

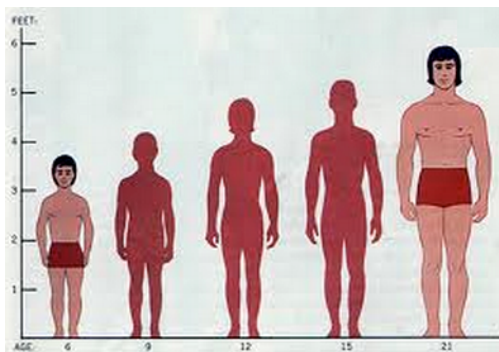
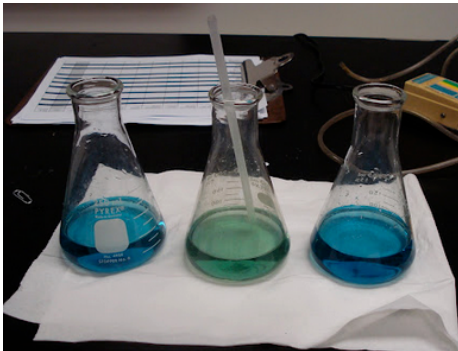
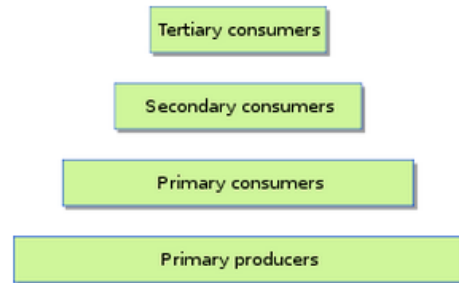
**Monday:**

- a. After direct vocab instruction session: circle/check own understanding in the Vocab Journals
- b. Picture Match: Materials: **1 picture board + 1 set of words per 2 students**; Routine: (a) once the picture match is completed; pairs sitting across the same tables share & explain their work using **sentence frames**—practice for whole class review and (b) whole class discussion with the teacher MODELING explanations (b/c of the soft voices the purpose of the review may be lost; modeling correct usage would also help).

**Picture Match Words**

<b>Food source</b>	<b>Extinct</b>
<b>Decrease</b>	<b>Amount</b>
<b>Symbiotic relationship</b>	<b>Trophic level</b>
<b>Variable</b>	<b>Biosphere</b>
<b>Increase</b>	<b>Predict</b>

# Picture Match Board



Tuesday:

a. **Charades**

**Option 1:** Teacher calls the words, kids standing next to their desks show what the word means with their hands, motions, body language.

**Option 2:** Teacher give a word to each table, the table creates the charade, the class guesses

Materials for Option 2: 1 cut-out word per table

food source	extinct
symbiotic relationship	trophic level
biosphere	prediction
increase	decrease
variable	amount

b. **Spelling Pyramid**

Materials for spelling pyramid: 1 hand out per child (next page)

## Spelling Pyramid

<b>Amount</b> A Am Amo Amou Amoun Amount	<b>(Food) source</b>
<b>Trophic (level)</b>	<b>Symbiotic (relationship)</b>
<b>Biosphere</b>	<b>Increase</b>
<b>Extinct</b>	<b>Prediction</b>

Write 2 sentences using the words from the spelling pyramid:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Card Game

<p><b>Decrease:</b> to become smaller in size, amount, number</p>	<p><b>Amount:</b> a quantity of something that cannot be counted (such as effort, force)</p>
<p><b>Food source:</b> someone or something that provides food for an organism</p>	<p><b>Trophic level:</b> a role an organism has in energy transfer (a feeding relationship)</p>
<p><b>Symbiotic relationship:</b> the relationship between two different kinds of living things that live together and depend on each other</p>	<p><b>Extinct:</b> no longer existing</p>
<p><b>Prediction:</b> saying what will happen in the future; predicting something</p>	<p><b>Biosphere:</b> the part of the Earth in which life can exist</p>
<p><b>Increase:</b> to become larger or greater in size, amount, number</p>	<p><b>Variable:</b> something that changes (varies) or can be changed</p>

## Thursday

- c. Round 1: “Jeopardy” (Materials: the Wednesday set for the host)
- The class splits into two teams + 1 person is the game host
  - 1 person from each team stands approaches the host’s table.
  - The host reads a word, the first person who “pushes a button” gets to provide the word definition. The correct definition gets the team a point.
  - The game continues until all words have been used.
- d. Round 2: Each team gets a set of 4 key vocab words and blank sentence strip. The teams are asked to develop sentences using the key words. Each scientifically (1pt) + grammatically correct (1pt) sentence gets the team 2 points.

## Friday

- e. Quiz
- f. **Square own understanding (using the Vocab Journal on a scale of 1-4)**

### Answer Key

#	Sentence	Letter	Correct
1.	Based on the number of females per 100, I can make a <u>prediction</u> about how the milkweed bug population will change over time.	E	
2.	In class, we carried out several experiments to see how changing one biotic or abiotic <u>variable</u> will impact population growth of milkweed bugs.	D	
3.	Little <u>amount</u> of rain over a long period of time will lead to drought.	A	
4.	Species, communities, populations, and ecosystems are all part of the Earth’ <u>biosphere</u> .	B	
5.	The population of milkweed bugs will <u>increase</u> if they have more space (volume).	C	
6.	Sunlight, water, and carbohydrate are the <u>food sources</u> for plants.	E	
7.	The bird lives in <u>symbiotic relationship</u> with the hippopotamus. The bird eats organisms harmful for the hippopotamus; hippopotamus protects the bird from predators.	C	
8.	The population of milkweed bugs <u>decreased</u> when there were fewer eggs (per clutch).	A	
9.	We say that a group of organisms at the same position (= place) in a food chain are at the same <u>trophic level</u> .	D	
10.	With no food, water, and limited space (volume) over a long period of time, organisms may become <u>extinct</u> .	B	

Name \_\_\_\_\_

Date \_\_\_\_\_

Using the Word Bank, choose the best word (or phrase) that matches each sentence. Write the word on the line and put the corresponding letter in the space provided.




**Part A**

<b>A.</b> amount	<b>C.</b> increase	<b>E.</b> prediction
<b>B.</b> biosphere	<b>D.</b> variable	

#	Sentence	Letter	Correct
1.	Based on the number of females per 100, I can make a _____ about how the milkweed bug population will change over time.		
2.	In class, we carried out several experiments to see how changing one biotic or abiotic _____ will impact population growth of milkweed bugs.		
3.	Little _____ of rain over a long period of time will lead to drought.		
4.	Species, communities, populations, and ecosystems are all part of the Earth's _____.		
5.	The population of milkweed bugs will _____ if they have more space (volume).		

**Part B**

<b>A.</b> decreased	<b>C.</b> symbiotic relationship	<b>E.</b> food sources
<b>B.</b> extinct	<b>D.</b> trophic level	

#	Sentence	Letter	Correct
6.	Sunlight, water, and carbohydrate are the _____ for plants.		
7.	The bird lives in _____ with the hippopotamus. The bird eats organisms harmful for the hippopotamus; hippopotamus protects the bird from predators. 		
8.	The  population of milkweed bugs _____ there were fewer  eggs (per clutch _____).		
9.	We say that a group of organisms at the same position (= place) in a food chain are at the same _____.		
10.	With no food, water, and limited space (volume) over a long period of time, organisms may become _____.		
<b>Total correct</b>			____/10