

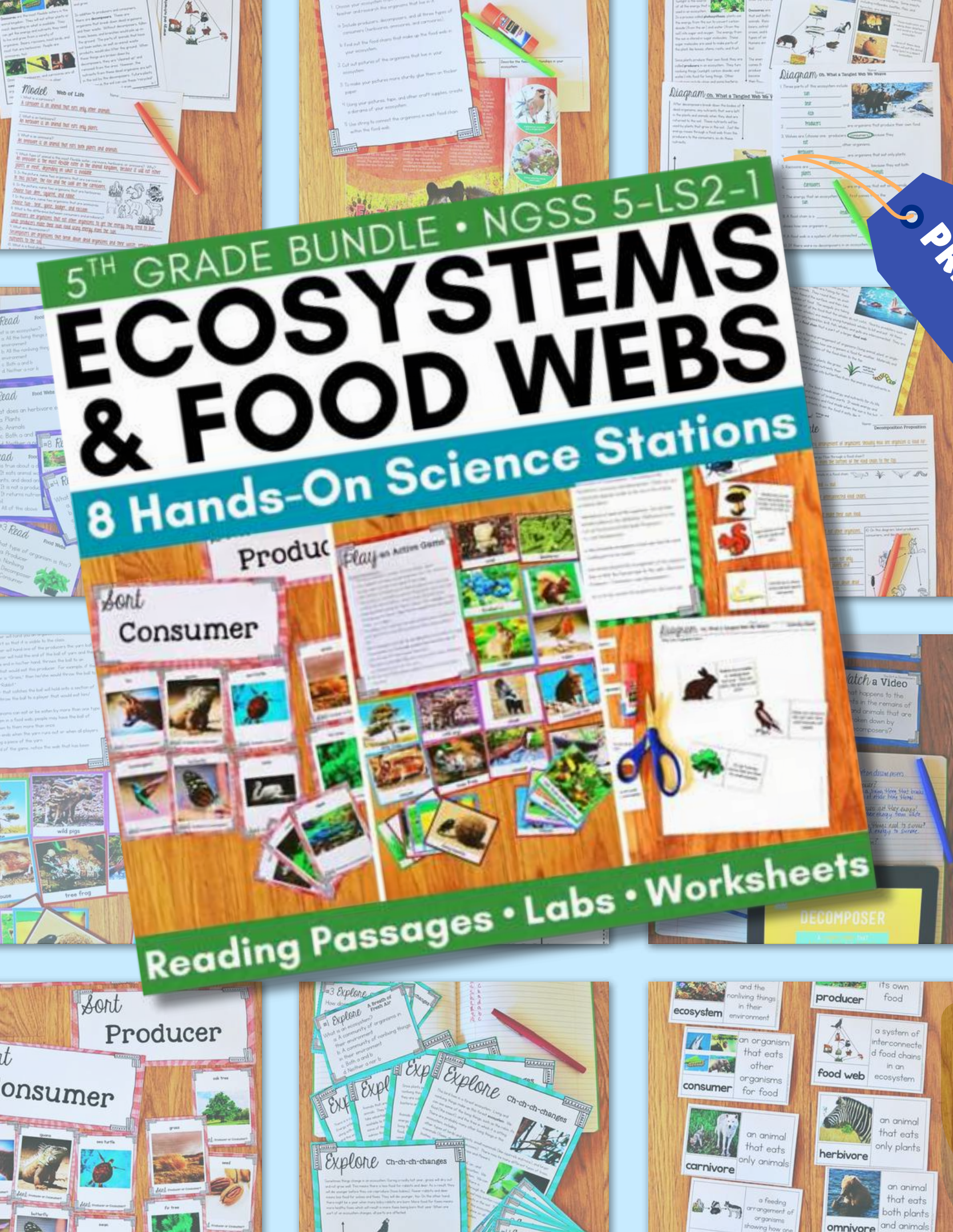
5TH
GRADE

Bring Your Ecosystems Unit
to Life!

