




# Empower Learner Activity

## 5th Grade Ecosystems Unit / Week #3-7

Directions: For each of the following statements, select:

-  if you can do this by yourself
-  if you can do this with some help
-  if you can do this with a LoT of help

### Before

I Can ...



I Can ...



I Can ...



### After

I Can ...



I Can ...



I Can ...



What do you already know?	What do want to know?	What did you learn?

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## Learning Objectives

<p>SC.5.8.2.A <b>Use models</b> to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once <u>energy from the sun</u>. Examples of models could include diagrams, and flow charts.</p>	<p><b>#1</b> Use models to explain, evaluate and predict the flow of energy. (Sun, plants, animals, decomposers, etc.)</p>
<p>SC.5.8.2.B <b>Support an argument</b> that plants get the <u>materials they need</u> for growth chiefly <u>from air and water</u>. Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.</p>	<p><b>#2</b> Construct a response explaining how plants and get what they need from their various environments.</p>
<p>SC.5.8.2.C <b>Develop a model</b> to describe the <u>movement of matter among plants, animals, decomposers, and the environment</u>. Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. <b>Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.</b></p>	<p><b>#3</b> Create a model to explain and demonstrate understanding of how matter moves through the environment. Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.</p>