Workbook Preview

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Grade 4 Science – 2022 Curriculum

Habitats and Communities

	Curriculum Expectations	Pages
B1.1	assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account	148-150, 152-165
B1.2	analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions	146-147, 151-153, 157-161
B2.1	describe habitats as areas that provide organisms, including	9-15, 26, 29-30, 2-88, 6
B2.2		29-30, 0-82, 9
B2.3	decomposers	102
B2.4	demonstrate an understanding of a food web as the interconnection of multiple food chains in a natural community	103-105, 107-130
B2.5	describe how animals are categorized according to their diet, and categorize various animals as carnivores, herbivores, or omnivores	131-134
B2.6	describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats	40-50, 54-61, 63-73, 77-81, 83-85, 89-96, 146-147
B2.7	explain why all habitats have limits to the number of plants and animals they can support	137-145

Preview of 100 pages from this product that contains 240 pages total.

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Grade 4 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages
A1.1	use a scientific research process and associated skills to conduct investigations	16-17, 24-25, 31-33
A1.2	use a scientific experimentation process and associated skills to conduct investigations	16-17, 27-28, 62
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	18-20, 31-33, 62, 135-136
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	16-20, 27-28, 31-33, 135-136
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	16-20, 27-28, 135-136
A2.1	write and execute code in investigations and when modelling concepts, with a focus on producing different types of output for a variety of purposes	21-23, 36-38, 51-53, 106
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life, including skilled trades	21-23, 39
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	24-25
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	24-25, 34-35
A3.3	analyse contributions to science and technology from various communities	24-25, 35

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NAME: _____

HABITATS AND COMMUNITIES



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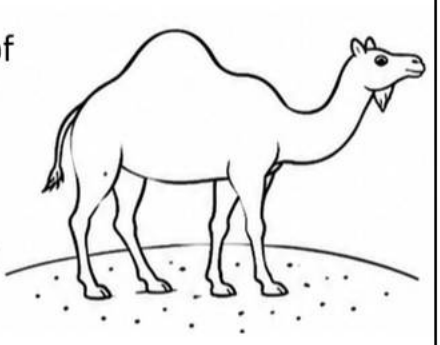
Terrestrial and Aquatic Habitats

What is a Habitat?



A **habitat** is the place where an organism or a community of organisms live. An **organism** is a single plant or animal. Therefore, you are an organism.

A **sp**[illegible] is a group of organisms. Yes, humans are a species [illegible] a single organism.

[illegible] **co**[illegible] is a group of different species that live in the same area (habitat). This [illegible] you [illegible] in a community with other humans, other animal species like dog [illegible] quirr[illegible] as plants.

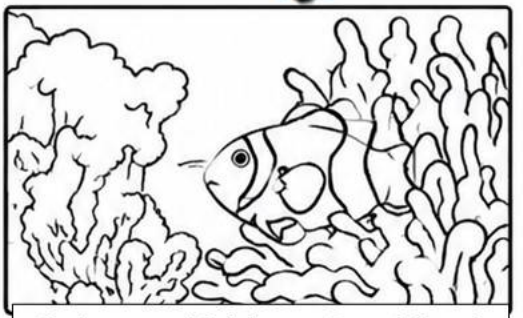
Habitats provid[illegible] needs [illegible] organisms that live there. For example, humans live in ar[illegible] ere [illegible] ow and where water can be found. No humans live in Antarctica becaus[illegible] abitat[illegible] arctica does not give the basic needs humans need to survive.

PREVIEW

Two Main Types of Habitats

1) Terrestrial Habitats

Terrestrial means land, which means that a **terrestrial habitat** [illegible] s on land as opposed to in water. There are 4 main habitats within the te[illegible] al category of habitats. They are forests, deserts, grasslands, and mountains.



Saltwater Habitat – Coral Reef

2) Aquatic Habitats

Aquatic habitats are places organisms live in water. There are 2 main types of aquatic habitats – freshwater and saltwater habitats. Freshwater habitats include lakes, rivers, and wetlands. Saltwater habitats include oceans, seas, and estuaries.

Name: _____ 10

Curriculum Connection
B2.1

Definitions

What do each of the terms below mean?

Organism	
Species	
Community	
Habitat	

PREVIEW

Questions

Answer the questions below using evi[illegible]om the

1) Can any organism live in any habitat? Explain.

_____

_____

_____

2) What is the difference between a freshwater and saltwater habitat? Give examples of both.

_____

_____

_____

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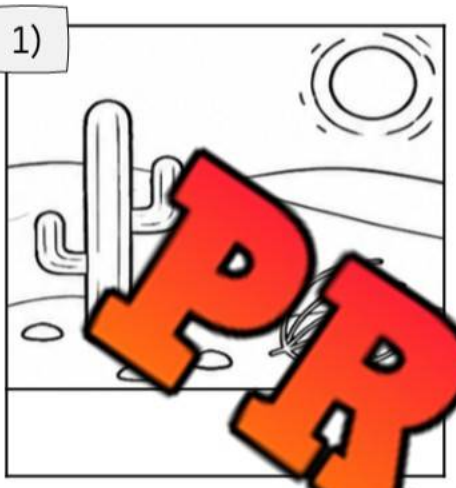
Name: _____ 12

Curriculum Connection
B2.1, B2.2

Organism, Species, Community, Habitat

Label Is the picture an example of an organism, species, community or habitat?

1)



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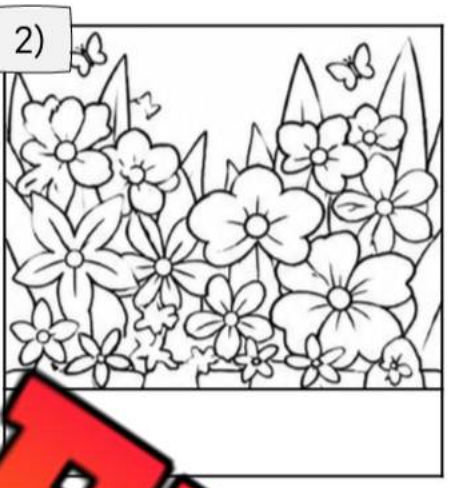

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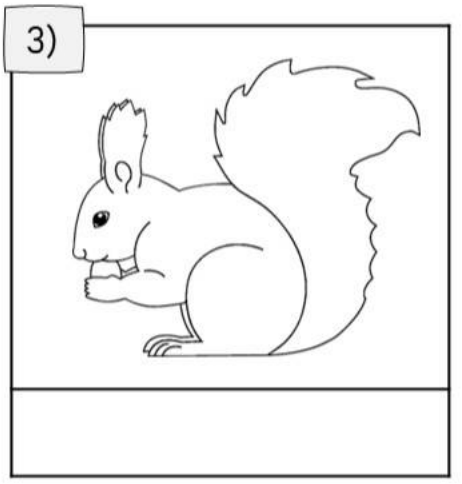

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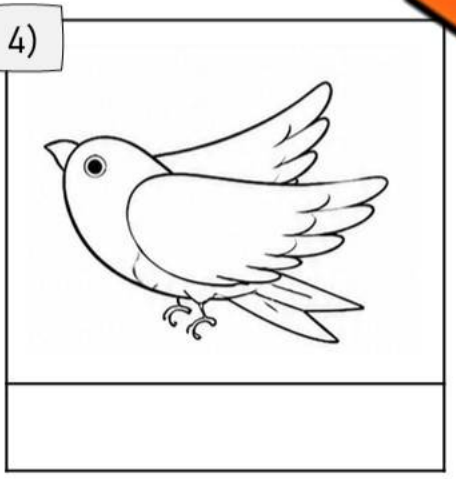

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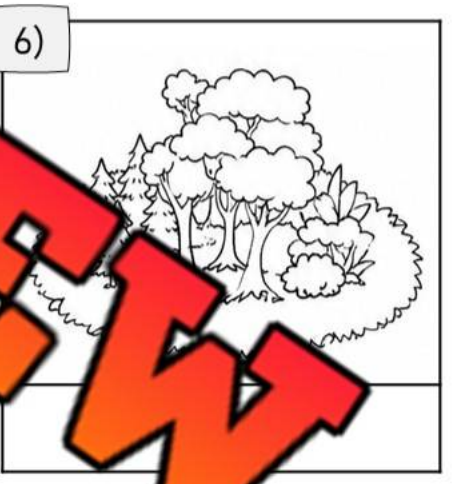
6)



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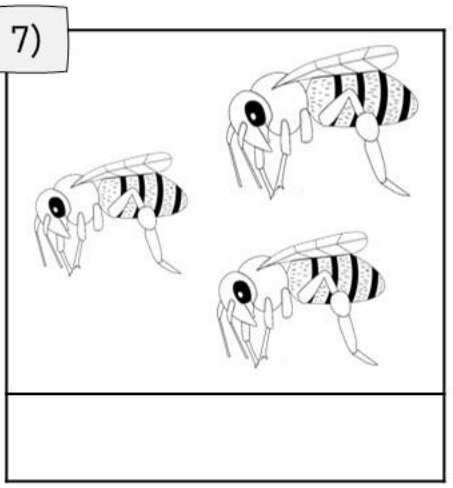

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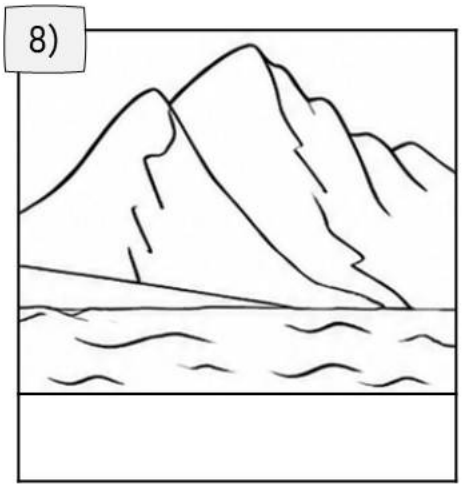

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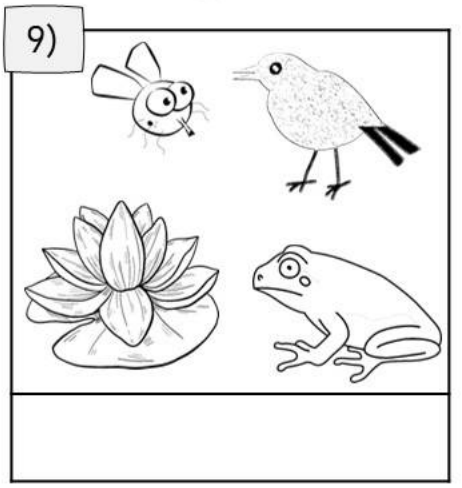

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Curriculum Connection
B2.1, B2.2

Tracking Animals – Animal Tracks

Tracking Animals – Animal Tracks



Humans aren't the only ones who leave evidence of their actions as they move around. Just like we can analyze the footprints of humans, we can also track animals based on the animal tracks they leave in th ound. An **animal track** is an imprint left in the soil, snow, mu r ground surface by an animal walking across it. An are hy hunters to track their prey and by naturalists to identify animals a give

If the an s a cle the species of the animal can be determined based on the combi n of features of the feet. Some features we can look for in an animal trac

- Width/length – A fox print is much s han a rint
- Number of Toes – Bears have five toes, whil es an ave four
- Nails – Canines tend to leave a nail print while felines don't since they can retract their nails.
- Depth – The heavier the animal, the deeper the print will be. A moose track will be deeper than a deer track.
- Webbing – Webbing is usually found on animals that swim a lot in the water
- Stride and Straddle – The stride length can set animals apart. A stride is measured from the heel of one print to the heel of the next print on the same side. Straddle is the width of the steps taken. It is measured from the outside of the right track to the outside of the left track.

PREVIEW



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Name: _____ 15

Curriculum Connection
B2.1, B2.2

True or False

Is the statement true or false?

1) Hunters and naturalists track animals using their prints/tracks.	True	False
2) A track is an impression left in the ground by an animal.	True	False
3) Straddle is a measurement of the stride length of an animal.	True	False
4) Tracks are left in snow, soil, mud, or other ground surface.	True	False
5) A deer ... leave a deeper impression in the ground than a moose.	True	False

Visualiz...

...w ...u were picturing while you were reading. Explain the picture.



Questions

Use information from the text to sup... ...r answ...

1) What is an animal track? Why are animal tracks evidence of anim...

2) How can hunters and naturalists figure out which animal left a track? What do they look for in the track?

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Name: _____ 16

Curriculum Connection
A1.1, A1.2, A1.4, A1.5

Research – Animal Tracks

Research Learn more about different animal tracks.

Find examples of each of the animal track features that we see in the environment. Describe the feature, name an animal that has the feature, and draw a picture of the tracks. The first one is an example that is done for you.

Feature	What does the feature mean	Animal Name	Picture of the Track
Large Track	[illegible] is wide [illegible] long.	Bear	
Small Track			
Nails			

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Name: _____ 17

Curriculum Connection
A1.1, A1.2, A1.4, A1.5

Research | Learn more about different animal tracks

Feature	What does the feature mean	Animal Name	Picture of the Track
Depth (deep impress			
Webbing			
Long Stride			

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Name: _____ 18

Curriculum Connection
A1.3, A1.4, A1.5

Experiment – Animal Tracks

Research Question How are animal tracks different from each other?

When animals walk, they create tracks in the ground that are unique to that animal community. We can track animals if we know their tracks/footprint.

Material What do we need?

- ✓
- ✓ Parchm
- ✓ Toothpicks
- ✓ Animal tracks guide o
  guide



Lion Print

Method How do we complete the experi

1) Use the "Animal Tracks Guide" or take time to rese the
   favourite animals.
2) Draw the tracks on the back of this page
3) Take a small piece of clay and roll it into ball
4) Flatten the ball into a cookie shape. Make one cookie for each track you want to make.
5) Place the flattened clay on a piece of parchment paper
6) Use your finger and toothpick to create the animal tracks
7) Set the tracks aside so they can dry

PREVIEW

Name: _____ 19

Curriculum Connection
A1.3, A1.4, A1.5

Plan Draw some animal prints you want to make.



Research Answer the questions be

1) Why is it helpful for scientists to be able to track a Ho this elp them understand a species' community?

2) Make a connection – What animal tracks do you see in your neighbourhood?

PREVIEW

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Name: _____ 20

Curriculum Connection
A1.3, A1.4, A1.5

Animal Tracks Guide



Frog



Leopard



Rhino



Swan



Hippo





Turtle



Badger



Hedgehog



Llama



Gecko



Sparrow



Dog



Kangaroo



Fox



Deer



Beaver



Lion



Zebra

PREVIEW

Name: _____ 29

Curriculum Connection
B2.1, B2.2

Survival Needs

What do organisms need to survive?

In order for any organism to survive, it needs certain things. Think about what you need to survive? All living organisms (plants and animals) need 5 basic things: **sunlight, water, air, food (nutrients),** and a habitat with the ideal **temperature**.



Water

Water is [illegible] and animals alike, however, the amount of water organisms require varies from organism to organism. For example, a frog needs much more water than a cactus.

Air

Air is made from several gases. The two most important are oxygen and carbon dioxide. Without oxygen, animals will die without carbon dioxide, plants will not survive.

Food & Nutrients

All living organisms need energy to function. Energy allows organisms to grow, reproduce, move, and to work.



Temperature

The temperature has to be just right for each organism to survive. Certain plants will not survive in colder or warmer temperatures. Some animals migrate from colder temperatures during the winter to warmer temperatures just to survive.

Sunlight

All living organisms need sunlight because it provides us with the source of all energy. It also provides heat for plants and animals.

PREVIEW

Name: _____ 30

Curriculum Connection
B2.1, B2.2

Making Connections

What does this reading remind you of in your life?

True or [illegible]

whether the statement is true or false.

