

Week	Lesson Title	Lesson Activity	Key Outcomes	Evidence
Week 2				
Day 1	Phylo Cards Introduction.	Introduce the Phylo Game Project. Describe all the information included on a card. Show example of the UHill Elementary deck, and how it is played to show interrelationships in the local ecosystem. Talk about what a crowd-sourced project means: we can make our own deck and add it to the database for others to use, and we can use their cards for ourselves! Look at the recommendations for how to create a deck. Develop a checklist steps needed to create an Alberta Wetlands Phylo Deck.	ELA 5.3, 5.4	Checklist for creating the deck (could become the beginning of a collaboratively developed rubric for the Phylo Cards).
Day 2	Research organisms for cards	Each student chooses two of the following from the class species list: a primary producer, primary consumer, major consumer, or decomposer. Record chosen species and their role in the ecosystem in journal. Students will become experts on their two organisms, and will be able to share their knowledge with their peers as the deck develops.	Sci 5-10(6,7,8); ELA 5.1, 5.2, 5.3	Teacher observation. Interdependence journal.
Day 3	Research organisms for cards	Using books and websites, students will gather the information on their chosen species required to create a Phylo Card. Students will be encouraged to note an interesting adaptation of their organism on their card, such as where they get oxygen (gills, air bubble, diffusion). Information will be recorded on a worksheet, which will be glued into the interdependence journal.	Sci 5-10(4,6,8); ELA 5.1, 5.2, 5.3	Teacher observation and check-ins. Worksheet/checklist. Interdependence journal.
Day 4	Guest Speaker: Naturalist	ELA 5-4, 5-5		Interdependence journal. Teacher observation.
Day 5	Field Trip Day	Students will be guided through Ralph Klein Park by park naturalists. Students will discover the live, interconnected organisms they have been researching throughout the week. Students will bring their Interdependence Journal to record any interesting observations made throughout the day. They will be given time at the end of the day to reflect on what they have learned about interdependence and wetlands.	Sci 5-1, 5-10 SS 5.1.1.2	Interdependence journal. Teacher observation.