

Lesson Plan: 8th grade Science – Wetland Habitats

Teacher: H. Rogers

I. Learning Goals

North Carolina Standard Course of Study

3.02 Explain the structure of the hydrosphere

3.04 Describe how terrestrial and aquatic food webs are interconnected

3.08 Recognize that environments and organisms require stewardship

After this lesson, students will be able to compare and contrast swamps, bogs, and marshes. They will be able to describe the wildlife in each, and how to protect these areas.

II. Student Background Knowledge and Experience

What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?

Students will need to understand the basic properties of water, sources of precipitation that feed wetland areas, and how wetlands form. They will also need to understand basic Alice programming.

How do you know the students have the skills and knowledge to be successful?

Information from previous assessments.

How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

Each student will be given a computer, a handout with tips and hints for working with Alice, a list of internet resources, and access to the library.

III. Instructional Procedures

Content summary, including concepts and essential understandings:

Students will each build their own Alice world. The world will include the three types of wetland habitats, their inhabitants, food sources, and each will include ways to protect each of these habitats.

IV. Resources and Materials

Computers, Library books, the Tips and Tricks for working with Alice handout, a list of Internet resources

V. Instructional Activities

Opening:

Students will warm up reviewing the properties of water, different types of wetlands, and review about how to use Alice.

Main Activity:

Allow students free time to research wetland habitats, build their storyboards, etc. Make sure to check over storyboards before allowing the students to start building.

Students will build their worlds, including each of the criteria listed above.

Closing:

Review what the students learned about their wetlands, answer any questions about the wetlands or Alice.

VI. Assessment/Evaluation

Have each student present their finished Alice world to the class.

Each student will take a quiz about the wetlands.

VII. Adaptations

If adaptations are needed to meet IEP goals, then shorten the length of the Alice world, or only include one type of wetland habitat in the world. Extra time to work on the world will also be allotted.

VIII. Reflection (if lesson is taught)

How could you alter this lesson plan so that it fits in with your classroom? Next time, should there be more guidelines about what to include/exclude from the Alice world? Were presentations of each world beneficial to the class? What individuals showed exceptional performance? Which individuals didn't? Is there another way to present this lesson so that all individuals will be successful?