

Ben Kusserow Observation: 10.6.15

9:11am Walk out to Deer Creek

9:18am arrive at Deer Creek Shelter

-Ben shares big picture overview of day and introduces me as an observer

B: *Open up to page 10 in your journal. So, tell me what sort of things you talked about with Sasha, yesterday.*

S: *Biotic and abiotic*

B: *What does biotic mean?*

S: *It means alive.*

B: *And, what does abiotic mean?*

S: *Has never lived and will never live*

B: *What are abiotic examples?*

S: *Rocks, water, soil, and air.*

B: *There is one more that maybe you didn't talk about yesterday*

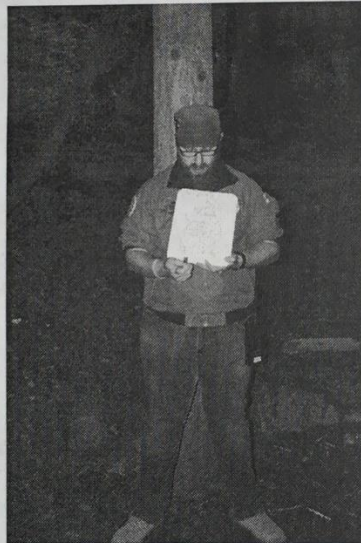
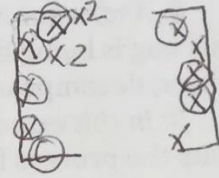
Ben is writing terms and examples on white board. Then, he creates a LAWS chart.

B: *So, in your journals with an L, write light.*

S: *I don't have a pencil.*

B: *Thanks for raising your hand, bud.*

Ben pulls out a pencil and shares with student. He proceeds to go through the 'A' 'W' and 'S.'



B: *Cool, so that was everything you covered yesterday. Today...*

Ben introduces PCDs and FBIs

B: *So, I need a volunteer. This is a ball of sun (uses bag of pretzels)*

S: *Look, there's a squirrel*

B: *So, bud, bring that up later when we talk about squirrels. That will be a really good example. I need another volunteer.*

Ben introduces producers.

S: *How do you spell that?*

B: *The cool thing about Mountain School is that spelling doesn't matter. Just do your best.*

*B: Now what happens, what takes care of dead things?*

*S: Scavengers.*

*B: Yes, a scavenger is an example of something that starts with a 'd'*

*S: Decomposers*

*B: There is another one.*

*S: Consumer*

*B: And, what is an example of a consumer?*

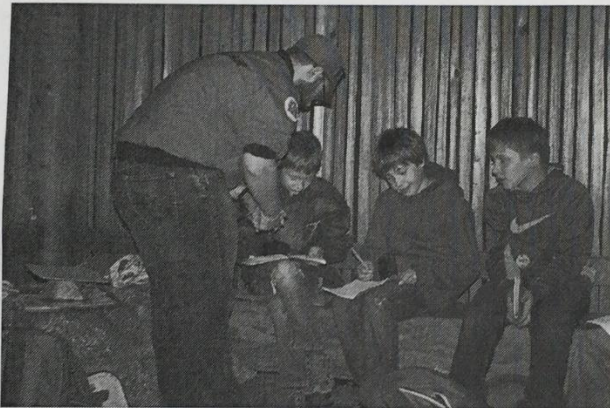
Pretzel bag is being thrown to show the process. The order that Ben explains is producer, decompose. Has Kyle volunteer as the consumer (bear).

*B: In this example, you are going to be our bear.*

Repeats the process from the beginning each time a component is added.

*B: Just a second, bud. Raise your hand. Does anyone have an example of a decomposer? Hey, bud, can you raise your hand if you want to say something.*

Vultures and worms are given as examples of decomposers. Students are asked to provide examples in their journals. Ben spends some time with Kyle. A group of girls across the circle have a question about what a scavenger is. Then, Ben goes back to Kyle.