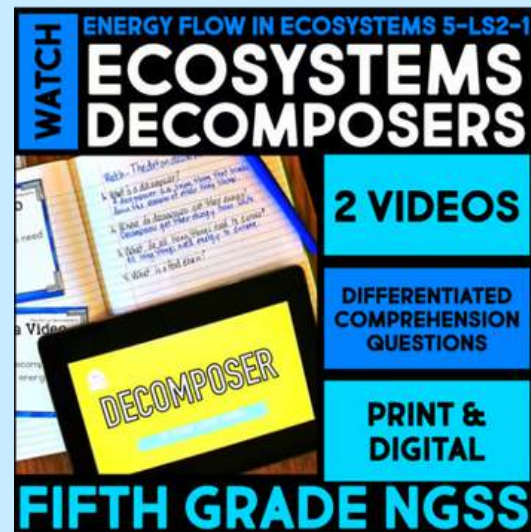
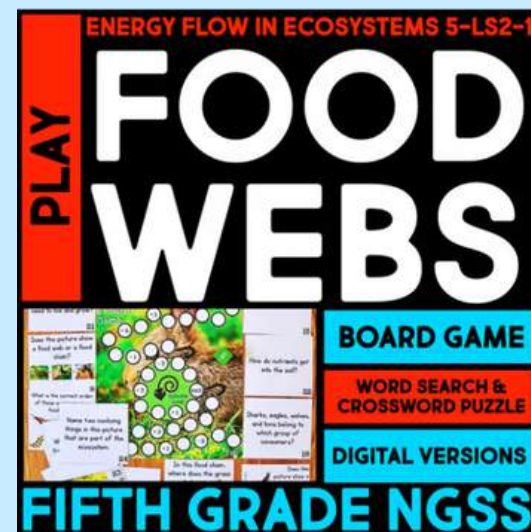
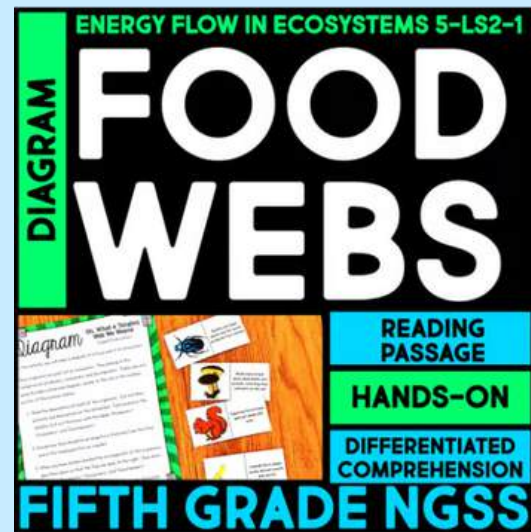
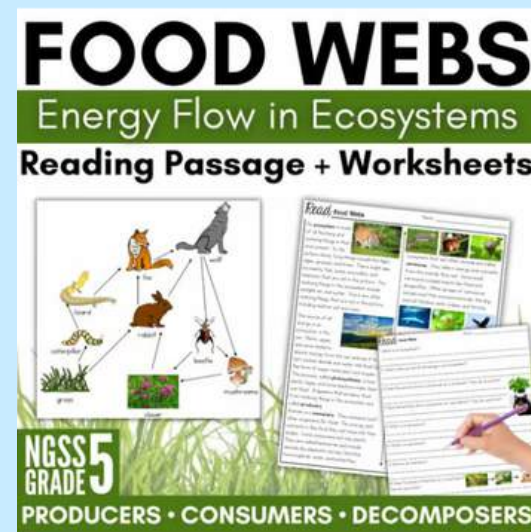
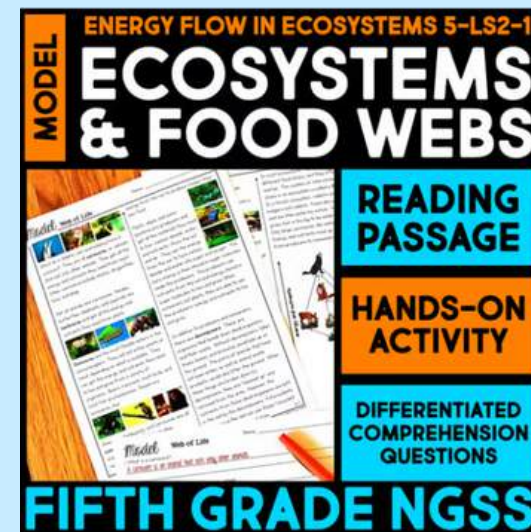
PREVIEW

