

S E Lesson Plan

Teacher: Mrs. Tanya Tyrell-Stevenson
Date: September 2015
Subject area / grade level: Science: Ecosystem (Habitat) Standard. IV
Materials: <ul style="list-style-type: none"> • Computer (computer lab) • Student's Journal/Notebook and writing materials • Chart paper/White board and markers • Text/Books related to topic (Ecosystem/Wetlands)
Lesson objective(s): Science Syllabus for Standard IV: "Wetlands are important as a habitat for many organisms" <ul style="list-style-type: none"> • Students will be expected to investigate and communicate to their peers on the interdependence of living things in an ecosystem. • Appreciate that science is a way of explaining the world and that science knowledge changes over time. • Investigating in science. • Recognize that there are life processes common to all living things and that these occur in different ways. At the end of this lesson the students will learn the importance of wetlands.
Differentiation strategies to meet diverse learner needs: <u>Scientific Literacy:</u> <u>Competence:</u> Ability to investigate scientifically <u>Understanding:</u> Making sense of scientific knowledge and the way science work <u>Sensitivity:</u> Critical awareness of the role of science in society combined with a caring and responsible disposition
ENGAGEMENT The lesson will commence with the viewing of a YouTube video by South Caroling NRCS Conservation Videos. "For Good: Wetland Habitat", (https://youtu.be/Dwmx3uyQl-o). This video will show that wetlands offer unique habitat and provides food, water and shelter for all kinds of animals. At the end of the video the students using their journal can illustrate the different organisms found in wetlands (seen in the video). Questions that will arise from video: What is a wetland? What is an organism? And Type of wetland species/organism? These questions will be answered and discussed.
EXPLORATION Using the journal illustrations, student will be placed in five (5) groups of four (4) students as follows – plants, reptile, mammals, invertebrates and amphibians. These five groups represent the five types of wetland organisms. Students will conduct research on the group assigned to them; each group will do a 10 minutes presentation to the remaining students of the class about their organism. A guideline of the research will be provided (rubric) to each group, groups are advised to be creative with their presentation (models, skills, charts etc.). "Group projects can help students develop a host of skills that are increasingly important into the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Carnegie Mellon University states group work reinforce skills relevant to both the group and the individual work like the ability to: <ul style="list-style-type: none"> • Break complex tasks into parts and steps • Refine understanding through discussion and explanation • Develop stronger communication skills

5 E Science Lesson Plans Over Plants

N Noddings



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Resources in Education ,2001-10 *Teaching Design and Technology at Key Stages 1 and 2* Gill Hope,2006-06-15 Ofsted continues to identify weaknesses in this subject while many primary non specialist trainees lack confidence in the area Linked to the new 2007 Standards for QTS and the DATA Tier 1 competencies this book is for trainees who have had less than 20 hours training in design and technology but are required to teach the subject during school placements and once qualified This clear jargon free text explains the key concepts and curriculum requirements without assuming prior expertise or advanced levels of understanding making this book a sound basic introduction *Ag in the Classroom Notes* ,

Agricultural Education Instructional Materials Ohio State University. Center for Vocational and Technical Education,1972 *Quick Bibliography Series* ,1976 **Nutrition Education Materials** Holly Berry Irving,1987

Shellfish Culture, 1979-1986 Deborah T. Hanfman,1987 *Early Childhood Special Education Programs and Practices* Karin Fisher,Kate Zimmer,2024-06-01 *Early Childhood Special Education Programs and Practices* is a special education textbook that prepares pre and in service teachers with the knowledge skills and dispositions to deliver evidence based instruction to promote positive academic and behavioral outcomes for young children prekindergarten through second grade with development delays and or disabilities *Early Childhood Special Education Programs and Practices* intertwines inclusive early childhood practices by using real life anecdotes to illustrate evidence based practices EBPs and procedures The authors experts in their fields emphasize high leverage practices EBPs and culturally sustaining pedagogy and align them with the practices skills and competencies recommended by the Council for Exceptional Children s Division for Early Childhood Families administrators and teacher educators of pre and in service early childhood special education and general early childhood education programs alike will find this book useful Included in *Early Childhood Special Education Programs and Practices* are An overview of early childhood and development of children ages 4 to 8 Strategies for relationship building with students families communities and school personnel Tips on creating a caring and positive classroom environment Chapters devoted to evidence based instruction in core subjects of reading and writing mathematics science and social studies for students with disabilities in pre K to second grade More than 80 images photos tables graphs and case studies to illustrate recommended Practices Also included with the text are online supplemental materials for faculty use in the classroom consisting of an Instructor s Manual and PowerPoint slides Created with the needs of early childhood special educators in mind *Early Childhood Special Education Programs and Practices* provides pre and in service teachers with the skills and practices they need to serve young children their families and communities across settings *Research in Education* ,1969 **Hydroponics** J. Benton Jones, Jr.,2016-04-19 Revolutionary hydroponic soilless advances are being achieved by efficiently improving results with the application of new concepts methods and equipment The new edition of a bestseller *Hydroponics A Practical Guide for the Soilless Grower* has been revised to reflect these advances with new

chapters that provide essential information on greenhouse design function and methods for crop production and management With approximately 40% additional material in the second edition the book is a state of the art comprehensive guide The second edition begins with the concepts of how plants grow and then describes the requirements necessary to be successful when using various hydroponic and soilless growing methods The major focus is on the nutritional requirements of plants and how best to prepare and use nutrient solutions for different plants using various growing systems under a wide range of environmental conditions Supported by a wealth of tables figures and nutrient formulas the book provides clear explanations of the advantages and disadvantages of each hydroponic growth system Appropriate for a wide audience this edition is a practical guide overview and handy reference for advanced hobbyists commercial growers and researchers