1) Sunlight is [illegible] by [illegible] species.	True	False
2) Both plants and [illegible]als [illegible] to survive.	True	False
3) The amount of a need [illegible]nt d[illegible]on the species.	True	False
4) All living organisms need a habita[illegible]de [illegible]mperature.	True	False
5) Sunlight is only necessary so that [illegible]ganisms [illegible]stay [illegible]m.	True	False

Questions

Answer the questions below using [illegible] from [illegible]xt.

1) What are the 5 basic survival needs? Why are they important?

2) Do all living things need the exact same amount of these needs? Explain using an example.

PREVIEW

Name: _____ 31

Curriculum Connection
A1.1, A1.3, A1.4

Experiment – Designing a Zoo Enclosure

Research Question What do animals need to survive?

You work at a zoo and need to choose an animal to buy to bring to the zoo. You'll need to understand what that animal needs in their enclosure to survive.

Materia hat do we need for our activity?

1) Clay
2) A box – sho or o s box
3) Pipe cleaners
4) Toothpicks or wooden els
5) Straws
6) Construction paper



PREVIEW

Method How do we complete the experimen

1) Decide which animal you want to buy for your zoo.
2) Research what the animal needs to survive.
3) Write down things on the question page that you want to include in your enclosure.
4) Draw a plan of your zoo enclosure.
5) Complete the checklist to make sure the animal has everything it needs.
6) Begin making the model of your zoo enclosure.
7) Complete the extension activity – math connection.

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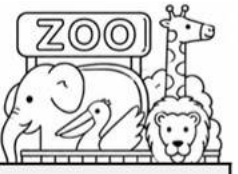
Curriculum Connection
A1.1, A1.3, A1.4



Planning Answer the questions below.

1) What does your animal need to survive?

2) What will you put in your enclosure so that your animal can survive?

3) What could you put in the enclosure so that the animal has fun?

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Name: _____ 33

Curriculum Connection
A1.1, A1.3, A1.4

STEAM – Designing a Zoo Enclosure

Draw Draw a plan of your enclosure from a bird's eye view.



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Name: _____ 34

Curriculum Connection
A3.2

STEM – Designing a Zoo Enclosure

Materials are not free! How many materials did you use? Find out how much your enclosure cost to make.

Math Answer the questions below.

Material	Cost
Cleaners	$1 each
Boxes	$5 each
Clay	$4 for one piece
[illegible]	$0.50 each
Wooden [illegible]	$2 each
Straws	$0.75 each
Pieces of Paper	$1 each

How many of each material did you use? Write the [illegible] below.

Material	Number Used	
Pipe Cleaners		
Cardboard Boxes		
Clay		
Toothpicks		
Wooden Dowels		
Straws		
Pieces of Paper		
Total Cost		

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Name: _____ 35

Curriculum Connection
A3.2, A3.3

Zoo Enclosure – Real World Problem

Lions are carnivores. They only eat meat. Also, lions are predators. They hunt and stalk their prey.

Think Look at the picture and answer the questions.



1) Is it fair to lions to have humans behind glass in their enclosure?

2) Do you think the glass is strong?

3) Is the glass thick or thin?

4) Why do they use glass and not bricks or steel?

5) How do you think the lions feel in this picture?

_____

_____

_____

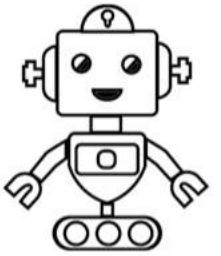
PREVIEW

Name: _____ 36

Curriculum Connection
A2.1

STEM – Working at the Zoo - Coding

EVA is a robot that works at the zoo. The staff needs your help to program her to get her work done. Write commands for EVA to do.



Zoo Use this map to write code on the next page.



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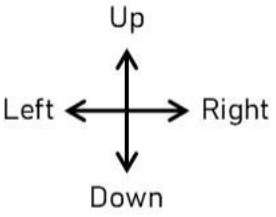
Name: _____ 37

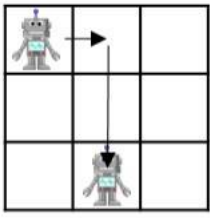
Curriculum Connection
A2.1

STEM – Working at the Zoo - Coding



Commands – Use the example below to learn the code.

Move 1 right
Move 2 down



Directions Tell EVA where to go to get her work done.

PREVIEW

1) EVA n heck on the bears and then feed the snakes.

2) EVA needs to make more popcorn hen fe s.

3) EVA needs to get a drink, ride an elephant, and get bamboo for th da.

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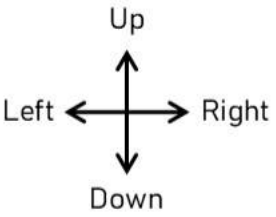
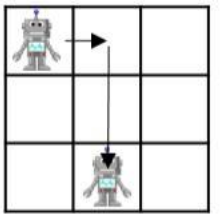
Name: _____ 38

Curriculum Connection
A2.1



Commands – Use the example below to learn the code.

Move 1 right
Move 2 down



Directions Tell EVA where to go to get her work done.

4) EVA ne[illegible] to play with the giraffes, feed the lions and sharks, and then clean the bathr[illegible]

PREVIEW

5) EVA needs to check on the gorillas, sharks, b[illegible]ys, sn[illegible]pandas, and then get a drink. Write as few lines of codes to get a[illegible]work[illegible].

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Name: _____ 39

Curriculum Connection
A2.2

STEM – Working at the Zoo - Coding



Coding | How does coding help zoos?

1) How does having a robot like EVA help the workers at the zoo?

2) Time[illegible]oos to keep track of when animals need to be fed. Codes are use[illegible]go off at different times.

If your j[illegible] was t[illegible] mo[illegible]keys, lions, and otters, what times would you feed them?

Monkeys	
Lions	
Otters	

3) For some animals, they can press [illegible]tton to [illegible]d or water.
The code to work the machine would be:

If animal presses button
then open door to food

How would using a code like this help zoo workers?

4) When you buy tickets to the zoo, you can now buy them online. Write what the code could be below.

PREVIEW

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Name: _____ 40

Curriculum Connection
B2.6

Adapting Species

What Does Adapting Mean?

Plants and animals are designed to live and thrive in their habitat. They have **adapted**, which means their bodies have changed to allow them to survive in the conditions they live in.

Over [illegible] species will change so they have characteristics that help them survive. Evolution [illegible]y that explains how animals adapt. **Evolution** is the process by which differ[illegible]ng [illegible]lop and change into more advanced versions that allow them to survive [illegible]he con[illegible] live in.



Charles Darwin

In 1859, Charles Darw[illegible] [illegible] of evolution. He believed that [illegible] wor[illegible] natural selection. **Natural selection** is th[illegible] where certain individuals of a species a[illegible]etter at surviving than others and will therefore, survi[illegible] have more children (reproduce).

When they have children, their children are like the[illegible]s. F[illegible]ampl[illegible] rabbits live all over and have dark or white fur. In places where there is a lo[illegible]r would be an advantage as the rabbits could hide from predators easier. W[illegible]e white rabbits surviving in places with heavy snowfall, more white furred rabbits have babies and their babies will also have white fur. Eventually all the rabbits living in a cold place will have white fur as they are the ones who survive.

Survival of the Fittest

The phrase **survival of the fittest** refers to the animals who are best able to survive in their environment. The white furred rabbits are the fittest bunnies for an environment that receives heavy snowfall.

The white furred rabbit has adapted to its habitat. Its adaptation is its white fur.

PREVIEW

Name: _____ 41

Curriculum Connection
B2.6

True or False

Circle whether the statement is true or false.

1) Adapting to an environment means animals change so they can survive.	True	False
2) Not all plants and animals can survive in all environments.	True	False
3) A white furred rabbit will survive best in desert environments.	True	False
4) Charles [illegible]win came up with his theory of evolution in 1859.	True	False
5) All ani[illegible] species are the same (all rabbits are the same).	True	False

Question[illegible]

Wh[illegible]s do you have after reading the information?

1)	
2)	

Questions

Use information from the text to supp[illegible]ans

1) How do animals adapt to be able to survive in their environm[illegible]t?

2) What does natural selection and survival of the fittest mean?

PREVIEW

Curriculum Connection
B2.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____
Circle the word that fits on the blank.

1) ___ means the best adapted.	Reproduce
	Survival of the Fittest
2) Species develop helpful ___ over time.	Environment
	Characteristics
3) Charles Darwin created the ___ theory.	Evolution
	Adaptation
6) Animals ___ by having more children.	Reproduce
	Hibernate
5) Evolution happens through ___.	Natural Selection
	Environment

Name: _____
Circle the word that fits on the blank.

1) ___ means the best adapted.	Reproduce
	Survival of the Fittest
2) Species develop helpful ___ over time.	Environment
	Characteristics
3) Charles Darwin created the ___ theory.	Evolution
	Adaptation
6) Animals ___ by having more children.	Reproduce
	Hibernate
5) Evolution happens through ___.	Natural Selection
	Environment

Name: _____
Circle the word that fits on the blank.

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2) Species develop helpful ___ over time.	Environment
	Characteristics
3) Charles Darwin created the ___ theory.	Evolution
	Adaptation
6) Animals ___ by having more children.	Reproduce
	Hibernate
5) Evolution happens through ___.	Natural Selection
	Environment

PREVIEW

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Name: _____ 43

Curriculum Connection
B2.6

Memory Game: Habitat Components

Objective

What are we learning about?

To help students learn and understand different ecological terms and concepts by matching terms with their correct definitions and discussing their importance in the context of animal habitats.

Materials

What will you need for the activity?

- Memory g… pro…d) with the terms on one set and …efiniti… …ther set.
- A flat surface like a … or the fl… …out the cards.



Instructions

How will you complete the a…?

1) Divide the class into groups of 3 or 4. Give eac… …set … …mory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a … …or.
3) The students take turns flipping over two cards at a time, trying … …nd a matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Engage the class in a discussion about animal habitats.

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B2.6

Cards | List of habitat components, including their definitions.

Components of Habitat	Definition
Habitat	The natural environment where an organism lives.
Physical Adaptation	Changes to an organism's physical structure that help it survive in its environment.
Behavioural Adaptation	...in the way an ...ts to help ...
Traditional Knowledge	Ancient wis...ed down through ge...ations that helps to understand and manage the natural world.
Technological Development	The use of tools and techniques to solve problems, including those used in studying habitats.

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Curriculum Connection
B2.6

Cards | List of habitat components, including their definitions.

Components of Habitat	Definition
Population	A group of individuals of the same species living in the same area.
Community	Different populations of organisms living together in the same environment.
Food Chain	A sequence showing who eats what in a habitat, transferring energy from one organism to another.
Food Web	A complex network of food chains where most organisms eat or are eaten by more than one species.
Organism	Any individual living thing.

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Curriculum Connection
B2.6

Cards | List of habitat components, including their definitions.

Components of Habitat	Definition
Producer	An organism, usually a plant, that can make its own food through photosynthesis.
C…ner	An organism that eats other organisms to get energy.
Herbivore	An a…l that eats …ts.
Omnivore	An animal that e… both plants and animals.
Carnivore	An animal that eats other animals.

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Curriculum Connection
B2.6

Cards | List of habitat components, including their definitions.

Components of Habitat	Definition
Predator	An animal that hunts and eats other animals for food.
Prey	An animal that is hunted and eaten by predators.
Scavenger	An animal that feeds on dead or decaying organisms.
Endangerment	The state in which a species is at risk of becoming extinct.
Extinction	The permanent disappearance of a species from Earth.

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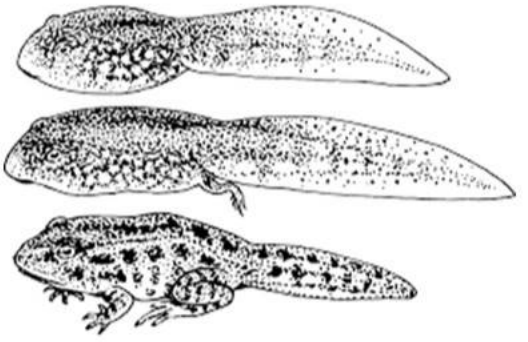
Curriculum Connection
B2.6

Adaptations of Young Animals

Animal Adaptations

While an animal grows during its life cycle, it needs to be able to survive in its environment. The good news is that animals have adapted to survive in their environment. **Adapted** means that their bodies have changed over time to make sure they can survive in the enviro t they are in.



Exam ta

Tadpole

A tadpole has e t can in the water. It has a tail that all em t m les can grow their tails longer if t re a lot o rs near them. This allows them to swim faster and look bigger.

Tadpoles also have a body that is d to cu gh the water. These adaptations have allowed tadpoles to survive in th abitat ater.

Frog

A frog adapts to its new life on land and in the water. If a fr nds land, they will have very strong legs. They need strong legs to jump so th predators or catch prey. Some frogs that swim a lot have webbed feet. Th ws them to swim faster and longer. Frogs have adapted to be able to survive in both environments.



They have lungs that allow them to breathe through their skin. They cannot breathe underwater, but they can hold their breath for 4-7 hours!

Frogs have changed colour over time as well. Frogs that live near ponds are green with dark spots. Some frogs are brighter green, depending on the habitat they live in. This allows them to blend in with their surroundings.

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Curriculum Connection
B2.6

True or False

Circle whether the statement is true or false.

1) An animal adaptation means the animal changed so it can survive.	True	False
2) Tadpoles are good at living in the water.	True	False
3) Frogs are better at living under water than on land.	True	False
4) Frogs need strong legs to jump on land.	True	False
5) A tadpo[illegible]a square body that makes it hard to cut through water.	True	False

Visuali[illegible]

Draw w[illegible]were picturing while you were reading. Explain the picture.

Questions

Use information from the text to suppo[illegible]nsw[illegible]

1) Why is a tadpole good at living in the water? How can it change to mak[illegible] better?

2) Why are frogs good at living on land and in the water?

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Name: _____ 57

Curriculum Connection
B2.6

Fact or Fiction: The Adaptation Challenge

Objective

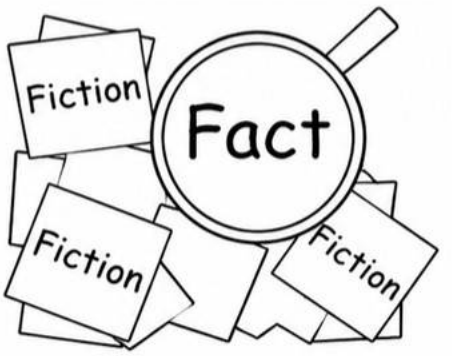
What are we learning about?

To help students clarify misconceptions and solidify students' understanding of plant and animal adaptations.

Materials

What will you need for the activity?

- A [illegible] about animal or plant adaptations [illegible] a myth or a fact
- A 'Fact' sig[illegible] Fiction [illegible] distinguish the two sides of t[illegible]om
- Designated areas in [illegible] classroom [illegible] the 'Fact' and 'Fiction' signs, [illegible] students to move to either side



PREVIEW

Instructions

How will you complete the a[illegible]?

1) Your teacher will read statements. Pay close at[illegible]s ea[illegible]tement is shared.
2) Consider carefully whether you think the statement is true [illegible] fa[illegible]
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Have fun getting up and moving!

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B2.6

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	All spiders spin webs.	Fiction
2	A camel's hump stores water.	Fiction
3	Polar bears have black skin under their white fur to absorb more heat.	Fact
4	Owls can turn their heads almost all the way around.	Fact
5	Snakes hear through their tongues.	Fiction
6	Some frogs can freeze without dying.	Fact
7	Bats are blind.	Fiction
8	Sharks have an unlimited number of teeth.	Fact
9	Dolphins sleep with one eye open.	Fact
10	All bears hibernate in the winter.	Fiction
11	A giraffe's neck is too short to reach the ground.	Fiction
12	Elephants are the only animals that can't jump.	Fact
13	Deer have no gall bladders.	Fact
14	Peacocks are poisonous if consumed.	Fiction
15	Kangaroos use their tails for balance.	Fact
16	Hummingbirds can fly backwards.	Fact
17	Wolves can change the course of a river.	Fiction
18	Octopuses have three hearts.	Fact
19	Frogs drink water through their skin.	Fact
20	Mice live for up to 10 years.	Fiction

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Curriculum Connection
B2.6

True or False

Is the statement true or false?