ECOSYSTEM & FOOD WEBS

KEEP SCROLLING TO SEE
WHAT'S INSIDE!



WHAT'S INCLUDED IN THE BUNDLE?



- ✓ 8 Science Stations aligned with the NGSS for 5th grade
- ✓ 6 Reading passages
- ✓ Hands-on activities
- ✓ Differentiated comprehension questions
- ✓ Digital Videos & Video Games
- ✓ Digital Google Slides & Forms

6 READING PASSAGE



6 Reading Passages that provide
all scientific background
knowledge for each station

Available in two
formats + Digital

Includes pictures and
visuals

PAGE OVERVIEW

5TH GRADE BUNDLE • NGSS 5-LS2-1

ECOSYSTEMS & FOOD WEBS

8 Hands-On Science Stations



Reading Passages • Labs • Worksheets

ADD TO CART



Food Webs Unit BUNDLE			
Station & Name		Standards	Objective
Big Idea Posters & Vocabulary Cards (included with the BUNDLE)			
Watch	Ecosystems / The Dirt on Decomposers	5-PS-4, 5-LS-4, 5-LS2-4 (ELA) SL42	Students will watch a video about ecosystems or decomposers. They will answer questions in order to reinforce what they have learned.
Play	An Active Game / Board Game / Crossword or Word Search Puzzle	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, RFS4, WS2, WS8	Students will play a game in order to reinforce what they have learned about food webs.
Investigate	Decomposition Proposition	5-PS3-4, 5-LS-4, 5-LS2-4, 5-ETS2-2, 5-ETS2-3 (ELA) R1S1, RFS4, WS2, WS8	Students will read about ecosystems and food webs. They will investigate the role decomposers play in an ecosystem. They will answer questions in order to reinforce what they have learned.
Diagram	Oh, What A Tangled Web We Weave	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, R1S2, R1S4, R1S7, RFS4, WS2, WS8	Students will read about ecosystems and food webs. They will create diagrams of this based on the reading section. Students will then answer questions in order to reinforce what they have learned.
Read	Food Webs	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, R1S2, R1S4, R1S7, RFS4, WS2, WS8	Students will read about ecosystems and food webs. They will answer questions in order to reinforce what they have learned.
Model	Web of Life	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, R1S2, R1S4, R1S7, RFS4, WS2, WS8	Students will read about ecosystems and food webs. They will create a model of this in a diorama. They will answer questions in order to reinforce what they have learned.
Explore	Ch-ch-ch-changes	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, R1S2, R1S3, R1S4, R1S5, R1S8, RFS4, WS2, WS3, WS8	Students will read about ecosystems and food webs. They will explore what happens when part of an ecosystem changes. They will answer questions in order to reinforce what they have learned.
Sort	Producer or Consumer?	5-PS3-4, 5-LS-4, 5-LS2-4 (ELA) R1S1, R1S2, R1S4, R1S7, RFS4, WS2, WS8	Students will read about ecosystems and food webs. They will sort scenarios into three categories. They will then answer questions in order to reinforce what they have learned.

Food Webs Unit Bundle

Science Stations

NGSS Standards Overview
5-LS2-1

Next Generation Science Standards are written to be "Three Dimensional." The following section explains how this set of science stations addresses the three dimensions of Performance Expectation, Disciplinary Core Idea, and Science and Engineering Practices/Crosscutting Concepts.

