I. ABSTRACT

This is an ecology unit consisting of six lessons designed to show students that there are many kinds of interactions within the balance of nature. Students will learn through classroom discussion, journal writing, hands-on and small group activities, the importance of conserving nature’s ecosystems and ways they can protect our environment.

II. OVERVIEW

A. Concept Objectives
1. Students will understand the interactions of organisms within an ecosystem and how fragile the balance of nature is.
2. Students will understand the importance of protecting the environment.

B. Content covered from Core Knowledge Sequence
1. Habitats
2. Balance of nature
3. Food chain
4. Ecosystem
5. Man-made threats
6. Conservation

C. Skill Objectives
1. Observing
2. Predicting
3. Classifying
4. Experimenting
5. Defining
6. Collecting data
7. Constructing models
8. Interpreting data

III. BACKGROUND KNOWLEDGE

A. For Teachers
   c. Van Cleave, Janice. Ecology for Every Kid
   d. Example of food web
   e. Copy of the food chain (Using Inspirations)

B. For Students
   a. Lowery, Linda and Lorbiecki, Marybeth. Earthwise at Home
   b. Wilkes, Angela. My First Green Book

C. Technology
1. HyperStudio and Inspiration
2. Internet
IV. RESOURCES
A. Baines, John. *Keeping the Air Clean*
B. Grind, Sally. *Peter’s Place*
C. Hirsch, E.D. Jr. *What Your Third Grader Needs to Know*
D. Kalman, Bobbie. *What is a Biome?*
E. Peet, Bill. *Farewell to Shady Glade*
F. Van Allsburg, Chris. *Just a Dream*

V. LESSONS
Lesson One: How Is Nature Balanced?

A. Daily Objectives
1. Concept Objectives
   a. Students will understand the interactions of organisms within an ecosystem and how fragile the balance of nature is.
2. Lesson Content
   a. The concept of a “balance of nature” (constantly changing, not a static condition)
   b. Ecosystems: how they can be affected by changes in the environment (for example, rainfall, food supply, etc.), and by man-made changes
3. Skill Objectives
   a. Students will be able to write down and share with class at least three things that they already know about ecology and at least three things that they want to learn about ecology.
   b. Students will be able to observe, define, and show understanding orally.

B. Materials
1. Bandana
2. Colored butcher paper for KWL chart (Appendix A)
3. KWL patterns (Appendix A)
4. Markers/crayons/map pencils
5. Scissors
6. Tape
7. Grocery sacks (1 per student)
8. Transparency of key vocabulary (Appendix B)
9. Notebook paper
10. Overhead projector
11. Masking tape

C. Key Vocabulary
1. ecology- the study of the relations between living things and their environment
2. environment- everything around a living thing; surroundings
3. nature- all the things in the universe that were not made by humans
4. ecosystem- communities interacting in their environment and functioning as a system
5. ecologist- a scientist who studies the relations between living things and their environment
6. balance of nature-populations in an ecosystem are balanced. An equilibrium is established by the plant and animal populations within a given area.

D. Procedures / Activities
1. To demonstrate the delicate balance of nature, teacher selects a student to walk on a straight line marked by masking tape. Class then makes observations and discusses results (easy to walk straight). Next, the student demonstrates how easily nature can be thrown off balance due to external forces. This can be done
by having student walk the straight line blindfolded or with shoes on wrong feet, etc. Observe and discuss the results of the external factors.

2. Introduce unit of study by relating demonstration to the balance of nature. Give brief overview of what will be covered in ecology unit (environment, living things, pollution, conservation, etc.). Details will come later!!! Display KWL chart where visible to all students (Appendix A).

3. Given KWL patterns (Appendix A), students will write at least three things that they already know about ecology and at least three things that they want to learn about ecology.

4. Students cut out KWL patterns and take turns orally sharing ideas with whole class and placing cutouts on appropriate place on KWL chart. This chart will be referred to throughout the entire unit of study as a means of student reflection and discussion. Save the “L” pattern for the end of the unit to record what they learned. Steps are included in Lesson Six.

5. Given paper sacks, students will create the cover for their ecology notebook/journal to be used for collecting data and reflecting on unit of study. Class can come up with clever title!

6. Using vocabulary transparency (Appendix B), teacher will read off words and definitions. Then class will discuss words and formulate class definitions to be recorded on student vocabulary sheet (Appendix C). For each definition, also discuss and list examples.

E. Evaluation / Assessment
1. Teacher will evaluate students’ participation by observing at least three written and verbal responses to what they already know about ecology and at least three responses to what they want to learn about ecology.