1) Bird wings and airplane wings are shaped differently.	True	False
2) Spider webs inspired the design of fishnets.	True	False
3) All technology is inspired by nature.	True	False
4) The shape of bird wings helps them to fly.	True	False
5) Mimicking nature helps make technology unsustainable.	True	False

Question

the questions below.

1) How does th rd help airplanes?

2) Think if other animal that could inspire the inn of a logy.

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Making Connections

What does this reading remind you of in your life?

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Curriculum Connection
A2.1, A2.2

Code the Engineer

Engineers often get their best ideas by observing nature. Check out a sample engineering code below.

Engineering Code	**Example:**
Observe Nature	Observe: Bird wings
Find a Helpful Feature	Helpful Feature: Helps birds fly
T[illegible]f a Human Problem	Problem: People want to fly
[illegible]Technology	New Technology: Airplane

PREVIEW

Instruction: Co[illegible]e engineering code by filling in the missing steps.

1)

Observ[illegible]

Helpful Feature: _____

Problem: People need stronger nets.

New Technology: _____

2)

Observe: Shark skin

[illegible]lpful Feature: _____

Proble[illegible]mers want to move

New [illegible]ogy _____

3)

Observe: Burr plant

Helpful Feature: _____

Problem: People need something that sticks and unsticks easily.

New Technology: _____

4)

Observe: Kingfis[illegible]r beak

Helpful Feature: _____

Problem: Move trains faster for less air resistance.

New Technology: _____

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Curriculum Connection
B2.6

Blog Post: Exploring Ontario's Habitats

Exploring Ontario's Habitats

Date: April 10, 2026 Author: By: Emma Johnston *3-minute read*

Ontario is home to many different habitats that support a wide variety of plants and animals. From forests and wetlands to the Great Lakes, these habitats provide food, water, and shelter for living things.

Forests: Ontario forests are filled with maple, pine, spruce, and birch trees. These forests provide homes for animals such as black bears, white-tailed deer, moose, squirrels, and many kinds of birds.

Wetlands: Ontario wetlands help clean water, reduce flooding, and provide important habitats for frogs, turtles, beavers, muskrats, and many insects. Wetlands are some of the most productive ecosystems in Ontario.

Great Lakes: Ontario borders four of the Great Lakes. These freshwater habitats are home to fish such as lake trout, walleye, and yellow perch, while many birds use the lakes and wetlands for nesting and migration.

These habitats are important because they support biodiversity and provide homes for thousands of species across Ontario.

Till next time,
Emma Johnston

PREVIEW

Comments:



Smith Charli – April 11, 2026

Great article, Emma! I think it's important to remember that protecting forests, wetlands, and lakes also protects the animals that depend on them. We should all do our part by respecting nature and keeping habitats clean.

Like Reply 1 day ago



Isabelle Stones - April 12, 2026

I agree, Smith! Ontario has many amazing habitats, and each one supports different plants and animals. Learning about these habitats helps us understand why conservation is so important for the future.

Like Reply 2 hrs ago

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Curriculum Connection
B2.6

True or False

Is the statement true or false?

1) Ontario has forests, wetlands, and Great Lakes habitats.	True	False
2) Black bears and moose can be found in Ontario's forests.	True	False
3) Wetlands make flooding worse by speeding up water flow.	True	False
4) Ontario borders four of the five Great Lakes.	True	False
5) Protecti habitats helps support biodiversity.	True	False

Questio

the questions below.

1) Why are wet nt tario?

2) Name two trees that commonly grow in Ontario' ests.

PREVIEW

Define

What do the terms below mean?

Wetlands	
Biodiversity	
Conservation	

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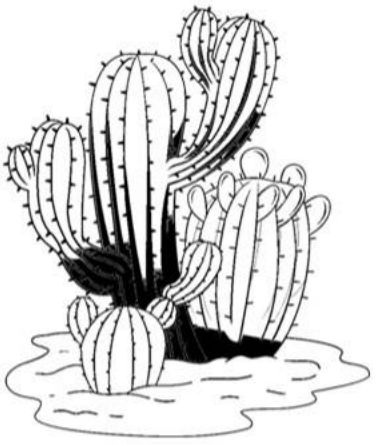
Curriculum Connection
B2.1, B2.6

Desert Plants and Their Parts

Desert Plants

Deserts are hot, dry places with very little rain. But that doesn't mean they're empty! Many plants have adapted to survive in these harsh conditions. Let's explore some of them and understand how they do it!



Cacti: The Water Storage Experts

Cacti are the superstars of the desert. Here's how they are designed to survive:

- Thick, Waxy Skin: Cacti have a special skin that is thick and waxy. This helps prevent water loss. It's like having a built-in water bottle!
- Spines: The leaves of cacti have evolved into sharp spines. These spines provide shade and protect cacti from animals looking for a water snack.
- Shallow but Wide Roots: Cacti have very shallow root systems. This means when it does rain, they can quickly soak up as much water as possible from a wide area.

Aloe Vera: The Soothing Survivor

Aloe Vera is another plant that thrives in the desert. Here's how it does it:



- Fleshy Leaves: Aloe Vera has thick leaves that store water. Inside these leaves is a gel that's not only beneficial for us, but also helps the plant survive when water is scarce.
- Root System: Just like cacti, Aloe Vera has a wide and shallow root system that quickly soaks up any available water.

Joshua Tree: The Slow and Steady Winner

The Joshua tree is a unique plant found in the desert. Here's how it manages to survive:

- Spiky Leaves: The leaves of Joshua trees are tough and spiky, which helps protect them from being eaten by desert animals.
- Deep Root System: Unlike cacti and Aloe Vera, Joshua trees have a deep root system, which allows them to reach water that's far below the desert surface.
- Slow Growth: Joshua trees grow very slowly and use very little energy, which means they don't need as much water to survive.

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Curriculum Connection
B2.1, B2.6

Draw Draw the organism and label its parts that help it survive. Then explain why it can survive in its environment.

Cactus

[illegible]ora

Joshua Tree

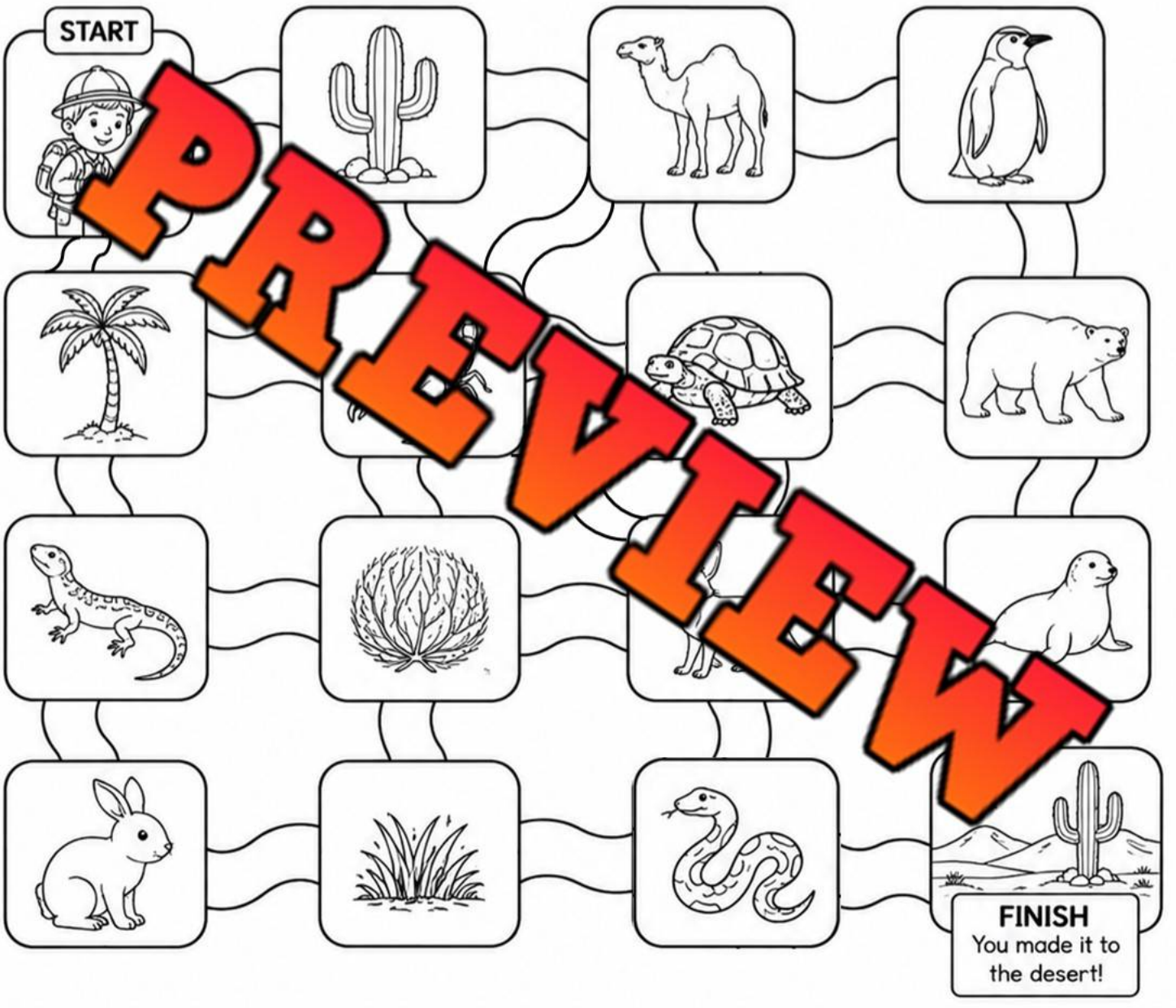
PREVIEW

Name: _____ 73

Curriculum Connection
B2.1, B2.6

Habitat Detective Maze

Directions Help the habitat detective reach the desert by following the tunnel paths. Only travel through the plants and animals that live in the desert habitat. Do not go through plants or animals that belong to other habitats.



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Name two desert plants and animals you saw on the path.

Plants	Animals

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Curriculum Connection
B2.1, B2.2

Terrestrial Habitat - Forests

Forests

A **forest habitat** is a large area of land with many trees and brush that grow close together. Forests are habitats that are home to many different species of organisms. These organisms form a community that are constantly interacting with each other.

Fore re great habitats for living things. Plants, animals, fungi, and bacteria all live in forests. g on where the forest is, they can offer many benefits for the plants and anima t 80% of all land plants and animals live in forests!

Benefits Living i

1) Forests o a om th ome forests are cooler because the Sun's heat energy cannot p ate il ground.
2) They also provide she ny dif imals that live in the trees. Animals need shelter to hide from predat
3) Other forests are wet, like the Ama nfores th America. Rainforests provide water, which all organisms need. Man ferent ms live in rainforests.

Types of Forest Habitats

There are three main types of forests. Each forest has its characteristics because they exist in different climate regions.



1) **Tropical Forest** – Forests in hot temperatures around 19°C year-round. You'll find the most different plants and animals because almost any organism can survive in a tropical forest.
2) **Temperate Forest** – Forests that cycle through all four seasons. Most forests in the southern parts of Canada are temperate forests. Most trees are **deciduous**, meaning the trees will lose their leaves in the winter and many animals hibernate or migrate.
3) **Boreal Forest** – Forests that are in the northern parts of the world. They have cold temperatures all year and are full of deciduous and **coniferous trees**, meaning the trees do not lose their needle-shaped leaves.

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Name: _____ 75

Curriculum Connection
B2.1, B2.2

Questions

Answer the questions below using evidence from the text.

1) What is a forest habitat? Why do most animals live in the forest?

2) Why ar forests different than others? Which forest has the most different plants a s?

PREVIEW

Making Connections

Wh es t ind you of?

True or False

Circle whether the statement is true or false.

1) The Boreal Forest has the most different plants and animals.	True	False
2) Around 80% of all organisms live in forests.	True	False
3) The Tropical Forest has conditions almost any organism can survive.	True	False
4) The Temperate Forest is the hottest forest.	True	False
5) Many animals living in the Temperate Forest hibernate or migrate.	True	False

Name: _____ 76

Curriculum Connection
B2.1

Types of Forest

Describe Which type of forest is the image below? Explain how you know.

1) Tropical Temperate Boreal



2) Tropical Temperate Boreal



3) Tropical Temperate Boreal



4) Tropical Temperate Boreal



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Curriculum Connection
B2.1, B2.6

Terrestrial Habitat - Grasslands

What are Grassland Habitats?



A **grassland habitat** is an area of land that is wide open, with mostly grasses and flowers and not many trees.

Grasslands do not get as much rain as forests, but they get more rain than deserts. This is why some low growing plants can survive, but very few tall trees can grow. Because tall trees, there are no forests in grassland habitats.

Examples of Grassland Habitats

Grasslands are located between deserts and forests. They are located all over the world but have different names depending on where they are located.

- Prairies – In North America, grasslands are called prairies. In Canada, the prairie grasslands are located in Alberta, Saskatchewan, and Manitoba. The Prairies are great areas for farming because they are flat and have rich soil.
- Steppes – In Russia, Asia, and Ukraine, the steppe region has dry and grassy habitat. They also have no trees and tend to have short grasses.
- Pampas – The grasslands in South America are called pampas. They have flat lands with no trees and really tall grass, as tall as 3 metres!

Characteristics of Grassland Habitats

Temperature	Depending on the latitude and season, temperatures can range from 20 °C to 30 °C
Precipitation	Average rainfall, with amounts ranging from 25 cm to 100 cm
Plant Life	Various grasses including purple needlegrass, blue grama, buffalo grass, blue fescue, rather grass, and lemon grass.
Animals	Tiger, deer, lion, hyena, cheetah, zebra, bison, kangaroo, elephant
Adaptations	• Animals need speed because they can be seen from long distances • Camouflage because animals can be seen from long distances • Burrowing skills because animals cannot hide in trees • Plants need to be able to survive in windy conditions • Grasses have narrow leaves to minimize water loss

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B2.1, B2.6

True or False

Circle whether the statement is true or false.

1) There are no grasslands in Canada.	True	False
2) Grasslands are home to lions, tigers, and zebras.	True	False
3) Lions live in the prairie grasslands in Canada.	True	False
4) Prairie grasslands are good for farming.	True	False
5) Pampa[illegible] is very short.	True	False

Questi[illegible]

[illegible]ns do you have after reading the information?

1)	
2)	

Questions

Use information from the text t[illegible]port y[illegible]r

1) What is the climate (temperature and precipitation) like [illegible]lan[illegible]ts?

2) What adaptations do animals in grasslands have that help them survive?

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Curriculum Connection
B2.1, B2.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

2 Truths and a Lie - Can you find the one that's not true?

	In Russia, Asia, and Ukraine, the steppe region is a dry and grassy habitat.
	The grasslands in South America are called the pampas. They also have no trees and tend to have short grasses.
	In North America, grasslands are called prairies. In Canada, they are located in Alberta, Saskatchewan, and Manitoba.

Name: _____ Mark

2 Truths and a Lie - Can you find the one that's not true?

	In Russia, Asia, and Ukraine, the steppe region is a dry and grassy habitat.
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Name: _____ Mark

2 Truths and a Lie - Can you find the one that's not true?

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	The grasslands in South America are called the pampas. They also have no trees and tend to have short grasses.
	In North America, grasslands are called prairies. In Canada, they are located in Alberta, Saskatchewan, and Manitoba.

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Name: _____ 89

Curriculum Connection
B2.6

Plant and Animal Adaptations in Wetlands

Plant and Animal Adaptations in Wetlands

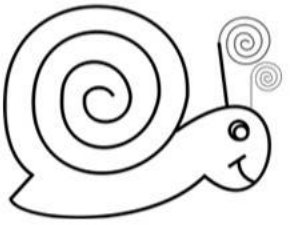
It isn't easy to survive in a wetland habitat. Wetlands have much different living conditions than we are used to. They are complex environments with different types of habitats, including on land and in the water.