In Fifth Grade, students are expected to demonstrate understanding in the following area:

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

This correlates with the DCIs 5-LS2A and 5-LS2B which state:

LS2A: Interdependent Relationships in Ecosystems
The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

LS2B: Cycles of Matter and Energy Transfer in Ecosystems
Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

All stations in this set meet the DCIs, helping students gain an understanding of how energy in animals' food is used for physiological purposes via cellular respiration. This energy was once energy from the sun, converted to chemical energy via photosynthesis.

Science and Engineering Practices
Developing and Using Models
Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
• Develop a model to describe phenomena.

Connections to Nature of Science
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
• Science explanations describe the mechanisms for natural events.

Crosscutting Concepts
Systems and System Models
• Natural objects exist from the very small to the immensely large.

Science Stations Overview

This is a general overview of all science stations in each UNIT BUNDLE.

Watch a Video
At this station, students will watch a video relevant to the topic and answer questions. You have the option of using the included worksheet with the questions or using the task cards and having students respond in their science journals.

Read a Passage
Students read a short passage about the topic and answer questions about the information in the passage. You have the option of using the included worksheet with the questions or using the task cards and having students respond in their science journals.

Play a Game
Students play a game and answer questions about the experience. You have the option of using the included worksheet with the questions or using the task cards and having students respond in their science journals.

Investigate
Students use materials to investigate the science topic by following directions and recording results. Students answer questions about the investigation.

Draw a Diagram
Students draw and label a diagram specific to certain requirements. Students then explain how their diagram meets the requirements.

Create a Model
Students use materials to illustrate the science concept and answer questions. You have the option of using the included worksheet with the questions or using the task cards and having students respond in their science journals.

Explore
Students create a sample and manipulate it using the new science concepts they have learned. Students answer questions based on the effects.

Sort
Students sort cards into groups or put them in a specific order. Students record the sort and then describe their reasoning.

Food Webs Unit Bundle

Materials Checklist

Watch a Video
☐ Computer / Device
☐ Student Direction Card
☐ Response Sheet or Task Cards
☐ Science Journal (optional)

Play a Game
☐ Student Direction Card
☐ Ball of yarn (a skein of yarn wound into a ball)
☐ Animal cards (cut out)
☐ Safety pins
☐ Board Game
☐ Die
☐ 12 Game Pieces
☐ Answer Key
☐ Word Search or Crossword Puzzle

Investigate
☐ Reading Passage (optional)
☐ Student Direction Card
☐ Investigate Worksheet
☐ Response Sheet or Task Cards
☐ Science Journal (optional)
☐ Colored pencils
☐ Plastic shoebox or bucket
☐ Potting soil
☐ Dried leaves and grass
☐ Mixture of fruit and vegetable scraps (cut into 1-inch pieces)
☐ Egg shells from 3 eggs
☐ Permanent marker
☐ Water
☐ Optional: Squirt bottle
☐ 3-5 Earthworms (See teacher notes)

Draw a Diagram
☐ Reading Passage (optional)
☐ Student Direction Card
☐ Diagram Worksheet
☐ Response Sheet or Task Cards
☐ Science Journal (optional)
☐ Optional: Paper plate to glue food web on
☐ Glue
☐ Scissors
☐ Colored pencils or markers
☐ Optional: String

Read a Passage
☐ Reading Passage
☐ Response Sheet or Task Cards
☐ Science Journal (optional)

Create a Model
☐ Reading Passage (optional)
☐ Student Direction Card
☐ Model Worksheet
☐ Response Sheet or Task Cards
☐ Science Journal (optional)
☐ Devices
☐ List of possible ecosystems (e.g., forest, ocean, grassland, tundra, arctic, desert, savanna, rainforest, etc.)
☐ Optional: Pictures of organisms from each of the ecosystems (in case students cannot find enough pictures in their own searches); copies of nature magazines, such as National Geographic
☐ Optional: Cardstock or 3x5 cards to glue pictures on
☐ Glue
☐ Tape
☐ Scissors
☐ String (yarn or floss)
☐ Craft materials to make creative elements in the dioramas
☐ Boxes for dioramas (plastic or cardboard, shoebox-size)