2. Teacher will evaluate students’ learning through oral discussion and examples cited during vocabulary activity.

Lesson Two: Ecosystems

A. Daily Objectives

1. Concept Objective
   a. Students will understand the interactions of organisms within an ecosystem and how fragile the balance of nature is.

2. Lesson Content
   a. Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.), and by man-made change

3. Skill Objectives
   a. Students will participate in a discussion of Farewell to Shady Grove by Bill Peet.
   b. Students will record key vocabulary and reflections in their ecology journals.
   c. Given directions, students will create a woodland terrarium which represents an ecosystem. (What Your 3rd Grader Needs to Know, pages 270-276)
   d. Students will observe their terrariums and categorize components into living or nonliving.

B. Materials

1. Farewell to Shady Glade by Bill Peet
2. Overhead
3. Ecology journal (one per student made in Lesson One)
4. Pencil
5. Large, clear plastic container (two containers per group; four to five students per group)
6. Small pebbles
7. Charcoal chips
8. Peat Moss
9. Sand
10. Potting soil
11. Small plants (approximately two plants per group; four to five students per group)
12. Plant spray mister
13. Small animals (optional: snails, earthworms, pill bugs)
14. Plastic wrap
15. Clear tape
16. Terrarium worksheet (Appendix D)
17. Vocabulary transparency (Appendix B)
18. Reflections (Appendix E)
19. Observation sheet (Appendix F)

C. Key Vocabulary
1. terrarium-a glass or plastic enclosure in which to keep small plants and animals
2. woodland—land covered with woods or trees; forest
3. community—all the populations that live in an ecosystem
4. population—a group of the same kind of living things that live in the same place at the same time

D. Procedures
1. Read the entire story of Farewell to Shady Glade.
2. Introduce the following vocabulary words by referring to pictures in the book: woodland, community, and population. (Refer to Appendix B)
3. Write the word “woodland” on the overhead. Turn to page 3 in the book and ask students to make up their own definition and record it in their ecology journal. (Appendix E)
4. Students share their responses and edit their original definitions as needed.
5. Teacher introduces the next two words (community, population) by providing definition on the overhead. Students copy in their ecology journal.
6. Then teacher shares the following pages in the book with the class and discusses what animals are in the woodland community and which belong to a particular population. Refer the students to pages 5, 9, 15, and 38 from Farewell to Shady Glade.
7. Continue the class discussion by summarizing the events that happened in the story. Focus on the imbalance of nature caused by the bulldozer.
8. Students will then reflect on the story in their ecology journals (Appendix E) They may want to write their feelings about the animal’s ecosystem. Volunteers may share their entries.
9. Teacher then shows the word and definition for the word “terrarium” on the overhead.
10. Teacher then tells the students that they are going to construct a woodland terrarium called “Shady Glade”.
11. Teacher gives detailed steps from the directions provided in What Every 3rd Grader Needs to Know, pages 274-276.
12. Students construct two terrariums per group. Daily observations of their ecosystems will be made and data recorded in their ecology journals. (Appendix F)
13. After terrarium is completed, have students observe living and nonliving components. Teacher will lead discussion by asking what is living and what is not. Teacher records responses on the board or overhead.

14. Students will complete a worksheet identifying vocabulary words, including living and nonliving components of an ecosystem.

E. Evaluation / Assessment

1. Student participation and teacher observation of students constructing their terrariums during the lesson.

2. Teacher will assess understanding of lesson concepts with worksheet. (Appendix D)

Lesson Three: Habitats

A. Daily Objectives

1. Concept Objectives
   a. Students will understand the interactions of organisms within an ecosystem and how fragile the balance of nature is.

2. Lesson Content
   a. Habitats, interdependence of organisms and their environment

3. Skill Objectives
   a. The student will be able to classify organisms into ecosystems and then place that organism in its correct habitat.

B. Materials

1. Five large sheets of white bulletin board paper. Each one will be labeled with one of the following words: woodland, arctic tundra, desert, fresh water (specify pond, river or lake) and salt water.

