

Vocabulary Selection and Teaching Plan

The text I selected: A 6th grade science text as found at <https://www.oakmeadow.com/wp-content/uploads/2022/01/Grade-6-Basic-Life-Science-Coursebook-Curriculum-Sample.pdf>

Instructional goal of a lesson in which I would use this text: From the 6th grade science text noted above I focus on Lesson 23, Ecology and the Environment with a goal of exposing students to our ecosystems. There are many complex and likely unfamiliar words to introduce.

Word or concept	Word Level	Purpose/learning task—What, specifically, do I want my students to know about the word/concept?	Strategy or approach for teaching the word	Before	During	After
habitat	3	What do we mean when we say that living and nonliving things in the environment are interrelated?	Choose an animal or plant and describe its habitat. You can use your own knowledge, or you can conduct research using a book or the internet. Aim to write two or three paragraphs.	Enter a discussion using a synonym for habitat, e.g., setting.	Embed variations of the word habitat into lesson.	Teach and quiz the lesson using the word habitat.
decomposer	3	How is the study of ecology different from that of other sciences?	Locate and explore four different habitats. Notice the living and nonliving things in each of these habitats,	Enter a discussion using a synonym for decompose, e.g., rot.	Embed variations of the word decompose into lesson.	Teach and quiz the lesson using the word decomposer.

			taking special note of the relationships between different energy sources, the landscape, and the level of sunlight and moisture. Look for both large and small habitats, remembering that even the space under a mushroom cap is a separate mini-habitat.			
organism	3	Describe, in your own words, what a habitat is.	Nature Drawing. Go on a habitat expedition outdoors. Look for one animal, one plant, and one nonliving thing's habitat. These can be in different habitats or all in the same one. Carefully observe each habitat.	Enter a discussion using a synonym for organism, e.g., living group of cells.	Embed variations of the word organism into lesson.	Teach and quiz the lesson using the word organism.

Using crayons or colored pencils, draw each living and nonliving thing in its home, making certain to show any element you think is important to the habitat. While you are reflecting and creating your drawings, think about which one could exist in almost any area in the world. Which could exist in both Antarctica and the state of Florida? Which, if any, could you also find in a desert and in the rain forest? How about a mile down the road? As you are drawing, really think about how

			<p>your living and nonliving things came to “choose” their particular habitat. Write up your thoughts and share them with your teacher.</p>			
range	4	Why does an ecosystem need to be in balance? Give an example of an ecosystem out of balance.	<p>Go on a habitat expedition outdoors. Look for one animal, one plant, and one nonliving thing’s habitat. These can be in different habitats or all in the same one. Carefully observe each habitat. Using crayons or colored pencils, draw each living and nonliving thing in its home, making certain to show any element you</p>	<p>Enter a discussion using a synonym for range, e.g., environment.</p>	<p>Embed variations of the word range into lesson.</p>	<p>Teach and quiz the lesson using the word range.</p>

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			with your teacher.			
ecosystem	4	An ecosystem needs a source of energy to keep it going. What is the source of energy for all ecosystems?	Describe your own personal habitat. Include all of the elements described in the lesson including sources of food, water, other living organisms, climate, environment, etc.	Enter a discussion using a synonym for ecosystem, e.g., environment.	Embed variations of the word ecosystem into lesson.	Teach and quiz the lesson using the word ecosystem.