Reader's Theater Scripts, Grade 2 Lisa Zamosky, 2010-02 Set the stage for learning Improve Grade 2 students reading fluency while providing fun and purposeful reading practice for performance You ll motivate students with these easy to implement reader s theater scripts that also build students knowledge through grade level content Book includes 11 original leveled scripts graphic organizers and a Teacher Resource CD including scripts PDFs and graphic organizers This resource is correlated to the Common Core State Standards 104pp *Agricultural Education*, 1972 *Elementary Teacher's Treasury of Science Lesson Plans* Rita Langley, 1971 *Complete Guide for Growing Plants Hydroponically* Jr., J. Benton

Jones, 2014-02-13 With the continued implementation of new equipment and new concepts and methods such as hydroponics and soilless practices crop growth has improved and become more efficient Focusing on the basic principles and practical growth requirements the Complete Guide for Growing Plants Hydroponically offers valuable information for the commercial grower

College Science Teachers Guide to Assessment Thomas R. Lord, Donald P. French, Linda W. Crow, 2009 This guide is divided into four sections comprising 28 peer reviewed chapters It covers general assessment topics and traditional and alternative assessment techniques A series of how to assessment practices utilized in the field and practical tips to enhance assessment in the college science classroom are included

Nutrition Education Printed Materials and Audiovisuals Shirley King Evans, 1989 *Invasive Plants of the Upper Midwest* Elizabeth J. Czarapata, 2005-08-29 *Invasive Plants of the Upper Midwest* is an informative colorful comprehensive guide to invasive species that are currently endangering native habitats in the region It will be an essential resource for land managers nature lovers property owners farmers landscapers educators botanists foresters and gardeners Invasive plants are a growing threat to ecosystems everywhere Often originating in distant climes they spread to woodlands wetlands prairies roadsides and backyards that lack the biological controls which kept these plant populations in check in their homelands *Invasive Plants of the Upper Midwest* includes more than 250 color photos that will help anyone identify problem trees shrubs vines grasses sedges and herbaceous plants including aquatic invaders The text offers further details of plant identification manual mechanical biological and chemical control techniques information and advice about herbicides and suggestions for related ecological

restoration and community education efforts Also included are literature references a glossary a matrix of existing and potential invasive species in the Upper Midwest an index with both scientific and common plant names advice on state agencies to contact with invasive plant questions and other helpful resources The information in this book has been carefully reviewed by staffs of the Wisconsin Department of Natural Resources Bureau of Endangered Resources and the University of Wisconsin Madison Arboretum and other invasive plant experts

Growing Language Through Science, K-5 Judy Reinhartz, 2015-03-25 Foster life long teacher learning embedded in effective teaching practices and the science standards Science is a natural motivator and an academic engine for utilizing language but it is the teacher who is the key to fostering the innate curiosity in each learner Growing Language Through Science offers a model for contextualizing language and promoting academic success for all students particularly English learners in the K 5 science classroom through a highly effective approach that integrates inquiry based science lessons with language rich hands on experiences You ll find A wealth of instructional tools to support and engage students with links to the Next Generation Science Standards NGSS Presentation and assessment strategies that accommodate students diverse needs while encouraging them to use communicative language speaking listening reading and writing Ready to use templates and illustrations to enrich the textual discussion Field tested teaching strategies framed in the 5Es used in monolingual and bilingual classrooms Reflection exercises that enhance teacher instructional decision making Use this timely resource to build students science and language skills simultaneously while helping them find the joy in learning This book is timely informative and accessible to the practitioner As an administrator I would love to use this resource with our staff as a way to generate dialogue around the NGSS and the implementation of science as the content for language arts integration Thelma A Davis Principal Clark County School District Las Vegas NV The book s major strengths are taking multiple teaching strategies that are proven to be beneficial for English learners and putting them together in an easy to understand format allowing the teacher a view of what a lesson should look like as well as numerous ready made lessons to follow Lyneille Meza Coordinator of Data Assessment Denton ISD Denton TX

Early Years ,1981 **Library of Congress Subject Headings** Library of Congress,2010

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two or three ... Spadefoot Toads (Pelobatidae) Frogs in this family are often mistaken for toads (exemplified by the common name, "spadefoot toads"). They do not have the warty skin of true toads, however, ... Natural History of the White-Inyo Range Spadefoot Toads (Family Pelobatidae). Great Basin Spadefoot Toad, Spea ... A related species in southeastern California, the Couch's Spadefoot Toad (*S. couchii*) ... Couch's spadefoot (*Scaphiopus couchi*) Couch's spadefoot (*Scaphiopus couchi*). Order: Salientia Family: Pelobatidae (spadefoots) Other common name: spadefoot toad. Spanish names: sapo con espuelas ... Spadefoot toad | burrowing, nocturnal, desert 3 days ago — All spadefoot toads are classified in the family Pelobatidae. Spadefoot toads have a broad, horny “spade” projecting from the inside of each Pelobatidae - European Spadefoot Toad Family - Apr 21, 2017 — The family Pelobatidae is the European Spadefoot toads but they aren't just found in Europe, they are also found in Asia and Northern Africa.