2. Crayons or markers

3. Numerous pictures of plants and animals. (Appendix G1 and G2)

4. Ecology journal from Lesson One

5. Transparency of vocabulary words (Appendix B)

6. Variety of books that cover ecosystems, plants and animals (A good reference is What Is a Biome? by Bobbie Kalman.)

C. Key Vocabulary

1. habitat - an environment where an organism lives

2. arctic tundra - land just below the northern ice cap with very little snow or rain; a cold desert

3. organism - a living thing

4. interdependence - mutually dependent; how living things need each other in order to survive

D. Procedures / Activities

1. Briefly review prior lessons.

2. Introduce new vocabulary words. (Appendix B)

3. Using Appendix H, students will copy the definitions from transparency. (Appendix B)

4. The students will brainstorm plants and animals that live in an ecosystem. Teacher will record responses on board and discuss the different plants, animals, and their habitats.

5. The classroom is then divided into four or five groups. Each group will get a piece of bulletin board paper. Using their journals and prior knowledge, the students will draw and color plants and animals in that ecosystem.

6. As the students complete their activity, the teacher displays each group’s ecosystem.
Lesson Four: Food Chain

A. Daily Objectives
1. Concept Objective
   a. Students will understand the interactions of organisms within an ecosystem and how fragile the balance of nature is.
2. Lesson Content
   a. The food chain: producers, consumers, and decomposers
3. Skill Objectives
   a. Students will identify members of food chains and food webs.
   b. Students will understand new vocabulary through class activities.
   c. Students will participate in class discussions and small group activities.

B. Materials
1. Transparency vocabulary (Appendix B)
2. Three to four index cards with the word “extinct” written on them
3. Ecology journal
4. Student vocabulary list (Appendix H)—one copy per student
5. Index cards with pictures and names of different plants, predators, prey. These pictures need to represent different food chains. (Appendix G1 and G2)
6. Manilla paper
7. Crayons or markers
8. Ball of yarn—2 different colors
9. Clear tape
10. Bulletin board space needed for food web display
11. Large sun for food chain display—place at top of bulletin board
12. Scissors
13. Index cards (Using Appendix G1 and G2), teacher prepares by cutting out animals and plants and gluing to cards.
14. glue

C. Key Vocabulary
1. producers—a living thing that makes its own food
2. consumer—a living thing that eats other living things
3. food chain—a sequence of organisms each of which is eaten by the next member in the chain
4. food web—two or more food chains that connect when a member of one food chain eats a member of another food chain
5. decomposer—a living thing that breaks down dead plant and animal material in order to get food energy
6. predator—an animal that hunts and kills other animals for food
7. prey—an animal that is eaten by predators

D. Procedures
1. Teacher writes the following words on the board: rabbit, green grass, sun, fox and asks students why they think these are grouped together.
2. Students record their reflections in their ecology journal. (Appendix E)
3. Share journal responses and discuss.
4. Teacher randomly passes out index cards with pictures of plants and animals on them. (Appendix G1 and G2)
5. Students begin to quietly search for other classmates with index cards that have a plant or animal that belongs in their food chain. Members of the same food chain sit down together in a group.

6. Students discuss their ecosystems represented and the food chains within that ecosystem.

7. Teacher chooses one ecosystem. Have students that have plants from that ecosystem come up to the bulletin board and staple or tape their plant to the bulletin board. Continue this procedure for preys and predators.

8. Tell the students they are actually going to make a food web with yarn on the bulletin board. Attach a piece of yarn from the large sun to each of the plants. Next attach a piece of yarn from the plant to the animal that makes up the food chain. Use the second color yarn to attach other plants and animals that make up a food web. Because there are many connections in a food web, multiple pieces of yarn will be attached to some members of the food web.

9. Discuss how plants and animals overlap and link together and are interdependent on each other.

10. Repeat #12-14 for the other ecosystems.

11. Conduct a class discussion on activity.

12. Teacher takes about three or four index cards with the word “extinct” written on them. Briefly go over the meaning of the word extinct. Cover one plant or animal with the extinct card. Discuss the effect this would have on the rest of the ecosystem. Ask the following questions to the class: Which animals/plants would increase or decrease due to this extinction? Would this upset the balance of nature? Then cover another animal/plant and repeat the same process. Continue until the students feel their ecosystem could not exist.

E. Evaluation / Assessment

1. Prior to evaluation, teacher covers up bulletin board with the display of the food web.

2. Students will be given a sheet of manilla paper. On this sheet students are to choose any one of the ecosystems studied.

3. Students draw plants and animals in that ecosystem. Using one color, students will draw arrows linking animals in a food chain. Using a second color, students draw arrows linking animals/plants in food web. Students will then write a short paragraph at the bottom of their manilla paper, explaining the relationship between food chains and food webs and how the balance of nature could be upset if one plant/animal becomes extinct.

