

Science Parent Guide - UNIT 2



IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME

Ecosystems

Important Concepts Addressed in this Unit

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| <ul style="list-style-type: none"> • For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. • Insects and various other organisms depend on dead plant and animal material for food. • Organisms interact with one another in various ways besides providing food- for example, many plants depend on animals for carrying to other plants or for dispersing their seeds. • Changes in an organism’s habitat are sometimes beneficial to it and sometime harmful. | <ul style="list-style-type: none"> • Most microorganisms do not cause disease, and many are beneficial. • Almost all kinds of animals’ food can be traced back to plants. • Some source of “energy” is needed for all organisms to stay alive and grow. • Over the whole earth, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones. |
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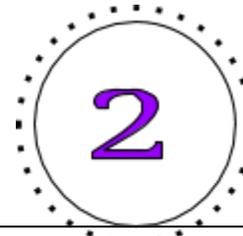
Key Words To Know

Organisms - is al living thing, such as a plant, animal, bacteria, or fungus.
Energy- what ALL living things need to live; the ability “to do work”.
Ecosystem- all of the living things (plants, animals and organisms) in a given area
Producer- an organism that makes its own food (plants)
Consumers- organisms that eat other organisms (most animals)
Decomposers- breaks down dead plants and animals and animal poop and returns the nutrients to the soil (worms, mushrooms, beetles, and bacteria).
Food chain- shows the movement of energy through ONE possible set of organisms
Food web- shows the movement of energy through SEVERAL possible set of

How You Can Help Your Student

- Your child will have access to many links, educational videos, and games pushed out to them through Google Classroom. Your child may access his/her Google Classroom from home.
- Talking to your child about what they are learning is a great way to help your child.
- Reviewing vocabulary each night is a great way to help your student. Making vocabulary study index cards is a quick way to review. You can quickly review words this way.
 - Take time to observe nature. What are some of the ecosystems we have in the forest around us?.

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organisms; more than one food chain that is connected together.

Flow- movement from one place to another.

Scarce- very few

Extinct- none left at all

Over-abundant- too many

- Discuss the different types of roles in our ecosystem. Can you find an example of each outside?
- Take time to talk about different areas of the world and how their ecosystems may be different than our own.

Sample Problems

Your child will be asked to:

1. Develop a model to describe the roles of producers, consumers and decomposers in a community
2. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers and decomposers.
3. Communicate a scenario to demonstrate the effect of a change on an ecosystem.
4. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct, or over-abundant.

These questions may be assessed through projects, models, and/or assessments.