

Review and Practice

COMPREHENSION

Reread "Ecosystems: The Systems of Nature." Think about an ecosystem near your home, such as a river, a vacant lot, a marshy area, or a backyard. Next, copy this chart into your notebook. Complete the chart by listing all the living and nonliving things in the ecosystem you selected. Then pick one living thing and one nonliving thing in the ecosystem and, in the space below the two columns, describe how they interact.

Ecosystem	
<i>Living Things</i>	<i>Nonliving Things</i>
Interaction	

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COMPREHENSION

Ask a volunteer to read aloud the directions on page 56. Then have students reproduce the chart in their notebooks. Ask students to work in pairs or groups to select a nearby ecosystem and brainstorm a list of all the living and nonliving things in it. Have students use their lists to fill in the top part of the chart. Direct groups to select one living thing and one nonliving thing in the ecosystem and discuss how they interact. Then have them fill in the bottom half of the chart. As groups work on their charts, have them respond to these questions orally or in writing:

1. What producers, consumers, and decomposers live in this ecosystem? *(Answers will vary.)*
2. What kinds of food and shelter do some of the living things in this environment need? *(Answers will vary.)*
3. What resources in this ecosystem are shared by a variety of organisms? *(Possible answer: air, water, soil)*

CRITICAL THINKING



After students complete their charts, have them respond orally or in writing to these questions:

- Would a carnivore eat spinach? Why or why not? *(No, because it doesn't eat plants. It only eats meat.)*
- Which two living things on your charts share common habitats? *(Answers will vary.)*

EXTENSION

Match the words in the box with their definitions. Write the words and their definitions in your notebook.

bacteria	carnivore	community
ecosystem	food chain	habitat
organism	population	

1. a living thing
2. an animal that eats only animals
3. all the populations that live together in one place
4. all the members of one species in the same area
5. the movement of food through a community
6. a place where an organism lives
7. all the communities of living and nonliving things in an area
8. a type of decomposer

DISCUSSION

Discuss in pairs or small groups.

1. How do living things in the natural world affect you? How do you affect them? Give examples.
2. How do you affect nonliving things in the natural world? How do they affect you?
3. What would happen if something destroyed a part of an ecosystem? For example, what would happen if someone cut down the trees in a forest? How would that affect other living and nonliving things?

TAKS prep

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EXTENSION

Have students point to the words in the box as they read them aloud with you. Students can take turns reading the definitions. Match the first definition to the correct word as an example. *(organism)* Explain that students should write the correct answers on a numbered list in their notebook. Suggest that students skim the text to locate the information. When students are finished, have them share their word lists.

DISCUSSION

Have a volunteer read the first two questions aloud. Then have students take turns responding to the questions with a partner. Bring the group together to discuss their responses. Then have students answer question 3. Encourage them to refer to the charts they completed on page 56 as they identify how living and nonliving things in the ecosystem interact and how a change in one part of the ecosystem can have far-reaching effects.

METACOGNITION

Ask students:

1. How did this selection increase your awareness of the natural world?
2. How has the information in this selection changed the way you think about yourself and your place in your community?
3. How did skimming the selection help you understand and recall what you read?

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: To help students complete the Extension activity, first review the meanings of these Greek and Latin roots: *eco-*, *systema-*, *organ-*, *-ism*, *carn-*, *vorare*. Then have students match *ecosystem*, *organism*, and *carnivore* with their correct meanings. For the remainder of the words in the box, draw pictures, use gestures, and display photographs that will give students additional clues to the meaning of each word.

Advanced: Challenge students to write and illustrate a short paragraph in which they use at least five words from the box. Have them share their paragraphs with the class.

TEKS Corner TAKS Preparation

7.1(E); 7.6(B); 7.9(E); 7.10(H); 7.10(M); 7.11(A); 7.11(C); 7.15(A); 7.25(D); 7.30(E)