1. Lesson Plan Title:
   What If....Living Things and Their Environment

2. Subject Area:
   Living Environment

3. Topic(s):
   habitats, ecosystems, inorganic, organic

4. Suggested Grade Level:
   9th

5. Standards Used and Source:
   Source:: NYS Living Environment Core Curriculum
   Standard(s) Used:: 6.2a, 6.1d, 6.3b

6. Size of class:
   24-28

7. Please List Supplies Used and the number of each (1 per line):
   1) Grade level science book
   2) resource activity sheets
   3) computers
   4) shoeboxes
   5) glue
   6) paint
   7) straw
   8) corn meal
   9) coffee grains
   10) clay
   11) action figures of animals and/or people
   12) chalk or other generated ideas for completing the atmosphere of an environment

8. Do any of these supplies need to be ordered in advance?
   Yes

9. Which ones? (1 per line)
   1) Grade level science book
   2) resource activity sheets
   3) computers
   4) shoeboxes
   5) glue
   6) paint
7) straw
8) corn meal
9) coffee grains
10) clay
11) action figures of animals and/or people
12) chalk or other generated ideas for completing the atmosphere of an environment

10. Post the lesson text or link here, or upload the lesson or extra materials in the next section:

By Patty Love-Bryant

Prerequisite activity (optional). Download What If Things Had Been Different? Using Inspiration to Imagine What-if Scenarios #12. Choose a what if scenario such as What if cars had never been invented. Work as a whole group to complete the web on p. 38. Then have students use the web to independently write descriptive/expository paragraphs that respond to the What if question.
Link: http://www.atomiclearning.com/inspiration_t2t

1) Teacher Input
Environment is our immediate surroundings. It includes living things and nonliving things. Living things include plants and animals; nonliving includes chemicals, temperature, light, water. All living things are dependent on nonliving things for their survival.

2) Model and guide students to construct a flow chart of the environment that illustrates the two parts. Illustration can be accomplished with pencil and paper or rectangles and string.


This link is a fun way to build webs and flow charts

3) Over a 5 to 6 day period class will read textbook pages, discuss and complete worksheets 4 lessons in the unit on Living Things and Their Environment
Lesson 1 - Living Things and Their Environment
Lesson 2 - What is an Ecosystem?
Lesson 3 - What is a Prairie Ecosystem?
Lesson 4 - How are Living Things Organized?
Lesson 5 - What are Niches and Habitats?
Lesson 6 - What happens When Habitats Change?

4) Introduce the idea of biomes to students, along with how they will work in small group to access internet sites which describe biomes. Ask students to bring in shoe boxes that can be used to construct biomes.

5) Assign or allow students to choose group to research and construct biomes.

6) Establish rules.
stay in assigned groups
do your share
work only in designated/teacher approved sites
complete plan sheet in a timely fashion
work cooperatively to contribute ideas to planning and construction

7) Allow two thirty-minute sessions for exploring and completing biome plan sheet.
Biome Sites:
http://mbgnet.mobot.org/
http://www.radford.edu/~swoodwar/CLASSES/GEOG235/biomes/intro.html
http://www.teachersfirst.com/lessons/biomes/biomes.html
http://mbgnet.mobot.org/sets/grassInd/index.htm
/1991/biomes.html

8) Third day students discuss possible interaction of living things in their biomes. Then each student will write a 2-paragraph expository that describes their environment, and what the interaction might be like.

9) On day 4 students draw plan and list materials needed to construct biomes.

10) On day 5 allow one hour for group to construct biomes for presentation.
Biomes need to include brief description for outside, pictures for collages, action figures, list of materials used, creative environments such as meal for sand.
11. Upload the file(s) here (gif,jpg,doc,xls,ppt)

10241433.file_41480_15052924_0_ment_092908.doc

12. Contact Information

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