

MODELING THE READING STRATEGY

Skimming: Before reading, have students skim pages 52 and 53 by silently reading each heading and the topic sentence of each paragraph. Pause after each paragraph and have students tell what the paragraph is likely to be about. Explain that students can often turn headings into questions to create a purpose for reading. For example, students might read to find an answer to the question, How are populations, communities, and ecosystems interrelated?

GUIDED READING

1. According to the selection, what is a community? (*A community is all the populations that live together in one place.*)
2. What are some resources that populations in a community share? (*food, shelter*)
3. What are some natural nonliving things in an ecosystem? (*Possible answers: air, sunlight, water, soil*)

across the curriculum

GEOGRAPHY Many animals migrate long distances each year to reach breeding places or warmer climates. Provide a book that maps the migratory trails monarch butterflies follow on their way south. Display a map of North America and have students identify some of the places the monarchs pass over on their way to California or Central Mexico.

Populations and Communities

1 All the members of one species in the same area are a population. For example, all the frogs in a lake are a population. All the pine trees in a forest are a population. All the people in a city, state, or country are a population. Some populations do not stay in one place. Monarch butterflies travel south each year from parts of western Canada and the United States to Mexico. Some species of whales travel around many oceans.

A community is all the populations that live together in one place, such as all the plants and animals in a desert. In a community, the different populations live close together, so they interact with one another. One way populations interact in a community is by using the same resources, such as food and shelter. In a desert, for example, snakes, lizards, and spiders may all use rocks and holes for shelter. They may eat insects, other animals, or their own kind for food.



▲ A population of pine trees



▲ Two frogs on a mossy stone



The Parts of an Ecosystem

2 An ecosystem is made up of both the living and nonliving things in an area. Nonliving things include air, sunlight, water, rocks, and **soil**. All parts of an ecosystem, living and nonliving, interact. Plants take water from the soil, and they produce **oxygen**. Animals **breathe** in oxygen from the air. They eat plants and other animals.

soil, earth
oxygen, gas in the air that animals breathe in
breathe, take in air through the nose and mouth

▲ Oak tree ecosystem

CRITICAL THINKING

Have students respond orally or in writing to these questions:

- What or who might live in a forest community? (*Possible answers: trees, insects, birds, squirrels, people*)
- Think about your ecosystem. What natural nonliving things do you interact with? (*Possible answer: I enjoy the sunshine, drink water, breathe the air, walk on the soil.*)
- What kinds of places in a community might provide homes for animals? (*Possible answers: rocks, caves, tree branches, bushes, holes in trees, ponds*)

Viewpoint

Have students look at the art on page 53. Ask them to read the caption and describe what they see. Point out that the smaller circled drawings are enlargements of what might be found in specific parts of the ecosystem. Ask why it is helpful to see these larger pictures. (*If they were drawn to scale, they would be so small we wouldn't be able to tell what they are.*)

EXTEND THE LESSON

Cut out magazine pictures of animal homes. Form student groups. Provide one picture to each group. Ask students to discuss how the animal might find or build this home, in what habitat this home might be found, and how long they think the animal might stay here. Have groups report their ideas to the class.

PHONICS MINILESSON

Long and Short o, u

Have students repeat /ō/ after you. Explain that this is the short o sound. Read the following sentences, emphasizing the vowel sounds in the underlined words, and have students raise their hands each time they hear the short o sound: *Fish live in ponds; The nest is at the top of the tree.* Repeat this activity for long o /ō/, short u /ū/, and long u /yōō/, using the following sentences respectively: *A snake lives under that stone; Frogs and toads are similar; A bat hunts at night; Bugs live in most habitats; A human is a living thing; Horses and mules are related.* Write the following words on the board: *hole, humid, sun, rock.* Have students pronounce the words and identify the sounds. Then ask them to find and pronounce words with these vowel sounds on pages 52 and 53. Have them identify the vowel sound in each word. Is it a long or short o? Is it a long or short u?

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: Explain to students that living things in a "community" can share certain resources, such as food and shelter. Have student pairs create a two-column chart with the headings *Food* and *Shelter*. Along the left side of the chart, have students write the names of creatures that might live in the same habitat, such as squirrels and chipmunks. Have pairs fill in the chart to name the type of food and shelter each creature needs.

Advanced: Provide wildlife books with features on several different animals. Have pairs of students choose an animal and, using the text and pictures, prepare a written and oral report explaining how the animal interacts with the living and nonliving things in its community. When students report to the whole group, prompt listeners to comment and ask questions.

**TEKS Corner
TAKS Preparation**

- 7.2(D); 7.5(B); 7.6(C); 7.10(B); 7.10(H); 7.10(K); 7.10(M); 7.11(A); 7.11(C); 7.13(B); 7.13(F); 7.22(B); 7.25(D); 7.25(F); 7.26(A); 7.26(C); 7.27(G); 7.28(A); 7.30(B)