

EDCI.4606 – Planning, Teaching, Assessment, and Technology for Grades EC-6

Name Bonnie Hall

Date of Lesson April 12, 2012

Indicate One: **SP 2**

Subject Area: Science Grade Level 3

Overall Daily Goal: Students will understand the way organisms in an ecosystem interact and how living organisms modify their physical environment to meet their needs.

Status of this skill:

Introduction

Extension

Remediation

Enrichment

TEKS and English/Language Arts Objective:

TEKS:

(8) Science concepts. The students know that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:

- (A) observe and describe the habitats of organisms within an ecosystem;
- (B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, and space;
- (C) describe environmental changes in which some organisms would thrive, become ill, or perish; and
- (D) describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

English/Language Arts Objective:

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions;

Objectives:

When given an assessment comprising a word bank with five words and definitions and five multiple-choice questions concerning ecosystems, the student will answer 8 out of 10 questions correctly.

Modifications: Student will sit next to helper.

Materials:

Ecosystems Chart Worksheets
Class set of Science books
Assessment Worksheets
Pencils

Instructional Steps:

- **Focus/Anticipatory Set:** Teacher will ask students if they like frogs and if they have seen the frogs/tadpoles in a pond. She will ask what they have observed in the pond.

- **Statement of the Objective**

Today we are going to talk about why it is important to learn about ecosystems. We will discuss how to help protect the ecosystems and how to recover from disasters.

Previous Knowledge Necessary:

Teacher will ask students what they already know about ecosystems.

Touch on Community:

Teacher will ask the students if they have or know of anyone that has been involved in a natural disaster.

Culture: N/A

Rationale: It is important for students to know and comprehend ecosystems because we live in a place where there could be natural disasters, such as Hurricanes.

- **Modeling/Demonstrating/Discussing.**

The teacher and students will read out loud pages B6-B9 from their Science text book. All students will follow along in their own book. The teacher will be asking question to check for understanding throughout the reading.

- **Guided Practice**

Students will participate in the voice thread by answering the three questions posed by the PSTs. The questions are the following:

1. Identify organisms with similar needs that compete with one another for resources in an ecosystem. Students will respond by doodling and connecting the organisms in picture on slide 2 .
2. Describe the organisms in this ecosystem. Students will use the type feature on the voice thread to describe what they see in the picture on slide 3.
3. Predict how an environmental change such as a hurricane can impact this ecosystem. Student will talk into microphone describing what they believe will occur if the area in the picture on slide 4 is hit by a hurricane.

- **Independent Practice & Assessment:**

The student will be given an assessment comprising a word bank with five words and definitions and five multiple-choice questions concerning ecosystems and the student will correctly answer 8 out of 10. The assessment will be graded at a later time.

- **Extension/What will students do if they finish early?**

For students who finish early and are waiting for the others to complete the assessment, they will be instructed to use the back of their assessment to draw an ecosystem in an aquarium, along with making a habitat of water, rocks, and plants for fish.

- **Closure:**

Teacher will ask students, “Why is it important to know about ecosystems?” We will end

with a discussion about what they've learned throughout the lesson.