

## Science/Literacy Learning Week Example    Topic: Ecosystem

### Big Question: How and why do ecosystems vary?

**Vocabulary:** climate, food web, animals, vegetation, balance, ecology

**NGSS Cross-Cutting Concept:** \_\_cause-effect; \_\_structure and function; \_\_X systems; \_\_stability and change;

**NGSS Science Practice:** \_\_investigate \_\_analyze/interpret data X collect, communicate information \_\_ \_\_\_\_\_

This week's READING: chapter in science book; Internet-based ecosystem profiles from Smithsonian

*Read closely, answer questions with **EVIDENCE** (CCSSR1); **Summarize, identify central idea, supporting ideas** (CCSSR2);*

***Use structure of text** to identify ideas, locate information (CCSSR5); **Integrate information, ideas** from different sources (CCSSR7)*

This week's DEMONSTRATION OR EXPERIMENT: Walk around block, observe then classify parts of immediate ecosystem

<i>PREVIEW, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
<b>EXPLORE</b>	<b>EXPERIMENT</b>	<b>EXAMINE</b>	<b>EXPLAIN</b>	<b>EXPAND</b>
<p><b>I do: How and why do ecosystem vary?</b></p> <p>We do: List current answers. Read aloud and students identify key facts. <b>Ask the BIG question.</b></p> <p>You do: Start glossary—write and draw pictures to show word meaning.</p> <p>Check for Understanding: Daily learning journal.</p>	<p>I do: <b>Read</b> one paragraph about one ecosystem.</p> <p>We do: Predict what kinds of features we'll find in our ecosystem. Walk around block, observe then list features of immediate ecosystem. Classify facts.</p> <p>You do: <b>Read</b> more and add facts to list about different ecosystems. Add words to glossary.</p> <p>Check for understanding Glossary</p>	<p>I do: model how to <b>compare with a Venn Diagram.</b></p> <p>We do: Classify parts of three ecosystems.</p> <p>You do: Use Venn diagram to compare two ecosystems. Use book to get facts. Add words to glossary.</p> <p>Check for understanding: Explanation of chart</p>	<p><b>YOU DO:</b> List information to construct response— <b>How and why are ecosystems different?</b></p> <p>I do: Clarify</p> <p>We do: Start to outline booklets (to complete tomorrow)</p>	<p>I do/We do: For students needing added guidance: List facts about ecosystem from the reading; Then sort them and identify differences and infer why they are different.</p> <p>You do: Exceed students make ecosystem book with illustrations and glossary and diagram</p> <p>Synthesis: What have we learned about ecosystems and about how to learn by reading?</p>