



# School Programs

## Ecosystem Explorers: Grades 3-4

### Pre-visit information for Teachers

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#### Program Description

Within the tranquil beauty of VanDusen exists a complex and intimately connected ecosystem. By analyzing three native plant species, students will discover the intricate ways plants big, and small, interact with organisms in their environment. After exploring the diversity of decomposers in forest soil, the group will display their understanding of energy and connections by constructing a food web.

#### Learning Objectives

Students will:

1. Recognize how different components of an ecosystem are interconnected
  2. Document observations and data on ecosystem interactions
  3. Observe the biodiversity and complexity found within VanDusen Garden’s local environment
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# Curriculum Connections

## Grade 3

### BIG IDEAS

- Living things are diverse, can be grouped, and interact in their ecosystems

### CURRICULAR COMPETENCIES

- Make observations about living and non-living things in the local environmental
- Experience and interpret the local environment
- Demonstrate curiosity about the natural world
- Make predictions based on prior knowledge
- Collect simple data
- Safely use appropriate tools to make observations and measurements

### CONTENT

- Biodiversity in the local environment
  - Energy-needed for life
- 

## Grade 4

### BIG IDEAS

- All living things and their environment are interdependent

### CURRICULAR COMPETENCIES

- Make observations about living and non-living things in the local environment
- Experience and interpret the local environment
- Demonstrate curiosity about the natural world
- Make predictions based on prior knowledge
- Collect simple data
- Safely use appropriate tools to make observations and measurements

### CONTENT

- The ways organisms in ecosystems sense and respond to their environment
- Features of biomes

# Preparing Students for their visit to a Botanical Garden

## Visiting a botanical garden

A botanical garden is a place of beauty, where students will get to see and learn about a variety of plants. Have a discussion about what the students think a botanical garden is and what they might be able to see at a botanical garden. Please refer to our General Pre-visit Information Package for more.

## Garden Visitor Guidelines

Refer to our General Pre-visit Information Package and discuss with your students why it is important not to pick any living plants in the Garden:

- If you pick a living plant, it can no longer grow or be enjoyed by other visitors to the Garden
- Plants and parts of plants, such as seeds, cones and leaves are all food sources for wildlife or a home for insects.

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## Background information

### Food Chains and Food Webs

- All life depends on the ability of green plants to use the energy from the sun to synthesize simple sugars from carbon dioxide and water (**photosynthesis**)
- **food chain**: a simplified way of showing energy transfer between organisms in an ecosystem
- **food web**: describes interconnection of food chains in an ecosystem - gives a clearer picture of how plants and animals are related to each other

### The Producers

**Producers** are the beginning of a simple food chain, as they are able to produce their own food using the sun's energy. Through the process of **photosynthesis**, plants make simple sugars, which can be modified into starches, proteins, fats and other compounds in plants.

There are also photosynthetic protists that start food chains. You might find them floating on the surface of the ocean acting as food for small unicellular animals.



PLANTS ARE PRODUCERS.  
YOU WILL FIND PLANTS  
IN EVERY ECOSYSTEM.

### The Consumers

**Consumers** are the next link in a food chain.

- **Primary consumers** (also called **herbivores**) eat plants.
- **Secondary consumers** (also called **carnivores**) eat the primary consumers. Carnivore means "meat eater."
- **Tertiary consumer** (that means third level). These are consumers that eat the secondary and primary consumers. A tertiary consumer could be an owl that eats a mouse.
- There are also consumers called **omnivores**. Omnivores can either be secondary or tertiary consumers. Humans and bears are considered omnivores: we eat meat, plants, and just about anything.



HERBIVORES (PLANT  
EATERS) ARE DEFINED  
AS PRIMARY CONSUMERS.

