

A Collaborative Unit
Library/Technology/Classroom
Ed Cody Elementary/2nd Grade

Topic / Title / Theme:

2nd Grade Life Science/
The Woodland Forest Habitat

Goal:

Students will be able to identify and describe a woodland forest habitat and have a working knowledge of the adaptations and interdependence of plants and animals in a woodland forest.

Objectives:

1. To identify and describe the basic characteristics of a woodland forest habitat and to recognize that different habitats meet the needs of different plants and animals
2. To identify and explain the basic needs of all living things, especially those of animals.
3. To locate and utilize the resources on the campus in respect to the research topic (This includes the books, reference materials, and internet as resources for research)
4. To learn note-taking skills to include citing sources of information gained
5. To begin to synthesize the information they are learning and to apply that information in a real world application

Student activities to meet objectives:

1. Introduced unit with KWL of habitats. Most were familiar with the desert habitat that they learned last year in first grade. We discussed our own habitats and the things we needed to have in it for survival. This led to a discussion of living and non-living as well.
2. We observed a dead tree log and discussed it as a habitat for various animals, insects and fungi. Students were given a drawing of a log and asked to draw the items they observed on the tree log provided.
3. Read The Lorax by Dr. Suess and discussed multiple uses of trees and the fact that they are a resource for many things we use today such as pencils, paper etc. Students wrote about why trees are important to us and other animals.
4. Read Life in a Tree and discussed again the many animals that depend on trees. Students colored a worksheet with a large tree that also had windows with various animals living in places in, around and under the tree. Students were to locate and explain how the tree was important to them.
5. Students watched a film about the life cycle of a tree and the layers of the forest. We learned a song titled Down on the Forest Floor which was featured in the film.
6. Students created a list of animals, plants and insects that might live in the forest. We used the internet and books that we had read in class to help us generate a good list. Students were the choice to research the topic of an animal, plant or insect. Teacher assigned various animals, plants or insects to students based on resources available in the

library.

7. Students were told that the San Antonio Zoo need their help in researching the woodland forest animals, plants and insects in their habitats to help the zoo decide whether they wanted to build such an exhibit at the zoo. (There was a borrowed letterhead letter stating this scenario that was shown to the students for them to believe that this was authentic) Students were then to become the experts to report back to the zoo.
8. Students were sent to the library in groups according to their area of research. For example, plants went together, although each student was expected to do their own plant. Students worked on their individual research using note cards for note taking and citing sources. The librarian worked with students on this part of the research project.
9. Students went to the computer lab to continue their research for the zoo. They were given access to a folder containing about 5 websites that they could read for information. The task was for them to write down 5 forest animals and why those animals were important, 5 plants and why those 5 plants were important. Then, they were to synthesize this information to write down reasons why a woodland forest zoo exhibit would be a good idea and why it may not be a good idea. Class discussion followed this assignment as it was quite a challenge for some.
10. Students took their research cards into the computer lab and created a circle map of facts about their animal, plant or insect.
11. The class discussed the importance of all the animals, plants and insects they had learned so much about. This led to a discussion of the food chain and how dependent certain animals are on certain other animals and plants. We made a human food chain using the animal or plant they had been assigned. They would say to each other—Oh, so you can eat me and I would eat that etc. This seemed to help it to click for some.
12. Students then created a food chain example using Inspiration in the computer lab. These were very nicely done and really helped to solidify the concept for most students at this point.
13. Students presented their research information to each other in class.
14. The class created a slide show of the information they wanted to tell the zoo and took a vote about whether they decided it was a good idea or not. They thought there should be an exhibit and that they zoo should do it. They also decided to poll the school to see if the interest was similar.
15. So, small groups were assigned to conduct surveys of each grade level to determine the interest level of our campus. This was something they came up with and wanted to do.
16. The CIT worked with these students to create a visual representation of their information to present with our power point.
17. A “Zoo representative” was asked to come to our class to view the power point and ask questions of the “expert researchers”. This was a neat experience.

LIB	CIT	Teacher	<u>Task / Notes:</u> <u>Who is responsible?</u>
*		*	<u>Supplies:</u> <ul style="list-style-type: none"> • Dead log for observation • The Lorax by Dr. Suess • Life in a Tree, Big Book • A variety of other books on forest habitats for the class library reading during the unit
*		*	<u>Print Resources:</u> <ul style="list-style-type: none"> • Various non-fiction library books about individual types of plants and animals • Reference materials such as <u>Animal Fact File</u> (Facts on File, Inc.), <u>National Geographic Book of Mammals</u> (National Geographic Society), and <u>The World Book Student Discovery Encyclopedia</u> (World Book, Inc.) • Arnosky, Jim. <u>Crinkleroot's Guide to Knowing the Trees</u>. Bradbury Press, 1992. • Behm, Barbara J. and Bonar, Veronica. <u>Exploring Forests</u>. Gareth Stevens Publishing, 1994. • Behm, Barbara J. and Bonar, Veronica. <u>Exploring Woodlands</u>. Gareth Stevens Publishing, 1994. • Eugene, Toni. <u>Creatures of the Woods</u>. National Geographic Society, 1985. • Schwartz, David M. <u>The Hidden Life of the Forest</u>. Dwight Kuhn, photographer. Crown Publishers, Inc., 1988.
*	*	*	<u>Non-Print Resources: (websites, videos)</u> http://www.gp.com/EducationalinNature/topics/mammals.html http://www.nationalgeographic.com/features/96/forest/html/enter.html http://www.enature.com/habitats/show_sublifezone.asp?sublifezoneID=71#Anchor-Habitat-49575

