



Ecosystems

Unit/Lesson Plan Title: Ecosystems

Subject: Science

Grade Level: 5

Length of Unit/Lesson:

Unit/Lesson Summary: After studying various ecosystems in the classroom, students visited the computer lab where they used Inspiration and Keynote software to create a scattergram. Students also created a Frayer Model of one of the following groups: consumers, decomposers, or producers.

Key Vocabulary: rapid fire, scattergram, ecosystems, producers, consumers, decomposers

Essential Question(s):

How can I use desktop publishing tools to create and edit documents?

NCSCOS Essential Standards/ESOL objectives Addressed in Unit/Lesson:

Technology:

1.13 Identify and discuss multimedia terms/concepts (e.g., menu, branching, navigation, multimedia, design).

2.10 Select and use WP/DTP menu/tool bar features to edit/revise and change existing documents/projects/assignments

Science:

1.02 Identify and analyze the functions of organisms within the population of the ecosystem:

- Producers.

- Consumers.
- Decomposers.

Materials/ Resources:

Inspiration software
Keynote software

Procedure: After studying various ecosystems in the classroom, students visited the computer lab. With a partner on one computer, students used Inspiration software to create an ecosystem web focusing specifically on consumers, producers, and decomposers and examples of each. On the other partner's computer, students opened Keynote software. After being shown an example of a scattergram (which is a way of organizing information), students were to use their examples to create a scattergram (using a minimum of 12 examples from all 3 groups)...taking the role of the "teacher". After groups completed their scattergram, random sets of partners switched computers where they were to figure out and organize the scattergram...taking the role of the student. Last, the original scattergram "creators" checked for understanding to see if their scattergram had been organized correctly...taking the role of the teacher again.

In addition, students also used their knowledge to create a Frayer model example of one group where they provided a definition, characteristics of, examples of, and non-examples of animals of this ecosystem.

Unit/Lesson Accommodations for Differentiated Instruction

Enrichment: Set the minimum number of examples to be included on the scattergram to 15 or higher.

ESOL/Remediation: Reduce the number of examples to be included and to be organized when switching groups

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