

**Pond Slider- Lesson Plan
(Level 1 Inquiry – Confirmation)**

Grade Level

4

Science Concept

Red-eared Pond Slider Habitat

Relationship to California Science Content Standards

1.b. Students know ecosystems can be characterized by their living and nonliving components.

Objective

Students will correctly draw and label a habitat diagram.

Evaluation

1. Formative: Listen to students' pair shares.
2. Summative: Red-Eared Pons Slider Habitat Diagram

Materials

Red-eared Pond Slider in tank, projector, paper, pencils, and crayons or markers.

Engage:

Teacher will introduce the Red-eared Pond Slider and it's habitat by showing pictures and having the student's brainstorm and pair-share about what they know about turtles and different environments. Teacher will ask students what kind of habitat they think a Red-eared pond slider would live in and why.

Explain:

Teacher will introduce the concept of an ecosystem by projecting a simple diagram on the board. *Note: examples of the diagrams are located in the SERC Binder Worksheet. While the teacher is showing the students the habitat diagram he/she will also point out the elements of the ecosystem on the habitat diagram (sun, plants, soil, etc.) to add cohesion to the lesson. Teach natural versus captive environments. Red eared pond sliders require freshwater to swim in as well as a platform on which to bathe in the sun whether they are in a natural or captive environment.

Elaborate:

Teacher will introduce the class to the Red-eared Pond Slider in its tank and give them time to observe and ask questions. Next, teacher will model what the student's will be expected to do by drawing a diagram of the tank on a white board and labeling it (teacher should ask students what should be drawn

and labeled as he/she is modeling). Before sending students off to draw their own diagrams and observations, have students give a thumbs up, thumbs down to see if they know what they are to do. If students give thumbs down or a so-so, pull those students aside to give extra help.

Explore:

Finally, students should get the chance to observe the tank again and draw and label their own tanks. At the bottom of the page they should write down as many interesting observations about the Red-eared Pond Slider and it's habitat as they can think of, and any questions they might have.

Evaluate:

What did we learn about Red-eared pond sliders and their habitat? Who wants to share their diagram drawing or any interesting observations?

Differentiation:

To provide differentiation, pull aside students who gave a thumbs down or a so-so to give extra help. Generate descriptive vocabulary as a group that they can then use in their sentences. Also provide helpful sentence starters.