

Greetings, Family!

Our science class will learn about ecosystems, adaptations, and extinction in our unit on Life Science.

You can help make science come alive for your student by looking at objects (plants, animals, rocks) in the wild and asking your student if they are living or nonliving. If an object is living, ask your student where it falls in the food chain. What other living things does it compete with? Which ones does it depend on? What adaptations does it have it help to survive in its environment?

For this unit, we will be doing some hands-on activities about ecosystems and adaptations, using the materials listed below. Can you donate or loan any of these items? If so, we need to receive your items by _____.

- plastic containers with lids
- resealable plastic bags
- modeling clay
- potting soil
- masking tape
- plastic jars
- index cards
- bread

Thank you very much for your help!



The Georgia Performance Content Standards covered by this unit are:

- S4L1a** Identify the roles of producers, consumers, and decomposers in a community.
- S4L1b** Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- S4L1c** Predict how changes in the environment would affect a community (ecosystem) of organisms.

- S4L1d** Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.
- S4L2a** Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features.
- S4L2b** Identify factors that may have led to the extinction of some species.

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