

Reverse Dissection

Summary

Students use paper frog organs to reassemble frog organ systems.

Main Core Tie

SEEd - Grade 7

[Strand 7.3: STRUCTURE AND FUNCTION OF LIFE Standard 7.3.3](#)

Time Frame

2 class periods of 45 minutes each

Group Size

Small Groups

Materials

- [frog organs and frog outline](#)
resources such as textbooks or Internet
colored pencils or markers
Scotch tape or glue
scissors
- [student worksheet](#)

Background for Teachers

Students are working on being able to identify and describe the function and interdependence of various organs and tissues. They may be able to do the indicators below at the beginning of the activity or the end, this can be used as a summative or formative activity.

Order the levels of organization from simple to complex (e.g., cell, tissue, organ, system, organism).

Match a particular structure to the appropriate level (e.g., heart to organ, cactus to organism, muscle to tissue).

Relate the structure of an organ to its component parts and the larger system of which it is a part.

Instructional Procedures

"Hook" students with a short video or video clip showing a real live frog in its habitat. Discuss the things a frog's body has to be able to do for it to carry out life functions. See if students can match body organs or organ systems to the frogs needs.

Give students or student groups the papers with the frog organs and frog outline and read the student page with them. Show students what resource materials are available for them to use for help.

Allow time for students to cut and paste. Ask students to check off their frog with you before answering the analysis questions. A key diagram is included on the pages below

There are many "virtual" frog dissections on the Internet. You may wish for your students to try one of them after doing this activity. Here is a site you might use: [Virtual Frog Dissection](#)

Assessment Plan

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

[Utah LessonPlans](#)