Wetlands offer many options for food, which is why many plants and animals live there. To survive in a wetland, both plants and animals need to have adapted to protect themselves against predators.

Breathing

Wetlands offer completely different habitats for plants and animals – underwater and above water. For plants to survive in water, they need oxygen to make their own food from photosynthesis. Many underwater plants have adapted with hollow stems that transport oxygen down to where it is needed. Other plants have special air spaces in their roots that allow oxygen in the water to enter the roots.

Animals like snails have adapted to have gills that allow them to take in oxygen given off by underwater plants. This allows snails to breathe underwater because their gills can absorb oxygen and nutrients into their systems while breathing.



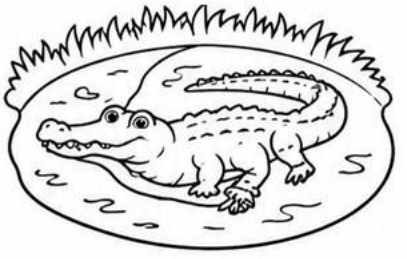
Surviving Underwater

Beavers are animals that live in water and on the ground. They have several adaptations that allow them to survive in the water. First, they have clear eyelids that protect their eyes and help them see underwater. These eyelids act like goggles, allowing them to see underwater.

Second, they have valves in their nostrils and ears that keep the water out. Lastly, the beaver has large lungs that allow the animal to stay submerged for up to 15 minutes!

Moving in a Wetland

Wetland animals need to be able to travel on top and through the water easily to survive against predators. Many animals have adapted with webbed feet to allow them to swim faster and more efficiently. Another adaptation is a waterproof coat that keeps animals light and agile, even when wet.



Camouflage and Traps

The animals that live in wetlands need to camouflage themselves to protect themselves and to hunt for prey. Frogs for example, camouflage to match the colour of their surroundings. They will often submerge themselves in water plants and leave only their eyes poking out above the water to watch for food. Alligators are also camouflaged. They will dig through the clay or limestone beneath a body of water and then lie and wait in these traps for animals to come near.

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B2.6

True or False

Circle whether the statement is true or false.

1) Animals need to adapt to their changing environment in order to survive.	True	False
2) Plants do not need to adapt because they can survive anywhere.	True	False
3) Animals adapt for protection from predators.	True	False
4) Examples of animal adaptations are webbed feet and camouflaged colour.	True	False
5) A beaver can hold its breath for up to 15 minutes.	True	False

Visualizing

you were picturing while you were reading. Explain the picture.

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Questions

Use information from the text to support

1) How do animals adapt to life in a wetland?

2) How do plants adapt to life in a wetland?

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Curriculum Connection
B2.1, B2.6

Activity: Habitat Exploration Walk

Objective

What are we learning about?

To help students observe and understand the different types of habitats in their local area and explore the various plants and animals that live in each habitat, highlighting the relationship and dependency between organisms and their habitats.

Materials

What will you need for the activity?

- N[illegible]ook or jo[illegible]each student
- Pen[illegible] or pe[illegible]
- Magnifying[illegible]
- Local area [illegible]ailabl[illegible]
- Camera or sma[illegible]nes [illegible]es (optional)
- Binoculars (optiona[illegible]atchin[illegible]



Instructions

How will you comple[illegible]tivit[illegible]

1) Gather students and explain the purpose of t[illegible]bitat [illegible]n Walk: to observe and understand how different organisms liv[illegible]thriv[illegible]e[illegible]ific habitats.
2) Distribute notebooks or journals and pencils or pe[illegible]ach stude[illegible]note-taking and sketching.
3) If available, hand out magnifying glasses and binoculars t[illegible]exam[illegible]o[illegible]ms and plants closely.
4) Start the walk in a predetermined area known to have diverse habitat[illegible] as a local park, forest, or nature reserve.
5) Instruct students to write down or sketch each plant and animal they observe.
6) Ask guiding questions to prompt observation and discussion: "What makes this habitat suitable for that plant/animal?" "How might this creature interact with its environment?"
7) Take photos if cameras are available, especially of plants and animals that might be harder to describe in words.
8) Gradually lead the group through various habitat areas, if possible, to provide a broad range of observations.
9) Conclude the walk with a discussion on what was observed, asking students to share interesting finds or surprises from their exploration.

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Name: _____ 95

Curriculum Connection
B2.1, B2.6

Notebook | Habitat Exploration Observation Table

Date	Location of Observation	Habitat Type (e.g. forest, riverbank, field)

Org...	Draw the Organism	Description & Notes

PREVIEW

Name: _____ 96

Curriculum Connection
B2.1, B2.6

Reflection Answer the questions below.

1) What was the most interesting plant or animal you observed today? Why did it catch your attention?

2) How did the characteristics of the habitats we explored differ from each other?

3) Choose one organism you observed today: how does it depend on its habitat for survival?

4) What human actions might threaten the habitats we visited today?

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Curriculum Connection
B2.2

Terrestrial Habitat

What is a Terrestrial Habitat?
A **terrestrial habitat** is a land-based community of organisms. The picture below shows a terrestrial habitat that is home to living and nonliving things. The living things interact with each other and the nonliving things to survive.



PREVIEW

Interpret Analyze the picture and answer the question belo

How are the organisms interacting with the nonliving and living things in their habitat? List 5 ways.
1)
2)
3)
4)
5)

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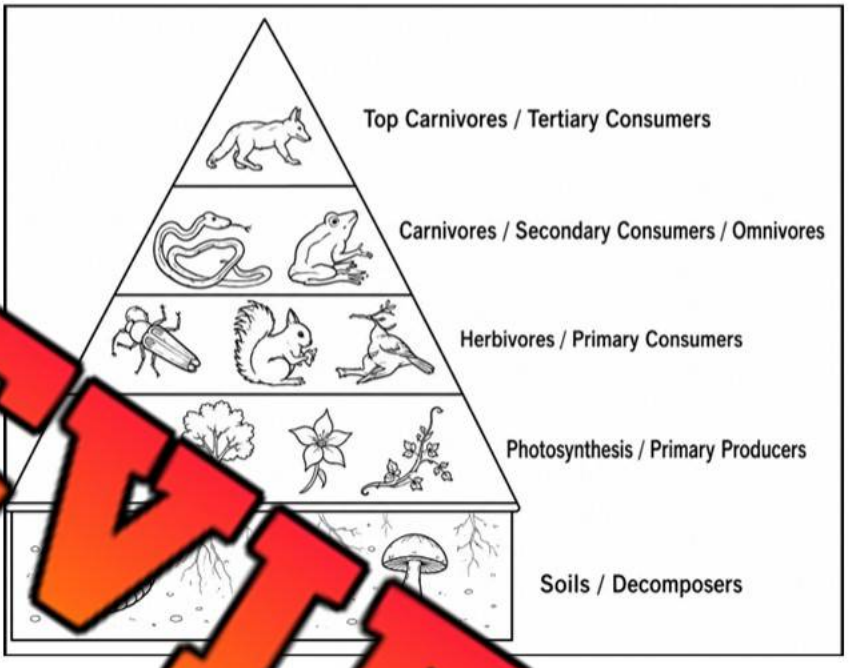
Curriculum Connection
B2.3

Food Chain - Producers and Consumers

Food Chain

Every living thing needs energy in order to survive. When we run, jump, swim, and do anything, we are using energy. We obtain the energy we need from the food we eat. All living things need energy, which means all plants and animals need energy.



Plants get energy from sunlight, w[illegible] and nutrients in a process ca[illegible]otosynthesis. Animals [illegible]rgy by eating plants [illegible] living things [illegible] energy [illegible]n the food web, we can [illegible]ch living thing ge[illegible]d [illegible]how t nutrients are pass[illegible]n cre[illegible] to creature.

PREVIEW

Producers

Producers are the plants in our environment. They are called **producers** because they can produce their own food. They do this by using light energy from the sun, carbon [illegible]e fr[illegible] water from the soil. The process is called photosynthesis, and it lead[illegible]se/sug[illegible]he food they make to consume.

Consumers

Animals are called **consumers** because they cannot make their foo[illegible]. They need to consume (eat) plants and/or animals in order to get the energy [illegible]eed to survive.

Humans are consumers because we cannot produce our own food and therefore need to rely on plants and/or animals for energy. **Carnivores** are animals who eat only other animals. **Herbivores** are animals who eat only plants and **omnivores** are animals who eat both plants and animals.

Decomposers

Decomposers are bacteria and fungi that eat decaying matter in the form of dead plants and animals. They break down the decaying matter so that it turns into soil to be used by plants.

When they break down the dead plants and animals, they release nutrients and mineral salts that go into the soil. This makes the soil rich in nutrients for plants to grow.

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Curriculum Connection
B2.3

Questions

Use information from the text to support your answer.

1) What is the difference between a producer and a consumer?

2) What is [illegible]mposer? Why do you think they are important?

3) What is the diffe[illegible]e h[illegible]ore, herbivore, and an omnivore?

PREVIEW

True or False

Circle whether the statement is t[illegible]se.

1) Most humans are carnivores.	[illegible]	alse
2) Examples of producers are humans and dogs.	rue	False
3) Producers are plants who can make their own food.	True	False
4) Consumers are animals who cannot produce their own food.	True	False
5) An omnivore is at the top of the food chain.	True	False
6) Decomposers provide nutrients for soil.	True	False
7) Plants produce their own food via a process called photosynthesis.	True	False

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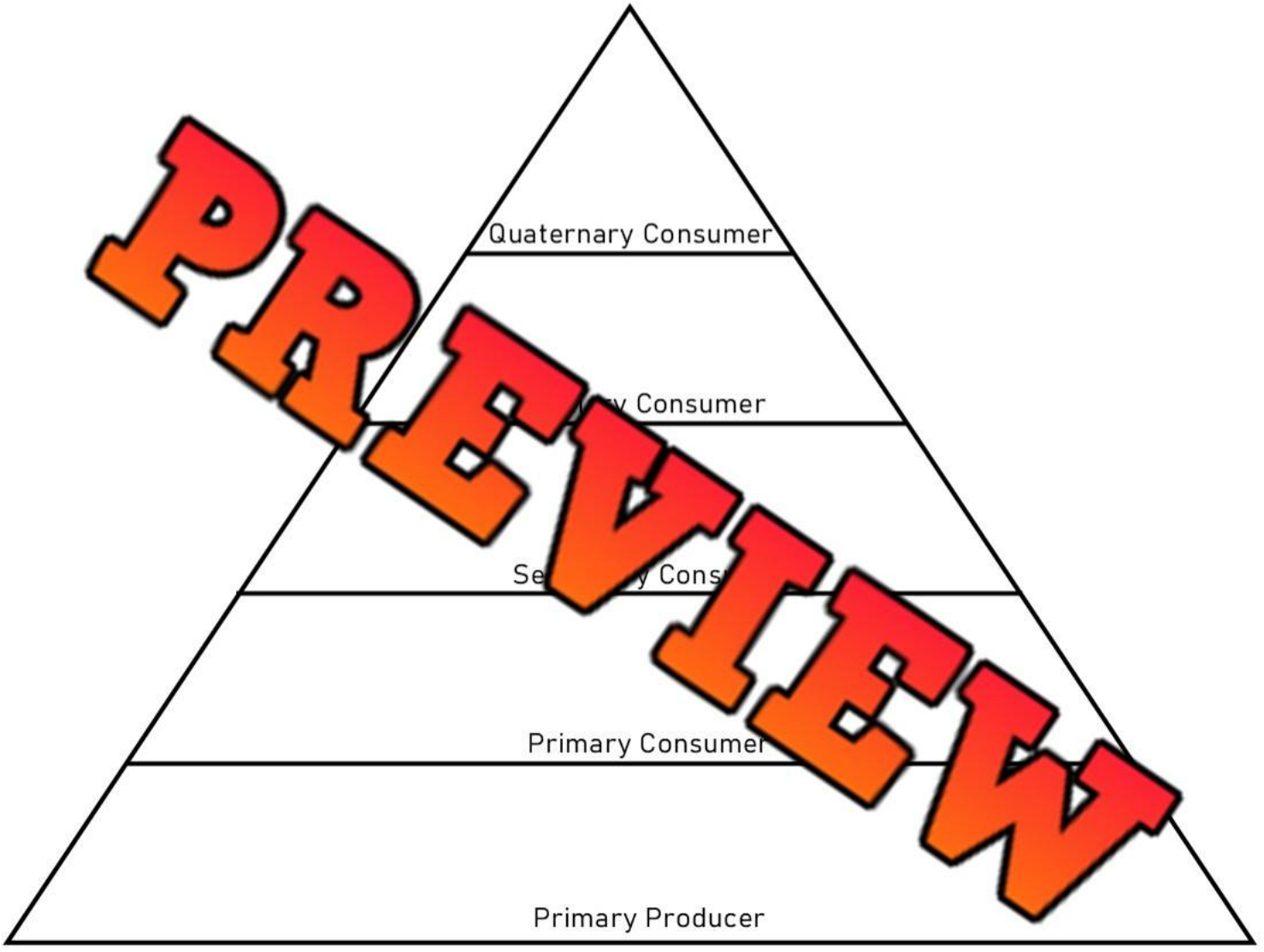
Curriculum Connection
B2.3

My Food Chain

Research Create your own food chain by writing or drawing plants and animals in their appropriate step on the food chain.



PREVIEW

Question What is a quaternary consumer? Who did you choose in your food chain and why?

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Curriculum Connection
B2.4

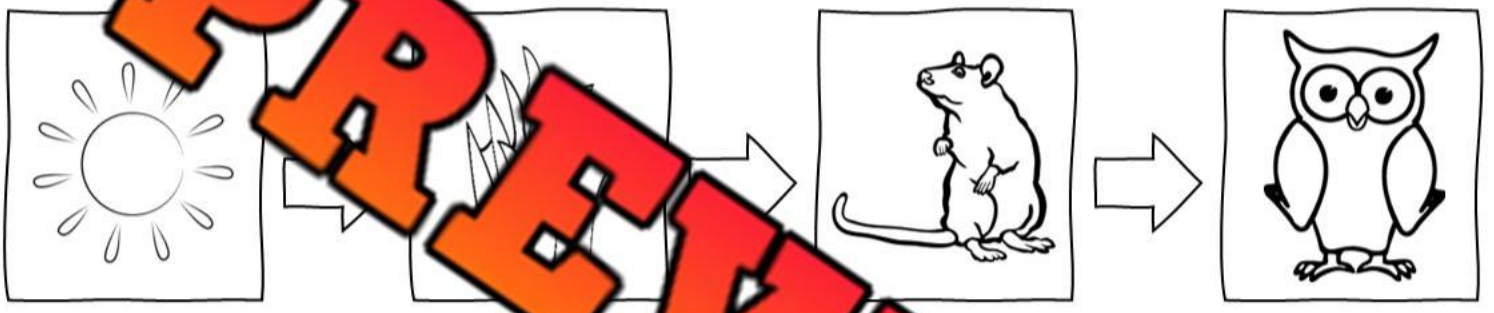
Food Chain

A food chain starts with the sun. The sun gives energy to producers so they can grow. The consumers herbivores and omnivores eat the plants. This gives these animals energy from the sun. Carnivores and omnivores eat other animals, which gives them energy from the sun as well. Some food chains are long, and some are short.

Food Chain Colour the food chains and label each link as a producer or consumer.

