

**Instructional Plan for *Blue Savanna*
Science Lesson**

Objectives <i>Students will be able to...</i>	Main Learning Results - Science	Activities	Assessments
Describe and interpret Ipcar's <i>Blue Savanna</i> .	Science Standards <ul style="list-style-type: none"> • A1 Systems (a) • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) Visual & Performing Arts Standards <ul style="list-style-type: none"> • A2 Elements of Art and Principles of Design (a, b) • E2 The Arts and Other Disciplines 	<ul style="list-style-type: none"> • Class discussion about <i>Blue Savanna</i> 	<ul style="list-style-type: none"> • Teacher observation and feedback • Class charts about savanna biome
Define what a biome is and research and identify the location, animals, plants, and climate of a specific biome.	Science Standards <ul style="list-style-type: none"> • A1 Systems (a) • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) English Language Arts Standards <ul style="list-style-type: none"> • A1 Interconnected Elements (e, f) • A3 Informational Texts (d) • C1 Research (b, c, d) 	<ul style="list-style-type: none"> • Class discussion about <i>Blue Savanna</i> • Class discussion and research about the savanna biome 	<ul style="list-style-type: none"> • Teacher observation and feedback • Class charts about savanna biome
Work as a team to create a poster that describes their biome.	Science Standards <ul style="list-style-type: none"> • A1 Systems (a) • A2 Models (a) • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) 	<ul style="list-style-type: none"> • Teams research and work together to create a poster of their biome 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing - <i>Biome Research Worksheet</i> • Biome poster
Research an animal that lives in their biome.	Science Standards <ul style="list-style-type: none"> • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) English Language Arts Standards <ul style="list-style-type: none"> • A1 Interconnected Elements (e, f) • A3 Informational Texts (d) • C1 Research (b, c, d) 	<ul style="list-style-type: none"> • Students research animals that live in their biome • Students make sketches of their animals 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing - <i>Animal Research Worksheet</i> • Student sketches of their animals

<p>Understand the energy chain of a biome and the role an animal plays in the food chain.</p>	<p>Science Standards</p> <ul style="list-style-type: none"> • A1 Systems (a) • A2 Models (a) • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) 	<ul style="list-style-type: none"> • Students research animals that live in their biome 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing - <i>Animal Research Worksheet</i> • Student sketches of their animals
<p>Work as a team to use art elements and design principles to create a collage that communicates information about a biome, its animals, and the energy web.</p>	<p>Science Standards</p> <ul style="list-style-type: none"> • A1 Systems (a) • A2 Models (a) • E1 Biodiversity (a, b) • E2 Ecosystems (a, c, e) <p>Visual & Performing Arts Standards</p> <ul style="list-style-type: none"> • A2 Elements of Art and Principles of Design (a, b) • B2 Composition Skills • E5 Interpersonal Skills 	<ul style="list-style-type: none"> • Teams work together to create a collage using their animal sketches 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student sketches of their animals • Collage posters • Peer review of biome and collage posters • Student reflection