

## Segment 1: Assessing Content Knowledge and Language Development

**Instructor:** As we leave the class today, on the back of your note card, I want you to write this sentence stem. Okay, so when you finish, "One thing I still don't understand . . ." I also want you to do at the bottom of your note card is "One example of a producer is . . . blank. And then answer the question "Why?"

So, actually, I will do a producer for you. One example of a producer is a dandelion because it uses energy from the sun and creates its own food.

So, you need to do that for either a primary consumer, secondary consumer, tertiary consumer, or decomposer. You can't use producer.

**Student:** An example of a primary consumer is a cricket because it feeds on the producer or plant.

**Instructor:** Very Good.

**Student:** One example of a decomposer is a mushroom because it breaks down food.

## Segment 2: Building Background Knowledge

In this video, the teacher builds the students' background knowledge using an introductory question in the graphic organizer about flowers.

**Instructor:** So, in your packet is your in-question: your introductory question. And it's the circle map. What's your topic today for your circle map? Judith?

**Judith:** Flowers.

**Instructor:** Flowers. So it says, "Fill in the circle map with everything that you know about flowers." So, I want you to talk with your group, okay?

I'm going to give you about a minute or two, and I want you to write anything that you know about flowers. Whatever comes to your mind, I want you to write it down. Whether it's the way you know how they make another flower—What do flowers do? What do they look like? You could draw a picture, whatever. So, in your circle map, I want you to talk with your group and figure out some things that you know about flowers already, all right? Okay, let's go.

*(Hushed sounds of students talking in groups.)*

**Instructor:** Okay Judith, give me something else I can add here.

**Judith:** They have different shapes.

**Instructor:** They have different shapes. Good. What else? What else do they have that is different? Jessica.

**Jessica:** They have a smell.

**Instructor:** Smell. Okay, Luis, give me something else.

**Luis:** Pollen. The flowers need pollen.

**Instructor:** Very good! They need pollen. For what Luis?

**Luis:** Reproduce.

**Instructor:** Reproduce. There's that word: reproduce. Very good.