



WeBEE SCIENTISTS

3rd Grade, Unit 1: Producers, Consumers, Decomposers, Oh My! Lesson Plan

Driving Question: How do living things survive in the Sonoran Desert?

Standard(s):

- 3.L2U1.8- Construct an argument from evidence that organisms are interdependent.

Materials:

- Poster board for each group of 4-5 students (laminated and draw lines ahead of time if using multiple times - see slidedeck for template)
- Group #1 and group #2 of inductive sort pictures for each group in envelopes or paper clipped (reference the inductive sort grouping for the first and second round of pictures to use, you can get group #3 ready as well if you would like to use them during this unit)
- Tape for each group

- Post-its for each group
- Expo or marker for each group
- Copies of the “The Amazing Sonoran Desert” Mini Graphic Novel for each student
- Copies of student handout #1
- Copies of student handout #2
- Copies of student handout #3
- Copies of student handout #4
- Blank paper for each student
- Lesson 1 Slidedeck

Probe (if applicable): *Time: 10-15 minutes*

(This will be revisited at the end of the entire module. Save this to revisit at the end of unit 3.) Give students a blank piece of paper and ask them to create a drawing of the Sonoran Desert, including the plants and animals they know live there. Have them include labels in the drawing.

Engage: *Time: 10-15 minutes*

Introduce two vocabulary words to the students: biodiversity and ecosystem. Show the phenomena video and have a discussion with students about what they noticed and wondered about what they saw in the video.

*What animals did you see in the video?

*What plants did you see?

*What do you notice about what lives in the Sonoran Desert?

*What do you wonder about what you saw, read, or heard in the video?

Next, pass out the mini graphic novel for students to read independently or in pairs. Discuss the additional notices and wonders after their reading.

Record the wonders on the *Wonder Wall in your classroom.

Explore: *Time: Two sessions of 20-25 minutes*

1. After watching the video pass out the first group of inductive sort pictures to each group. Give students the following directions for the sort:

- You must have at least three groups.
- At least two pictures in each group. (No groups with 1)
- Students must be able to tell **why** they grouped the pictures the way they did - what was the criteria?

While groups are working, walk around and facilitate discussions, question why they made certain placements, give suggestions for a group they could start, and encourage them to try categorizing them in a new and different way after they have completed it one way. Acknowledge that there will be more than one way to

group them. Have a class discussion about some of the ways they grouped the pictures.

2. During the second lesson give each group a poster board and have them label the three categories with Producer, Consumer, and Decomposer. Have students look at the pictures again in their groups and decide which pictures will go under each group. While students are working, go to each group and facilitate discussions and ideas. After they have decided, students should tape the pictures down.

Give each group 3 post-its. They will write what they think the definition of each category is based on the attributes and criteria each picture in the group fits. Make sure all teammates can explain and provide different examples that could fit in each group.

Have each group leave their poster boards at their group work space and allow students to do a carousel walk. This is where they will walk as a group to observe how other students grouped their pictures and the definitions they came up with for each category. When students return to their desks, have a class discussion with think-pair-share.

Explain: *Time: 30 minutes*

Use the slidedeck to go over the role each plays in the Sonoran Desert Ecosystem and give examples of each. Use the vocabulary cards to display as the vocab words come up. Have students think-pair-share about the

relationship between all the different types of living things and connect back to the groups they made on their boards since you will revisit them the next lesson. After the lesson, pass out student handout #1. Have students work in pairs to fill in the definitions of each role and an example from the lesson. This can help them in future activities in the module.

Elaborate: *Time: Two sessions of 20-25 minutes*

1. Students will go back to their posters to revise their definitions, add the types of consumers (omnivore, herbivore, carnivore) and move any needed pictures. Give the students the next set of pictures to have them add to their charts. These posters should be kept for future units to reference and add to. Ideally find a space to hang them up so students can easily see what they have done.

2. Pass out student handout #2 and have students choose two to three sets of animals and/or plant combinations and have them explain the relationship between them. Introduce the meaning of the word relationship and interaction so they can think about how the combinations interact with each other. They can work through the relationships using the team-pair-solo cooperative structure. When completing their written response to the relationships, they should work on their own.

Evaluate: *Time: Two sessions-First one 30 minutes, second one 15-20 minutes*

1. Students will be using student handout #3. They will be taking what they have learned about producers, consumers, and decomposers and will go on a scavenger hunt. Take students outside to the schoolyard, garden, or any outside space. In new small groups, have students look for evidence of producers, consumers, and decomposers and draw the organisms or signs of the organism on their worksheet. When they return to class, they can write an explanation about each organism they saw and why it fits into the specific role.

2. Students will be using student handout #4. Read the argument from the handout about Beatrice and Gloria. The bees are arguing about whether you need other organisms to survive. Have students choose a side and argue why that side is correct. Students should use evidence from the scavenger hunt the session before to support their argument and/or what they have learned from previous discussions.

******You have one additional group of inductive sort cards. You can choose when you have students add these to their poster boards.