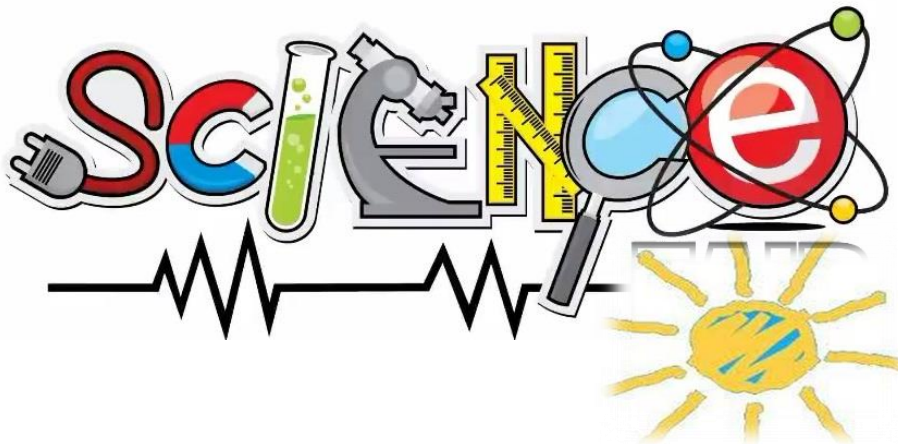




Name _____

5th Grade Science Remote Learning Packet

Week 14



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

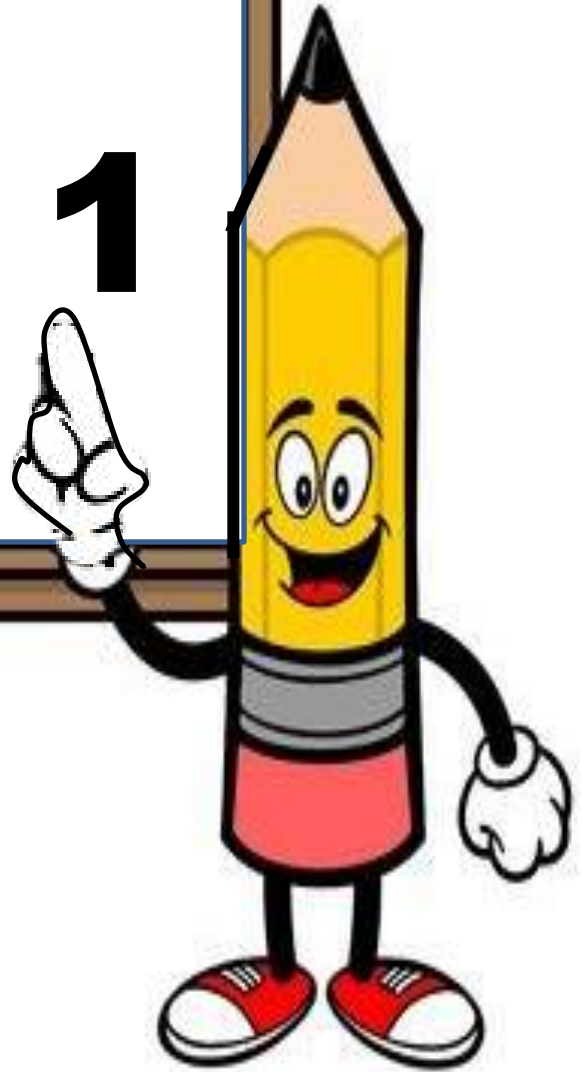
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____ Week 14 Day 1 Date: _____

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Guided Notes—Study Guide and Exit Tickets

This is your study guide that you will be able to take home to help you study for your assessment on Monday, November 25th. Please make sure you are following along and filling in the blanks when you are asked. What you put into the packet and studying will help you for your exam.



The question: What has been the most interesting thing you have learned during this unit, Web of Life?

Use the Wild Kratts video worksheet to follow along and as a guide. You will find the worksheet on the next page.

