



Natural Inquirer Lesson Plan



Moving Spore-adically Lesson Plan

- Use with Invasive Species *Natural Inquirer* article *Moving Spore-adically: The Spread of Sudden Oak Death in California Forests*

Science Skills: analyzing, explaining, recording, presenting

National Science Education Standards Addressed:

- **Life Science-** Regulation & Behavior, Populations and Ecosystems, Diversity & Adaptation
- **Science in Personal and Social Perspectives-** Risks & Benefits
- **History and Nature of Science-** Science as a Human Endeavor, Nature of Science

Objectives:

Students will be able to read and present information from an informational text.
Students will be able identify and explain how Sudden Oak Death is spread.

Estimated Time for Lesson:

Two 50 minute lessons

Materials:

- Class set of Invasive Species *Natural Inquirers*
- Chart paper

Procedures:

1. Divide students up into 4 groups. In each group, assign a time keeper, a recorder, a chart maker, presenter, and readers.
2. Explain to the class that each group will read the whole article, but each group will only be responsible for presenting one section of the article the next class period. Assign each group a section that they are responsible for reading and explaining to the rest of the class (Introduction, Method, Findings, and Discussion). Each group is also responsible for answering the “Reflection Section” questions on the chart paper.
3. Give the students 40-45 minutes to read the article and their section. During this time the groups should be writing down important facts they are learning and looking for answers to their “Reflection Section” questions.

4. After time is finished, provide students with about 15 minutes to create a chart with their questions and answers.
5. When students have completed this task, have each group share their chart with the rest of the class.
6. Now that students are familiar with Sudden Oak Death and have thoroughly read and presented the article to each other, they are ready to complete the FACTivity on pages 16-17. This can be done as a homework assignment or as a class assignment.

Assessment:

The FACTivity on p. 16 and 17 can be used as the assessment. Create a rubric with what you expect for the students to have in their essays.

Modifications:

Students who have difficulty reading may be paired with stronger readers. For extra enrichment, students can use the websites listed on p. 16 for further information on Sudden Oak Death.