

i3 STC Kit Extension Activities

North Carolina

Grade: 5th	
Kit Name: <i>Ecosystems</i>	
Essential Standard(s): (List number, standard, clarifying objectives where appropriate) 5.L.2.1: Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands	
Unpack the Standard (What does it mean? What is the "Big Idea"?): Students know that there are different types of ecosystems (terrestrial and aquatic). The six land biomes presented are: desert, tundra, taiga, grasslands, deciduous forest and tropical rainforest. Terrestrial being land based including grass lands and forests and aquatic being fresh water, ponds, lakes, rivers or saltwater, (oceans, estuaries, and saltwater marshes).	
What is the Engaging (will get the student interesting) Essential Question that the students will be trying to answer as a result of this Extension? How do different places in the world compare to where we live?	
Which activities in the kit touch on the Standard(s) and how can they be adjusted to better address the Standard(s)? No activities were found to cover this objective in the kit.	
Kit Activity	Extension Suggestions
Lessons 1-7 (Setting up the aquarium and terrarium)	Create a deck of ecology cards, cards with pictures and/or names of biomes on them, and cards with organisms living within each biome. Have each student pull a card from the deck. The card will either be a biome or an organism that lives in one of the biomes. Give students a couple of minutes to "match up" according to the places and the organisms that live within them. List the biomes on the board and discuss the matches made in the activity. http://library.thinkquest.org/11353/ecosystems.htm
Lesson 1-7	Students will create their own diorama of a biome. They will draw a specific biome out of the hat, (1 out of 6). They will show the climate, animals and plants in their biome. They will also write a brief explanation of their biome, (three short paragraphs) after they have completed their diorama.
Lesson 1-7	Students will create a poster of an animal. They will draw their animal and label as much of the animal as possible. On this poster they will draw the animal and explain the following: the animal's biome, the animals habitat, it's food chain, if it is nocturnal or diurnal, and the animal's defense mechanism or adaptation. They will then present their poster in class to their peers so that the other students can learn about a variety of animals and biomes.
Additional Suggestions (Literature connections; online resources): http://www.vtaide.com/png/habitats/index.htm (Ecology Cards) http://www.dfg.ca.gov/projectwild/salmon (Aquatic Ecosystems) http://www.quizlet.com (Biome cards for matching game)	

<http://search.discoveryeducation.com> (United Streaming, resources for ecosystems)

<http://www.trinityctr.com/soundtosea> Field Trip – Trinity Center Sound to Sea

<http://www.enchantedlearning.com> (Variety of animals in different biomes)

<http://www.edhelper.com> (There is a fee, material is very beneficial)

<http://www.kidsdiscover.com> (Ecosystems, Ocean and Rainforest magazine)