to protect frogs by creating safe havens/frog hotels for frogs.
- Students take notes about what would be important to have in their frog hotel.
- Students reflect on how we can help save this amphibian.

7-1: Kihansi Spray Frog	<p>Read the Zine: Read page 22-23 in the Zine</p> <ul style="list-style-type: none"> ● First read to model fluency. ● On your second read: <ul style="list-style-type: none"> ○ Review why the Kihansi frog was threatened? ○ Note how scientists were creative in helping to protect the frog from extinction. 	<p>Computer + Projector Speakers</p> <p>Online Module</p> <p>Student Mission Log</p>	<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI k.1, 1.1, 1.2, 2.1, 2.4 ● SL k.1 1.1, 1.4, 2.1, 2.4 <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-3
7-2: Frog Hotels - Birmingham Zoo (Virtual Field Trip)	<p>Virtual Field Trip: Share with students that zoos play a big role in helping with animal conservation. Today they are going to take a virtual field trip to the Birmingham Zoo. Another zoo that helps to preserve and protect frogs.</p> <ul style="list-style-type: none"> ● Watch the virtual field trip video. ● Pause periodically to note these key questions: <ul style="list-style-type: none"> ○ How can you tell a frog is poisonous? ○ What do they use their poison for? 		<ul style="list-style-type: none"> ● 2-LS4-1 ● CC: Cause and Effect

	<ul style="list-style-type: none"> ○ Where do they get their poison? ○ What is special about a frog's skin? ○ How do their skin help them be an indicator species? ● What do you notice about their habitat and things we may want to include in our frog hotel for a poison dart frog? 		
7-3: Ask and Expert (Virtual Field Trip)	<p>Threats: Review the different threats that are harming the poison dart frog. Ask kids how we could use creativity to prevent poison dart frogs from becoming extinct?</p> <p>Questions: Have kids write 1-2 questions they'd like to ask the frog expert. As a group or independently have students explore the questions and videos on this lesson.</p>		
7-4: How can we help?	<p>Web: As a class brainstorm all the ways that we can potentially help to save frogs.</p> <ul style="list-style-type: none"> ● Have students pick one action they want to commit to and write their response in their mission log. 		

Take Action Project - Origami Frogs and Frog Hotel (2-3 days)

Objectives:

- Students follow "How To" directions to create an origami frog.
- Students identify key attributes of a frog hotel and how it mimics a frog's habitat.
- Students use creativity to create a model of a frog hotel and how their hotel includes important attributes of a frog's habitat.

9-1: Introduce the Project	<p>Introduce the Project: Have students watch the video. Ask students what are they most excited about creating: origami frogs or frog hotel?</p>	Computer + Projector Speakers Online Module	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ● RI k.1, 1.1, 1.2, 2.1, 2.4 ● SL k.1 1.1, 1.4, 2.1, 2.4
9-2: Create Origami Frogs	<p>Create Origami Jumping Frogs:</p> <ul style="list-style-type: none"> ● Review some background information about origami. ● Project the step by step directions on how to create an origami jumping frog. For older students you can have 	Student Mission Log Origami materials: crayon, scissors, construction paper or origami paper, glue, googly eyes (optional).	NGSS: <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-3 ● 2-LS4-1 ● SEP: Create a model.

	them try independently but younger students will need support.		
9-3: Learn about Frog Hotels	<p>El Valle Amphibian Conservation Center: Review information about the El Valle Amphibian Conservation Center in Panama. Connect that this frog was one that they read about in the Zine.</p> <p>Project Guide: Project and read 5-7 in the project guide.</p> <ul style="list-style-type: none"> • Discuss what frogs need to stay alive. • Have students think about creative ways they will include these items in their frog hotel (i.e. a waterfall showerhead or water mister, insect feeder). 	Frog Hotel Materials: shoebox or diorama box, construction paper, crayons, glue, scissors.	
9-4: Create your own frog hotel	<p>Design your frog hotel: Have students turn to page 13 in their mission log and start to design their frog hotel.</p> <ul style="list-style-type: none"> • Review a few key items they can create on page 15. • Have students cut out any stencils if desired. • Encourage students to use crafts to creatively build their frog hotel. • Close with having a few students highlight creative aspects of their frog hotel. 		
Share (1-2 days)			
<p>Objectives:</p> <ul style="list-style-type: none"> • Students present key ideas about frogs and how we can work to save them. • Students share how they used creativity to design a model frog hotel. • Students clearly articulate directions for their frog hopping contest and engage others in playing the game. • Students practice counting, length and spatial comparisons. 			
10-1: Practice and Prepare	<p>Prepare kids to share:</p> <ul style="list-style-type: none"> • Review how sharing about frogs can help frogs. • Review important key tips for presenting and sharing their frog hotels. 	<p>Computer + Projector Speakers</p> <p>Online Module</p> <p>Student Mission Log</p>	<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • SL k.1 1.1, 1.4, 2.1, 2.4

	<ul style="list-style-type: none"> • Have students practice and give 1 glow and 1 grow to their rehearsal partners. You can have students partner several times depending on time. • Make sure kids are sharing how they practiced creativity in designing their frog hotels. 	Materials: measuring tape, video recording device (i.e. i-pad, phone, recorder - optional).	
10-2: Share and Present	<p>Two choices on how to present:</p> <ul style="list-style-type: none"> • Live presentation - invite other classmates or the broader community to come listen to kid's presentations. • Video presentation - have kids video record their presentations and have students share it with friends and family. 		
10-3: Play Hopping Frogs	<p>Gather and play hopping frogs.</p> <ul style="list-style-type: none"> • Set out measuring tape to see how far their jumping frogs can jump. Make it a competition and see which frogs win. • Highlight key math and measurement connections to hopping frogs game. 		
Reflect (1-2 days)			
<p>Objectives:</p> <ul style="list-style-type: none"> • Students reflect on themselves as learners, as leaders and as changemakers. • Students reflect on the habit of creativity and how they can continue to use this habit moving forward. 			
11-1: Review the Creativity Wall (optional).	<p>Watch Video about reflection.</p> <ul style="list-style-type: none"> • Spend time reviewing your "Catch Creativity" wall and have a few kids share different post-its that they posted. 	Computer + Projector Speakers	21st Cent Framework
11-2: Personal Reflection	<p>4 Boxes: Have students turn to the last page in their mission log. Draw 4 ways that students can use creativity to make change in the world. Have students share out one way they want to continue to use creativity to solve problems.</p>	Online Module Student Mission Log	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • SL k.1.1.1, 1.4, 2.1, 2.4

Printing Directions:

Below is our recommendation for how to print. Please note that we have given several different optional materials that have been requested for center materials.

Essential Items:

- Teacher's guide.
- Student Notebook.
- Materials List (optional).

Item	Size of Paper	Single or Double-sided
Teacher's Guide	8.5 x 11 paper	Double-sided (Landscape)
Student Mission Log	8.5 x 11 paper	Single-sided
Optional		
Project booklet (This is just a shortened version of the student notebook in case you only wanted to print that portion of the project).	8.5 x 11 paper	Single-sided