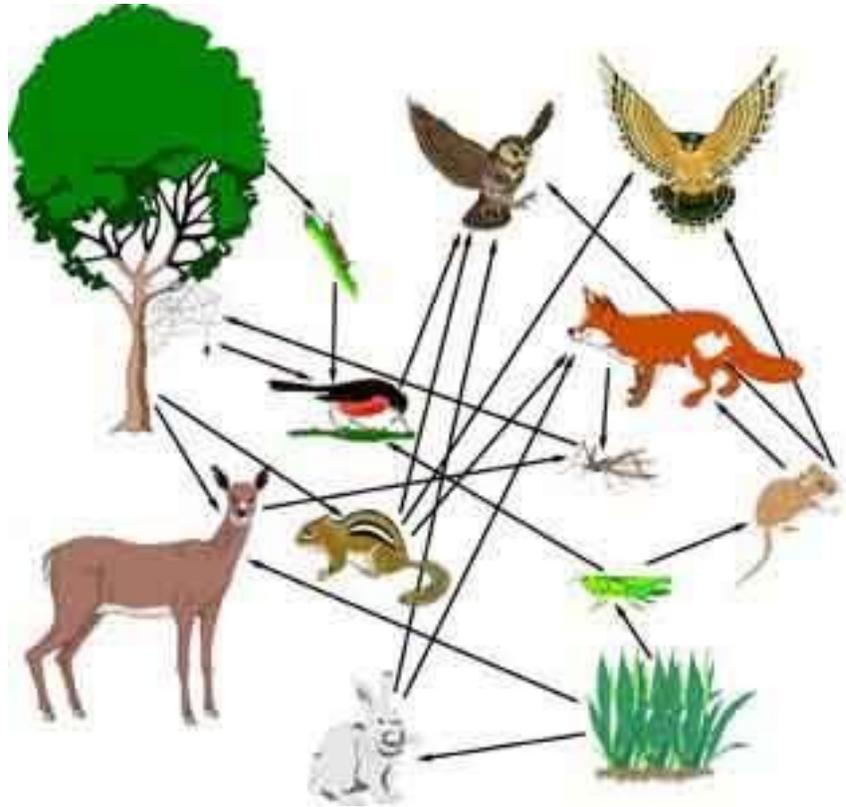
### The Decomposers

The last links in the chain are the **decomposers**. When plants or animals die

(or drop leaves or waste), decomposers break down the dead 'stuff' and return the nutrients to the soil. They are the ultimate recyclers, making those nutrients available for plants to use again. Decomposers include the FBI (fungi, bacteria, and insects)



**FOOD CHAIN**  
(just one path of energy)



**FOOD WEB**  
(everything is connected!)

## Vocabulary

**Biodiversity** – bio = life, and diversity = variety. Biodiversity is the variety of living organisms in the world or a specific region or ecosystem. This encompasses habitat diversity, species diversity and genetic diversity.

**Carnivore** - an animal that eats other animals

**Consumer** - any organism that cannot produce its own food and must get its energy by eating (consuming) other organisms

**Deciduous** – a plant having leaves/foliage that fall off seasonally, as a way to survive weather conditions such as cold or drought

**Decomposer** - organisms such as fungi, bacteria and insects that feed on dead material causing the chemical breakdown of the material

**Detrivore** - organisms that recycle detritus (decomposing organic material), returning it into the food chain. Earthworms are a well-known example of detritus feeders, eating rotting plant leaves and other debris

**Ecosystem** - a community of plants, animals, and microorganisms that interact with each other and with the physical environment

**Evergreen** – plants and shrubs that hold their leaves throughout the year

**Food Chain** - the sequence of organisms in which each is food for the next organism in the sequence (ie, grass-mouse-snake-hawk)

**Food Web** –the complex and interlocking series of food chains

**Habitat** - the natural home of a plant or animal

**Herbivore** - an animal that eats only plant material

**Omnivore** - an animal that eats both plants and other animals

**Photosynthesis** - the process of using energy in sunlight to convert water and carbon dioxide into carbohydrates and oxygen

**Predator** - an animal that eats another animal for food

**Prey** - an animal that is hunted or consumed for food by another animal

**Producer** - any organism that is capable of producing its own food, usually through photosynthesis

## Pre-visit activities to prepare your students for the program

*These interdisciplinary activities are designed to integrate, science, language arts and art in preparation or as a follow up to your visit to VanDusen.*

