

# Freshwater Ecosystem

## Grade 5

Authors: Austin Carter, Dale Rucker, Alison Hursey

### References:

- Columbus Public School Curriculum Guide
- SEED Program

### Benchmarks & Objectives:

SLC 14: Trace the transmission of energy in a small, simple ecosystem and/or identify the roles of organisms in the energy movement in an ecosystem.

Benchmarks: Students will identify the roles of organisms in a food chain/web.

### Materials:

- Piece of construction paper

### Activity:

Begin a discussion about the type of plants and animals that live in freshwater streams in ponds. Show pictures if you have them or use the class fishtank if there is one. Make a list on the board of everything that the kids can think of that a freshwater ecosystem. Have them write the list in a column on the left hand side of the piece of construction paper. Box off the remainder of the paper into four boxes. Starting with the top right and working clockwise, label each box Producer, Consumer, Decomposer, and Abiotic Factor. For each one describe what it means. And look at the list to find all the items in the list that fit in the box. The students draw the items in their appropriate boxes. Review the definition of what an *ecosystem* any time that seems convenient.

### Target Observations:

- Nearly everything we encounter in a forest can be thought as being either a producer, consumer, decomposer, or abiotic factor.
- Organisms at higher levels depend on the lower levels for survival.
- Nearly everything can be traced back to producers making food from sunlight via photosynthesis.