Explore
☐ Reading Passage (optional)
☐ Student Direction Card
☐ Explore Worksheet
☐ Response Sheet or Task Cards
☐ Science Journal (optional)
☐ 2 16-oz plastic cups (optional cut drainage holes in them)
☐ Potting Soil
☐ Small seedlings (3) (Ideally these are newly-sprouted seedlings, but more established seedlings from the nursery would work. Try to find plants that grow tall, like flowers or vegetables, rather than low and spreading, like many herbs.)
☐ Water
☐ Ruler
☐ Sunny location for the plants or a sunlamp
☐ Optional: Tray

Sort
☐ Reading Passage (optional)
☐ Student Direction Card
☐ Larger Sort Cards or Worksheet
☐ Scissors
☐ Glue
☐ Response Sheet or Task Cards
☐ Science Journal (optional)

Table of Contents

Science Station Overview

Materials Checklist

Science Stations

BIG IDEA POSTERS

Materials and energy flow



from the bottom
of the food
chain to the

Decomposers



put nutrients back
into the soil for

Ecosystems



include the nonliving
things in an environment
that living things need,
soil, and air

**BIG IDEA POSTERS THAT
EXPLAIN THE KEY CONCEPTS**



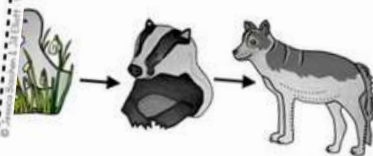
omnivore

an animal that eats both plants and animals



producer

an organism that makes its own food



food chain

a feeding arrangement of organisms showing how one organism is food for another



ecosystem

a community of organisms and the nonliving things in their environment

VOCABULARY CARDS WITH PICTURE

consumer

an organism that eats other organisms for food

food chain

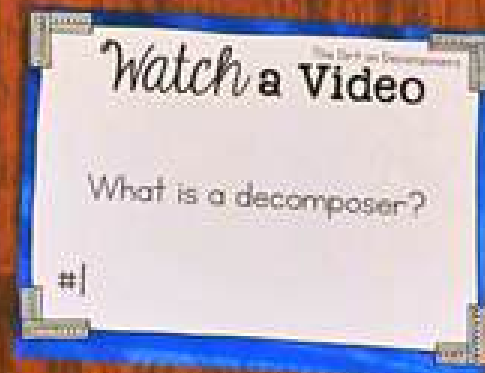
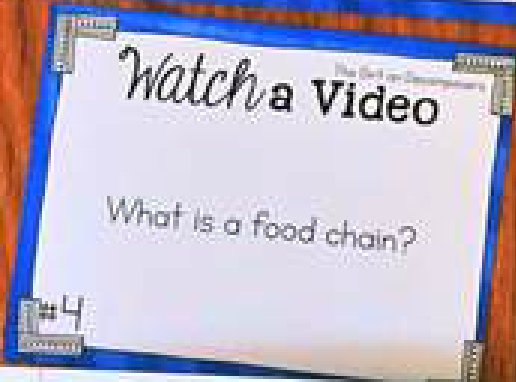
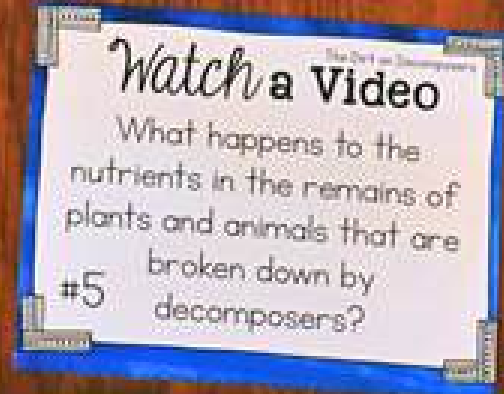
a feeding arrangement of organisms showing how one organism is food for another

VOCABULARY CARDS WITHOUT PICTURE

WATCH STATION

STUDENTS WATCH A VIDEO ON ECOSYSTEMS OR DECOMPOSERS AND ANSWER COMPREHENSION QUESTIONS.

“Such a great resource. Can't wait to use it again this year.”
- TeachingwithaQueen



Watch - The dirt on decomposers

1. What is a decomposer?
A decomposer is a living thing that breaks down the remains of other living things.
2. Where do decomposers get their energy?
Decomposers get their energy from waste.
3. What do all living things need to survive?
All living things need energy to survive.
4. What is a food chain?



PLAY STATION

**INCLUDES A BOARD GAME,
CROSSWORD, AND WORD SEARCH
TO REINFORCE FOOD WEB CONCEPTS
THROUGH INTERACTIVE PLAY.**

Students loved the
activities. Great end
of unit resource!
- Christie B.



INVESTIGATE STATION

HANDS-ON ACTIVITY EXPLORING DECOMPOSITION USING A WORM BIN MODEL.

This resource gave
“me lots of options to
be able to use in my
classroom.”
- Brianne N



DIAGRAM STATION

**STUDENTS CREATE AND LABEL
A FOOD WEB USING
ORGANISM CARDS AND GLUE.**

My students and I
have loved this! It
was a great addition
to my unit.

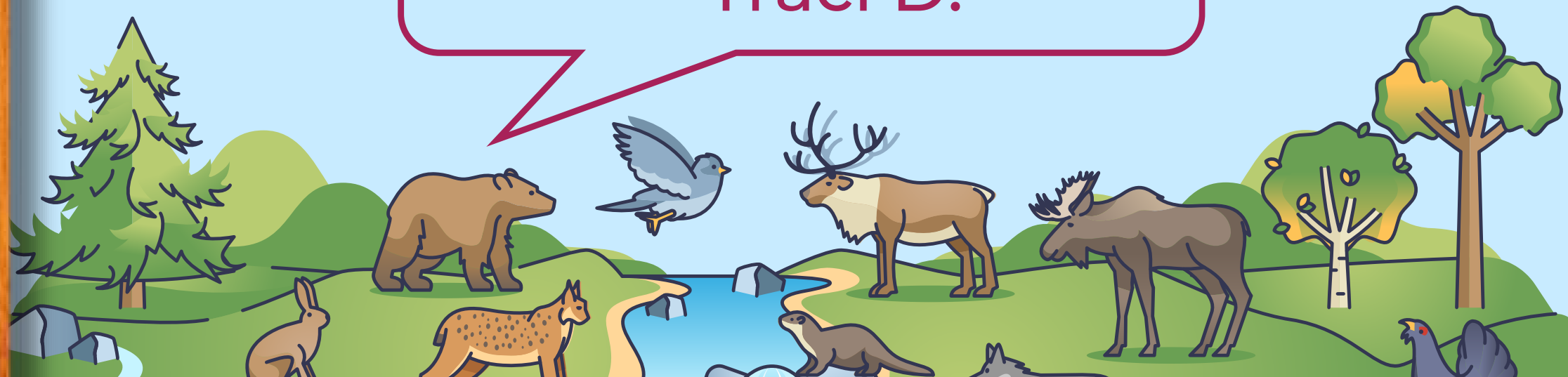
- Carmichaelfa321



READ STATION

ENGAGING READING PASSAGES AND QUESTIONS ABOUT FOOD WEBS AND ENERGY FLOW.

“This really helped my classes better understand food webs/chains!”
- Traci D.

