

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.