

TITLE: Lesson 1: What is An Ecosystem?

** This Activity Plan outlines a possible Minds-On Activity using Cleverbooks World Map



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Timeframe of activity: 45 min

Tags: Cleverbooks, Life Science, AR

Grade Level: 7

App/Tech Tools: Cleverbooks
Geography App, Tablet

Additional material: Printed Copy
of Cleverbooks World Map,
Cleverbooks Map of Africa

Learning Objectives:

Students will recognize and observe general ecosystems existing around the world.

They will identify elements as living and nonliving, leading to the introduction of the terms biotic (living) and abiotic (nonliving).

Students will draw on prior knowledge and observations to brainstorm possible ecosystems that exist throughout the world (example: rainforest, desert, grassland, temperate, tundra, coral reefs, mountain, and river and stream ecosystems)

The students will work in small groups of 2-3 students to complete their investigation, research and communicate findings.

This team activity will focus on identifying predetermined elements while developing collaboration and critical thinking skills.

Lesson Activity:

Part 1:

1. Students will work in groups of 2-3 students. Each group will have a Cleverbook World Map and tablet.
2. Throughout the investigation process students will be focusing on answering the following questions:

- What living and nonliving things can you identify?
 - What are examples of ecosystems that exist around the world?
3. While investigating, students will be encouraged to:
- Zoom in multiple animals (water and land) to identify the animals that live in that particular geographic region
 - Press on multiple types of plants to identify the plants that live in that particular geographic region
 - Zoom in and out to explore the most common weather conditions. Consider how these weather conditions impact the living and nonliving things
4. After approximately fifteen minutes, students will gather to share their observations. At this time the teacher will introduce students to the terms biotic (living things) and abiotic (nonliving things)

Part 2:

1. Students will then return to their small groups and take a deeper look into one ecosystem of their choosing. They will identify specific biotic and abiotic elements existing in their particular ecosystem. Students will also provide one example of a food chain.
2. During this investigation, students will focus on the guiding question: What do you believe is the environmental impact of humans on this ecosystem?

Questions outline:

What living and nonliving things can you identify?

What are examples of ecosystems that exist around the world?

Given a particular ecosystem (e.g., rainforest) Identify specific biotic and abiotic things that would exist there.

Additional Ideas (optional):

Students will demonstrate their understanding of the new vocabulary, biotic and abiotic, while identifying biotic and abiotic elements in their own physical environment.