April Week 2 Day 1

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| READING | |
| SOL  Objective | Reading SOL 3.6 TLW continue to read and demonstrate comprehension of nonfiction texts.  Science SOL 3.4-5 TLW investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. TLW investigate and understand relationships among organisms in aquatic and terrestrial food chains. |
| Materials | River Life book, research articles, picture books, encyclopedias |
| Warm Up | TLW discuss the purpose of research and strategies for completing research. |
| Direct Instruction | TLW listen and watch as the teacher peruses a book about river organisms. They will then be informed of today’s task: reading about a specific river organism, researching their adaptations, predators, and prey, and drawing the organism to scale. |
| Independent Practice | TLW research/read about/draw the river organism of their choosing. |
| Assessment | Informal assessment as students work |
| Closure | Group story |
| Homework | **Read!** |

April Week 2 Day 2

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| READING | |
| SOL  Objective | Reading SOL 3.6 TLW continue to read and demonstrate comprehension of nonfiction texts.  Writing SOL 3.11 TLW write a short report.  Science SOL 3.10 TLW investigate and understand that natural events and human influences can affect the survival of species. |
| Materials | Research materials (encyclopedias, books, computers) |
| Warm Up | TLW discuss the concept of cause and effect |
| Direct Instruction | TLW play a cause and effect matching game on the SMART board.  TLW be informed of the cause and effect relationship between human activity and environmental pollution. |
| Independent Practice | TLW investigate the ways in which their science scenario cards impact the river environment and record their answers in a short report. |
| Assessment | Informal assessment as students work. |
| Closure | Struggles/Successes in research |
| Homework | **Read!** |

Interdisciplinary Curriculum

Time is a precious resource in the classroom and it must be conserved. Therefore, it is important to integrate subjects whenever possible. In this way, student learning is both expedited and remediated when the topic is visited and revisited in multiple subjects. For these reasons, I chose to bundle science, reading, and writing curriculum in a recent science unit about natural events and human influences. As a result, during the reading lesson, the students were asked to research a river organism of their choosing. This was the first step in showing students how fragile organisms are and how easily pollution can disrupt their existence. As students worked to find out more about their organisms, they honed their comprehension of nonfiction text skills while also learning to conduct more thorough research. Additionally, they had to gather information about the animal’s predators, prey, and adaptations, which was a review of the previous unit about living systems. On the next day, students were led to research and record ways in which certain scenarios affect the river ecosystems and creatures, including the organisms they researched the day before. Through this activity, students were able to continue sharpening their research and comprehension skills, but they also improved their writing skills by recording their findings in a short report. This, of course, was an activity directly correlated to the concepts of pollution and conservation, which was discussed in greater depth during the science lesson that day. Therefore, interdisciplinary curriculum is a fundamental aspect of making the most of the time and resources given to educators and it was appropriately executed in this unit.