

Glossopedia Sample Lesson Plan

This lesson was designed to connect textbook readings to use of the free online resource Glossopedia. It supports student learning in conjunction with reading EITHER Life Science Lesson 4, “How do organisms live together?” or Earth Science Lesson 2, “What Happens to Water in Clouds?” in *Scott Foresman Science Grade Three* (Cooney, T., and M.A. DiSpezio. 2006. Scott Foresman Science Grade 3. Boston, MA: Scott Foresman.). Teachers can adapt it to use with any appropriate reading from whatever science textbooks or other instructional materials they use, or they can teach only the Glossopedia sections of the lesson plan. If the textbook portion is included, the lesson plan will take 2-3 class periods.

1. After completing the textbook reading, ask students to define *biodiversity*. If they don't know the word, invite them to guess what they think it means and describe why they think that. If they do know the word, ask them for examples of places where biodiversity exists.

2. Have students read the Wetlands entry (<http://globio.org/glossopedia/wetland/index.htm>) in Glossopedia. Have each student list three characteristics of wetlands she or he learned from the reading.

3. Have students explore the schematic diagram in the “Anatomy of a Wetland” section of the wetlands article. Show them how to roll over the different sections of the picture to learn more. As they explore, have students answer the following questions:

- What type of plants live in a wetland?
- Where do they live?
- What type of animals, birds, and fish live in a wetland?
- Where do they live?

4. Divide the students into three groups. Show students how to click on the movie camera icon to access the videos in the green media viewer on the lefthand side of the screen. Have the students in the first group watch the “River otters swimming” video. Have the students in the second group watch the “Rainbow trout” video. Have the students in the third group watch the “Siebenrock snake-necked turtle” video. Ask each student to write a brief description of how the animal or fish in their video moves. Be creative and have them write down directions that will help their classmates move like that animal or fish. Ask students from each group to read their descriptions aloud. Can their classmates imitate the motion without watching the video?

After students listen to all three descriptions, have the class, as a group, list what similarities and differences there are between the way the river otter, rainbow trout, and Siebenrock snake-necked turtle move. Then have the class watch all three videos together. Ask them to review the list of similarities and differences—what else did they notice in the videos that should be added to the lists? What did they observe that might explain why these wetland inhabitants move similarly or differently?

5. Optional: have students choose one link to click from text of wetlands article. Ask students why they chose that particular link: What do they expect to learn? Have students click the link and then report back to the class or do a write up on what they learn. Were their expectations met?

6. Ask students to review their earlier definition of *biodiversity*, expanding it to incorporate information from Glossopedia. Ask them how biodiversity relates to the topics they read about in the textbook.

7. If your students began by reading Lesson 4, “How do organisms live together?” have them turn to the Review Questions on p. A76. Have them review their earlier answers to questions 1, 2, and 3. What did they learn from Glossopedia that they can add to these answers?

If your students began by reading Lesson 2, “What Happens to Water in Clouds?” ask them which parts of the water cycle (condensation, evaporation, precipitation) affect wetlands and how. Then ask what elements of a wetland environment are affected by the water cycle and how.