*	*	*	http://www.nisd.net/brauchww/LearningLinks/WebBasedLesson/ForestWebQuest2ndGrade/index.html http://www.enchantedlearning.com/biomes/tempdecid/tempdecid.shtml http://library.thinkquest.org/11234/woodland.html?tqskip1=1&tqtime=0331 http://www.naturegrid.org.uk/woodland/woodexpbre.html http://lsb.syr.edu/projects/cyberzoo/deciduous.html http://mbgnet.mobot.org/sets/temp/animals/valley.htm http://muse.northside.isd.tenet.edu/uhtbin/cgiisirs/sTEQnWOq7f/65560006/60/53/X <u>Videos:</u> "Down on the Forest Floor" (Life Habitat Series), MBG Videos, 1991. "The Puzzle of the Rotting Log" (Life Habitat Series), MBG Videos, 1991.
*	*	*	<u>Technology:</u> Internet Selected websites for research, Inspiration-food chain, Kid Pix, and Microsoft Power Point-slide show
*	*		<u>Instruction: (Librarian)</u> Note Taking Research skills, such as citing sources Internet as a resource Assisted with small groups of unfinished computer lab projects in Library
		*	<u>Instruction: (Teacher)</u> Curriculum
		*	<u>Evaluation / Assessment:</u> Research rubric Peer evaluations were done for completed folder of assignments and quality of all work Self evaluation was also expected prior to turning in work

Inter-Disciplinary connections:

Math: The students surveyed the school for interest in a woodland forest exhibit in the SA Zoo and created a data chart to use to represent data and from which to draw conclusions about student interests.

Science: NI SD Life Science Curriculum

S.S.: accessed, interpreted and organized and applied information from a variety of sources, used problem solving skills and communicated this knowledge in a written, oral and visual form

L.A./Reading: Students wrote a narrative about their animal or plant having to move to another habitat and its survival in the new environment. Students also learned many new vocabulary words to use in their narratives. Students also read non-fiction and fiction books about their animal or plant they were researching. Reading Comprehension skills were necessary for reading and synthesizing information from the websites regarding forests and the animals and plants that live there.

Music: We learned the song “Down on the Forest Floor” to the tune of “Hokey-Pokey” (see attached, from Life Habitats Workbook)

Art: Students were given opportunity to draw their animal/plant in its habitat. Also, using technology we put together, as a class, a forest habitat using photos, stamps, and clip art from Kid Pix I I I .

Other: Technology-surfing websites, using various programs such as Kid Pix, Inspiration, and Power Point to create products

Student Outcomes; (What is the final product?)

- Students had individual products of drawings, diorama, or other representation of their animal in its preferred habitat.
- Students also had to produce all 7 of the note cards completed for the research portion of the unit. They presented all of their information orally to the class.
- Students then used this information to create circle maps of facts about their animal/plant.
- Students also created a Food Chain web using Inspiration on the computer.
- The class also produced a power point presentation to present to the zoo as a

culminating project.

Assessment and Evaluation: (Attach rubric if used)

- Used curriculum guide rubric for research cards.
- Evaluated technology projects on completion and presentation

Standards Met:

NI SD:

LA- IIG; III B, C, F, I; IVA-D; VA-C; VIA-C; VII A, B, E, G; VIII A-E

Math- VA-D

Science- IVA-C

Social Studies- IID; VIII A-C

TEKS:

Science- 2.1A, 2.1B, 2.2A-F, 2.3A-C

Math - 2.11A-C, 2.12B

Social Studies - 2.7B, 2.8A,D, 2.17B-E, 2.18A,B, 2.19A,B

Language Arts - 2.1A-E, 2.3A,C,D, 2.4A-C, 2.7B,C, 2.8 A,C,D, 2.9B,D,F,G,I, 2.10A-C, 2.11A,C,E,F, 2.12A-H, 2.14A,B, 2.17B, 2.20A-D

LOTI (Level of Technology Implementation)

3-4-depending on whether or not the students' conclusions were presented to the school and community (maybe the zoo in this case)

TIMELINE

Planning, Organization, Implementation, Post-Evaluation

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Planning	Planning	Planning	Planning	Planning
Week 2	Begin unit with KWL of habitats and discussion of own habitat		Compared what they learned last year about desert habitats to own habitat		Observed tree log/log drawing/ watched film on rotting log
Week 3	Read <u>The Lorax</u> by Dr. Suess/class discussion		Film on forest floor/created list of forest animals, plants and insects/ assigned individual research topics		Introduced "Zoo Research"/ Reviewed expectations for research in library next week/came up with questions to research
Week 4	Small Groups did research in library				
Week 5	Students wrote about their animal living in another habitat	Web Search activity in computer lab	Web Search activity in computer lab	Inspiration Circle Map	Extra day for completing technology projects
Week 6	Act out live Food Chain in class	Computer Lab- Inspiration Food Chain	Worked on class Power Point		

<p style="text-align: center;">Week 7</p>	<p>Surveyed school for interest in woodland forest exhibit at the zoo</p>	<p>Created data chart with CIT of survey</p>	<p>Oral Class presentations</p>	<hr/>	<hr/>
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