

Project FOCUS
Best Lessons
FOURTH GRADE

Title of Lesson: Ecosystems

Theme: Life Science Choose an item.

Unit Number: Click here to enter text.

Unit Title: Ecosystem Choose an item.

Performance Standard(s) Covered (enter code):

S4L1a

Enduring Standards (objectives of activity):

Habits of Mind

- X Asks questions**
- Uses numbers to quantify**
- Works in a group**
- Uses tools to measure and view**
- Looks at how parts of things are needed**
- X Describes and compares using physical attributes**
- Observes using senses**
- X Draws and describes observations**

Content (key terms and topics covered):

Ecosystem, Community, Population, Producers, Consumers, Decomposers

Learning Activity (description in steps)

Abstract (limit 100 characters):

Introduce the students to the new vocabulary terms/key concepts, then, construct an environment for two plants in different settings.

Details: First, go through the power point and engage the students in the terms.

--1st and 2nd slides: ask what's living and nonliving in the picture. Then ask how they interact with each other and benefit from each other. Ask what different examples of ecosystems/communities they can think of.

3rd: think of populations of different types of animals, ask questions.

4th slide: go through the questions with the students and have them think of one specific animal.

After writing their answers down, share with the class their animals and the answers to their questions. Ask if they can figure out what a producer, consumer, and decomposer is before introducing it.

5th slide: explain the definition of the three types and give examples and think of random animals and ask if it is a producer, consumer, or decomposer.

In their science textbook, there was an experiment that we followed. We needed to make two pots with some materials then place one in the sun and one in a dark place. The potting of the plant was intended to "create an environment". This experiment was to show how sun is necessary for all forms of life, so the lesson to take away from the experiment was to emphasize that all living things need sunlight and water. They made a chart in their notebooks comparing

the two plants and predicted what would happen to each plant. They were to be watered every day and then the students had to note the state of each plant and describe it in their notebooks. After 10 days, the students needed to write a conclusion either agreeing or disagreeing with their prediction and explaining which plant stayed alive and why.

Materials Needed (type and quantity): rocks, sand, soil, plants, saran wrap, two plants, two big water bottles with the tops cut off.

Notes and Tips (general changes, alternative methods, cautions): Everything worked very well with this lesson plan. It can be messy with the soil, though. It is important to make sure that the teacher is willing to follow through with the experiment and allow time for the students to look at and water the plants every day.

Sources/References:

1) Students' textbooks were referenced for the definition of terms and for the procedure of the experiment.