### RADICAL RESEARCH

- Review internet research guidelines (if necessary) - i.e.: What are reliable sources for information? Some suggested sites are:
  - WHAT EATS? A food web website for kids: <http://www.whateats.com>
  - National Geographic for Kids: <http://kids.nationalgeographic.com>
- Assign research subjects to students individually or in pairs. These are some of the plants and animals they will talk about during their field trip
  - Douglas-fir, vine maple, salal, salmonberry, oceanspray, yellow-spotted millipede, garden centipede, sow bug/woodlouse, spring tail, pacific banana slug, swallowtail butterfly, spotted towhee, Anna's hummingbird, dark-eyed junco, black-capped chickadee, sharp-shinned hawk, barred owl, Northwestern deer mouse, raccoon, red squirrel, coyote, black bear.
- Give each student an index card for their facts
  - a) students should first write the information they discover in a notebook or other piece of paper
  - b) then write it in their own words on the index card
- Students present the research to the class: Have all students with the same subject go up to the front at the same time. Alternate telling the class their facts. Any questions from the class?

### Extension ideas:

- include an illustration
- have each student create an info sheet for their subject. Put all the sheets together, and bring them on your field trip at VanDusen for reference.
- more detailed research project on the ecology of their chosen subject

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## SMARTboard Lessons

*Do you use an interactive whiteboard? If so, here are some SMARTboard lessons that can be downloaded and used in the classroom in order to introduce or reinforce specific terms and concepts that students will come across during their visit to VanDusen.*

### ENERGY IN THE FOOD CHAIN

<http://exchange.smarttech.com/details.html?id=53a3c98c-287c-439c-acb0-da23fe904bfb>

- This lesson introduces and discusses the components of an ecosystem through the use of interactive activities. It additionally touches upon the flow of energy through a food chain, as well as how this all relates back to humans.

## **ECOSYSTEM -- FOOD CHAIN**

<http://exchange.smarttech.com/details.html?id=46fe0c66-055e-4c72-a6d2-62aff8944a9b>

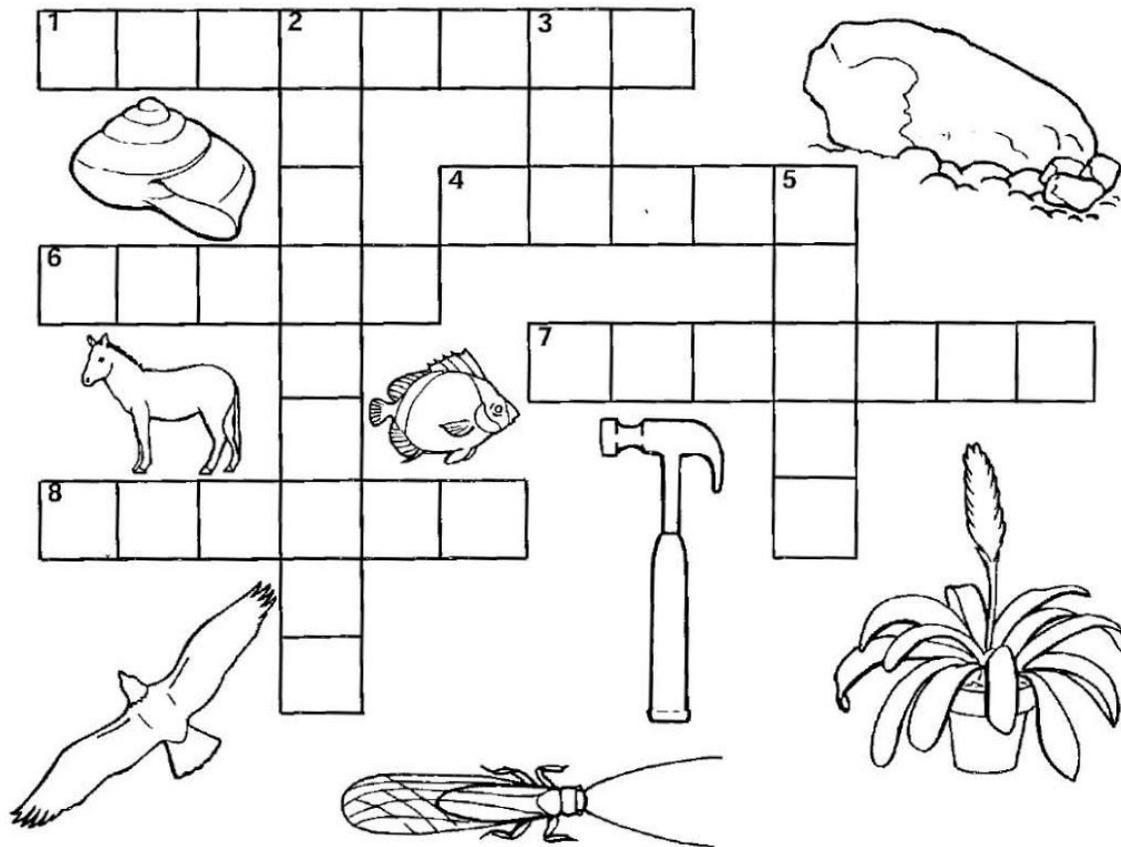
- This resource is broken down into two sections: food chains and food webs. It provides students with a variety of different matching and sorting activities, and promotes students to think critically about the consequences of an organism being removed from an ecosystem.