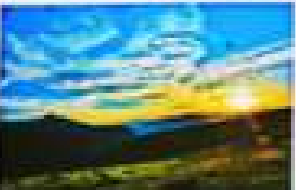
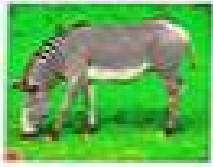
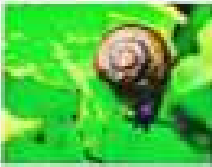


Read Food Webs

An **ecosystem** is made of all the living and nonliving things in their environment. In the picture above, living things include the tiger, algae, grasses, and trees. There might also be insects, fish, snails, and elephants that are not in the picture. The nonliving things in the ecosystem include sunlight, air, and water. There are other nonliving things that are not in the picture, including sand or soil and rocks.

The source of all energy in an ecosystem is the sun. Plants, algae, and some bacteria absorb energy from the sun and use it to form carbon dioxide and water into food (in the form of sugar molecules) and oxygen. This process, called **photosynthesis**, is how plants, algae, and some bacteria make their own food. Organisms that produce food from nonliving things in the ecosystem are called **producers**.

Animals are **consumers**. They consume (eat) other organisms for food. The energy and nutrients in the food they eat move into their bodies. Some consumers eat only plants. They are called **herbivores** and include animals like elephants, horses, bunnies, hummingbirds, snails, and butterflies.



Read Food Webs

Consumers that eat other animals are called **carnivores**. They take in energy and nutrients from the animals they eat. Some small carnivores include insects like flies and dragonflies. Other groups of carnivores include most fish and sea mammals, the dog and cat families, owls, snakes, and foxes.

Some animals eat both plants and animals. These **omnivores** include bears, raccoons, mice, crickets, turkeys, and humans.

Producers use energy from the sun to make sugar. Herbivores get energy and nutrients when they eat plants and algae. Carnivores and omnivores get energy and nutrients when they eat other animals. Energy and nutrients move from producers to carnivores in the **food chain**, or feeding arrangement of organisms showing how one organism is food for another.

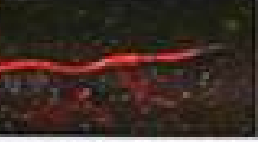
For example, grass is a producer. It is eaten by a rabbit, an herbivore. A fox eats the rabbit and then gets energy from it. In this food chain, energy and nutrients move from the grass to the rabbit to the fox.



Read Food Webs

Animals leave behind waste products. Many times, animals die without being eaten by carnivores. Plants die and fall to the ground. **Decomposers** are organisms that eat animal waste, as well as dead plants and animals. They decompose (break down) the bodies of the organisms they eat. As they do this, they return the nutrients to the soil so that plants can use them in their growth. Decomposers include bacteria, fungi (like mold and mushrooms), slugs and snails, earthworms, and beetles.

