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9:00am- 11:00am & 1:00pm- 3:00pm

***Please note that the last day for Series to submit assignments is May 15th. All Series will be exempt from completing any Distance Learning assignments for May 14-May 22. Assignments for all Distance Learning must be submitted (digitally on Schoology or paper padets to schools) no later than May 15th for Series. Details about the process for submitting padets to individual schools will be communicated by building administrators following a district wide announcement from Mary Clare Hooton.**



: To identify, observe and describe producers and consumers specific to the outdoors near you. This assignment can be completed on paper or done electronically. It can be turned in through Schoology, mailed to your teacher or when the paper packets are collected.

- Identify & Describe a biotic factor
- Identify & Describe an abiotic factor
- Compare and contrast biotic and abiotic factors

An ecosystem is made up of both living and nonliving things. Biotic factors are the living and nonliving parts of an ecosystem, including all of the plants and animals. Biotic factors interact with each other in various ways. They also interact with the abiotic parts of an ecosystem. Abiotic factors include air, water, rocks, sand, light, and temperature.

Day 1 & 2

1. Find a biotic factor specific to the outdoors near you. Be creative, think outside the box. See if you can be the only one in your class to find the factor you did.
2. Once you find your biotic factor, either photograph it or hand draw it with as many details as you can.
3. Then describe the biotic factor. What is it doing? How does it interact or impact with other factors? Is it big or little? What other details might be important to add to its description?

Day 3 & 4

1. Find an abiotic factor specific to the outdoors near you. Once again, be creative, think outside the box. See if you can be the only one in your class to find the factor you did.
2. Once you find your abiotic factor, either photograph it or hand draw it with as many details as you can.
3. Then describe the abiotic factor. What is it doing? How does it interact or impact with other factors? Is it big or little? What other details might be important to add to its description?

Day 5

Compare and Contrast your two factors. How are they similar? How are they different? You can use a variety of ways. Here are some ideas:

- You can write a paragraph of at least 4 sentences
- Create a short video or audio file of you explaining the differences
- Create a PowerPoint slide
- If you think of some other way you might like to do this step, run it by me first.

Outdoor Observation May 11th-15th

Overview of Task: To identify, observe and describe producers and consumers specific to the outdoors near you. This assignment can be completed on paper or done electronically. It may be turned in through Schoology, emailed to your teacher or when the paper packets are collected.

Day 1 & 2- Identify & Describe a producer

Day 3 & 4- Identify & Describe a consumer

Day 5- Compare and contrast producers and consumers

According to your textbook, "When a rabbit eats a clover plant, the rabbit gets energy from the

Photo Journal/ Scavenger Hunt May 18-22

Overview of Task:

Pick vocabulary words from the table, find a picture to illustrate it, and describe why you feel the picture is a good choice for that term. This assignment can be completed on paper or electronically. It may be turned in through Schoology, emailed to your teacher or when the paper packets are collected.

Format:

You may draw your pictures and write your descriptions

You may take your own pictures.

You may create an electronic product like a PowerPoint or Word document

Create a video

If you think of some other way you might like to do this step, run it by your teacher first.

Each Day:

Each column in the table has a topic with video in the second row. The video is optional and is for review if you need it.