

**Matter & Energy in Organisms and Ecosystems, “Environmental Sciences”,
POPULATIONS AND COMMUNITIES, pages (pgs 4 - 39)**

Effort Credit

C1 Definitions (35)

WS - “Classifying the Great Apes” (TR pgs 19 - 20)

Lab Zone: Chapter Project “What’s a Crowd?” pg 5 (TR pgs 40 - 44)

WS - “Bat Adaptations” (TR pgs 21)

**Science & Society - “Animal Overpopulation: How Can People Help?” pg 22 - 23;
complete the questions on pg 23**

WS - Key Terms (TR pg 76)

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

PACING GUIDE

Day 1	<p>“Organizational Clues for Reading” Worksheet</p> <p>Quick Lab: As a class, Discover Activity pg 6 (See Photo Attached)</p> <p>Hand out - Guided Reading & Study “Living Things and the Environment” (TR pg 47 - 50)</p>
Day 2	<p>Continue Guided Reading & Study WS</p> <p><i>HW: Review & Reinforce “Living Things and the Environment” (TR pg 51)</i></p>
Day 3	<p>Lab Zone: Discover Activity pg 13 (See WS Attached)</p>
Day 4	<p>Students should read S2 - <i>Complete Guided Reading & Study “Studying Populations” (TR 57 - 58)</i></p>
Day 5 - 6	<p>Skills Lab - Counting Turtles pg 21 (TR pg 61 - 63)</p> <p><i>HW - Complete Questions from Lab & Graph</i></p>
Day 7	<p>Hand out - Guided Reading & Study “Interactions Among Living Things” (TR pg 66 - 67)</p>
Day 8	<p>WS - Review & Reinforce “Interactions Among Living Things” (TR pg 68)</p> <p>WS - Advanced Students “Analyzing Interactions Among Living Things (TR pg 69)</p> <p><i>HW: “Math - Predator-Prey Interactions” pg 27</i></p>
Day 9	<p>3 Matchbooks Foldable: Symbiosis Relationships (Google Drive - Editable)</p> <p>Hand out - Guided Reading & Study “Changes in Communities” (TR pg 72 - 73)</p> <p>Show the students Mount St Helens pictures - before, after, and now</p>
Day 10	<p>FLEX Day - Show Projects</p>
Day 11	<p>Review</p>

Day 12	C1 Test
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STUDYING POPULATIONS
LAB ZONE: STUDYING POPULATIONS PG 13

A favorite hobby in Arkansas is deer hunting. The Arkansas Game & Fish Commission sets the rules and guidelines for hunting based on the population of deer found in Arkansas. Does someone actually count EVERY deer? Of course not! They have to estimate.

In this activity, you and your partner need to derive a way (make a plan) for calculating the number of beans in this jar. Here are the guidelines:

- a. You may use any of the tools provided - ruler, small beaker, another jar, sample of beans, digital scale. You may not need to use all of them. (If you think you need another tool, you must consult with Mrs. Hudspeth first.)
- b. You may NOT open the jar of beans.

Record Identification of the Jar: _____

Describe the method you and your partner derived to estimate the population of beans.

Record the data you collected and what answer you came up with.

Did you run into any problems with your method? If so, what problems?

Lab Zone: Discover Activity - "What's in the Scene?" pg 6



Red - List all LIVING things

Black - List all NONLIVING things

Blue - Connect all the living things with the nonliving things that they need