

Introduction to Biomes

Grade 5

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References:

- Columbus Public School Curriculum Guide
- SEED Program Biome Books
- <http://www.mbgnet.net/>

Materials:

- Construction Paper
- Biome Maps from SEED program
- National Geographic Magazines
- Large Poster paper

Definitions

Biomes- A large region of land with a distinct climate, animals, and plants. A biome is a group of many types of ecosystems.

Coniferous Forests (Taiga)- a forest which contains trees which produce seeds in cones and have needle like leaves.

Deciduous Forests- forests that contain trees which drop their leaves at the end of the growing season.

Desert- dry climate that receives very little rainfall in a year

Grassland- a large land area in which the main types of plants are grasses.

Tundra- a cold, dry, mostly treeless land region located in high altitudes.

Tropical rainforest- a warm, wet land region with an enormous variety

Procedure:

Day 1

Transition from a discussion of ecosystems to a discussion of biomes. Discuss that there are different biomes around the world that have unique climate, producers, and consumers. On a piece of construction paper, write the title of one of the Biomes. While the students look at the biome books, ask what they think the climate, plant life, animal life, and human life is like in that biome. When they are correct, summarize that underneath the title of the biome. Do this for each of the biomes Desert, Tropical Forest (rainforest), Deciduous Forest, Taiga Forest, Arctic Tundra, and grasslands.

Pass out the biome maps from the SEED program. As they learn about the different types of biomes have them color in the regions on the maps that correspond to these biomes. Later, if there is still time, have the students tape or glue pictures of animals in the SEED program journals to the parts of the world where the students think they live. This could be used as a pre-test as well as a post-test. It also reinforces geography.

Day 2

Assign a biome to each group. Have that group research that biome with the biome atlas from the SEED program. They can also use the website <http://www.mbgnet.net/> or can use the National Geographic magazines. Each student is to write a paragraph about their biome, assign paragraph prompts such as “What is the climate like?”, “Where is this biome located on Earth?”, “Describe three producers in the biome.”, “Describe three consumers in the biome.”, and “What are the humans like that live in this biome?” After being checked for content and spelling, have the students rewrite the paragraphs on an index card. Paste the index card on a large poster and decorate with pictures from the National Geographic magazines.

Day 3

Present results to class. Everyone must take notes in class on each biome. Emphasize that taking good notes is important and positively reinforce those that do take good notes.

Discussion/Summary:

1. What is the difference between an ecosystem and a biome?
2. What kind of biome is Ohio? Why?
3. In what kind of biome would you find an animal that sleeps during the day and does not perspire or urinate very much. (or similar type questions)