

4.1 What's a Community?

Story Extension for This Lesson:

After Reading the story, the students should have a sense of what the basics of a habitat and/or a community are. This will strengthen their collective knowledge.

Grade: 4

Strand: Habitats and Communities

Big Ideas:

- Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. (Overall expectations 1, 2, and 3)
- Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them. (Overall expectations 2 and 3)
- Society relies on plants and animals. (Overall expectations 1 and 2)

Overall Expectations:

1. analyze the effects of human activities on habitats and communities
2. investigate the interdependence of plants and animals within specific habitats and communities
3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Specific Expectations:

2.5 use appropriate science and technology vocabulary, including habitat, population, community, adaptation, and food chain, in oral and written communication

2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

Inquiry Skills

Inferring, Recording, Discussing

Other 21st Century Skills

Collaboration

Instructions:

As a whole class activity, the students will brainstorm what they already know about habitats and communities. Students will list what they know about the relationship between these two habitats and communities, and will identify what they want to learn by writing down a set of questions. After a class discussion, students will have an opportunity to independently fill in their own version of the mind map or something similar to a KWL chart. The students will add to the mind map throughout the unit as more information is gathered, and it will help them complete the Final Assessment by the end of the unit. This activity will assist the teacher in determining the students' levels of prior knowledge.

Using a large display area (black board, white board, chart paper, Padlet app), have the students take in term to brainstorm and give ideas in a group mind-map. This activity will allow everyone to share and build ideas off others. If using a White/Black board or Chart paper, the students could copy the information down after it was complete to keep as their own personal record. Where possible, If the classroom has a "Word Wall" or other display area, keep the Mind-map up for the duration of the unit to help students to refer to the terminology, and ideas. If you are using an app of some kind, they should have access to the app for future reference.

If or when the sharing slows watch **Crash Course Kids episode 7.1**. this should stir up further conversation.

Have the students watch **Crash Course Kids episodes 21.1 and 21.2** as a home or free time assigned viewing to help develop their vocabulary and knowledge.

Observe how the students co-operate in both small and large groups, participate, and focus on the task during the field trip. The Mind-map can also be assessed informally to determine the student's existing knowledge of local plant species.

Other Strategies

- This could also be done as a Think- Pair-Share Activity to begin with, and from that develop.
- Crash Course Kids 1.2 Might be used as intro
- Offer Crash Course Kids 7.2 as back ground
- This could be combined with an expert, as a first introduction where everyone adds the ideas and the expert helps guide them

Materials List:

- white or black board
- chart paper
- pencils or pens
- paper
- digital device
- computer
- Padlet app

Assessment Files:

The Learning Process

Assessment Strategy:

Use The Learning Process to guide students to learn how to research, define and assess the right solutions to the challenge.

Begin the investigation by asking the students to consider what they believe is the main idea of the assignment. This creates an opportunity for the students to take charge of their learning. The students will create their own main topic sentence. This can be done using The Learning Process Sheet. The student can write down the "Big Idea" and then conference with the teacher about whether or not this is accurate. On The Learning Process sheet there is room for the student to write down any new information or suggestions that come up during the conference. Once the student has the correct concept, they are ready to move forward.

From the teacher's perspective, you could level (grade) the depth of their understanding of the big idea from the content of their conversation. This process is repeated at each of the four stages of The Learning Process: Introduction; Searching; Outline; and Ta Da. In this way, the teacher has observed the thinking of the students throughout the process of creation and can identify the actual learning of the student. Each stage can receive a level (grade), which the student can see and improve upon, or move forward (if the work is only defined as Level 2 work quality, does the child accept that or want to do better?).

The Learning Process

Inquiry Process: **Introduce** – *What is the BIG idea?*

Traits

- Where should I look?
- Draw and write ideas down
- Works with groups to create a plan
- Main (“Big”) Ideas
- Completed a meeting about Main (“Big”) Ideas

Step 1: *The BIG Question*

Step 3: *Meeting Notes*

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: **Search** – *Developing Questions, Searching for Information and Answers*

Traits

- Listens, talks, views, and reads
- Uses the Q-chart
- Works with teams
- Completed a meeting to improve questions

Guiding Questions (One (1) guiding questions from each column and each row.)

	Is/Is not	Do\Did(not)	Can (not)	Would/Should	Will	Might/Could
Who						
What						
Where						
When						
How						
Why						

Write out the completed questions in full. (You may change these or add new ones.)

Who	
What	
Where	
When	
How	
Why	

Step 3: *Meeting Notes*

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: **Outline** – *Intensify research, Synthesize Information, Connect Knowledge*

Traits

- Engages in deeper reading and researching: Books, articles, and websites.
- Checks sources, are they truthful
- **Joins information**
- Cooperates
- Use appropriate technology
- Completed a meeting with teacher about notes

Step 3: Conference Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: **“Ta Da!”** – *Sharing Learning*

Traits

- Completed a meeting
- Demonstrates their thinking
- **Teaching others**
- Reflects upon **the learning process**
- Works well and sharing with teams to complete project

Step 3: Conference Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1