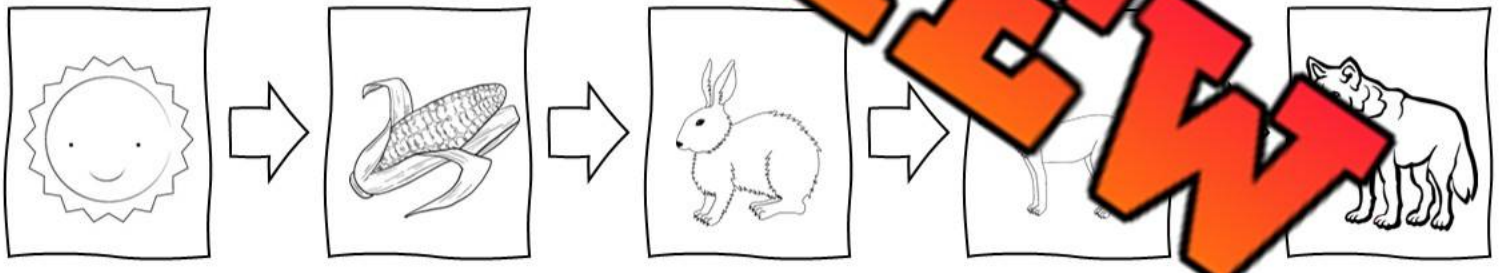
PREVIEW

4-Link Food Chain



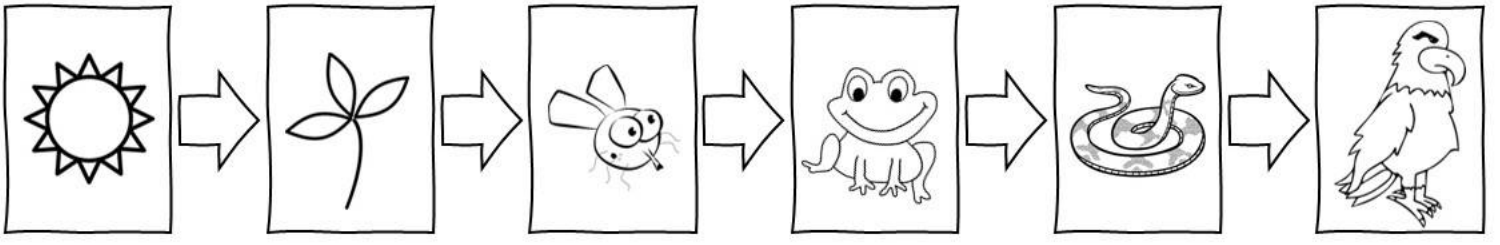
_____ _____ _____ _____

5-Link Food Chain



_____ _____ _____ _____

6-Link Food Chain



_____ _____ _____ _____ _____

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Curriculum Connection
B2.4

Food Chain Maze

Directions Help the mouse find its home under a rock. Follow the arrows to complete a food chain maze.



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B2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle True (T) or False (F) for each question.

1) A food chain begins with the Sun.	T / F
2) Producers make their own food using energy from the Sun.	T / F
3) Consumers can make their own food from sunlight.	T / F
4) Every food chain has exactly the same number of living things.	T / F

Name: _____ Mark

Circle True (T) or False (F) for each question.

1) A food chain begins with the Sun.	T / F
2) Producers make their own food using energy from the Sun.	T / F
3) Consumers can make their own food from sunlight.	T / F
4) Every food chain has exactly the same number of living things.	T / F

Name: _____ Mark

Circle True (T) or False (F) for each question.

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2) Producers make their own food using energy from the Sun.	T / F
3) Consumers can make their own food from sunlight.	T / F
4) Every food chain has exactly the same number of living things.	T / F

Name: Mark

Circle True (T) or False (F) for each question.

1) A food chain begins with the Sun.	T / F
2) Producers make their own food using energy from the Sun.	T / F
3) Consumers can make their own food from sunlight.	T / F
4) Every food chain has exactly the same number of living things.	T / F

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Curriculum Connection
A2.1

Coding - Else Statements

Computers make decisions using IF and ELSE statements. Food chains also follow simple rules. Complete the ELSE statements below based on what would happen in a food chain.

Is there enough sunlight?

IF there is enough sunlight → THEN Plants grow

ELSE → Plants do not grow

Direction: Fill in the ELSE commands below with your own ideas.

PREVIEW

Is there enough food?

IF there is enough food THEN → _____

ELSE → _____



Is energy moving through the food chain?

IF there is energy THEN → _____

ELSE → _____





Is one part of the food chain removed?

IF one part is removed THEN → _____

ELSE → _____

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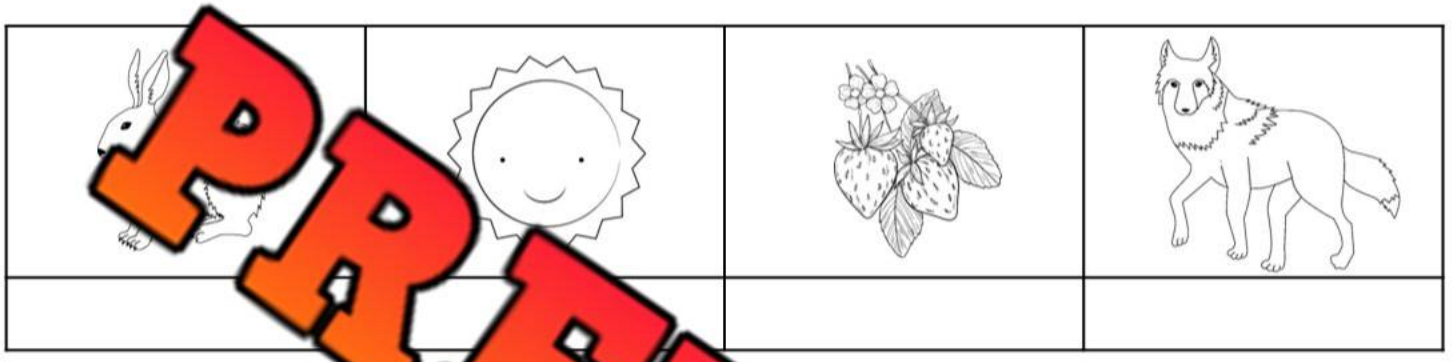
B2.4

Ordering Food Chains

Food Chain Order the plants and animals by numbering them.

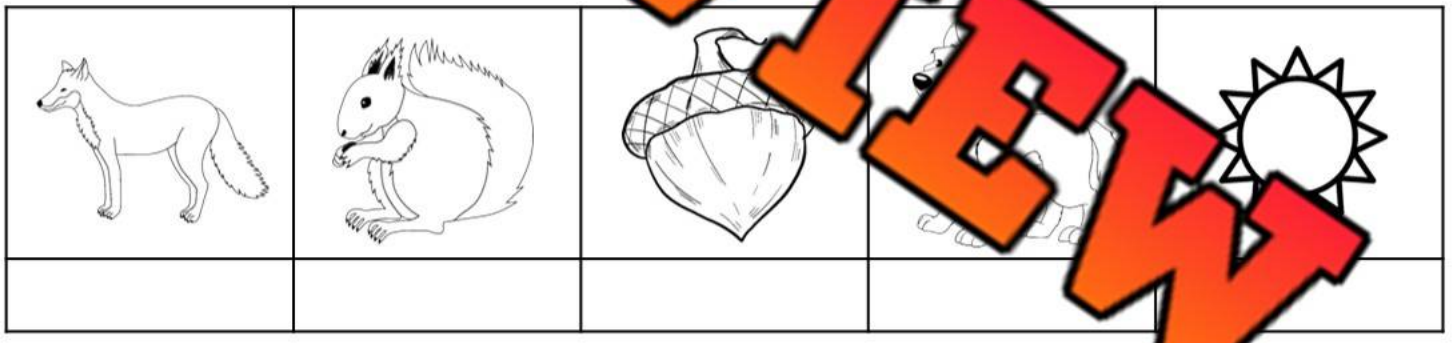
4-Link Food Chain

Number the plants/animals 1-4



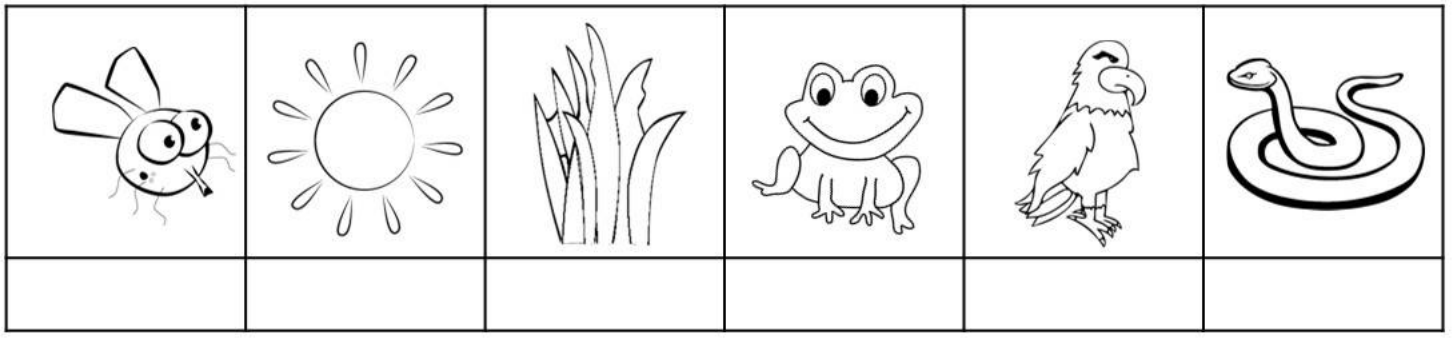
5-Link Food Chain

Number the plants/animals 1-5



6-Link Food Chain

Number the plants/animals 1-6



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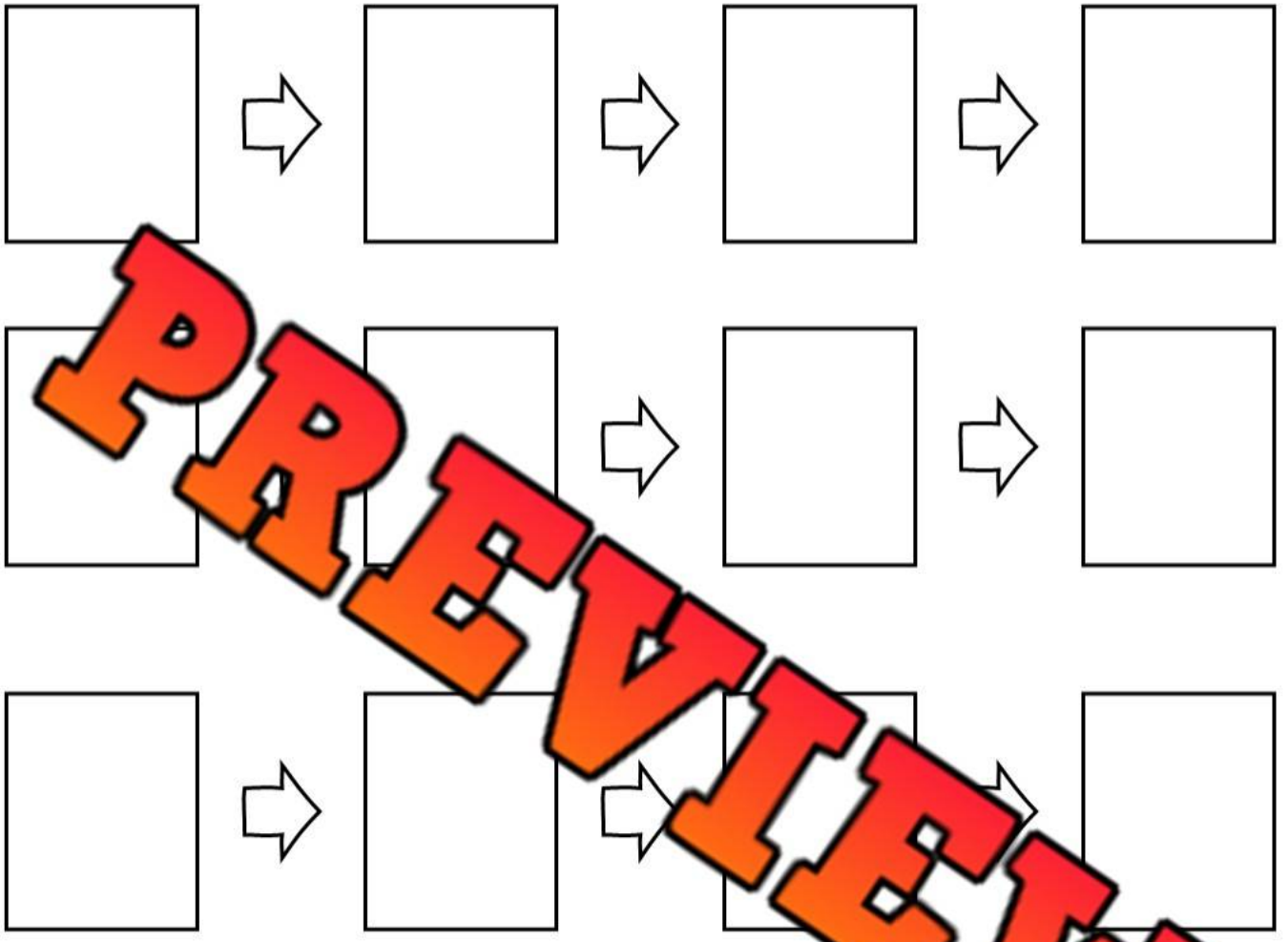
Food Chains

Cut and paste the plants and animals into the food chains.



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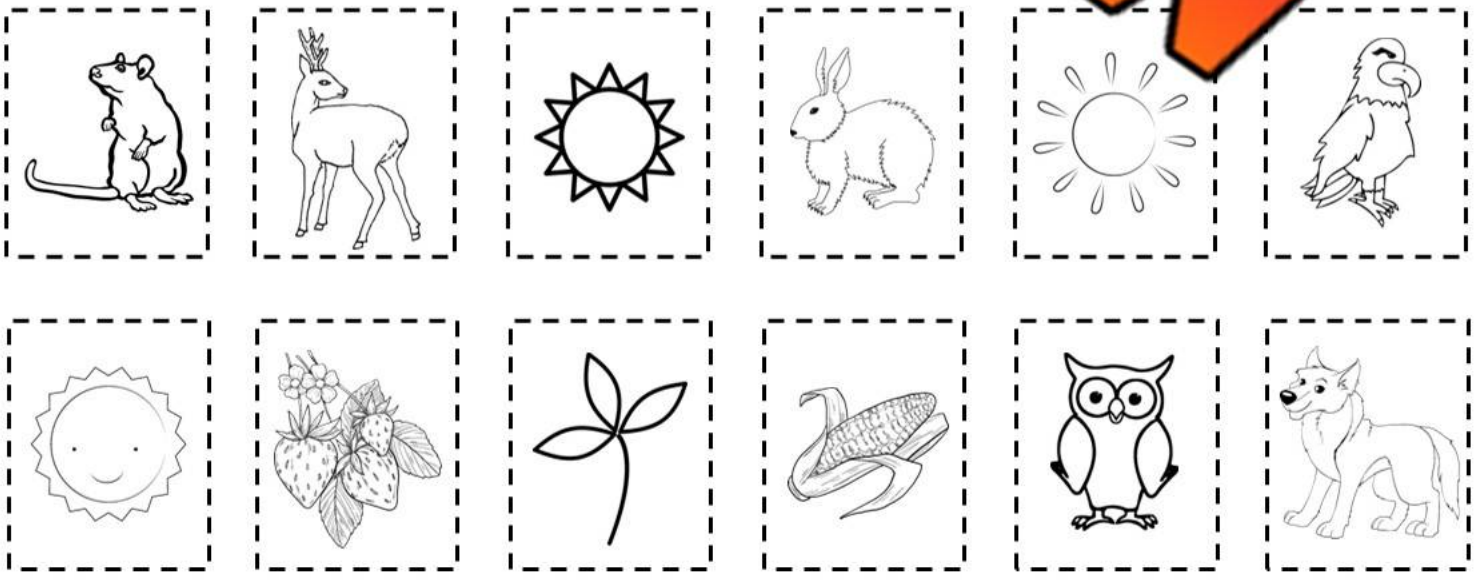

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B2.4

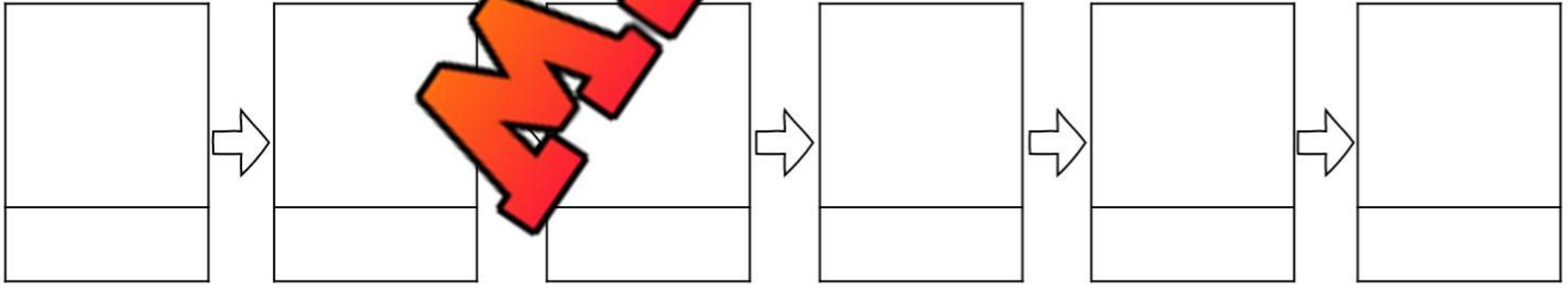
My Food Chains

Food Chains | Draw your own food chains below

5-Link Food Chain



Food Chain



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Curriculum Connection
B2.4

Activity: Web of Life

Objective

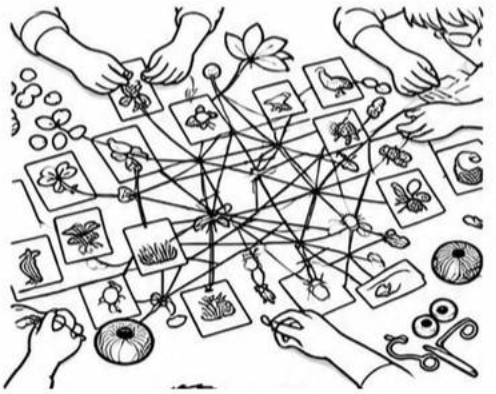
What are we learning about?

