

Ecosystem lesson plan

[Environment](#), [Ecology](#)



Students will be introduced to two new and different ecosystems and all of the elements that are found inside the ecosystems. As a category, pupils will build a Venn Diagram placing the distinguishable differences between the two ecosystems every bit good as any similarities.

LESSON OBJECTIVE: Students will learn how the universe contains different ecosystems that possess similar and different elements. Students will besides be exposed to how workss and animate beings rely on one another in order to properly map. Last, pupils will detect the intense competition some animate beings and workss face in certain ecosystems. Students will learn this stuff through the use of synergistic direction. First, the pupils will listen, deduce, and callback earlier, during, and after the two books are read. Then, pupils will join forces to make a in writing organiser in the signifier of a Venn Diagram to expose their findings. A formative appraisal will be conducted by simple observation while the Venn Diagram is constructed. I will do mental note of lending pupils and guarantee that all pupils have had an chance to lend to the diagram or to the conversation.

Materials: Tropical Rain Forests (True Books- Ecosystems) by Darlene R. Stille, Mountains (True Books-Ecosystems) by Larry Brimner, chalkboard or whiteboard.

Concept: Ecosystems, animate being and works relationships

Vocabulary: ecosystem, system, community, population, home ground, nutrient concatenation, manufacturers, consumers, decomposers, nutrient concatenation, nutrient web (FlashcardExchange, 2010)

MOTIVATION/INTRODUCTION TO THE LESSON: Today 's motive is reading two books. Students will hold merely completed a desert terrarium the twenty-four hours before and are go oning a hebdomad of merriment with ecosystems by listening to the teacher read two colourful and descriptive books!

STRATEGIES/ACTIVITIES/PROCEDURES:

- Measure 1. Students ' attending is gathered.
- Measure 2: Students gather in a general seating country or stay quiet at their desks.
- Measure 3: The instructor informs the pupils that they will be listening carefully to 2 books about ecosystems. Each book contains similarities and differences and their occupation is to listen carefully or take notes in order to happen interesting facts! Following, I introduce today 's subject: comparison ecosystems and all it 's dwellers.
- Measure 4: Uncover the first book: Tropical Rain Forests. I identify all of the print constructs so begin reading page one. I allow pupils to inquire inquiries and do notes after each page.
- Measure 5: Have a brief treatment about the tropical rain forest ecosystem. Students make notes about what their fellow schoolmates have noticed.
- Measure 6: Uncover the 2nd book: Mountains. Identify all of the print constructs and get down reading page one. Students have the chance and are encouraged to inquire inquiries and do notes after each page.

- Measure 7: Have a brief treatment about the mountain ecosystem. Students make notes about what their fellow schoolmates have noticed.
- Measure 8: I draw a Venn Diagram on the board and label the 3 subdivisions. I ask the pupils what a Venn Diagram is.
- Measure 9: Students take turns raising their hands and coming to the board to put specific similarities and differences into the Venn Diagram.
- Measure 10: Students also observe the works and carnal relationships and note them in the diagram.
- Measure 11: Appraisal is taking topographic point.
- Measure 12: I verbally review the Venn Diagram allowed for support.

Closing: "Can you call some works and animals that live in the tropical rain forest that could never last in the mountains? Why is that so?" Students exchange replies with their desk partner, come to a consensus and a few share their response with the category. "How is competition for nutrients different between these two ecosystems?" Students think and respond. "Yesterday we created a desert planetarium to demonstrate what populating in that ecosystem would be like. Today we have experienced two new ecosystems: the mountains and the tropical rain forest. Tomorrow you will all see how black the effects of an oil spill can be on certain ecosystems and its dwellers. Keep in mind all of the different ecosystems we have covered every bit good as what they have in common!"

Alterations: All pupils have chances to inquire inquiries every bit good as discuss with a partner. This should enable pupils that have a difficult clip hold

oning the constructs to pass more clip on the specific country they are confused with. These pupils can talk one on one with their spouse and will hopefully derive a better apprehension of ecosystems. Second, 3 visuals are utilized in this exercising that should make repeat throughout the activity. I should hold a general thought of which pupils will get the hang this aim before the lesson begins. However, this peculiar lesson is an full class-interactive lesson. These pupils will non have alterations because it is imperative that they listen to the guided reading and take part in making the Venn Diagram.

Beginnings

- Brimmer, Larry. (2000) . Mountains (True Books) . Nutmeg state: Children 's Press.
- FlashcardExchange. (2001-2010) . 4th Grade Ecosystem Vocabulary. Retrieved from hypertext transfer protocol: [//www. flashcardexchange. com/flashcards/list/260902](http://www.flashcardexchange.com/flashcards/list/260902)
- Stille, Darlene. (2000) . Tropical Rain Forests (True Books) . Nutmeg state: Children 's Press.
- Webb, Dr. Tim. (2007) . Curriculum Standards- TN Department ofEducation. Retrieved from hypertext transfer protocol: [//www. state. tn. us/education/ci/sci/index. shtml](http://www.state.tn.us/education/ci/sci/index.shtml)