

Mongolian Adventure: Learning About Biomes

Teacher Directions:

Time needed: 2-3 class periods, may be extended to one and one-half weeks depending on the depth of learning you desire.

Materials needed:

- ❖ Picture books by Sy Montgomery
- ❖ Additional books and videos about world biomes
- ❖ 1 copy per student of "Mongolian Adventure: Learning About Biomes"
- ❖ 1 copy per student for each additional biome of "Mongolian Adventure: Learning About Biomes 2" (for example, if your class is researching 6 different biomes, each student needs 5 copies of this worksheet □ one for each biome they did not research)
- ❖ A world map outline to color code
- ❖ A large world map outline to display on a bulletin board (to be color coded by students)
- ❖ Roll paper and construction paper for murals
- ❖ Access to the Internet
- ❖ Grading rubric(s) - one is provided

Students will be able to:

- ❖ Identify the world's major biomes.
- ❖ Research one biome and identify its key features.
- ❖ Create a mural that depicts their biome.
- ❖ Write a descriptive paragraph about their biome.
- ❖ Locate and identify biomes on a map.

Please feel free to differentiate instruction with this lesson to meet the needs of your students. The variety of assignments provided address the needs of visual, kinesthetic, and auditory learners.

1. Begin your lesson by sharing books written by Sy Montgomery. Show the class pictures of the various biomes represented in her books. Do not use the word biome at this point. Ask students to describe each area. List ideas on the board. Together, with teacher guidance, define biomes as the various regions of our planet, which are distinguished by their climate, fauna (animals), and flora (plants). Information about biomes is readily available on the Internet. You can also search for pictures including a biome pyramid, which shows warm biomes (of which there are more) to cold biomes (fewer). There are also many books about biomes, too. **NOTE:** Even scientists cannot agree on the exact number and the different types of biomes. As your students gather information, they will need to make decisions about what might be included in their biome.
2. Assign students to a small group (3-4 students) to learn about one of the biomes of the world! They should use one of Sy Montgomery's books and other available resources. Groups should complete the worksheet "Mongolian Adventure: Learning About Biomes" as they work.
3. Provide time and resources for students to gather information about world biomes.
4. As they learn more about their biome and its location(s), have students locate their region on a large world map that you have put on a bulletin board. A large black outline map would be ideal, allowing students to color code their biome on the large map. Provide students with a smaller world map on which to do the same.

Mongolian Adventure: Learning About Biomes

5. Have students create a large mural (about 3 ft. by 5 ft.) to share their understanding and knowledge. Use roll paper for the murals. Students may add animals, plants, etc. made of construction paper. Be sure they identify the biome on the mural.
6. Have students write a descriptive paragraph or two about their biome. Add this to their mural.
7. Have each group share their mural and information about the biome they studied. As the other students listen, they should complete a worksheet ("Mongolian Adventure: Learning About Biomes 2") for each biome. This information may be used to create a quiz or test.
8. Student work may be graded using the rubric that follows. A separate rubric may be used to grade the descriptive paragraph based upon your state standards.
9. Display murals in the hallway.
10. Other ideas for activities: Write a report about each biome, create a picture book about each biome, or make a scrapbook of each biome. Share videos about various biomes to reach visual learners.

Grading Criteria:	
Student gathered accurate information and completed the student worksheet completely (1 point for each section: location, climate, environment, plant adaptations, animal adaptations).	5 4 3 2 1 0
Student worked productively on the group mural.	3 2 1 0
Students identified their biome on a world map.	2 1 0
Students can identify the world's major biomes	5 4 3 2 1 0
Students can locate the world's major biomes on a map.	5 4 3 2 1 0
Students created a mural that depicts their biome.	5 4 3 2 1 0
Students wrote a descriptive paragraph about their biome.	3 2 1 0
Total:	128