

# **Animal's Survival in an Ecosystem**

## **5<sup>th</sup> Grade**

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### **References:**

Columbus Public School 5<sup>th</sup> grade curriculum guide

### **Benchmarks:**

- GLI LS-4: Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.
- GLI LS-5: Support how an organism's patterns of behavior are related to the nature of that organism's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
- GLI LS-6: Analyze how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental (e.g., beaver ponds, earthworm burrows, grasshoppers eating plants, people planting and cutting trees and people introducing a new species).

### **Objectives:**

- Students should be able to describe many different biomes including the tundra, the desert, the grasslands, tropical rain forest, and deciduous and coniferous forests. They should be able to describe the climate and organisms that choose the biomes. They also need to understand that each habitat has limited resources and can only support certain amounts of life.

### **Material**

- Dilemma cards
- Different biomes handout
- Environmental change handout

### **Initial Observation/Demonstration:**

- Using photos and other devices, allow the students to observe the characteristics of different biomes. Use the vocabulary to illustrate those different characteristics. Continue the discussion with neutral, harmful, and beneficial environmental changes.

### **Initial Observations:**

- Allow the students to ask/answer questions about the topics discussed.

### **Initial Model:**

- We Have a Dilemma

**Procedure:**

- Divide students into small groups, handing each group a dilemma card.
- Instruct the students to read their dilemma cards and have students draw their dilemma, or what it might look like. On the back of their drawing have the group, generate ideas about how the area was affected by this situation. Have them identify if this was a harmful, neutral, or beneficial dilemma. Have them list some adaptations that their situations might have caused some organisms to make.
- When students are complete, have them hold up their picture to discuss their dilemma and the environmental changes that it caused.

**Discussion/Summary:**

- What are some beneficial environmental changes that occur?
- What are some harmful environmental changes that occur?

Continue the discussion with several reinforcing questions regarding animal survival and biomes.

**Homework:**

- Have the students complete the biomes handout for homework.