

IMPACT Lesson Plan

Grade Level: 5th Grade

Title: Roadkill Roundup

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Main Subject: Science

Key Vocabulary: ecosystem, decomposer, producer, consumer, herbivore, carnivore

Essential Question: How do climate and geographic location affect animals in an ecosystem?

NC Standard Course of Study:

Science:

1.01 -Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).

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

- Producers.
- Consumers.
- Decomposers.

1.03 -Explain why an ecosystem can support a variety of organisms.

1.05 -Determine the interaction of organisms within an ecosystem.

1.06 -Explain and evaluate some ways that humans affect ecosystems.

- Habitat reduction due to development.
- Pollutants.
- Increased nutrients.

1.07 -Determine how materials are recycled in nature.

Math:

4.01 -Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.

4.02 -Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

Language Arts:

4.01 -Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.07 -Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

4.09 -Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).

4.10 -Use technology as a tool to enhance and/or publish a product.

Other Language Arts Objectives Addressed:

1.03, 1.05, 2.03, 4.08, Goal 5

Technology:

1.15 -Recognize, discuss, and use online terms/concepts (e.g., search strategies, citing resources, filters, AUP/IUP). Strand - Telecommunications/Internet

2.04 -Use spreadsheet terms/concepts and functions (e.g., median, range, mode) to calculate, represent, and explain content area assignments. Strand - Spreadsheet

2.06 -Create/modify simple content area spreadsheets to enter/edit, calculate, organize, and display content data for class/group assignment/project, citing resources. Strand - Spreadsheet

2.13 -Plan, discuss, and use search strategies with two or more criteria to find information for assignments/projects/products about the Western Hemisphere. Strand - Telecommunications/Internet

3.06 -Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. Strand - Multimedia/Presentation

Other Technology Objectives Addressed:

3.07

Information Skills:

4.03 -Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. Strand - Telecommunications/Internet

4.04 -Follow acceptable use guidelines (AUP/IUP) in accessing information.

4.05 -Gather information.

4.07 -Organize and use information.

4.09 -Present information in a variety of formats (print, graphical, audio, video, multimedia).

5.02 -Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.

5.03 -Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

Other Information Skills Objectives Addressed:

4.01, 4.02, 4.06, 4.08, 4.10, 5.01, 5.04, 5.05

Procedure:

Students counted Roadkill for 2 weeks on prepared form.

-That information was put into a Numbers spreadsheet and a graph created.

A Google search for a 5th grade classroom in each US State was completed.

-Letters were sent to that classroom requesting roadkill information.

Business Letters were written in class

-Those letters were typed in a Pages template.

When responses arrived from other states, students chose an animal from the list to research.

-Big 6 method was taught in Media.

Students did a Keynote presentation on the animal they researched. Students did not use a template but created the Keynote on their own.

Students dissected Owl Pellets in the media center with the media coordinator.

Students created a Food Chain in Inspiration.

Reader's Theater with *How Animals Got Their Coat* was done in Language Arts.

Cross Curricular Extension:

Enhancements:

Assessments:

Students were graded on the accuracy of their letters.

The Inspiration and Numbers documents were graded for accuracy.

A rubric was used to assess the Keynote.