

## **Lesson Plan 6: Explore/Explain #4 Gnarly Nutrients**

Unit Question: What role does the California condor play in the California ecosystem, and how do changes in the ecosystem impact condors over time?

Science and Engineering Practices:

- Obtaining, Evaluating, and Communicating Information

Teacher Prep: [Active/Critical Reading supports](#)

**Lesson:** *(one class period)*

### **1. Engage**

- [Deer Decomposition Video](#)
- Have students watch the video once quietly.
- Show the video a second time. Have students complete See – Think – Wonder activity.
- Questions - ask the students to write questions that they have on Post-Its, then have students share their questions with a partner or small group, and generate more.
- Have students share their questions with the class. Teacher should save the questions on the Question Board.

### **2. Active Reading (: [Active/Critical Reading supports](#))**

- [National Geographic Encyclopedia: Scavengers](#) .
  - Read this article together as a class.
  - Have students number the paragraphs
  - Reread the article and underline the definition of a scavenger. Have the students circle examples of scavengers.
  - Reread the last three paragraphs – how do humans impact scavengers?

### **3. Re-watch the anchoring phenomena video [\(1\)](#)**

- Class discussion about the role of condors as scavengers in the environment. Have the students compare condors eating a dead deer to the deer composition video. Which is more efficient for cleaning up carrion?
  - Possible Discussion points: Nature’s clean-up crew, prepare nutrients for decomposers, remove dead things/carrion, and/or remove viruses and bacteria that could be dangerous to humans or other animals, ecosystem services.

**4. Revise Model** - Have students revise or add to their models and label scavengers.

**5. Reflection:** Have students complete the following sentence frame about condors: “I used to think \_\_\_\_\_ now I think \_\_\_\_\_.”

### **6. Optional - Homework/Extend**

- [Picky Eaters](#) Worksheet