Lesson Five: Talking Trash

A. Daily Objectives

1. Concept Objectives
   a. Students will understand the importance of protecting the environment.

2. Lesson Content
   a. Man-made threats to the environment
   b. Air pollution (emissions, smog)
   c. Land pollution (waste)
   d. Water pollution (industrial waste, run-off from farming)

3. Skill Objectives
   a. Students will demonstrate an understanding of vocabulary by correctly labeling types of pollution on poster. (Appendix I)
   b. Students will participate during group discussion on pollution.
c. Students will make prediction about what will result from acid rain experiment reflecting what they have learned about pollution.

B. Materials
1. Peter’s Place by Sally Grindley
2. Appendix I (either blown up and colored on poster board or made into transparency for overhead projector)
3. Vocabulary sentence strips (cut up into small pieces with one new vocabulary word written on each piece)
4. Student Vocabulary Sheet (Appendix J)
5. Keeping the Air Clean by John Baines
6. Tape (scotch or masking)
7. One jar (for mixing acid rain solution)
8. Tap water
9. Vinegar
10. Terrariums (made in Lesson Two)
11. Two spray misters (one for watering with regular tap water and the other for acid rain water)
12. Tablespoon measuring spoon
13. One cup measuring cup

C. Key Vocabulary
1. pollutants—substances that destroy the purity of water, air, and land
2. pollute—to make dirty, impure, and not healthy, to contaminate
3. pesticide—pest-killer made from man-made chemicals or organic material
4. emissions—what cars and other vehicles put in the air as a result of burning fuel in their engines
5. smog—thick smoky fogs caused by the pollution from factories, and burning fuels
6. ozone layer—layer of the atmosphere that shields the earth from the dangerous forms of ultraviolet radiation coming from the sun. If this radiation gets through it damages living things
7. acid rain—rain that is caused by polluted air
8. waste—discarded material (paper, cans, dirty water, burned gases, animal manure, etc.)

D. Procedures/Activities
1. Prior to lesson, teacher labels one spray mister as control and the other as acid rain and prepares the control water by simply putting tap water in spray mister. The acid rain water is made by mixing one tablespoon of vinegar to one cup of tap water. This can be poured into the acid rain spray mister. (Set aside for experiment).
2. Teacher reads Peter’s Place orally, pausing periodically to connect story to prior learning (community, population, habitat). At end of story, discuss how nature was imbalanced due to man made-threats.
3. Using poster or overhead transparency of Appendix I, students observe and discuss various types and causes of pollution in picture. Teacher records responses on chalkboard and leads student to the point that land, water, and air is being polluted.
4. Students are given vocabulary sheet (Appendix J) to add to ecology journal. Students read definitions aloud.
5. Given vocabulary sentence strips, students locate appropriate part of picture depicting the word on their strip and tape the word on the poster. (If using overhead transparency, vocabulary words may be written in).
6. Discuss results of water, air, and land pollution (unhealthy for plants, animals, upsets balance of nature, etc.).
7. Teacher reads orally about acid rain from Keeping the Air Clean, page 28.
8. Teacher explains that they will be conducting an experiment on the effects of acid rain on the environment using regular tap water and special acid rain water that was made using the acid vinegar. Using terrariums made in Lesson Two, students divide back into their original groups that were formed when making the terrariums. Each group labels one of their terrariums “Control” and the other “Acid Rain,” using masking tape. Next, students will water control terrarium using the control spray mister and the acid rain terrarium with the acid rain spray mister. Students will continue to water plants using this method one to two times per week as needed, recording observations in ecology journal. (Appendix F)
9. In ecology journals, students will write hypothesis about what they think will happen to their terrariums as a result of the two types of water used. Each hypothesis must be supported with explanation derived from lesson or prior knowledge.
10. Observe plants daily for remainder of unit, or until acid plant dies! Record results in ecology journal. Go back and discuss if their hypothesis was correct or incorrect.

E. Evaluation / Assessment
1. Teacher will evaluate students’ understanding of vocabulary by observing their placement of vocabulary strips on poster or transparency.
2. Teacher will evaluate students’ learning through verbal responses during class discussion.
3. Teacher will evaluate students’ knowledge of acid rain by determining if hypothesis is logically supported.

Lesson Six: Clean it Up!
A. Daily Objectives
1. Concept Objectives
   a. Students will understand the importance of protecting the environment
2. Lesson Content
   a. Measures we can take to protect the environment (examples: conservation and recycling)
3. Skill Objectives
   a. The students will be able to demonstrate understanding of the effects of pollution by explaining how nature was imbalanced on a T chart. Students will identify cause and effect relationships.
   b. Students will show an understanding of ecology by writing story endings (one page minimum) to Just a Dream, using at least seven vocabulary words.
   c. Students will be able to observe, hypothesize, predict, and show understanding of material being presented through class discussion.