To help students visually and physically understand the interconnectedness of organisms within an ecosystem by creating a food web using yarn. This activity will illustrate how species depend on each other for survival.

Materials

What will you need for the activity?

- C… …d names of various organisms (p… herbiv… …vores, omnivores, decomposer…
- A large ba… …a
- Tape
- Scissors
- A large open space o… …table



Instructions

How will you compl… activi…

1) Spread out the organism cards on the tabl… th… …pen space where all students can reach them.
2) Assign each student to an organism, giving them th… …ondi… …d.
3) Explain that each piece of yarn will represent a feeding r… …tion… …e organisms.
4) Have the first student (a producer, such as a plant) hold the end of t… …n.
5) The student representing an organism that would eat or decompose the plant (like a herbivore or decomposer) then takes hold of the yarn and rolls it out to their station, cutting it to length and taping the end to their card.
6) Repeat the process with other students, with herbivores passing yarn to carnivores or omnivores, and so on, illustrating who eats whom within the ecosystem.
7) Once all the feeding relationships are represented by the yarn, step back and observe the web of life that has been created.
8) Discuss how this web shows the flow of energy (food) through the ecosystem and what happens if one strand (species) is removed.
9) Carefully untangle and gather the yarn to clear up.

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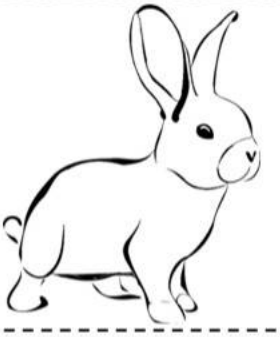
Curriculum Connection
B2.4

Cards | Picture cards of various organisms. Cut them out to use.



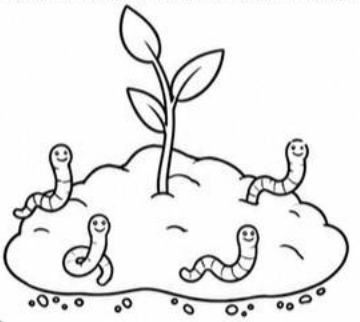
Grass



Rabbit



Lion



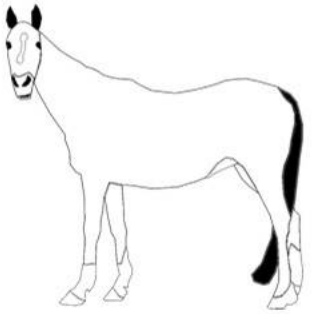
Worms



Algae



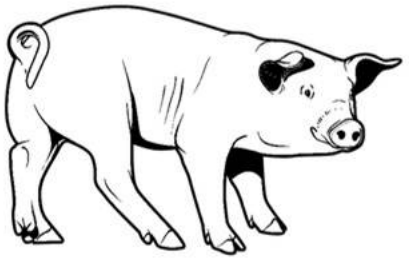
Bear



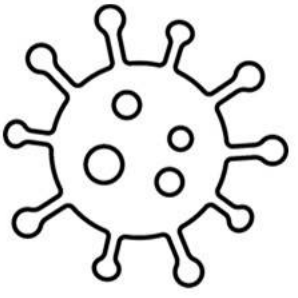
Horse



Hawk



Pig



Bacteria

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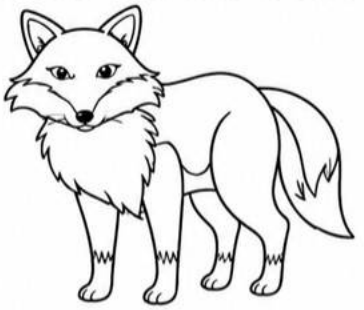
Curriculum Connection
B2.4

Cards Picture cards of various organisms. Cut them out to use.



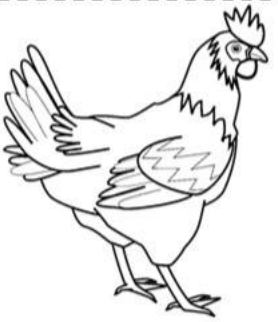
Corn



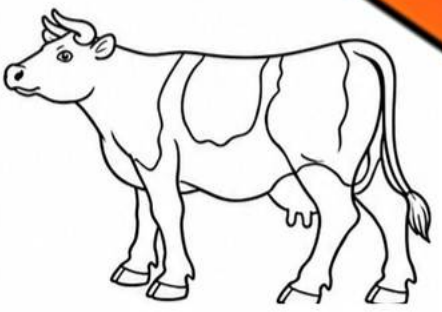
Fox



Fungi



Chicken



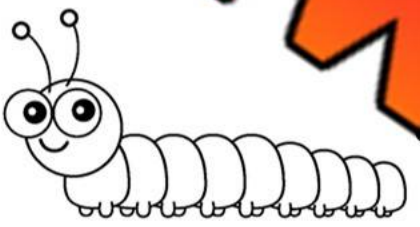
Cow



Beetle



Raccoon



Caterpillar



Oak Tree



Wolf

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Curriculum Connection
B2.4

Reflection Answer the questions below.

1) What role did your organism play in the food web?

2) How did you need to see the entire web connected by yarn?

3) What might happen if the organism goes extinct?

4) Why is it important for an ecosystem to have a diversity of [illegible]?

5) How do decomposers contribute to the stability of the food web?

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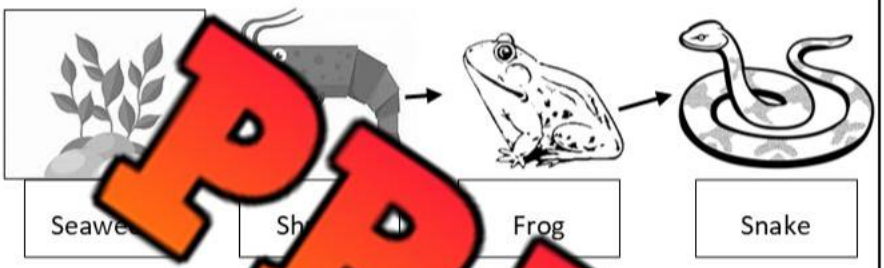
Curriculum Connection
B2.4

Food Web in a Wetland

Diagram Interpret the diagram of the food web in a pond.



What is happening in the food web?

Diagram Draw two differ d webs. N e the animals belong to the same habitat.

t is happening in the food web?

What is happening in the food web?

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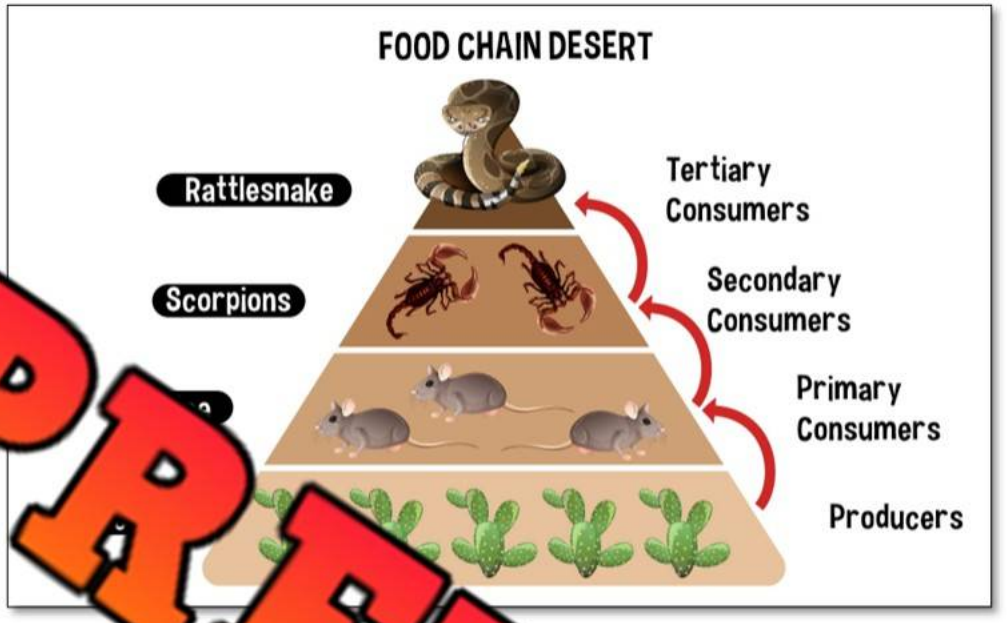
B2.4

Food Chain - Desert



PREVIEW

Questions	Answer th ns b

1) Describe the food chain in the des

2) What would happen if plants (cacti) stopped growing in the

3) Why do you think rattlesnakes are at the top? Why aren't there larger animals or birds living in the desert?

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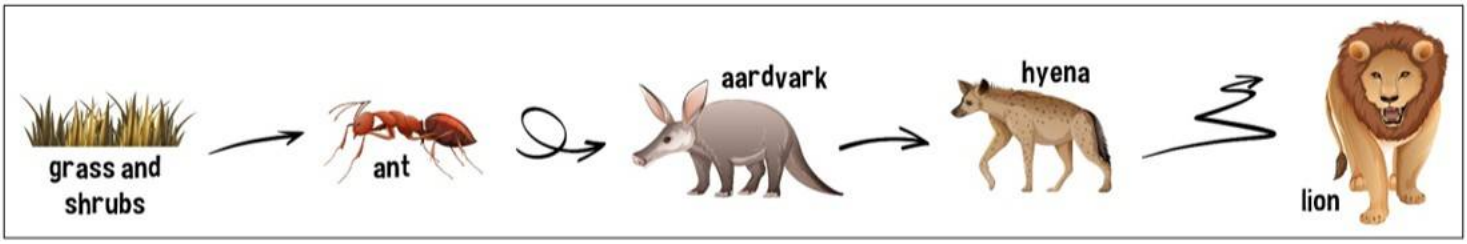
Food Chain – African Savanna



Level	Examples
Primary [illegible]	Grass, Acacia Trees, Baobab Tree, Wild Fig, Star Grass
Prim[illegible]	Zebras, Elephants, Antelopes, Gazelles, Giraffes
Secondary Cons[illegible]	[illegible]gs, Baboons, Mongooses
Tertiary Consu[illegible]	Hye[illegible]an Wild Dogs, Cheetahs, Jackals
Top Predators	[illegible]diles, Leopards

PREVIEW

Questions Answer the quest[illegible] be[illegible]

1) Create your own food chain like the one abo[illegible]ing [illegible]nt animals.

2) Are the biggest animals always higher on the food chain? Explain.

_____

_____

3) Do animals only eat the animals below them on the food chain? Explain.

_____

_____

_____

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Curriculum Connection
B2.4

Create Your Food Web Drawing Contest

Objective

What are we learning about?

To enhance students' understanding of ecosystems by having them create detailed drawings of food webs, which include producers, consumers, and decomposers.

Materials

What will you need for the activity?

- Dr[illegible]g pap[illegible]eet per student)
- Crayons, [illegible]old[illegible] pencils
- Reference [illegible]out co[illegible]ood webs (optional)
- A list of ecosystem[illegible] com[illegible]ts (to help students choose [illegible]d w[illegible]



Instructions

How will you compl[illegible]he acti[illegible]

1) Explain that they will be drawing a comple[illegible]ate fo[illegible]b that includes producers, consumers, and decompos[illegible]a gi[illegible]osystem.
2) Provide each student with a sheet of drawing paper [illegible]d ac[illegible] materials.
3) Allow students to select from a list of ecosystems (forest, ocea[illegible]esert, etc.). They should choose one ecosystem and include appropriate producers, consumers, and decomposers in their food web.
4) Encourage students to think carefully about the different stages of the food web and how energy is transferred from one organism to another, ensuring they include various types of organisms.
5) Give students ample time to complete their drawings. They can use reference materials for ideas and accuracy.
6) Once everyone is finished, have a gallery walk where students can view each other's work and discuss the different stages and careers they included.

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B2.4

Handout Below are tables for each ecosystem.

Forest Ecosystem		
Producers	**Consumers**	**Decomposers**
Herbivores	**Carnivores**	
Oak Tre	Deer	Mushrooms
Pi	Rabbit	Moss
Bushes	rrel (re)	
Grass		
Flowers	Bear (ore)	
	Owl	

Ocean Ecosystem		
Producers	**Consumers**	**Dec po**
Herbivores	**Carnivores**	
Algae	Fish	Sea Sponges
Seaweed	Dolphin (Omnivore)	Bacteria
Plankton	Shark	
Coral	Seal	
	Sea Turtle (Omnivore)	

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B2.4

Handout Below are tables for each ecosystem.

Desert Ecosystem		
Producers	**Consumers**	**Decomposers**
Herbivores	**Carnivores**	
Cactus	Lizard	Fungi
Shrub	Snake	Bacteria
Wildflow	Coyote (Omnivore)	
G	Hawk	
	ack bit	

cosystem		
Producers	**C**	**Decomposers**
Herbivores	**Carnivores**	
Grass	Zebra	arthworms
Wildflowers	Gazelle	tles
Shrubs	Lion	
Trees	Hyena (Scavenger)	
	Elephant (Omnivore)	

Arctic Ecosystem		
Producers	**Consumers**	**Decomposers**
Herbivores	**Carnivores**	
Lichens	Caribou	Bacteria
Mosses	Polar Bear	Moss
	Arctic Fox (Omnivore)	
	Seal	
	Penguin	

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B2.4

Draw Draw the different stages of your chosen food web's journey.

Ecosystem Name: _____

Producers (All the producers (plants, algae) Use green colour)		
Herbivores (...)	**...vores (red colour)**	**Omnivores (yellow colour)**
Decomposers (use brown colour)		

Draw arrows from each food source to the animals that eat it, indicating the flow of energy.

