

Natural Inquirer Lesson Plan:

United Nations Special Report



Subjects covered: science, reading, writing, and art

Recommended Web Site: <http://earthobservatory.nasa.gov/Laboratory/Biome/biotemperate.html>

Objectives:

1. Students will be able to distinguish between temperate deciduous forests and boreal forests.
2. Students will be able to synthesize and apply information learned about these forests to create murals of each type of forest.
3. Students will be able to identify different types of plants and animals that live in each type of forest biome.

Estimated Time: 1 week

Materials:

Day 1

- UN Special edition NI
- Poster paper
- Markers

Day 2-3

- UN Special edition NI
- Computers
- Books on boreal and deciduous forests
- Objects from nature (leaves, twigs, etc...)
- Magazines and newspapers
- Scissors



Natural Inquirer Lesson Plan Continued: United Nations Special Report



Day 4-5

- UN Special edition NI
- Poster paper
- Objects from nature (leaves, twigs, etc...)
- Mural paper
- Paint
- Paint brushes
- Markers

Procedure:

Day 1

1. Using reading buddies, have students read “Thinking About the Environment” section.
2. After reading the section, have students create KWL charts listing what they know about both boreal and temperate forests and what they would like to know. For more information about KWL charts, visit <http://curry.edschool.virginia.edu/go/readquest/strat/kwl.html> or <http://www.nps.gov/efmo/parks/kwlchart.htm>
- a. “K” stands for what you know
- b. “W” stands for what you want to know
- c. “H” stands for how you want to learn it
- d. “L” stands for what you have learned
3. Create a chart of the K, W, and H sections and post it on the wall leaving the L part of the chart to be filled in at the end of the lesson.
4. Using students’ questions about what they want to know about boreal and temperate forests, have students research information on boreal and temperate forests. Split students up into research teams.
5. Each team should spend some time researching using the Internet and the library.

Day 2 & 3

6. Students should research information regarding average temperatures, amount of rainfall, types of plants and animals, locations of these forests, and other topics.

Natural Inquirer Lesson Plan Continued:

United Nations Special Report



7. Students should also look for pictures of animals and plants that they will be able to look at to help them create a mural.

8. Students can also look outside to gather natural objects such as twigs and leaves to include on the mural.

Day 4 & 5

9. Students should start to compile information on each area onto small information posters that will be hung next to the mural that students will create.

10. Students should include 2-3 facts from the *Natural Inquirer* article on the mural or information poster.

11. Some students can begin working on mural. Each student should contribute something to the mural.

Assessment:

The murals can be hung in the hallway with the informational posters next to them. Each group of students should examine the other mural and information provided by the group. Writing a paragraph on the similarities and differences of the deciduous forest and the boreal forest can assess students' knowledge about these two types of forests. Students can be even more creative and write poems or songs that portray the similarities or differences. Finally, have students complete the "L" column in the KWL chart to show what they have learned.

Modifications:

For students that have difficulty reading, they can be paired with a reading buddy or they can use the computer to help with comprehension strategies. Students can have guided reading assignments and make use of graphic organizers. For advanced students, they can do more in-depth research on a particular plant or animal in the deciduous or boreal forest and give a special presentation to the class on this plant or animal.

Note: Teachers, please take pictures of murals and send them to us and we will post them to the web site.