B. Materials
1. Just a Dream by Chris Van Allsburg
2. Poster / transparency of Appendix I (from Lesson Five)
3. Just a Dream T chart (Appendix K)
4. Transparency of Appendix K
5. Notebook paper
6. Manilla paper
7. Crayons, markers, or map pencils
8. Student ecology journal vocabulary sheet from Lesson Six (Appendix B)
C. **Key Vocabulary**
1. **conserve**—using resources carefully and not wasting them
2. **reduce**—to decrease the amount of an item or resource being used
3. **reuse**—to use again
4. **recycle**—to use again, especially after reprocessing
5. **biodegradable**—able to be broken down into non-harmful substances by the action of living organisms, especially bacteria
6. **endangered**—in immediate danger of becoming extinct
7. **extinction**—the dying out of a species from the earth, forever

D. **Procedures / Activities**
1. Activate prior knowledge by reviewing poster / transparency (Appendix I) from Lesson Five, citing examples of how land, water, and air are polluted. Review vocabulary, such as ecosystem, habitat, food chain, etc. Ask students to think about what will happen if pollution continues.
2. Teacher reads *Just a Dream* orally to students. Instruct students to raise their hands each time pollution or destruction of nature occurs. Students record examples on T chart (Appendix K) and teacher records on transparency of Appendix K. Teacher reads up until Walter wakes up (stop at: Then finally,...).
3. Students return to T chart and works independently and fills in how each example of pollution / destruction upsets the balance of nature. Students are instructed to keep in mind all previous learning (ecosystem, habitat, food chain, etc.).
4. Students are given a vocabulary sheet for Lesson Six. (Appendix J) Write definitions, discussing how they relate to both the poster and story.
5. Using notebook paper, students will write an ending to *Just a Dream*. (One page minimum) Ask, “Will Walter’s dream make him more aware of pollution?” “What he can do to help?” (Must use a minimum of seven vocabulary words from unit. Students may illustrate on manilla paper if time permits.)
6. Volunteers orally read story ending.
7. Teacher reads the ending of *Just a Dream*.
8. Return to KWL chart, filling in section “L” with student responses of what they have learned.(Appendix A)

E. **Evaluation / Assessment**
1. Student understanding will be evaluated by their explanation of how nature was imbalanced in *Just a Dream*. Answers should be recorded on T chart. Students should have the causes that result in the imbalance of nature.
2. Student understanding will be evaluated by checking story ending for key concepts on ecology. At least seven vocabulary words used and a minimum of one page in length.
3. Teacher will evaluate students learning through verbal responses during class discussion.

VI. **CULMINATING ACTIVITIES**
These ideas are intended to extend the learning that occurs in this ecology unit. You may choose one or more ideas.
- Observe waste in the cafeteria. Record data and reflections in ecology journal.
- Collect cans for the entire school and use the proceeds to purchase a tree to be planted by the playground.
- Write a letter to the President expressing concerns about the dangers of pollution.
- Collect plastic rings and send them back to the manufacturer.
• Create junk art.
• Create a useful product from trash and turn it into a treasure.
• Create a class or grade level quilt. Each student designs a square and includes a message about the importance of taking care of our “Mother Earth”.
• Create and utilize compost for class gardens.
• Write poetry about the beauty of nature.
• Participate in Earth Day activities.

VII. HANDOUTS/STUDENT WORKSHEETS
Appendices A - N

VIII. BIBLIOGRAPHY
Students will cut these out, write what they know, what they want to learn, and what they learned on these small earths. They should be enlarged, so that the students have enough room to write their information.

