

Mission: Biome Explorer

Lesson Overview

Target Age: 8 years old (Grade 3/4 Entry)

Duration: 20 Minutes

Subject: English Literacy & Science Integration

Objective: By the end of this lesson, the student will be able to define a "biome," identify nouns, verbs, and adjectives in context, and extract key information from a short text to produce descriptive writing.

Materials Needed

- Pencil and paper or a notebook
- A timer (optional)
- Three colored pens/pencils (Blue, Red, Green)

1. Introduction & Hook (2 Minutes)

The Hook: "Imagine you have a magic teleporter button. If you press it, you could land in a place that is freezing cold with no trees, or a place so rainy that the plants grow over your head! These different 'neighborhoods' of the world are called **biomes**."

Learning Objectives:

- I can explain what a biome is.
- I can sort words into Nouns, Verbs, and Adjectives.
- I can find facts in a story.
- I can write a descriptive "Explorer's Log."

2. Tuning In: The Biome Brainstorm (3 Minutes)

Goal: Activate prior knowledge and define the concept.

Discussion: A biome is a large area of the earth that has a certain climate (weather) and certain types of living things.

Task: Look at the list below. Which three things do you think define a biome? Circle them (or shout them out!):

- Weather/Temperature
- The name of the local grocery store
- Types of plants
- The color of the cars there
- The animals that live there

Success Criteria: Student identifies Weather, Plants, and Animals.

3. Grammar Task: The Word Sort (5 Minutes)

Goal: Identify parts of speech commonly tested in Grade 4 admission exams.

I Do: "In the **Desert** (Noun), the **hot** (Adjective) sun **shines** (Verb)."

We Do/You Do: Sort these "Rainforest" words into the correct categories on your paper.

Word Bank: *Jaguar, Green, Slither, Humidity, Tall, Rain, Leap, Tropical.*

Nouns (Naming Words)	Verbs (Action Words)	Adjectives (Describing Words)

Answers for teacher: Nouns (Jaguar, Humidity, Rain); Verbs (Slither, Leap); Adjectives (Green, Tall, Tropical).

4. Short Comprehension: The Frozen Tundra (5 Minutes)

Goal: Practice "Point-Evidence" skills for admission tests.

Read the passage:

"The Tundra is the coldest of all the biomes. It is a vast, treeless land where the ground stays frozen almost all year long. Because it is so cold, very few plants can grow there, mostly moss and low shrubs. Animals like the Arctic Fox have thick white fur to stay warm and hide in the snow."

Questions:

1. Why do you think there are no tall trees in the Tundra? (Use a clue from the text).
2. What are two ways the Arctic Fox is suited for its environment?

5. Writing Task: Explorer's Log (5 Minutes)

Goal: Apply vocabulary and grammar in a creative, structured format.

Prompt: Pick one biome: **The Deep Ocean** or **The African Savanna**.

Write exactly three sentences as if you just landed there. Use the "Success Criteria" checklist!

- [] Use at least two descriptive adjectives.
- [] Mention one animal and what it is doing (verb).
- [] Use correct capital letters and periods.

Example: "I have landed on the golden Savanna. A heavy elephant wanders through the tall grass. The sun feels very warm on my skin."

Conclusion & Recap (Self-Assessment)

- **Summary:** Today we learned that biomes are world regions defined by climate, plants, and animals. We practiced sorting our Nouns, Verbs, and Adjectives to make our writing stronger.
- **Check for Understanding:** "Can you name one biome and one adjective to describe it?"
- **Differentiation Note:**
 - *Scaffolding:* For students struggling with writing, provide a sentence starter: "In the ocean, I see a _____ shark _____ through the _____ water."
 - *Extension:* Ask advanced students to identify a "Proper Noun" that might be found in a biome (e.g., The Amazon River, The Sahara Desert).