Title: Ecology

Subject Matter Emphasis and Level: Reading & Science, 5th Grade

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Brief Description of the Lesson/Unit:

We will read *The Wump World* as an introduction to a unit on ecology. With this background knowledge and the leveled activities planned, the students will have an increased knowledge about saving our earth.

SD Content Standards:

South Dakota Content Standards being addressed by this lesson/unit.

5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.

5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension.

5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.

5.W.1.1 Students are able to use the writing process to produce narrative and descriptive pieces with clear organization, focused topic and supporting detail.

5.W.3.1 Students are able to apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing.

5.L.3.1 Students are able to describe how natural events and/or human influences may help or harm ecosystems.
Stage 1: Identify Desired Results

1. **What enduring understandings are desired?**

   Students will gain a better understanding of the effects of pollution and actions that may harm the environment.

   Students will compare and contrast the two cultures in the book labeled as Wumps and Pollutions.

2. **What essential questions will guide this unit and focus teaching/learning?**

   - Why do we need to preserve the earth?
   - ✓ How can we conserve energy?
   - ✓ How can we better our community?
   - ✓ How can we relate what we have read to our own lives?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will compare and contrast two different cultures as identified in the book.
   Students will describe in order the sequence of events.
   Students will connect what they are reading to their current lives.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Students may be unaware of water and energy conservation opportunities.
   The students may be unaware of their individual opportunities to create a better environment.
Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   **Performance Tasks:**
   
   ✓ Daily Work  
   ✓ Projects

   **Other Evidence:**  
   *Quizzes, Tests, Prompts, Work Samples (summarized):*
   
   ✓ Layered level projects.

   **Unprompted Evidence: (observations, dialogues, etc.)**
   
   ✓ Teacher observations.  
   ✓ Samples of layered level projects.

   **Student Self-Assessment**
   
   ✓ Smiley faces by the name on the project.  
     o ☺ = comfortable/ understand what I am doing  
     o :-/ = okay/ having some troubles  
     o ⊗ = difficult/ do not understand
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Read *The Wump World* as a whole group. The book will be available to students for independent reading and for assistance in each project.

Materials & Resources (technology & print):

- *The Wump World*
- Paper
- Writing utensils
- Markers/crayons
- Laptops
- Construction paper/tagboard

Management:

The layered curriculum and flexible spaces allow the students to feel more comfortable and non-threatened. I also give students the opportunity to highlight important information and/or use swimming noodles as feet rollers for a tactile experience.

Support Services and Special Teacher Notes:

Parents and staff.

Extensions and Adaptation:
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

The students have an opportunity to choose from a list of activities per layered level. This, therefore, appeals to all multiple intelligences and learning styles.

**Differentiated Content:**

The layered curriculum attracts multiple intelligences.

**Differentiated Product:**

Students have the opportunity to choose activities/projects that appeal to their learning style.
Wump World Layered Curriculum
105 points possible

You must complete level C before moving on to level B.
You must then complete level B before moving on to level A.
You may hand in each activity for grading as you complete it.

C Level ~ Choose any 4 activities. 10 points each activity.

1. Write and illustrate five sentences to retell the sequence of events that changed Wump World.

2. Make a wanted poster for the leader of the Pollutions.

3. Describe (in detail) the setting of the story. Draw a picture to go with the description.

4. Create a dialogue between a baby Wump and its mother as they hid underground listening to the noises above. Minimum ½ page written.

5. Think of a main event in the story. Tell (in detail) why it happened. For example, the Wumps hid underground. Explain why.

6. Compare and contrast the Wumps and the Pollutions. Draw a Venn diagram to show their likenesses and differences. Include physical descriptions and personality traits.

B Level ~ Choose any 2 activities. 20 points each activity.

1. What other stories have you read where similar events have happened? Write the title, author, and at least a ½ page summary of each one. You must have at least two stories that you connect to. (T-T connection)

2. You are the topmost Pollution and World Chief. Write a persuasive speech explaining your plans for living in harmony with the environment and co-existing peacefully with the Wumps. Minimum ¾ page written.

3. Write another ending for the story. For example, suppose the Pollutians did not leave Wump World. Suppose the Wumps could not get out of their underground caves once the Pollutians left. Minimum ¾ page written.

4. Write a poem, limerick, or song about the Wumps and the Pollutians.
A Level ~ Choose only one. 25 points.

_____1. Justify these two questions by using REAL-LIFE examples. Minimum 1 page written.
  ✓ Do you think a clean world can be destroyed by pollution? Why or why not? Be specific.
  ✓ Do you think a polluted world can be cleaned? Why or why not? Be specific.

_____2. What do you think about your town’s pollution? What are some good things that you see? What could be improved? How can you help? Write a letter to the editor of *The Daily Republic* explaining your thoughts and giving specific details and examples. Minimum 1 page written.

Total Points:

______/ 40 ~ C Level

______/ 40 ~ B Level

______/ 25 ~ A Level

______/ 105 TOTAL POINTS