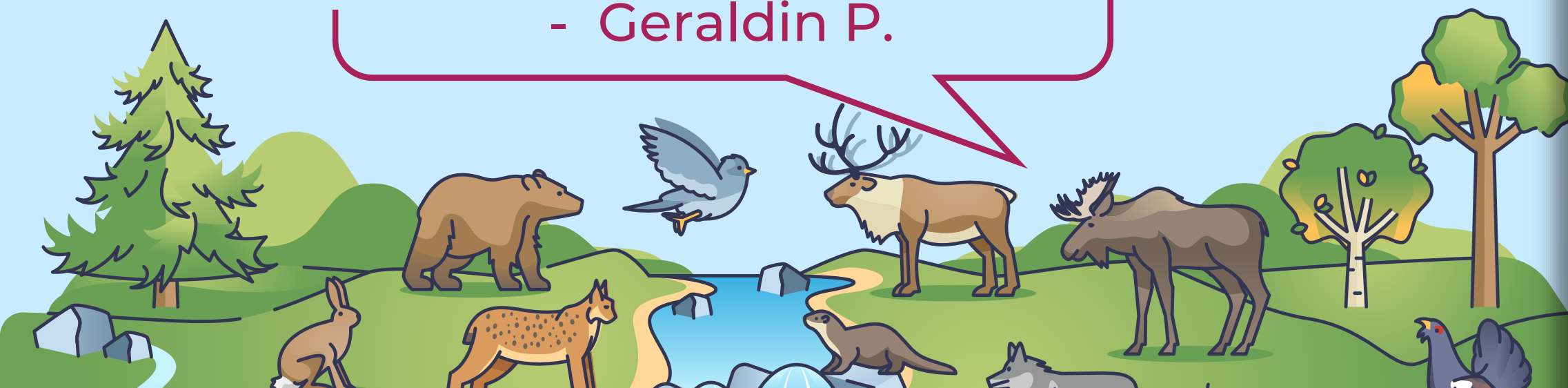
Most ecosystems contain dozens of organisms. These organisms make up many different food chains, and some of these food chains join and become interconnected in a **food web**. For example, in the food chain to the right, rabbits sometimes also eat clover. Caterpillars are another herbivore that eats grass. Lions eat caterpillars, and foxes eat lions as well as rabbits. Wolves have been known to hunt and eat foxes and rabbits. When a wolf dies, it is decomposed (broken down) by fungi, like mushrooms, and insects, like beetles. The food web they form looks something like this.



MODEL STATION

STUDENTS DESIGN A DIORAMA REPRESENTING AN ECOSYSTEM FOOD WEB.

A good resource to
supplement the basic
curriculum adopted
at my school
- Geraldin P.



EXPLORE STATION

**A GUIDED INVESTIGATION INTO
HOW CHANGES IN AN ECOSYSTEM
AFFECT THE ENTIRE WEB.**

“Students loved the
activities. Great end
of unit resource!
- Christie B.”



SORT STATION

SORTING ACTIVITY TO CLASSIFY PRODUCERS AND CONSUMERS USING PHOTO CARDS.

I love the convenience of having so many different types of activities already put together in one place!

- Lindley G.



Sort

Look at the pictures of organisms.
Decide whether the picture shows a producer
or consumer.

Sort

Producer

Sort

Consumer



Sort: Producer or Consumer?



Sort: Producer or Consumer?



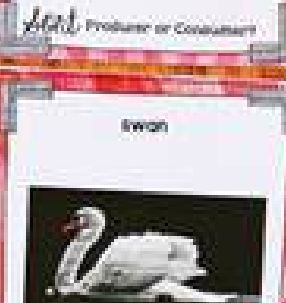
Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?



Sort: Producer or Consumer?

ECOSYSTEM & FOOD WEBS ACTIVITIES

SUGGESTED USES

Learning Stations

Use all eight stations or just a few as learning stations that students complete at their own pace.

Science Centers

Set up a rotation where students visit each center to complete the activities.

Whole Class

Use the activities in a whole class format.

Small Group

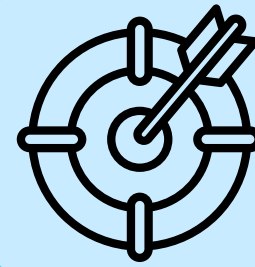
Use the activities with a small group who need extra help.

YOU WILL LOVE THIS BECAUSE



All-in-One Ecosystems Unit

Everything you need for teaching food webs and ecosystems in one place, saving planning time while ensuring thorough, standards-aligned instruction.



Direct NGSS Alignment

All activities support the NGSS standard 5-LS2-1, helping students observe and measure properties to identify and classify materials.



Saves Teachers Valuable Time

With ready-to-use materials, digital options, and answer keys included, teachers can quickly implement engaging science instruction.

TEACHERS LOVE IT!



"This is an amazing resource! So many different activities to cover many different learning modalities!"

Ashley J.



"This was an excellent addition to our expo unit. It was low prep, and the students found it fun and engaging!"

Ariana C.



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to get more resources!

My passion is making learning accessible to all students.
I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections.
I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have **LEARNED**