## **HABITATS**

<http://exchange.smarttech.com/details.html?id=595d80ba-cb09-4e2a-bed3-ce62a7c5aa58>

- This lesson focuses on the definitions and roles of decomposers, producers, and consumers, and encourages students to test their understanding through two activities.
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# REVIEW OF LIVING AND NONLIVING THINGS



solid  
grows  
liquid  
structure  
biology  
air  
physical  
group

## ACROSS

1. Rocks are nonliving, \_\_\_\_\_ forms of matter.
4. A living thing \_\_\_\_\_ during its lifetime.
6. You \_\_\_\_\_ things when you classify them.
7. The science of living things
8. Matter that takes the shape of its container—it flows

## DOWN

2. The arrangement of parts of an organism
3. A mixture of gases needed by plants and animals
5. Anything that has a definite shape or form.

*Credit: Discover! Classification, Milliken Publishing Company, 2000*

Name: \_\_\_\_\_

## Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.



Tell whether each living thing below is a producer, consumer, or decomposer.

- |                       |                     |
|-----------------------|---------------------|
| a. apple tree - _____ | b. hawk - _____     |
| c. mushroom - _____   | d. carrot - _____   |
| e. dragonfly - _____  | f. bamboo - _____   |
| g. cougar - _____     | h. bacteria - _____ |
| i. daffodil - _____   | j. pigeon - _____   |
| k. snake - _____      | l. catfish - _____  |

## ANSWER KEY

### Producers and Consumers

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e. dragonfly - **consumer**

f. bamboo - **producer**

g. cougar - **consumer**

h. bacteria - **decomposer**

i. daffodil - **producer**

j. pigeon - **consumer**

k. snake - **consumer**

l. catfish - **consumer**

## Additional Resources

### Books:

*Food Chains and Webs: From Producers to Decomposers* by Louise and Richard Spilsbury  
*Pass the Energy, Please!* by Barbara Shaw McKinney  
*The Wolves Are Back* by Jean Craighead George

### Videos:

“Ecosystems”: <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm>  
“Food Webs”: <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/food-webs.htm>  
“The Dirt on Decomposers”: <https://www.youtube.com/watch?v=uB61rfeeAsM>

### Websites:

“Canadian Geographic”: <http://www.canadiangeographic.ca/kids>  
“Biodiversity of BC”: <http://ibis.geog.ubc.ca/biodiversity/>

### Flash Games:

“FoodWebs”:  
[http://teacher.scholastic.com/activities/explorer/ecosystems/be\\_an\\_explorer/map/line\\_experiment14.swf](http://teacher.scholastic.com/activities/explorer/ecosystems/be_an_explorer/map/line_experiment14.swf)

“Producers, Consumers, Decomposers Game”:  
<http://www.sheppardsoftware.com/content/animals/kidscorner/games/producersconsumersgame.swf>

“Make a Mangrove: Ecosystem Game”  
<http://www.pbslearningmedia.org/resource/plum14.sci.life.makemangrove/make-a-mangrove-an-ecosystem-game/>

“Food Chains”: [http://www.iknowthat.com/ScienceIllustrations/foodchains/science\\_desk.swf](http://www.iknowthat.com/ScienceIllustrations/foodchains/science_desk.swf)