

7.5.1 e5 Biome Foldable Narrative

Time 90-120 minutes	Anchor Phenomenon: Why do your fingers get wrinkled in water?
Big Idea: Certain traits can affect an organism's probability of survival.	
CCCs <u>Cause and effect</u> <u>Patterns</u>	Practices Obtaining, Evaluating, and Communicating information

EPISODE SNAPSHOT: Students will learn about the Biome's of the world. **Teacher Notes:** Day 1: This is a jigsaw activity, where you will divide your students into groups of 5 students each. Within each group the students will be numbers 1,2,3,4,5. The group will then break up and each student will go to their expert group (based on their number) to learn about their biome (Desert, Tundra, Tropical Rainforest, Deciduous Forest, Grasslands/Savanna). Example all the #1 students will go together and research the Desert Ecosystem, with its animals and plants and their adaptations. #2 students will go learn about the Tundra etc. They will research their biome and gather information as a group. Research can be done on computers, or by predetermined articles that the teacher provides. Days 2-3: The students will go back together with their original group. Each student in the group is now the expert on one biome. Students will teach the rest of the group about their biome. Students will fill out the foldable as they learn from other students. In the End their foldable will be filled with information and adaptation explanations.

GATHERING

The students once given a biome will research their individual Biome either on computers or by predetermined articles provided by the teacher. They will need to locate basic information about the Biome such as world location, basic description, climate and annual precipitation. Students need to include at least 3 animals 3 plants that reside in that Biome.

REASONING

Once students have the background information, they will need to explain in depth the adaptations that the animals and plants have undergone that enable them to survive in this particular biome.

COMMUNICATING

Students will teach their original group about their Biome. They will communicate the information that they learned in their expert groups. When complete each student should have a foldable containing information about five biomes.

Assessment: The teacher can circulate around the room to see proficiency as students teach their groups. Proficiency will be determined during the presentation of the Biomes. Students should have detailed information that show they were doing their best. Students should use reasoning in determining the adaptations that have taken place over time in both plants and animals	Materials, resources, handouts, etc: 7.5.1 e5 BiomeFoldableInstructions or if preferred, student sheet Computers or Articles based on teacher preference. 3 sheets of white paper per student (foldable) Resource for Biomes: http://kids.nceas.ucsb.edu/biomes/ http://www.ucmp.berkeley.edu/glossary/gloss5/biome/tundra.html http://earthobservatory.nasa.gov/Experiments/Biome/biotundra.php http://www.blueplanetbiomes.org/world_biomes.htm http://biology.about.com/od/landbiomes/ Animal/ Plant Adaptations http://teacher.scholastic.com/dirtrep/animal/ www.animalplanet.com/wild-animals/animal-adaptations/ http://www.uen.org/themepark/habitat/animal.shtml http://www.cotf.edu/ete/modules/msese/earthsysflr/climograph.html down at the bottom click on Biome wanted http://www.slideshare.net/mrimbiology/adaptations-in-different-biomes-notes
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that allow them to
survive in the Biome.

<http://www.mbgnet.net/bioplants/adapt.html>