

# Do the Science

Instructional materials (text; kit) *FOSS Populations and Ecosystems*

Investigation 8, Part 1

Grade level 7

<p><b>Big Idea:</b> 6-8 LS3E<sub>a</sub> Biological Evolution: Adaptations are inherited behavioral or structural characteristics that enhance the survival of an organism in an environment.</p>	
<p><b>Lesson Learning Target:</b></p> <p>Inherited adaptations help organisms survive and reproduce.</p>	<p><b>Common Misconceptions:</b></p> <p>Organisms can intentionally change in response to their environment.</p>
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify structural (physical) and behavioral inherited adaptations.</li> <li>I can explain how each adaptation helps an organism survive and reproduce.</li> </ul>	<p><b>Vocabulary:</b></p> <p>adaptation, organism, environment, structural inherited adaptations, behavioral inherited adaptations.</p>
<p><b>Elicitation Activity*:</b></p> <ul style="list-style-type: none"> <li>Turn and talk about an example of a structural (physical) and behavioral adaptation of an organism.</li> </ul>	<p><b>Talk Structures/Discourse Strategies:</b></p> <ul style="list-style-type: none"> <li>Small group: Turn and talk</li> </ul> <ol style="list-style-type: none"> <li>Whole class: Teacher to class</li> <li>Individual: Graphic organization</li> <li>Expert groups: Discussion and consensus</li> <li>Expert groups: Discussion and consensus</li> <li>Expert groups: Graphic communication</li> <li>Whole class discussion</li> </ol>
<p><b>Target introduction/lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Introduce target.</li> <li>Watch FOSS video. Students take T-chart notes for one organism: <i>adaptation / benefit for survival</i></li> <li>Students form expert groups for each organism, compare T-charts, and come to consensus on the inherited structural (physical) and behavioral adaptations of their organism.</li> <li>Identify how these adaptations help the organism to survive.</li> <li>Make a poster (11X16) with: name of organism, type/s of adaptation/s, and how each adaptation helps the organism survive in its environment</li> <li>Poster gallery walk(day 2)</li> </ol>	

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## Embedded Formative Assessment/s:

- Expert group worksheet
- Poster
- Student discussion
- T-chart
- Teacher questions while monitoring groups
- Exit ticket

## Adjustment Trigger *What level of student performance will necessitate an instructional adjustment?*

- Student is not making a connection between adaptation and survival.
- Student is not distinguishing between structural and behavioral adaptations.

## Instructional Adjustment (if needed):

- Teacher questioning
- Structural/behavioral definition cards

## Reflection:\*

Exit ticket – What did you learn today about adaptations?

\* Opportunity for formative assessment