Grade 5

Unit: Ecosystem Restoration

Hands

Hands-On Investigation Video Playlist

Lesson	Activity	@Home Lesson	Activity Description	Suggested Modality	Reasoning	Teacher/Student Provided Materials	Consumable Materials	Non-Consumable Materials	LAUSD Replacement Materials
1.2	2	2	Students build familiarity with the parts of an ecosystem through the firsthand experience of building terrariums.—a small- scale model of an ecosystem. They will use terrariums as a way to think about other ecosystems that can't be directly observed.	watch video	In order to begin thinking about the living and nonliving parts of an ecosystem, students create terrariums to serve as model ecosystems. They make careful observations and begin thinking about how their terrariums might help them learn about ecosystems throughout the unit. This could be assigned as a hands- on activity if students are able to enlist the help of someone at home. If not, students can observe the video demonstration. Caution students not to place soil in their mouths. Be aware of any students who might have allergies to mold or other soil matter. Ensure that students throughly wash their hands after every soil investigation.				
1.4	3	4 (This activity is not included in the home unit lesson)	Students make models of animals growing by using cubes representing food molecules and body molecules.	hands-on	Students create models of how animals grow and revise their models using evidence gathered from the reading. Students reflect on these activities and begin to construct an understanding that animals get their food molecules from the molecules of plants or other animals,	Matter Makes It All Up student books, Ecosystem Restoration Investigation Notebook pgs. 11-13 (pgs, 11 and 13 are not included in the Home Unit Student Sheets)	1 Plastic Cup per student	10 blue interlocking cubes per student	# plastic cups and # blue cubes
3.1	2	3 (This activity is not included in the home unit lesson)	Students are going to observe two soil samples. We couldn't take soil from Costa Rica, but we do have a soil sample that is similar to the soil in the healthy rain forest (Cup A), and one that is similar to the soil in the project area (Cup B).	hands-on	Students determine that neither water, sun, nor air are preventing the ceropia trees from thriving. They then review soil observations from an ecologist's nolebook and determine that the soil might affect how plants grow and thrive. Students are given soil samples from two areas and make careful observations and comparisons of each. Caution students not to place soil in their mouths. Be aware of any students who might have allergies to mold or other soil matter. Ensure that students thoroughly wash their hands after every soil investigation.	1 hand lense, 1 pair of safety goggles, 1 copy of the Notes on Soil Observations student sheet*, and Ecosystem Restoration Investigation Notebook (pages 55– 58), per student (not Included in the Home Unit Student Sheets) "Notes on Soil Observations located on Ecosystem Restoration Unit Landing page, under Printable Resources (right hand side), Copymaster Compilation, pg. 16	3 Plastic Cups.(2 for soil samples and 1 for water) 2 plastic spoons, and 2 sheets of white copy paper, per student	Soil, nutrient rich and poor	hand lenses and safety goggles, plastic cups and spoons