

Grade 3rd	Lesson: Habitat: Small Environment-5	Reference to English Interconnections Lesson Habitat: Small Environments pg. 42
Science Standard(s): Standard 2.2 Interrelationships: Communities and their Environments		
Content Objective(s):	Language Objective(s):	
Students will compare a small-scale environment to a larger environment (e.g., terrarium to a forest). <i>I can tell if an object is living or non-living thing to my partner. I can tell how changes in the environment can affect living things.</i>	Students will use the Venn diagram to compare verbally a terrarium to a woodland habitat to a partner. <i>I can tell how a terrarium is the same as or different from a woodland habitat by using a Venn diagram and explaining to a partner.</i>	
Essential Questions: How do living and non-living things adapt as the size of their environment grows?	Academic Vocabulary: Listening: environment, living, nonliving, organism, survive, observe, terrarium, aquarium, temperature, moisture, habitat Speak: Environment, living, non-living thing, survive, woodland, pond, terrarium, aquarium Read: living things, non-living things, Write:	
Materials: <ul style="list-style-type: none"> • Pictures of aquariums and ponds • Pictures of woodland • Class terrariums • Comparing a Small and Large Environment Sheet 	Additional Lesson Vocabulary: environment, living, nonliving, organism, survive, observe, temperature, moisture, affect, effects, shrink, fit, Sentence Frames: Both have _____. Or Both are _____. The woodland is _____ than the terrarium because _____. The terrarium is _____ than the woodland because _____. A__ has__ but a _____ has _____.	
Lesson:	Instructional Time:	
Opening: (5 minutes) <ul style="list-style-type: none"> • Read a simple book about a pond or take a field trip to an environment. Introduction to New Material (Direct Instruction): (3 minutes) <ul style="list-style-type: none"> • Show a picture of a pond and an aquarium. T: “An aquarium is like a small version of a pond. Some things may be the same between the two. Some things may be different. We are going to compare and contrast these two environments together as a class. Then you will compare your terrariums to a woodland environment on your own.” Guided Practice: (15 minutes) T: “Tell me how the aquarium and the pond are the same. Let’s see how many Science vocabulary words we can use. When we tell how two things are the same we use the phrase “Both have _____.” or “Both are _____.” <ul style="list-style-type: none"> • Post the sentence frames on the board for students to use when responding. <i>S: “Both have fish. Both have plants living there. Both have nonliving things like rocks. Both have water. Both are environments. Both have living organisms.</i> T: “Tell me about how the aquarium and the pond are different. Here’s an example ‘The aquarium is smaller than the pond.’ Tell me how they are different.” <i>S: “Ponds have ducks but an aquarium does not. An aquarium can have fake or nonliving plants, but a pond has living plants. A pond is bigger than an aquarium.</i> Independent Practice: (10 minutes) T: “Now that you see how to compare and contract an aquarium to a pond, you will compare a terrarium to a woodland environment on your own.” T: “Each person will get their own paper and work on their own for 5 minutes. Then I will ring a bell. You will wait for my instructions what you will do next. You may begin.” <ul style="list-style-type: none"> • Students work on the compare/contrast sheets for 5 minutes. Set a timer to help them manage their time. 		

T: "You have 1 minute left to get as much as you can written down."

- Give signal for them to stop.

T: "For the next 5 minutes you will work with a partner. Share with your partner what you both wrote. You can add anything to your chart that you didn't think of on your own so that you both have everything down you two could think of. Then I will ring the bell again."

- Students find a partner and begin sharing and writing. Help facilitate students who need partners. Remind them to write down what their partner said.
- Ring the bell at the end of 5 minutes.

Closing: (7-10 minutes)

- Gather students together on the rug with their charts.

T: "Let's see what you came up with. Raise your hand and tell me one thing you put on your chart. Be careful to only tell me something that hasn't been said before."

S: Students share what is written on their charts. Teacher writes them on a new Venn diagram on the board.

T: "Excellent work, class. We have a great comparison chart of a terrarium and a woodland environment. The next time you visit a habitat, take the time to look for the living and nonliving things there and how they interact with each other. "

Assessment:

Comparing Small and Large Environments Sheet.

Extra Ideas:

Take a ½ day field trip to an environment such as those listed below. Take clipboards and paper to make observations about the living and nonliving things in the environment.

Pond Environment

Wheeler Historic Farm

Tracy Aviary

Liberty Park

Sugarhouse Park Pond

Pond & Forest Environment

Brighton-Silver Lake

Red Butte Gardens

Forest/Woodland Environment

Mueller Park (Bountiful)

City Creek/Memory Grove (downtown)

Desert Environment

Cactus and Tropicals (retail store/nursery)

Misc Environments

Utah Museum of Natural History, displays

Thanksgiving Point

Hogle Zoo