Standards-Based Lesson Planning
Springfield Schools

Standard(s): Science and Technology/Engineering

Strand #2: Life Science
Learning Standard #2: Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.
Learning Standard #3: Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
Learning Standard #4: Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.
Learning Standard #11: Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.

Standard(s)English Language Arts

Strand : Composition
Learning Standard #19: Writing **–** Students will write with a clear focus, coherent organization, and sufficient detail.
Strand: Language
Learning Standard #2: Questioning, listening, and contributing – Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Desired Results

Scope and Sequence

Topic: Habitats: Exploring Habitats
Suggested Time Frame: Two day outdoor environmental education experience at **ECOS (Environmental Center for Our Schools)** in Forest Park, Springfield, MA

Essential Questions	Content and Skills **(Progress Indicators)**
• What organisms can be found living in a specific (pond, forest, or field) habitat? • How do these organisms meet their needs of food, air, water, shelter and space? • What are the different life cycles within a habitat? • How is energy passed through a food chain? • How are organisms interdependent of one another?	• Observe organisms in their natural habitat. • Observe different habitats and discuss how organisms meet their basic needs. • Observe the different life cycles of frogs and butterflies. Discuss what part of the cycle they are observing. • Create a food web beginning with the sun as the source of energy. Create links that show the relationship of producers, to consumers, to decomposers.

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Assessment Evidence

- Participate in answering teacher prompted questions.
- Using journals, students will demonstrate their understanding of life cycles, food chains, and the diversity of organisms living in Forest Park.
- Creating a web of life, students will demonstrate their understanding of how organisms are interdependent on one another.

Learning Activities

- Students will participate in exploring activities such as net fishing in the pond, a scavenger hunt in the forest, and insect and plant collecting in the field.
- Students will record observations in a nature journal.
- Students will orally share their observations and journal entries through a variety of activities.
- Students will create a web of life showing the interconnections of the organisms they observed in Forest Park.
- Students will sit silently in a habitat to listen and observe the natural surroundings.