

Lesson Plan

School:	Normal Park Museum Magnet	Author(s):	Emily Pittman
Lesson Title:	Follow Me Through TN: River Habitat	Grade Level(s):	3 rd
Standard:	SPI 0307.5.1 Investigate an organism's characteristics and evaluate how these features enable it to survive in a particular environment SPI 0307.5.2 Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct.	State:	Tennessee
Content Area:	Life Science	Time Duration:	Three 40 min. lessons
Learning Target:	TSW identify positive and negative impacts humans have on the earth. TSW relate the events of Chattanooga history with the decline of lake sturgeon and brook trout (ties in with previous day's Learning Expedition to TN Aquarium to see sturgeon and trout).	Materials:	<u>River Ran Wild</u> book, aluminum tin, vegetable oil, dirt/soil with mulch, food coloring, pebbles, plastic fish
Key Vocabulary:	Positive impact Negative impact conservation		

<p>Engage Now: <i>Opening</i></p>	<p>TTW recall prior knowledge from yesterday's Learning Expedition, asking students to tell what they remember about lake sturgeon and brook trout in Tennessee around the Chattanooga area. TTW then read <u>River Ran Wild</u>. TTW have changed the book so that it is no longer the story of the Nashua River in MA, but is now about the TN river in our own back yard! TTW explain that these two rivers have very similar history, so we're going to read the book as the story of the Tennessee River. TTW be sure to have students discuss the changing habitat from the start to end of the book.</p>
<p>Teach Now: <i>Mini Lesson</i></p>	<p>After the book, TTW lead the students in a discussion, recreating the pollution to the river using student help. As students retell the story, TSW dump the pollutants into the river. Be sure to start at the beginning when the river was clean and undisturbed. TTW ask these questions to seminar with students:</p> <ul style="list-style-type: none"> - How could you describe the polluted river? - Name some things that began to change the river. - How could you describe the polluted river? - Why did the animals stop coming to the river? - Would you want to live near it? Explain why. - How would a polluted river affect more than just life in the river? - Chattanooga was once named one of the most polluted cities in the country. Today, it's listed as one of the top places in the country to live. Do you think this transformation was easy? Explain. - Why is it important to take care of the river? - How is the Tennessee River important to you today?
<p>Explore Now: <i>Independent Practice</i></p>	<p>TSW complete the Travel Journal pages. On one page, TSW draw a line across the middle of the page to separate it into two sections. TSW draw a river that runs across the entire page. TSW label one section "Positive Impact" and the other section "Negative Impact." TSW draw to show both the positive and negative impacts that humans have had on the Tennessee River. The students will write a paragraph explaining their drawing to be published into the Travel Journals.</p>
<p>Closing:</p>	<p>TSW post a sticky note on an anchor chart explaining one reason why they're thankful for our clean river as it is today.</p>

Show Me Now: <i>Assessment</i>	TTW use the Travel Journal writing as an assessment.
Differentiation Opportunities:	TTW give students key words and help them web them together. Struggling students may choose to only write 3 sentences instead of the typical 5-6 for a regular paragraph.
Expedition Opportunities:	TN Aquarium on the previous day to view trout & lake sturgeon.
Project-Based Learning Opportunities:	TSW complete paper collages of river animals throughout the 3 day time period using Steve Jenkins' art as inspiration.