9:31 *B: Would anyone like to share an example your partner had?*

3 different students share.

*B: Who here has ever seen a seed out in the wilderness?*

Many hands are raised

*B: Can you point to one? This is a douglas fir cone. I didn't know this before I came here, which is really cool. What do you need to grow a seed? I really need everyone's voices to be off right now. Aaron, can you come up and be my example right now? Once I say spring time we will flip it over our cards to make sure seeds have what they need to grow.*

Ben is holding up cards so people can see an example. Chaperone asks to see the card because she didn't see it. He explains trading of cards.

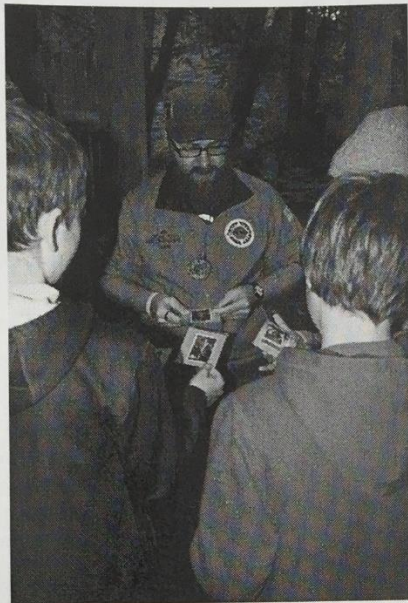
*B: I'm going to assign you to a team. As we trade cards we will sing this song: you need light, air, water, and soil to grow*

*a seed. So, what do we have too much of? Hey group one, did we get it?*

Ben jumped in one group to play for two rounds of the game, and then switched to the other group.

*B: So, what area do we have too much of? ...but no air. So, let's try one more time. Kyle, we need you.*

Chants the song

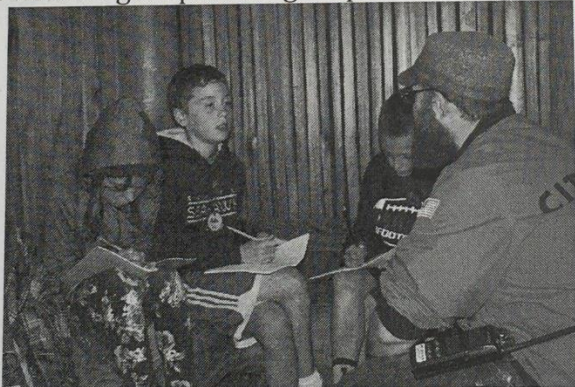


*B: So, let's pass them all in and talk about this*

9:40 Taps Kyle to get him to sit down.

*B: Alright, for this next section, we are going to share in pairs. If you can open journals and talk through the next two questions. So, what are we talking about as a group*

Ben checks in with all groups. One group is working independently



*S: Can we go on a hike now?*

*S: Do we do FBIs now too?*

*B: We are going to do that right next. So, what did you get for the second question? So, let's come back as a big group. Would someone like to answer question one?*

They go over the first and second questions as a group. Tied the game into PCDs.

9:46 Moving on to FBIs

*B: Someone was talking about scavengers. I don't have a card for that. So, what is this? I'll walk around the group so everyone can see.*

*S: Fungi!*

*B: Yes*

*Chap: Now, are they also producers?*

*B: No, they do not get energy from the sun, so they are not. Would someone like to give an example of what they think this is?*

*S: Bugs*

*S: Bacteria*

*B: Why don't you list a place where you can find it. What would that be that starts with an 'I'?*

*S: Insect*

*B: Invertebrates – these invertebrates don't have a backbone.*

*S: Caterpillars?*

*B: Caterpillars mostly eat leaves. What decomposes?*

*S: Centipedes*

*B: The cool thing out here is what would happen if there were no decomposers?*

Student asks a question.

*B: Really good question. Remind me of that later.*

9:53 Pack up. Explains how the students should pick something dead and down to look at at the microscope lab. Just one thing.