
TEKS 1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

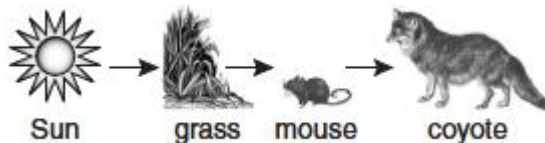
- (B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums, or pet and caregiver; and
 - (C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.
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Background Knowledge

Within an environment, animals and plants are interdependent. This means that animals and plants need each other in order to survive. Every living thing needs energy in order to live. Animals use energy for everything they do. Animals get their energy from the food that they eat. Plants get their energy from the Sun and make their own food. Plants are called producers because they “produce” or “make” their own food. Animals are called consumers because they must eat or consume plants or animals or both in order to survive. A food chain shows how each living thing gets their food and how energy moves from organism to organism. All food chains start with a plant and end with an animal.

IMPORTANT:

The arrows show the “flow of energy”, NOT WHO EATS WHAT!!



Essential Questions

Where do living things get their energy?
(From the food that they eat.)

Where do plants get their energy?
(From the Sun.)

Why are plants called “producers”?
(They “make” or “produce” their own food.)

What is a food chain?
(It is a graphic that shows how energy moves from organism to organism in an ecosystem.)

What is an organism?
(An organism is any living thing.)

In a diagram of a food chain, what do the arrows represent or show?
(The direction of the FLOW of energy from organism to organism in an ecosystem.)

Let's Take A Walk

Objectives:

To analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and

To gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.

Materials:

- Digital camera to record students' observations.
- Collecting nets

How to Conduct:

Take students on a walk around the school grounds and challenge them to look for different examples of how living things depend on each other. For example, students might notice bees flying from flower to flower spreading pollen; a nest in a tree; squirrels eating nuts from a tree; holes in leaves indicating that something is eating the leaves; a cocoon attached to a limb; a spider web with an insect caught in the web; empty pet food dish, etc. Have the students use the collecting as needed to be able to take pictures.

Record different examples with a digital camera to post on a bulletin board.

Class Pet

Objectives:

To analyze and record examples of the interdependence of a pet within a classroom setting.

To compare and contrast the interdependent needs of a class pet vs. an animal in its natural habitat.

Materials:

- This will depend on the type of pet you choose.
- Chart paper to compare and contrast.
- Safety goggles
- Primary balance

How to Conduct:

Introduce a class pet and write down all the things the pet depends on people to supply.

- ✓ Assign children different class jobs associated with taking care of pet.
- ✓ Depending on the type of food, have the children use the primary balance to measure the amount of food being given to the pet at each feeding.

Safety

- ✓ Have the children explain why safety goggles are needed when taking care of the pet.
- ✓ Students should always wash hands immediately after handling animals or materials used for taking care of animals.

Have children compare and contrast the needs of their classroom pet with the needs of animals in the wild.