Exit Ticket: Web of Life Review—Monday

Wild Kratts: The Food Chain Game

Answer the following questions using complete sentences.

1. Think back to the North American food chain the Kratts brothers gave. If the trees all died out, what would happen to the Great Horn Owl? _____

Explain what would happen and why if would happen using complete sentences. _____

The Wild Kratts Food Chain Game



In the video the Wild Kratts were working through two different food chains. Answer the questions below and fill in the chains Martin and Chris created!

Define a food chain:

1. Plants are producers. What is the role of the producer in the food chain?

2. What is the role of an herbivore in a food chain?

3. Consumers are a very important part of food chains. What does a 2nd level consumer eat?

4. If there were no predators in a food chain, what would happen in the ecosystem?

5. What does it mean to be at the "TOP" of the food chain?

6. What do we call it when food chains overlap?

Martin and Chris were transformed into different critters in the food chain! Fill in the missing boxes with the creatures name (some have been started for you) and add the arrows to show energy flow! Color the box YELLOW that is the top predator!

Martin's Food Chain



Termite

Bat-Eared
Fox

Chris's Food Chain



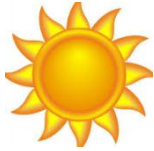
_____ 4

Name: _____ Week 14 Day 1 Date: _____

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North American Food Chain



_____ (producer)



_____ (primary consumer)



_____ (secondary consumer)



_____ (third level consumer)



_____ (fourth level consumer)



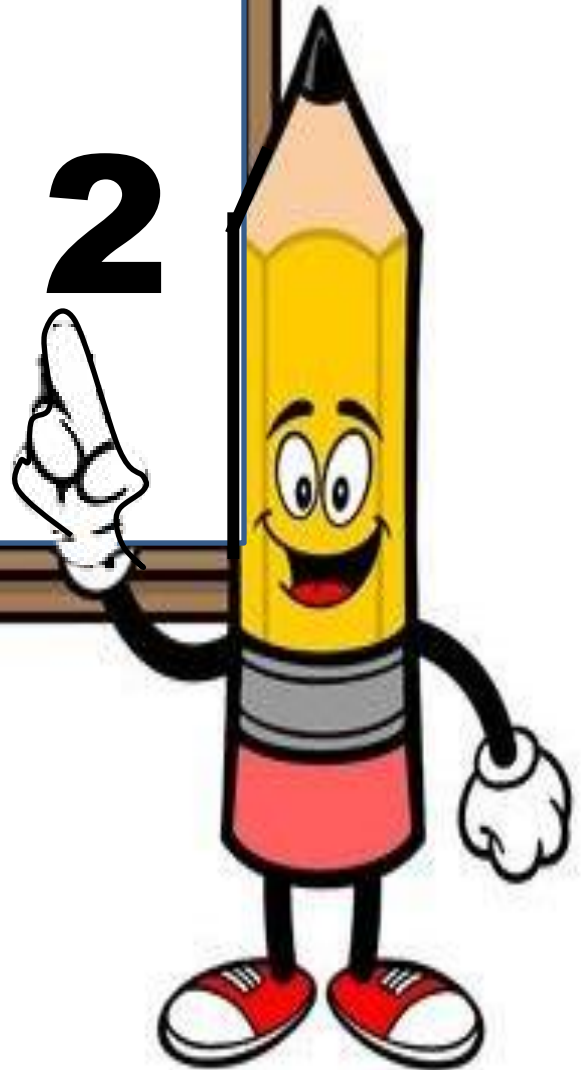
_____ (TOP consumer)

At the end of the Wild Kratts video, Martin and Chris returned to North America to explore food chains in our area. Fill in the North American Food Chain that they discovered in the forest. Label the organisms on the lines below the arrows. Remember: arrows show the energy flow and the correct order matters!





