Decomposition of fallen leaves worksheet answers

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Here in bed leaves millions of small creatures - fungi and bacteria, spring tails and ethes, spiders and centipedes and others - all part of a rich food web. Many of these are decomposing, feeding from plant and animal residues and converting them into soil. Objective Introduction: To start discovering and asking about leaf beds. Pour a garbage bag full of freshly fallen leaves on a sheet. Point out that these are just some of the leaves that fall from one single Every year. Ask the children: With so many leaves falling in the forest every year, why don't they accumulate in the forest above? material: a garbage bag full of freshly fallen leaves, old sheets. EFT's Eye View Purpose: To experience the world as it may seem to be a small creature living on the forest floor. Spread a tarpaulin or shower curtain on the forest floor and have kids lying on it lying upwards. What they notice about their surroundings, such as the amount of light on the forest floor (shaded), the amount of wind (slightly), noise (quiet), moisture (wet), aroma (mustard, moldy, like wet ground). Children roll over on their stomachs and find a place to dig a little nostrings in the leaf bed; Get a good smell that's called decomposition. In what ways does the forest floor differ from other habitats such as an open field, above trees, a desert? (Less sunlight, less damper, less windy.) Why would that be true? (Trees block the wind, filter the sun, hold moisture.) Material: Tarep, shower curtains, or plastic garbage bags, enough so everyone can lie down. Layer by Target Profile Layer: To explore a part of the forest floor, build a model of different layers and look for decomposing and decomposing evidence. In small groups, children explore a part of the forest floor, looking for evidence of decomposition, decompositions, and other items listed on the leaf bed search card while scrolling through layers. Give each team a paper plate or piece of cardboard on which to build their leaf bed profiles, and double-sided tape or glue to hang things down. Each group uses a three-foot length of string to surround part of the leaf bed to explore. Whether they choose one or two cases (but not live plants or animals) from each layer to stick on their cardboard, as they work their way through the leaf bed to the soil. Do not collect them carefully any animals they will find in bug jars for later examination and keep them from the sun. After that, in small groups, do teams keep their leaf bed profiles, share any exciting discoveries, and answer the following questions: What patterns do they notice going down through the leaf bed layers? (Smaller pieces, darker colors, dampers, etc.) How did the bottom layer of your soil get this way? (By decomposing the leaf bed break.) Why is decomposition important for forests? (Soil builds; reduces bed construction.) Pass around the bug jars for everyone to see and follow these animals in the soil, litter, and log the Cretter Guide. When done, children put every living organism they collect where they found and slowly replaced any rocks or logs. Leaf Bed Search Card Looking Leaves at Different Stages of Decay: Fresh Fallen Brown Leaf, Skeleton Dry Leaves Bits of rotten brown leaves slimy looking nuts and seeds. How important are they? look for tree saplings . Why are they important? Look for roots and roots. Look for white fuzzy coatings or threads (fungal hyphae) in things like branches, leaves, skin parts, roots. Why are they white? Material: for each group: leaf bed search card, length 3′ white string, double sided tape or white glue; White paper plate or piece of cardboard; Optional: Critter information sheet. Journal of Activity Purpose: To record observations about something discovered in the leaf bed. Do children make a painting in their magazines of one favorite thing they found in leafy beds. It can be a deteriorating leaf or an animal that is collected in a bug jug. Do they record as many details as possible about the appearance and behavior available (if they choose an animal). What part might it play in the forest floor ecosystem? If possible, try counting the number of legs on the animal and then comparing it to the soil, bed, and log-krieter guide. Try to identify the group to which the animal belongs. Then, as a group, return each krieter to the forest floor using the following screening poem. Do children share their magazine entries in small groups. Goodbye lyrics glad you shared this time with me but now I slowly release you so you can hop or crawl or fly it's time for us to say goodbye. bye! Material: Science journals or clipboards and paper, pencils, bed profiles and creatures in jugs forms of previous activities, soil, litter, and cretter log guide. LITTER KREITER STUMPERS GOAL: LOOK FOR PATTERNS OF SIMILARITIES AND DIFFERENCES AMONG SOME VERY SMALL ANIMALS THAT LIVE IN LEAF BEDS AND SORT INTO GROUPS THAT SHARE FEATURES. In small groups, kids look at a set of cretter bed cards, pointing to the number of legs, the presence of antennas and eyes, and other distinctive features. Asking for ideas in different ways that you can sort these creatures (number of organs, number of legs, with or without eyes, etc.) do kids sort them into four groups by number of legs: no legs, six feet, octopus, more than octopus. Afterwards, an adult read the clues below and the kids point to the card (younger children) or call the name of the animal they think matches the description. Critter Clues: This krytter has many legs. Its body looks like a long tube made of rings, with at least two pairs of feet on each ring. Which one is it? (Millipede.) this cricketer doesnt have legs . In the middle of his body is the fattest and has feelings on his head. It has a hard shell on the back. Which one is it? (Snail.) The critter has six legs. It has very short wings in the back. At the end of the tail it has two long, sharp and curved pins. which one It? (Earwig.) This critter has an octopus. He has a small round body and his legs are very long and thin. Which one is it? (Daddy longlegs.) This krytter has many legs. His body is long and thin and has a pair of legs on each body ring. Wraps the side of his body to tuck like a snake. Which one is it? (Centipede.) this cricketer doesnt have legs . Its body is like a long tube made of many rings. It doesn't have eyes or antennas but has a band close to one end. (Earthworm.) The critter has fourteen legs, two antennas and a turtle shell-shaped body. Which one is it? (Isopod.) This is Kreiter - no wait! He just disappeared! Oh, it's there again. It is fine and has six legs and a tail that is part of its belly that it uses to jump. Which one is it? (Springtail.) Take the kids out to get a kerter in the leafy garbage, how many different types can they find? Material: For each small group: a set of litter cards. ELF House Purpose: To design and build small houses for imaginary people using natural materials from the forest floor. Children work in pairs or small groups to build a home for an imaginary person the size of clothes, using materials they find on the forest floor such as skins, branches, cones, and leaves. Ask them not to disturb living things like mouse, fern or animals. Encourage children to use their imagination as they create their own homes. Let's take the time for groups to take turns visiting other A-houses teams and explaining their designs. Material: Any natural ingredients are found on the forest floor, but nothing lives on. What's in the bag? And cast a leaf spell - grades K-3 purpose: notice a variety of leaves and tree beds that settle on the forest floor. In small groups, kids work with an adult to explore part of the forest floor. Choose an item (not a live animal or plant) to hide in a bag for others to guess. With the whole group, form a circle and pass one of the guessing bags about a third of the way around the circle, allowing children to feel the item and share two or three words describing it. Do not try other children to identify items from the description. Repeat until all children have a chance to feel and describe an object. Now make a spell. Whether each child picks up a dead leaf or keep one of the items from the guessing bag. Do they repeat these magic words, then fling their dead leaves or other objects on the forest floor: Abracadabra, fiddledee foil make this leafy bed turn into dirt! Why would this spell work? (Decomposers eventually turn everything into soil and rocks eventually erode into soil.) Material: For each group: fabric or paper bag or pillow. Puppet Show Litter Kreiter Jig Target: To meet some leafy bed dwellers and learn how to contribute them to the process of decomposition in the forest Do a puppet show or a group of children will perform it for class. Then ask questions to explore the ideas and keywords in the play. What important process happens in the leaf bed? (Parse.) What does parsing mean? (Break dead things into little bits.) Why do millipides and worms be called decomposers? And allah is All-Wise, All-Wise. How does a mushroom get its nutrition, and is it a decomposer? (Yes. ooze fungal threads from chemicals that break dead wood.) What did the spring tail eat? (Mushroom.) Which characters are carnivars on the forest floor? (Eft and woodcock.) What is the example of the food chain in the puppet show? (Dead Leaves – Millipide – Woodcock; Dead Leaves – Mushroom – Spring Tail – eft.) Keep up the puppets as children name each food chain. Material: Puppet, script, scene. Top Challenge Scores: Leaf Bed Bulletin Board (Grades 5-6) Goal: to create a bulletin board model about the web of food on the leaf bed. While examining the leaf bed, each student or pair of students choose interesting animals, plants, fungi, or other items for further study. Do they photograph your choice and try to identify them using soil, litter, and cretter log guide or field guide and read about them in soil, litter, and logging data sheet. Students can work with a leader to create a bulletin board screen about leaf litter to share with the school community. Does your screen show different layers of leaf litter, with photos and information about the creatures they found and, if possible, plays the role of each (Parser, Herbior, carnivore) on the forest floor food web. Material: urn shapes, dirt, litter, and cretter log guide and, critter information sheet, white cardboard for photo background, cell phone or camera(s), computer, printer, thumbtacks, craft paper, scissors; Optional: Field Guide. Closing target thoughts: to check and reflect on the discovery of the leaf bed. Do not pick up any favorite fallen leaves or give each child a cut paper leaf and ask them to write about or draw their favorite leaf discovery litter. One by one, the children threw their leaves on the candle and completed the sentence: Discovering my favorite leaf bed today was ____ because ____ material: fallen leaves; Optional: Craft paper leaves cut outs in autumn colors, pencils. Pencil.

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