PREVIEW

Name: _____ 122

Curriculum Connection
B2.4

Reflection Answer the questions below.

1) What ecosystem did you choose for your food web and why?

2) How did you decide which organisms to include in your food web?

3) What did you learn about the roles of producers, consumers, and decomposers in your chosen ecosystem?

4) What was the most challenging part of creating your food web and how did you overcome it?

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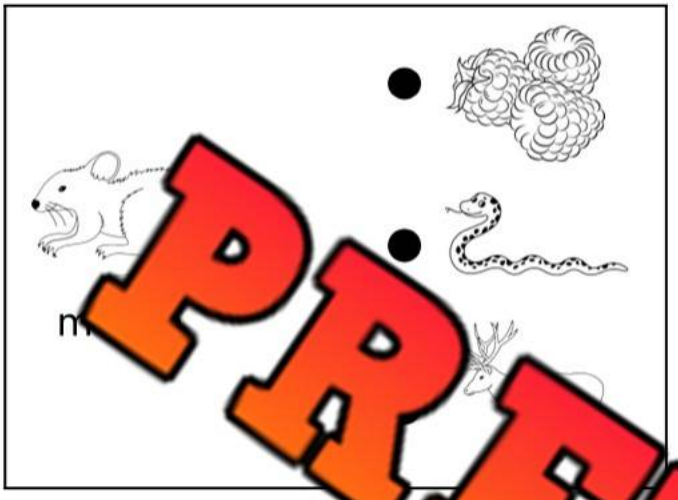
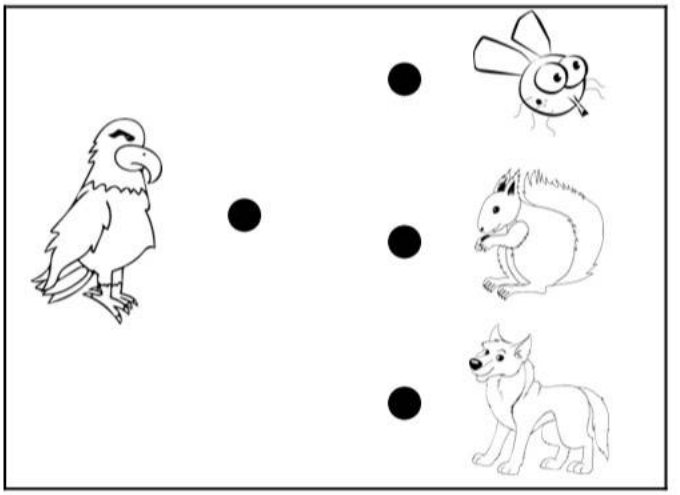
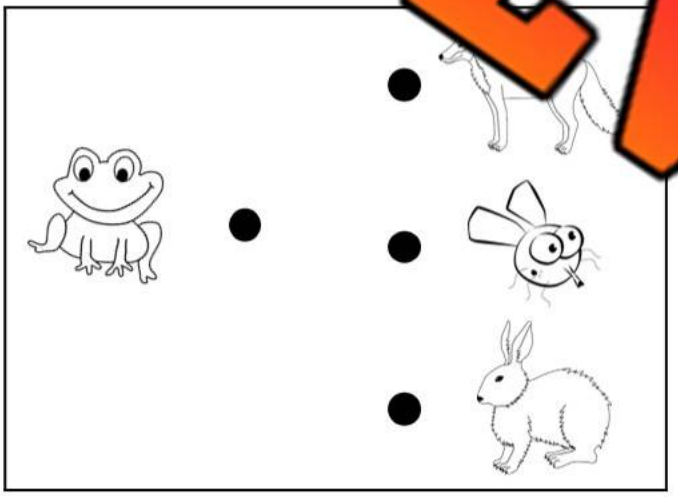
B2.4

Food Chain - Animal's Food

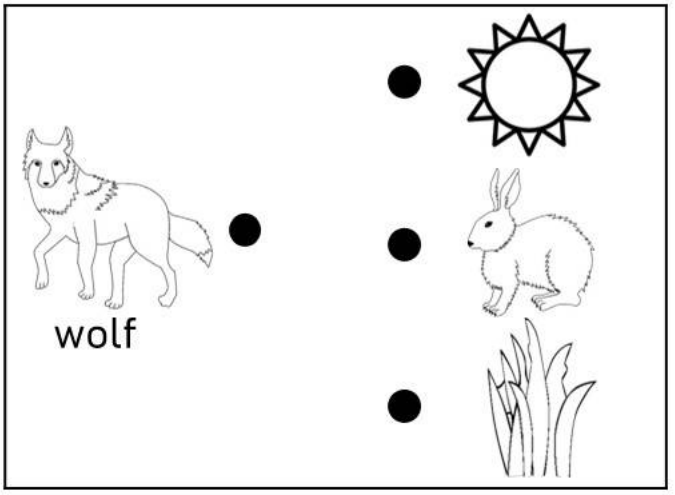
Matching Draw a line from the animal to what it eats for energy.

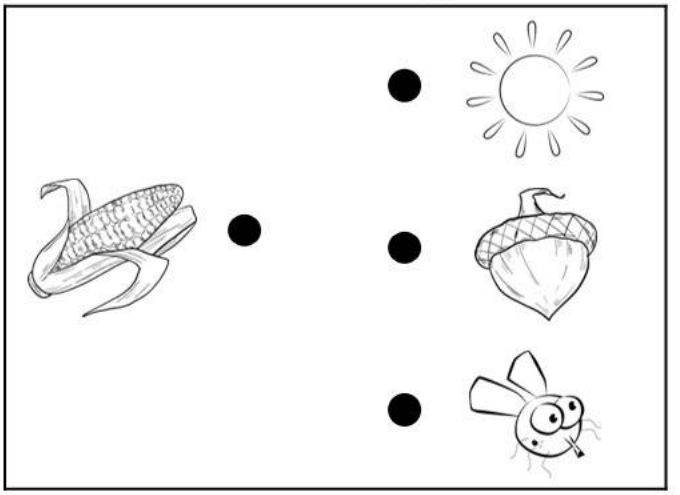












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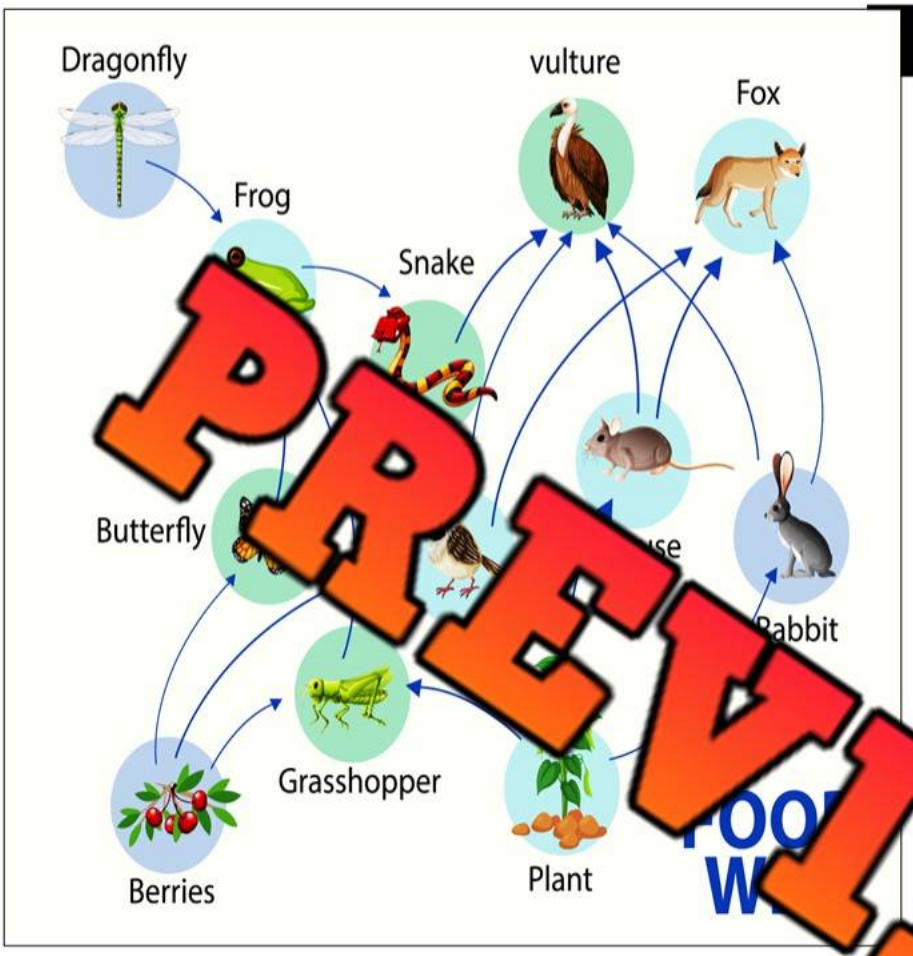
B2.4

Reading a Food Web



Fill in the table

Producers
Primary Consumers
Secondary Consumers
Tertiary Consumers

PREVIEW

Questions Answer the questions below.

1) What might happen if butterflies became extinct?

_____

_____

2) Choose another animal and explain its importance to the food web.

_____

_____

_____

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Curriculum Connection
B2.4

Ecosystem Vocabulary Spelling Bee

Objective What are we learning about?

To enhance students' understanding and retention of key vocabulary related to ecosystems, food chains, and energy transfer through a competitive spelling bee format.

Materia Wh will you need for the activity?

- List of spe el to ecosystems, food chains, an transf ided
- Bell or buzzer for si ncorr llings



Instructions How will you comple ctivi

1) Use the list of spelling words related to chai transfer, and ecosystems.
2) Divide participants into teams or have them compe ivi n class size and dynamics.
3) Clarify the rules, including turn-taking, scoring, and handling o spellings.
4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6) Progress through participants, allowing multiple attempts and cycling through the word list.
7) Tally correct spellings to determine scores for each participant or team.

PREVIEW

Name: _____ 130

Curriculum Connection
B2.4

Spelling Terms | List of ecosystems and energy transfer related words.

Easy	Moderate	Hard	Very Hard
Plant	Herbivore	Photosynthesis	Biodiversity
Water	Carnivore	Decomposer	Ecosystem
S	Omnivore	Habitat	Conservation
e	od Chain	Aquatic	Energy Flow
Grass	M	Nutrients	Temperate
Soil		Tropical	Food Web
Leaf	Reptile	Pr r	Pollination
Flower	Insect	sum	Community
Fungi	Desert	Scave	Ecology
Bird	Pollen	Nectar	on
Seed	Bacteria	Migration	Wildlife
Fruit	Shark	Breakdown	Creature
Scat	Humus	Dragonfly	Mushroom
Algae	Predator	Prey	Decomposition
Bush	Adaptation	Environment	Species

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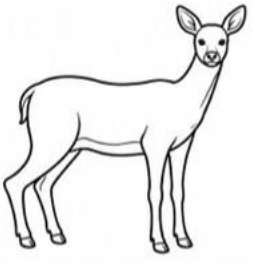
Curriculum Connection
B2.5

Herbivores, Carnivores, Omnivores

Herbivores
Consumers that are **herbivores** eat only plants. Examples of herbivores are cows, deer, goats, gorillas, butterflies, camels, horses, rabbits, rhinos, and sheep.



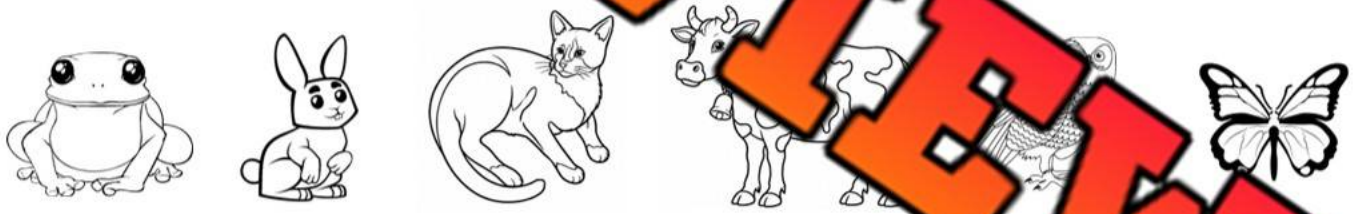
Carnivores
Consumers that are **carnivores** eat only other animals for energy. Examples [illegible]gers, lions, sharks, walrus, platypus, penguins, wolves, owls, alligators, and foxes.

Omni[illegible]
Cons[illegible] that ar[illegible]**res** eat both plants and animals. They eat whatever they can find! Exa[illegible]ples o[illegible] in[illegible]de dogs, cats, pigs, chickens, squirrels, rats, bears, raccoons, coy[illegible]s, ant[illegible]most humans.

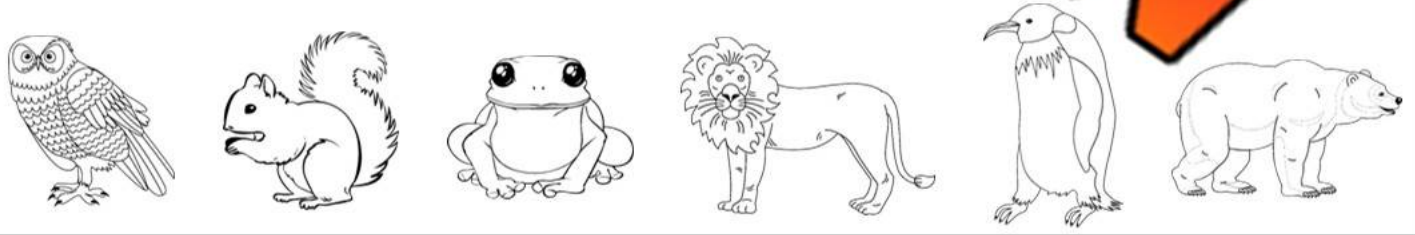
PREVIEW

Questions | Answer[illegible]estions

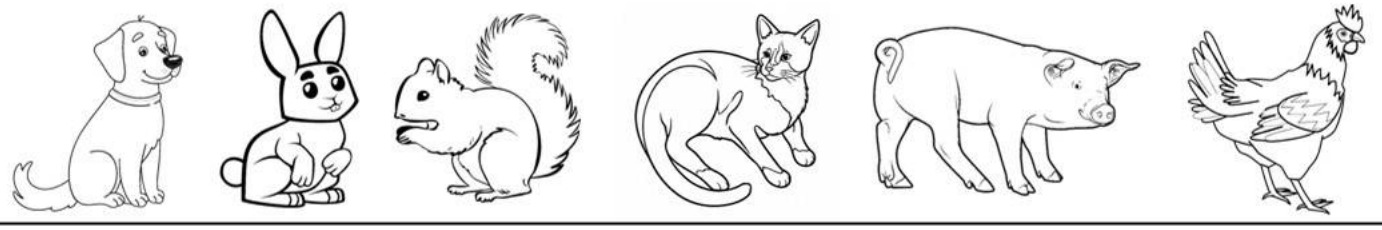
1) Circle the animals that are herbiv[illegible]



2) Circle the animals that are carnivores.



3) Circle the animals that are omnivores



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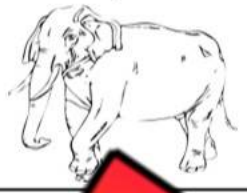
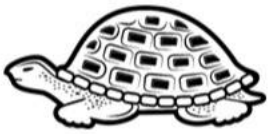
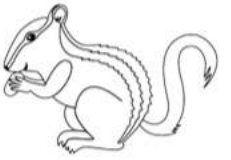
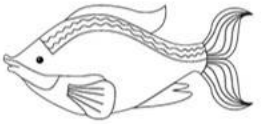
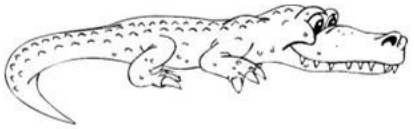
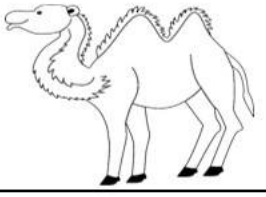
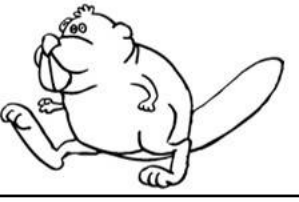
Curriculum Connection
B2.5

Directions Is the organism a carnivore, herbivore or omnivore?

Elephant 	Bird 	Turtle 
Snake 	Skunk 	Chipmunk 
Frog 	Fish 	
Alligator 	Camel 	Beaver 

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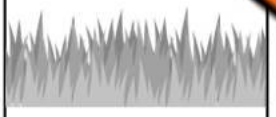
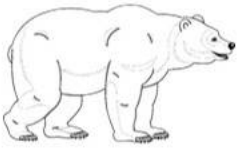
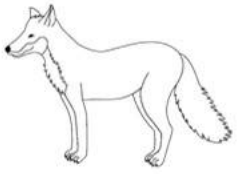
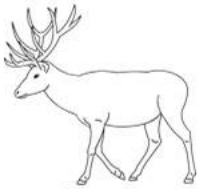
Curriculum Connection
B2.5

Classifying Organisms

Research Fill in the table about the organisms in the first column.

Animals	Producer, Consumer, Decomposer	Herbivore, Omnivore, Carnivore	Primary Producer or Primary, Secondary, Tertiary, Quaternary Consumer
 Eag			
 Grass			
 Rabbit			
 Bear			
 Fox			
 Deer			

PREVIEW

Name: _____ 140

Curriculum Connection
B2.7

Blog Post: Impact of Invasive Species

Impact of Invasive Species

Date: March 28, 2026 Author: By: Ava Benjamin *3-minute read*

Imagine you have a fish tank with only goldfish. One day, you introduce a new fish, not knowing it's a piranha. Soon, the piranha begins to harm your goldfish. This is similar to what happens when invasive species enter new environments.

Invasive species are plants, animals, or other organisms that are not native to an ecosystem and can cause harm. For example, zebra mussels, originally from Russia, were found in the Great Lakes. These small creatures attach to surfaces, multiply quickly, and filter large amounts of plankton that other species need to survive. This disrupts the food chain and harms the local ecosystem.

Another example is purple loosestrife, a beautiful but aggressive plant that takes over wetlands. It squeezes out native plants and reduces biodiversity.

Invasive species can outcompete native species for resources, introduce diseases and change habitat conditions.

The impact is usually negative and can lead to the decline or extinction of native species, affecting biodiversity and the local economy.

Till next time,
Ava Benjamin

PREVIEW

Comments:



Lisa Ray – March 29, 2026

Very informative post! However, it's important to note that sometimes humans intentionally introduce species for agriculture or aesthetic reasons without knowing the consequences.

Like Reply 2 weeks ago



John Carter - April 12, 2026

Lisa, I respectfully disagree. Intentional or not, the introduction of invasive species almost always ends badly for the native ecosystems. In Ontario, zebra mussels block municipal water intake pipes and destroy fish habitat and food webs, not to mention the irreversible environmental impacts!

Like Reply 1 hr ago

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Curriculum Connection
B2.7

True or False

Is the statement true or false?

1) Invasive species can introduce new diseases.	True	False
2) All non-native species are harmful.	True	False
3) Zebra mussels help increase plankton levels in lakes.	True	False
4) Invasive species can change habitat conditions.	True	False
5) Human[illegible]r intentionally introduce invasive species.	True	False

Questi[illegible]

[illegible]uestions you have about the text.

1)	
2)	

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Questions

Answer the questions below.

1) What is an invasive species?

2) Why are invasive species problematic for local ecosystems?

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Curriculum Connection
B1.1

Human Dependency on Habitats

Human Dependency on Habitats

We rely on natural habitats for many different reasons varying from survival needs to leisure activities. Humans find medicines in different habitats, obtain water from freshwater sources, control floods using wetlands, and enjoy recreational activities in different habitats.



Water

Humans [illegible] water habitats for drinking water. Rivers, creeks, lakes, ponds, and [illegible] water habitats. Freshwater accounts for only three percent [illegible] as the rest is saltwater.

Preventing Floo[illegible]

Wetlands slow the [illegible] ows the water to seep into the ground, th[illegible] ishin[illegible] und water supply that most plants and [illegible] dr[illegible] slowing of the water flow also [illegible] areas downstream and around them [illegible] nds s[illegible] Canada up to $500 million in flood damages.



Leisure Activities

Humans use many different habitats for leisure act[illegible] Leisur[illegible] vity is an activity that is done for enjoyment, amusement or plea[illegible] nd[illegible] to be fun. We use mountain habitats for hiking, biking, and skiing/snowboarding.

We also use water habitats for swimming and boating. Many other habitats offer recreational activities that humans rely on for pleasure and enjoyment.





Finding Medicines

Medicines are critical to the survival of humans as we depend on them to cure diseases and offer pain relief for our ailments. Different medicines grow in different habitats, which makes it important to preserve all of the habitats on the Earth so we can have access to the variety of medicines that we need.

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Curriculum Connection
B1.1

Questions

Answer the questions below using evidence from the text.

1) What do you think we rely on the most from natural habitats?

2) What l ctivities do you enjoy the most? Which habitat do you use?

PREVIEW

Making Connections

Wha the nind you of?

True or False

Circle whether the statement is true or false.

1) Medicines only grow in tropical rainforests.	True	False
2) Humans use different natural habitats for leisure activities.	True	False
3) Wetlands stop flooding by storing water and reducing water flow.	True	False
4) Humans need freshwater from oceans.	True	False
5) Saltwater accounts for 97% of the water on the planet.	True	False

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Name: _____ 154

Curriculum Connection
B1.1

Role Play – Humans Destroying Habitats

Objective What are we learning about?

To help students understand and demonstrate how human activities can damage habitats.

Materials What do we need?

- ✓ [illegible]
- ✓ [illegible]mes a[illegible]
- ✓ A space [illegible]t ar[illegible]rformance
- ✓ Camera o[illegible]hone [illegible]ding (optional)



Method How do we [illegible] the [illegible]nt?

1) Cut out the human activities on [illegible]xt pag[illegible]old each one up. Place them in a hat.
2) Divide the class into small groups of 3-4 [illegible]ent
3) Each group will pick a piece of paper from the [illegible] hum[illegible]vity written on the paper will be the theme for their skit.
4) Give the groups time to research their chosen human acti[illegible]uld understand how the activity damages habitats and what effect [illegible]on animals, plants, and the environment.
5) Each group will then brainstorm and write a short skit that shows how this human activity damages a habitat. Make sure the skit includes a solution or a call to action to solve this problem.
6) Groups will need to rehearse their skit, deciding who will play each role and how they will perform their skit.
7) Finally, each group will perform their skit for the class. After each skit, have a class discussion about the human activity and what we can do to lessen our impact on habitats.

PREVIEW

Name: _____ 155

Curriculum Connection
B1.1

Deforestation: Cutting down trees removes the habitat of many animals and plants, leading to loss of biodiversity.

Urbanization: Building cities and expanding human settlements often destroys natural habitats.

Pol[illegible]aste into rivers, oceans, or on land can poison habita[illegible]and m[illegible]unlivable.

Overfishing: Removi[illegible]many [illegible]om the sea disrupts the balance of aquatic ecosystems.

Mining: Taking resources from the ear[illegible]n lea[illegible]itat destruction and pollution.

Agriculture: Large-scale farming often involves clear[illegible]a[illegible]using pesticides which can destroy habitats.

Climate Change: Human activities leading to global warming can cause habitats to change faster than wildlife can adapt.

Poaching and Hunting: Illegal or excessive hunting can deplete wildlife populations and disrupt habitats.

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Curriculum Connection
B1.1

Planning Plan your skit below.

1) What is the human activity for your skit?

2) How will you act out this skit?

a) What characters will you have? Who will play who?

b) What will happen in your skit?

c) What will the solution to the human activity be?

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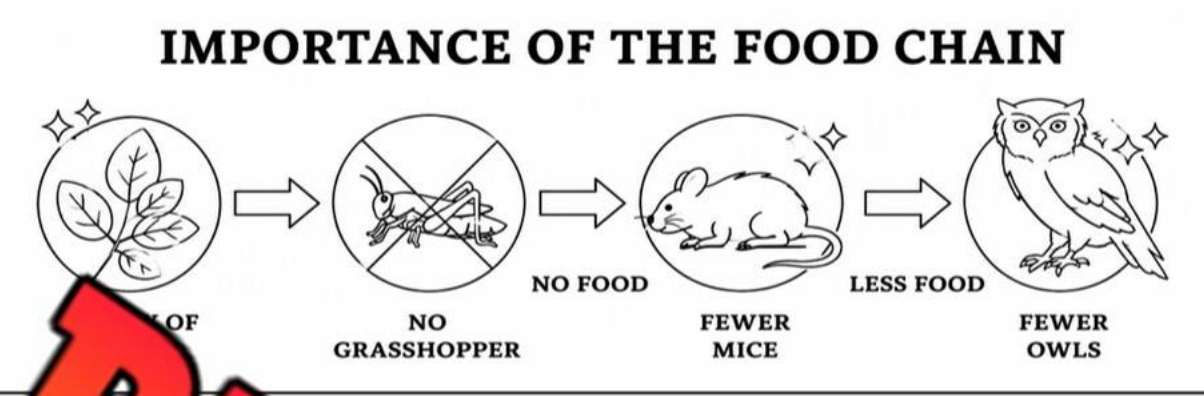
Curriculum Connection
B1.1, B1.2

Altering the Food Chain



PREVIEW

Chan[illegible] C[illegible]

When we [illegible]ange [illegible] we can sometimes cause unintended changes to food chains that can affect [illegible] differe[illegible] In the basic example above, you can see that if we get rid of grasshopp[illegible]e le[illegible]ill grow drastically while the mice population will shrink. With less mice [illegible]e owl[illegible]n will also shrink.

Altering the Food Chain – Real L[illegible] Exam[illegible]

In Borneo, DDT was used as a pesticide [illegible]mosqui[illegible]ried malaria. **Malaria** is a disease caused by a parasite that mosquitoes spr[illegible] peopl[illegible]a can be deadly but usually causes flu-like symptoms.

The problem with using DDT was that it didn't just [illegible]squi[illegible] also killed all the other insects in the region it was used. This meant the coc[illegible]che[illegible]ch were the main food for lizards. The number of lizards dropped dram[illegible] as the number of cats that ate the lizards. The cats kept the rat population under [illegible]ol. With less cats, the rat population grew tremendously.

The overpopulation of rats became a serious problem in Borneo. The rats ended up causing multiple epidemics that caused more deaths than malaria caused in the first place. To solve the problem of too many rats, the government of Borneo brought in thousands of cats from other countries. "Operation Cat Drop" was a success! With cats back in Borneo, they began to control the rat population.

Many lessons were learned from Borneo. Mainly that if you don't understand the inter-relationships between things, solutions often cause more problems.

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Curriculum Connection
B1.1, B1.2

Questions Use information from the text to support your answer.

1) What can happen if we alter a food chain?

2) Give yo[illegible] example of a food chain. Discuss what would happen if humans affected [illegible] of the chain.

PREVIEW

Summarize What happened in Bo[illegible]

True or False Circle whether the statement is true or false.

1) When humans get rid of pests, it can have an effect on other animals.	T	F
2) In Borneo, the use of DDT was successful in eliminating mosquitos.	T	F
3) Getting rid of mosquitos would have no other consequences.	T	F
4) Eliminating one species will only affect the organisms that feed on them.	T	F
5) One small change in a habitat can cause big changes to all organisms.	T	F

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Curriculum Connection
B1.1, B1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct answer.

1) What happened to the mice when there were no grasshoppers?	Fewer mice
	More mice
2) What happened to the owls when there were fewer mice?	More owls
	Fewer owls
3) The rat population grow in Borneo because_?	Fewer cats
	More mosquitoes
4) What did scientists bring back to Borneo to help control the rats?	Cats
	Snakes
5) What happened to the leaf population when the grasshoppers disappeared?	Leaves increased
	Leaves disappeared

Name: _____ Mark

Circle the correct answer.

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	Snakes
5) What happened to the leaf population when the grasshoppers disappeared?	Leaves increased
	Leaves disappeared

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Name: _____ 162

Curriculum Connection
B1.1

How You Can Help Habitats

Importance of Helping Habitats

Every species in a habitat is important. We need each other to maintain the balance of life that we currently have. Remember, if one species goes extinct, it can be devastating to other species.

For e[illegible]ple, if the coyote population became extinct, the deer population would grow out [illegible] This would have an impact on plant species as deer are herbivores that e[illegible]k, [illegible] and other plants.

How You Can H[illegible]



You can stand up [illegible] life by [illegible]e of the following things:

- **Your voice matters** – [illegible]ed off[illegible]nd government agencies to restrict hunting [illegible]er t[illegible]s [illegible]otect plants and animals
- **Clean up trash in a habitat** – organize a garbage [illegible]-up [illegible]al forest or at a local stream to help the fish
- **Reduce, reuse, recycle** – Waste is a huge problem for [illegible]ecau[illegible]e more we waste, the more garbage we have in our habitats. Use the 3[illegible]s to [illegible]
- **Save energy** – Drive less, use energy efficient vehicles and appliances and turn off the lights when you leave a room. Doing these things will use less energy, which means less fossil fuels being burned. The burning of fossil fuels hurts habitats because it is heating up our planet and changing the makeup of habitats.





- **Do not cut down trees or damage plants** – Instead, try planting native flowers, trees, and bushes in your backyard. Don't use chemical pesticides or fertilizers when you are planting!

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Name: _____ 163

Curriculum Connection
B1.1

Action Plan

What are you going to do to help habitats in your area?

Brainstorm 5 specific ideas that you could do to help habitats in your area.	
1)	
2)	
3)	
4)	
5)	

PREVIEW

Draw

Draw a picture of a healthy habitat and an u habit

Healthy Habitat	Unheal

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Name: _____ Date: _____

Habitats and Communities - Unit Test

Multiple Choice /6

1) Which of the following is **not** a survival need for animals? a) Water b) Food c) Air d) Social – ips	2) An animal that eats both plants and animals is a... a) Carnivore b) Herbivore c) Omnivore d) Multivore
3) Pl cr r own food are... a) Consumers b) Decomposers c) Producers d) All of the above	4) Animals that do not have any predators are... a) Tertiary Consumers b) Primary Consumers c) Quaternary Consumers d) ondary Consumers
5) Fungi and bacteria that eat dec g matter are called... a) Consumers b) Decomposers c) Producers d) All of the above	Whi e following is a decomposer? a) S b) c) Fungi d) Dragonfly
7) Which terrestrial habitat has the most animals living in it? a) Desert habitat b) Grassland habitat c) Forest habitat d) Wetland habitat	8) Which aquatic habi animals living in it? a) Lake habitat b) Pond habitat c) Swamp habitat d) Coral Reef habitat
9) Which wetland has trees and water? a) Swamp b) March c) Bog d) Fen	10) Which animal is an omnivore? a) Deer b) Bear c) Penguin d) Horse

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Definitions (1 marks each) **/3**

Term	Definition (what does it mean)
Carrying Capacity	
Habitat	
Food Chain	

Short Answer Questions (2 marks ea

1) What is the difference between a ge eralized cies specialized species?

2) How do humans rely on habitats for their survival?

3) How have plants and animals been designed to survive in their environment?
Think: Cactus, Fish

PREVIEW

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Long Answer Questions **/10**

1) What is the food chain? What part do decomposers, plants, and animals play in the food chain? How are nutrients transferred to the different parts of the food chain?

2) Choose one habitat and describe its climate (temperature and precipitation), animals, plants, as well as the adaptations the plants and animals have that allow them to survive in the habitat.

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