Snakes Ready to Strike!

Undesirable Behavior Targeted: Getting to class, having their personal items out while sitting at their seat, standing around in groups having conversations, being unprepared (no needed materials out on their desk)

Expected Behavior: Getting to class, getting their needed materials out for the day or lesson, putting away their personal belongings, sitting at their assigned seat, being prepared for whenever the teacher is ready to start the lesson (students may talk to their table mates, but as soon as the teacher calls for their attention, they must be ready to listen.

Positive Reinforcements: 1. Immediate R+: If every student is sitting at their desk when the teacher is ready to teach, then an animal sticker will be placed in one ecosystem.

2. Ongoing R+: When one ecosystem has all the animals placed in it (Ocean: starfish, shark, fish, coral, whale; Arctic: polar bear, penguin, seal, arctic fox; Jungle: monkey, butterfly, tiger, parrot, frog; Desert: snake, iguana, camel, mouse, owl.) then the students will receive a snack relating to that particular ecosystem. (Ocean: gummy sharks, Jungle: animal crackers, Desert: gummy worms, Arctic: popsicle).

3. Overall R+: When all the ecosystems are complete with all their animals, then the student will have a food web activity where they learn about what the animals eat in each ecosystem.

4. Easy Administration of R+: Placing a sticker on the board at the beginning of class is non-interruptive, easy, quick, and all students will be able to see their progress towards the fun activity.

Interactive Learning Activity: TEKs covered: 3.9: Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: A) observe and describe the physical characteristics of environments and how they support populations and communities within and ecosystem; B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field. When the ecosystems are completed, the students will learn about the food web and will be able to see the flow of energy in each ecosystem. We will also talk about certain characteristics of certain ecosystems to figure out how each animal survives in each ecosystem.

Teaching the Expected Behaviors: When school first starts, students will practice entering the classroom appropriately, by getting in the classroom, getting their necessary materials for the lesson, putting away personal belongings, sitting in assigned seat and being prepared to start the lesson whenever the teacher is.

Teaching the Plan: The teacher will explain each ecosystem and will explain that the purpose of this plan is to be prepared to start the lesson to be able to use all time for learning. The teacher will explain that the students are expected to be ready whenever the teacher is. The teacher will explain that there will be four ecosystems, and if all students are ready to learn upon entering the classroom, then they will receive an animal sticker. When all animals are present in the ecosystem, they will receive a small snack relative to the ecosystem. When all ecosystems are complete, the teacher will explain that the students will have a fun day with snacks and a fun activity. This will leave the students a surprise factor so they will be more willing to be ready to learn.

Demonstrate all necessary items: 19 animal stickers (listed above), gummy sharks, animal crackers, gummy worms, popsicles, 4 ecosystems ready to receive animals (BCP).
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In order to receive an animal sticker on the ecosystem, students must:

1. arrive to class and immediately get out needed materials for the lesson.
2. Put away all personal belongings
3. Sit at assigned seats and be ready to learn!