|  |
| --- |
| MSPLesson Plan |
| **NAME: Shannon Sexton** |
| **SUBJECT/GRADE RANGE: Ecology/6th Grade** |
| **TOPIC: Abiotic and Biotic Factors** |
| **List of appropriate standards that support the lesson.*** 06-LS2-3
 |
| **List of appropriate objectives that guide the lesson.*** Students can identify abiotic and biotic factors
* Students can construct a definition of what makes things living and non-living
 |
| **An equipment list in table format, stating the quantity and source for each item.**

|  |  |  |
| --- | --- | --- |
| Equipment | Quantity | Source |
| Smart Board or other source to show video clip | 1 | YouTube Video clip “Pocahontas Colors in the Wind”Image of abiotic and biotic factors |
| Paper | 1 piece per group or pair |  |
| Book of your choice that has many abiotic and biotic factors in it. | 1 | I use The Magic School Bus Goes To The Pond. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 |
| **List of safety requirements for your lesson. (when applicable)*** N/A
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A detailed plan of instruction including activities, timeline, and questions you plan to ask students.**

|  |
| --- |
| ***Engagement*** |
| Timing | Activities Video Clip Pocahontas ”Colors of the Wind” | Planned Questions & Expected Answers/Misconceptions |
| 5 minutes | Prior to showing the video, teacher may need to explain that this clip is leading up to the place where he is going to kill the bear. |  |
|  |  |
| Ask students to watch the video clip | What was she talking about?What did she know that he didn’t know?Make sure that students understand that all things have their place in the ecosystem. |
|  |  |
| ***Exploration*** |
|  |
| Timing | Activities Categorizing Information | Planned Questions & Expected Answers/Misconceptions |
| 20 minutes | Students will make a T-chart of what they think makes the teacher a living thing and my cup a non-living thing. | What do you think makes me a living thing? What do you think makes my cup a non-living thing?  |
| After making the list, students will share some of their ideas and the teacher will write these on the board. |  |
|  |  |
| Show students the image of abiotic and biotic factors. Ask the students to make a new T-chart listing all the living and non-living things they see from the image. | How many different living and non-living things can you find from the image? |
| ***Explanation*** |
|  |
| Timing | Activities Re-evaluating Criteria | Planned Questions & Expected Answers/Misconceptions |
| 10 minutes | After making their lists, students will share the living and non-living things they saw in the image.  | Tell me some living things you found.Tell me some non-living things you found. |
|  |  |
| Ask students to review the criteria they made for what makes something a living or non-living thing. | Does the criteria you made of what makes something a living or non-living thing apply to the things you have added to your list from the image you saw? |
| Students will re-evaluate their criteria and add to their list of what makes something a living or non-living thing. Students will share their new criteria for teacher to write on the board. | Did you add any new criteria for what makes something living or non-living? |
| ***Elaboration*** |
|  |
| Timing | Activities Story and Writing a Definition | Planned Questions & Expected Answers/Misconceptions |
| 15 minutes | Students will be asked to listen to a short story Magic School Bus Goes To The Pond, and list abiotic and biotic factors. |  |
|  |  |
| After the story is read, students are asked to write a definition, based upon the list they made from the story and their criteria, of what is a living thing and what is a non-living thing. Have students turn in their definition and T-charts for teacher review. |  |
|  |  |
| ***Evaluation*** |
| See below |

 |
| **Assessments. A copy (or description) of how you will assess whether the students have achieved your objectives along with a key showing how you will evaluate responses.**Review T-Chart criteria the students made. Review the definition the students made. |
| **Any visual aids and handouts that you will use.**This is the image I use.<https://www.youtube.com/watch?v=HvvZ1TEQRB8> (Pocahontas “ Colors of the Wind”) |