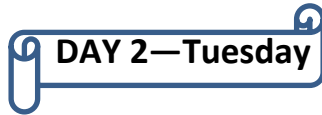
Day # 2



Name: _____ Week 14 Day 2 Date: _____

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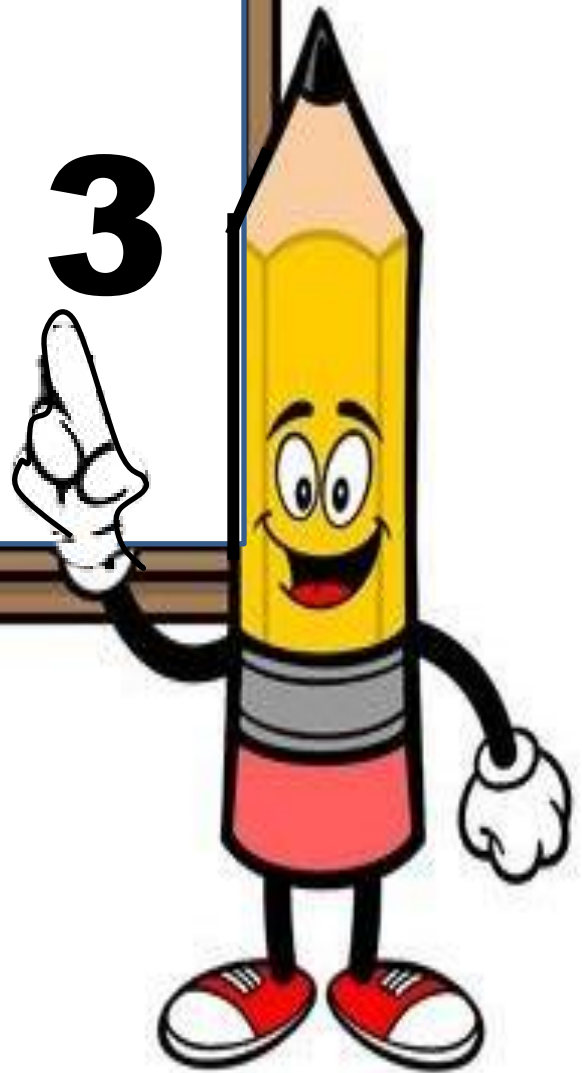


Vocabulary

1. An _____ is everything that exists in a particular environment.
2. A _____ is an organism, either a green plant or bacterium, which generates, or makes food for their self and is part of the first level of a food chain.
3. A _____ is an organism that feeds on plants or other animals for energy—herbivores, carnivores, omnivores, and detritivores.
4. A _____ is a living thing, such as bacterium, fungus, or insects that feeds on and breaks down plant and animal matter into simpler parts and substances.
5. _____ causes something (such as dead plants and the bodies of dead animals) to be slowly destroyed and broken down by natural processes, chemicals, etc.
6. A _____ is an organism that obtains food by killing and eating other organisms.
7. A _____ is an animal that is hunted and killed by another for food.
8. A _____ is a series of organisms dependent on each other to survive.
9. A _____ is a system of interlocking and interdependent food chains.
10. _____ is the process by which a green plant turns water and carbon dioxide into food when the plant is exposed to light.
11. _____ is a gas that is produced when people and animals breathe out or when certain fuels are burned and that is used by plants for energy.
12. _____ is a substance that plants, animals, and people need to live and grow.
13. _____ has no dead or living material in it.
14. _____ has dead or living material in it.
15. A _____ is a statement about the results of your experiment that is supported by evidence gathered during the experiment and reasoning that explains how the evidence is connected to the claim.



