ELA: Grade: 5, Lesson 2 Ecology

Lesson Objective: Students will make predictions about ecosystems

Practice Focus: Today we will make predictions about our text.

TN Standards: 5.RI.KID.2, 5.RI.KID.3, 5.FL.VA.VA.7a

Teacher Materials:

- N/A

Student Materials:

- Two pieces of paper
- Pen or pencil

Teacher Do	Student Do
<u>Opening</u> **Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 5th graders out there, though all children are welcome to tune in. This lesson is the second in our series.** **My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!** **If you didn't see our previous lesson, you can find it on _____. You can still tune in to today's lesson if you haven't see any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.** **Today we will be learning about ecology! Before we get started, to participate fully in our lesson today, you will need:** • **Pen or pencil** • **Two pieces of blank paper** **Ok, let's begin!**	Collects materials needed to engage in the lesson.
<u>Intro</u> **During lesson 1, you learned ecology was the study of relationships between living things and their environment. You also described and provided samples of habitats. Next you learned why certain organisms live and adapt to their**	

environments. Lastly, you described and provided examples of ecosystems. **Purpose for Listening:** • **Let's recall information provided during lesson 1 that you learned about ecology. I'll ask you some questions based on your previous learning. Before answering my question, I'll give you about one minute of think time. After the wait time, I'll ask you to give me your response to my questions. Lastly, we will spend a few minutes in word work on the word tolerant.**	
<u>Teacher Model</u> • **If someone studies the field of science called ecology, what do they examine? What is this person called?** [Pause] **Correct, a person that studies ecology is an ecologist and they are studying the relationships between living things and their environments.** • **We've learned that both living and nonliving things are part of an ecosystem. Can you think of a way in which nonliving things, such as rocks or sand, help animals survive?** [Pause] **Sounds like you got it! In an environment with rocks, they provide shade to cool animals, and sand provides a place for animals to hide and burrow.** • **What makes up an ecosystem? What are some examples of ecosystems that you heard in the read-aloud?** [Pause] **I enjoyed hearing you have learned that an ecosystem includes the habitats of living and nonliving things. You may have listed ecosystems such as a tundra, forests, oceans, streams, ponds, lakes, savannas, and deserts. We have many ecosystems, don't we?** • **Compare and contrast ecosystems and habitats. Thank you for considering the similarities and differences between ecosystems and habitats.** [Pause] **You were correct in saying they are alike because they are both homes for living things; they are different because a habitat is the preferred, usually smaller, home of a plant or animal, but an ecosystem includes an entire community, usually larger, of both living organisms and nonliving things. Interactions between living and nonliving things are**	Student interacts with teacher's questions as posed. Student will access prior knowledge about ecology.

the important part in an ecosystem, rather than just a place that provides a home.	
• **We know that organisms become tolerant of their habitats through adaptation. One example of this is algae clinging to rocks so it won't wash away. Name other examples of these kinds of adaptations you heard about in the read-aloud.** [Pause] **Thank you for giving many examples of adaptations you learned from our read-aloud. Some of the examples you may have provided were succulents storing water in their stems, allowing them to live in the arid desert; the arctic fox having a short, round body and lots of fur, allowing it to survive in extreme cold; the antelope migrating and running very fast, allowing it to survive in the grassland.** • **Great job answering the questions. Taking time to reflect and consolidate your learning is important when adding new knowledge.**	Student interacts with teacher's questions as posed. Student will access prior knowledge about ecology.
<u>Guided Practice</u> **Time to grab the pencil and paper for this constructed response. I'm sure you are filled with concepts of ecology and are ready to summarize them.** **As you summarize, let's consider the main ideas we should include in our constructed response. For clarification, you likely will need to include your understanding of ecology and what that means. Important topics in ecology might include describing adaptations and why they are important to an ecosystem. Speaking of ecosystems, tell me what an ecosystem is and characteristics of them.** **Do we have one? Where can we find them? Another important topic to include is habitats and how they relate to our ecosystems. As you summarize, please be sure you make connections, relationships, and the cause and effects of altering any part of our ecosystems.** **How would you summarize the main ideas from our learning about the relationships of living things and their environments?** [Pause] **Yes, Your example of whales living in oceans and not having the ability to survive in a tundra is helpful in remembering the main idea and details that we learned today. We spent a lot of time on talking about ecosystems today. We spent a lot of time on talking about relationships in lesson one… Today we also focused on ecosystems in lesson two.** [Pause] **Good, We learned about the arctic fox's fur was a good support to our main idea and of adaptations.**	Student prepares the materials necessary for the constructed response.

Animals have adapted in ways that make them well-suited to live in certain habitats. Habitats are homes which make up ecosystems; ecosystems include living and nonliving things. All living and nonliving things in habitats and ecosystems are interconnected. Thank you for sharing our how ecosystems are independent and yet interconnected at the same time.	
<u>Independent Practice</u> • **This ecosystem can vary greatly according to where it is located in the world. Remember we have read about and discussed specific ecosystems such as tundras, forests, deserts, savannas, and ponds. Each ecosystem has specific living and nonliving things in specific ecosystems.** • **Now let's imagine taking a parrot to Alaska! Or putting a camel in a swamp!** • **Why do you think we have multiple types of ecosystems across the world?** • **What is the relationship between the weather, climate, and the habitats, adaptations, and species in them? Does it matter where an ecosystem is? Why or Why not?** • **Why do we have multiple types of ecosystems across the world? Hmmm. I wonder.** • **Is there a relationship between the weather, climate, and the habitats, adaptations, and species in them? Remember we talked about relationships in lesson one. Do you think there is a relationship between habitats and adaptations? What about weather and adaptations?** • **We are going to focus our writing today on answering these questions.** • **Today, I want you to answer the question, "Does it matter where an ecosystem is located? Does the climate or weather change the ecosystem? Why or Why not?** [Repeat the writing prompt 3x] • **Get out your second piece of paper.** [Pause] • **Write this question and answer on the top of your page).** • **Next, make a prediction about how ecosystems vary across the world and why they would vary according to where it is located in the world. Let me repeat that so you can write it down.** [Repeat prompt 3x] • **In complete sentences, provide specific information about how ecosystems vary. Add your predictions on why it matters where they are located. Good writers give examples and illustrations for clarity. Be sure to**	Student responds in writing to question

check or reflect on your predictions as you join our continuing lessons.	
<u>Closing</u> • **I enjoyed learning about ecosystems with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series.** • **Bye!**	