These KWL earths will be taped to the large "Mother Earth KWL Chart."
Appendix B | For the Love of Our Earth

Lesson 1
1. Ecology- the study of the relations between living things and their environment
2. environment- everything around a living thing; surroundings
3. nature- all the things in the universe that were not made by humans
4. ecosystem- communities interacting in their environment and functioning as a system
5. ecologist- a scientist who studies the relations between living things and their environment
6. balance of nature- populations in an ecosystem are balanced. An equilibrium is established by the plant and animal populations within a given area

Lesson 2
1. terrarium- a glass or plastic enclosure in which to keep small plants and animals
2. woodland- land covered with woods or trees; forest
3. community- all the populations that live in an ecosystem
4. population- a group of the same kind of living things that live in the same place at the same time

Lesson 3
1. habitat- an environment where an organism lives
2. arctic tundra- land just below the northern ice cap with very little snow or rain: a cold desert
3. organism- a living thing
4. interdependence- mutually dependent; how living things need each other in order to survive

Lesson 4
1. producer- a living thing that makes its own food; a plant
2. consumer- a living thing that eats other living things
3. food chain- a sequence of organisms each of which is eaten by the next member in the chain
4. food web- two or more food chains that connect when a member of one food chain eats a member of another food chain
5. decomposer- a living thing that breaks down dead plant and animal material in order to get food energy
6. predator- an animal that hunts and kills other animals for food
7. prey- an animal that is eaten by predators

Lesson 5
1. pollutants- substances that destroy the purity of water, air, and land
2. pollute- to make dirty, impure, and not healthy; to contaminate
3. pesticide- pest-killer made from man-made chemicals or organic material
4. emissions- what cars and other vehicles put in the air as a result of burning fuel in their engines
5. smog- thick smoky fogs caused by the pollution from factories, and burning fuel
6. ozone layer- layer of the atmosphere that shields the earth from the dangerous forms of ultraviolet radiation coming from the sun. If this radiation gets through it damages living things.
7. acid rain- rain that is caused by polluted air
8. waste- discarded material (paper, glass, dirty water, burned gases, etc.)

Lesson 6
1. conserve- using resources carefully and not wasting them
2. reduce- to decrease the amount of an item or resource being used
3. reuse- to use again
4. recycle- to use again especially after reprocessing
5. biodegradable- able to be broken down into nonharmful substances by the action of living organisms, especially bacteria
6. endangered- in immediate danger of becoming extinct
7. extinction- the dying out of a species of any living thing; the complete disappearance of a species from the earth, forever
Vocabulary-Lesson 1

ecology
environment
ecosystem
ecologists
balance of nature

Vocabulary-Lesson 2

I think the word woodland means........

I think the word community means.....

I think the word populations means.....

woodland-
community-
population-
terrarium-
Terrarium Teaser

Fill in the blanks with the correct Lesson 6 vocabulary words.

1. All of the populations that make up an ecosystem form a

2. A glass or plastic container enclosure for keeping and growing plants and animals is a

3. A group of the same kind of living things that live in the same place at the same time is a

4. Land covered with woods and trees is called a ecosystem.

This terrarium is filled with both living and nonliving things. Color the living things green and the nonliving things brown.
Appendix H  For the Love of Our Earth

Vocabulary-Lesson 3

habitat

arctic tundra

organism

interdependence

Vocabulary- Lesson 4

producer

consumer

food chain

food web

decomposer

predator

deckv

Vocabulary-Lesson 5

- pollutants
- pollute
- pesticide
- emissions
- smog
- ozone layer

Vocabulary-Lesson 6

- conserve
- reduce
- reuse
- recycle
- biodegradable
- endangered

- waste
- acid rain
Appendix K

Name: ____________________________________________________

Just a Dream

<table>
<thead>
<tr>
<th>Cause of pollution or destruction</th>
<th>Effect on balance of nature</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
Vocabulary List

Lesson 1
- ecology
- environment
- nature
- ecosystem
- ecologist

Lesson 2
- terrarium
- woodland
- community
- population

Lesson 3
- habitat
- arctic tundra
- organism
- interdependence

Lesson 4
- pollutants
- pollute
- pesticide
- emissions
- smog
- ozone layer

Lesson 5
- pollutants
- pollute
- pesticide
- emissions
- smog
- ozone layer
- acid rain
- waste

Lesson 6
- conserve
- reduce
- reuse
- recycle
- biodegradable
- endangered
- extinction
Sample of a food chain and a food web
Appendix N

Texas Standardized Test Connections

Lesson 1
TEKS Science 3.8
TEKS Reading 1.3.8

Lesson 2
TEKS Science 3.8 A
TEKS Science 3.2
TEKS Writing 3.14 A
TEKS Reading 3.3.9H, Reading 1.10A

Lesson 3
TEKS Science 3.8 (A)
TEKS Science 3.8 (D)

Lesson 4
TEKS Reading 3.8 A

Lesson 5
TAAS Reading 5.3.9 F
TAAS Science 3.8 C

Lesson 6
TEKS Science 3.8 (C)
TEKS Science 3.2
TEKS Writing 3.14
TEKS Reading 3.9