Day # 3



Name: _____ Week 14 Day 3 Date: _____

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DAY 3—Wednesday

Claim Practice

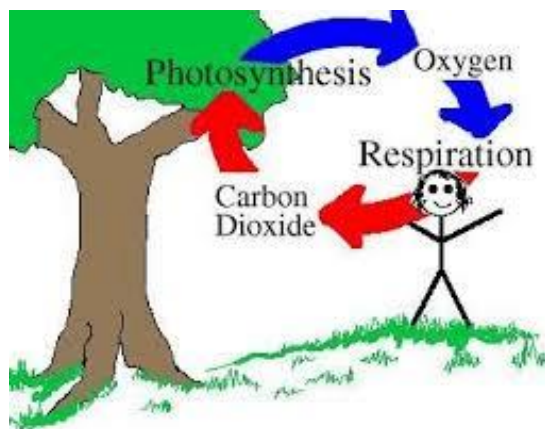
Remember: A claim is a statement about the results

of your experiment that is supported by evidence gathered during the experiment and reasoning that explains how the evidence is connected to the claim.

CLAIM
A STATEMENT ABOUT THE RESULTS OF AN INVESTIGATION.

EVIDENCE
SCIENTIFIC DATA USED TO SUPPORT THE CLAIM.

REASONING
EXPLAINS AND JUSTIFIES WHY THE EVIDENCE SUPPORTS THE CLAIM.



The claim that I am making about the diagram that I see is:

Carbon dioxide is needed for all living things to live.

Is this a **bad/ok/good/great** claim? *Circle one.*

What more do I need to add to make this a strong claim? _____ and _____

My new claim: All living organisms are dependent upon carbon dioxide through the carbon dioxide oxygen cycle. Plants take in carbon dioxide and release oxygen. Animals and humans breathe in oxygen and release carbon dioxide.

Now it's your turn to practice.

We talked about plants and how they grew.

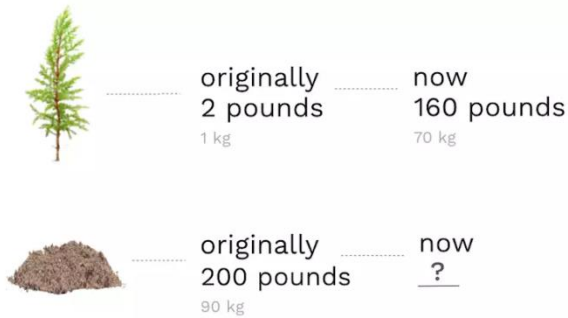
Our big question was: Do plants eat soil? The answer is NO.

How do we know that plants do not eat soil?

We're going to make a claim of how you know plants to not eat soil.

We know that Van Helmont experimented with a plant that he potted in soil. He weighed the plant and soil separately at the start and end of the experiment.

Write a claim that supports the data in the following picture that uses evidence and reasoning of what you know.



Your claim statement: _____

_____ 199.8 pounds _____

More practice:

Many scientists think that an asteroid caused the dinosaurs to go extinct.

Claim: An asteroid impact caused the dinosaurs to go extinct.

What are two pieces of evidence that support this claim? Make sure to explain your reasoning.

Name: _____ Week 14 Day 3 Date: _____

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Exit Ticket: Web of Life Review—Wednesday

Claim Writing and Vocabulary

Answer the following question using complete sentences.



Look at the picture to the left. What claim can you make about the x-ray? Make sure you use evidence and reasoning to explain your claim. _____

Vocabulary Bank

- | | | | | |
|--------------|------------------|---------------|-------------------|---------|
| a. Ecosystem | d. decomposer | g. prey | j. photosynthesis | m. dirt |
| b. Producers | e. decomposition | h. food chain | k. carbon dioxide | |
| c. Consumers | f. predator | i. food web | l. nutrients | |

Match the vocabulary definition to its word by writing the letter on the blank. Not all words are used.

- _____ no dead or living material in it
- _____ an animal that is hunted and killed by another for food
- _____ a system of interlocking and interdependent food chains
- _____ everything that exists in a particular environment
- _____ an organism that feeds on plants or other animals for energy
- _____ an organism that obtains food by killing and eating other organisms
- _____ a living thing that feeds on and break down plant and animal matter into simpler parts or substances
- _____ a series of organisms dependent on each other to survive
- _____ an organism that generate food for themselves and is part of the first level of a food chain
- _____ a substance that plants, animals, and people need to live and grow