Lesson Plan 2 – Levels of organization – Metts

**Grade Level/Subject**: 6th Grade Science

**STANDARDS:**

TEKS: 112.18 12F diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.

ELPS: 74.4 3J

CCRS: IX A1, A2

**OBJECTIVE:**

Students will label the levels of organization on a provided worksheet and draw and color pictures of examples within each level with 80% accuracy.

**FOCUS:**

Remind students about last week’s lesson over biotic and abiotic factors. Have students write on post-it notes biotic and abiotic factors they come across every day. Play “circle of life” from the lion king while waiting for students to complete this. We will use these factors for an activity during instructional delivery. Lead students into level of organization instruction.

CHECK FOR UNDERSTANDING

* What is a biotic factor?
* What is an abiotic factor?

ACCOMMODATION: students who have trouble with memory will be provided with a list of examples they should sort in groups of abiotic or biotic factors.

**INSTRUCTIONAL DELIVERY:**

Pass out worksheet for students to follow along. Go through PowerPoint describing the definitions of an organism, population, community, and ecosystem. Give examples throughout each description. Have students come up and place a few examples on white board diagram.

CHECK FOR UNDERSTANDING

* Make sure students are filling out worksheet.
* What is an organism?
* What makes a population different than a community?
* What makes a community different than an ecosystem?
* RETEACH IF NECESSARY!

MODIFICATION: students who have trouble hearing will be provided with a complete set of written notes as well as an audiobook over the lesson for them to play/replay as needed.

**GUIDED PRACTICE:**

Have students get in groups of 3-4 to create their own ecosystem. Students will use a provided poster board to draw a sketch of their ecosystem. Students should include the organism, population, community, and ecosystem. After 5 minutes, students will describe their ecosystem and corrections will be made as a class.

CHECK FOR UNDERSTANDING

* Make sure students understand what each level of organization is.
* Incorrect examples will be addressed.

ACCOMMODATION: students who have issues speaking in front of others will be required to only describe their ecosystem to the wall or have all other students close their eyes.

**INDEPENDENT PRACTICE:**

Students will work together or independently to complete the level of organization worksheet.

CHECK FOR UNDERSTANDING

* Teacher will actively observe students completing worksheet and will answer questions as required.

**CLOSURE:**

Students will write on a postcard a summary of what they learned in class today. They will include:

1. What they learned
2. Why it is important
3. One idea on how to apply this new knowledge to the real world

 They will take the post card home to explain to their parents.

**OPTIONS:**

Enrichment activity: Have students collect small items such as leaves, flowers, pictures of birds, insects, or small mammals around their home or school. Have students use these findings to demonstrate the ecosystem that they live in.

Reteach:

Option 1: Break down into small groups and have peers try to help students understand the topic. Teacher will go group to group going through the lesson and answering any questions received.

Option 2: Teacher will go through more practice activities with class as a whole.

**Level of Organization Worksheet**

**Directions:** Fill in the levels of organization within an ecosystem from smallest to largest and provide examples. You may draw pictures and color. On the outside or the triangle, write the definition of each level in your own words.