

Project WILD Standards-Based FCAT-Style Activities



Move Over Rover

Teacher Page

Students practice FCAT skills while learning about factors that influence how animals are distributed through ecosystems.

GRADE LEVEL: 6th - 8th grades

ACADEMIC OUTCOMES/LESSON OBJECTIVES:

- Students will read a selection introducing them to the concept of ecosystems.
- Students will respond to FCAT-Style questions and prompts in Reading, Writing, Math, and Science.

SUNSHINE STATE STANDARDS ASSESSED:

- LA.6.2.2.2 Uses information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order.
- LA.7.2.2.2 Uses information from the text to state the main idea and/or provide relevant details.
- LA.8.2.2.2 Synthesizes and uses information from the text to state the main idea or provide relevant details.
- LA.6.4.2.3 Writes informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs.
- LA.7.4.2.3 Writes specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs.
- LA.8.4.2.3 Writes specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs.
- MA.A.3.2.3 Adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.
- SC.G.2.3.2 Knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system.

RESOURCES:

K-12/Project WILD website - <http://myfwc.com/educator/K12.html>
Florida Department of Education Website - <http://www.firn.edu/doe/>

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ANSWER KEY:

1. LA.6.4.2.3, LA.7.4.2.3, LA.8.4.2.3 Use the 6-point writing rubric.
2. b) MA.A.3.2.3
3. Use the 2-point science rubric for Short Response Questions.
SC.G.2.3.2 Example of a Top-Score Response:
More animals can coexist there because a more diverse ecosystem can meet a variety of food, shelter, and space requirements. For example, for shelter, it might offer both dry forest and swampy waters, for food, both squirrels and fish, and for water, both puddles and swamps. With so many extra resources, more different kinds of animals can survive there.
4. a) LA.6.2.2.2, LA.7.2.2.2, LA.8.2.2.2



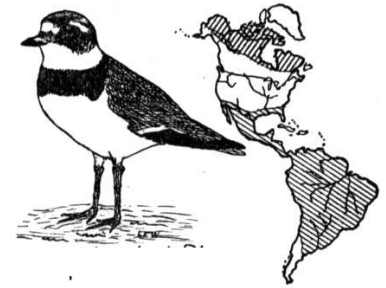
Move Over Rover

Student Handout

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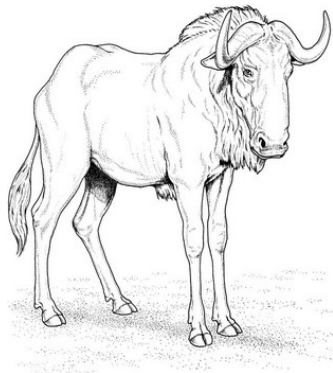
WRITING

1. While some animals reside in a single ecosystem all year, others migrate north or south each season. Think about why animals (including monarch butterflies, wildebeest, and shorebirds) are willing to migrate – in spite of the dangerous weather and predators they'll face along the way. Write to explain why migrating is a good choice for them in spite of these dangers.
NOTE: Write your response to question 1 on another sheet.



MATH

2. Each year in Africa, approximately 1.4 million wildebeest migrate over 1,800 miles. They make this trek from the Serengeti Plains to the hills of Kenya's Masi Mara in search of rain-ripened grass. A little more than 250,000 individual animals will die along the way from sheer exhaustion. If exactly 250,000 wildebeest died, what percent of the starting population did **NOT** survive? Round your answer to the nearest tenth.
 - a. 5.6%
 - b. 17.9%
 - c. 1.8%
 - d. 0.2%





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SCIENCE

3. Ecologist Dr. Ellen Rodriguez is studying an area where two ecosystems overlap. She has observed many different animals coexisting in this small area. In fact, this mixed landscape (or ecotone) has a higher diversity of animals than larger spaces that contain only one ecosystem. Write one possible explanation for the ecologist's observations.

READ
INQUIRE
EXPLAIN

Name:	Date:
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READING

This article is adapted from the Background Information for the Project WILD activity "Move Over Rover":

Animals and Their Ecosystems

The most fundamental needs for any animal are food, water, shelter, and space in a suitable arrangement. Without these essential resources, animals cannot survive. For most animals, food, shelter, and nesting or breeding sites can be found a single ecosystem. However, some animals depend on more than one ecosystem. For example, many bird species participate in a seasonal migration, flying south each year because their food sources (insects and berries) disappear when the weather gets too cold.

Other kinds of animals migrate more frequently, moving every few days or weeks. In these cases, the animal may depend on one ecosystem for finding food and a completely different one for its reproductive needs.

Areas where two ecosystems overlap allow many animals to coexist. This mixed landscape (or ecotone) often has a higher diversity of animals because it can meet a variety of different food, shelter, and space requirements.

4. After reading the article titled, "Animals and their Ecosystems", which of the following **BEST** exemplifies the reason that many bird species migrate south each year.
- They are searching for better food supply.
 - They are searching for a superior form of shelter.
 - They are trying to avoid freezing conditions.
 - They need a variety of different breeding sites.

Name:

Date: