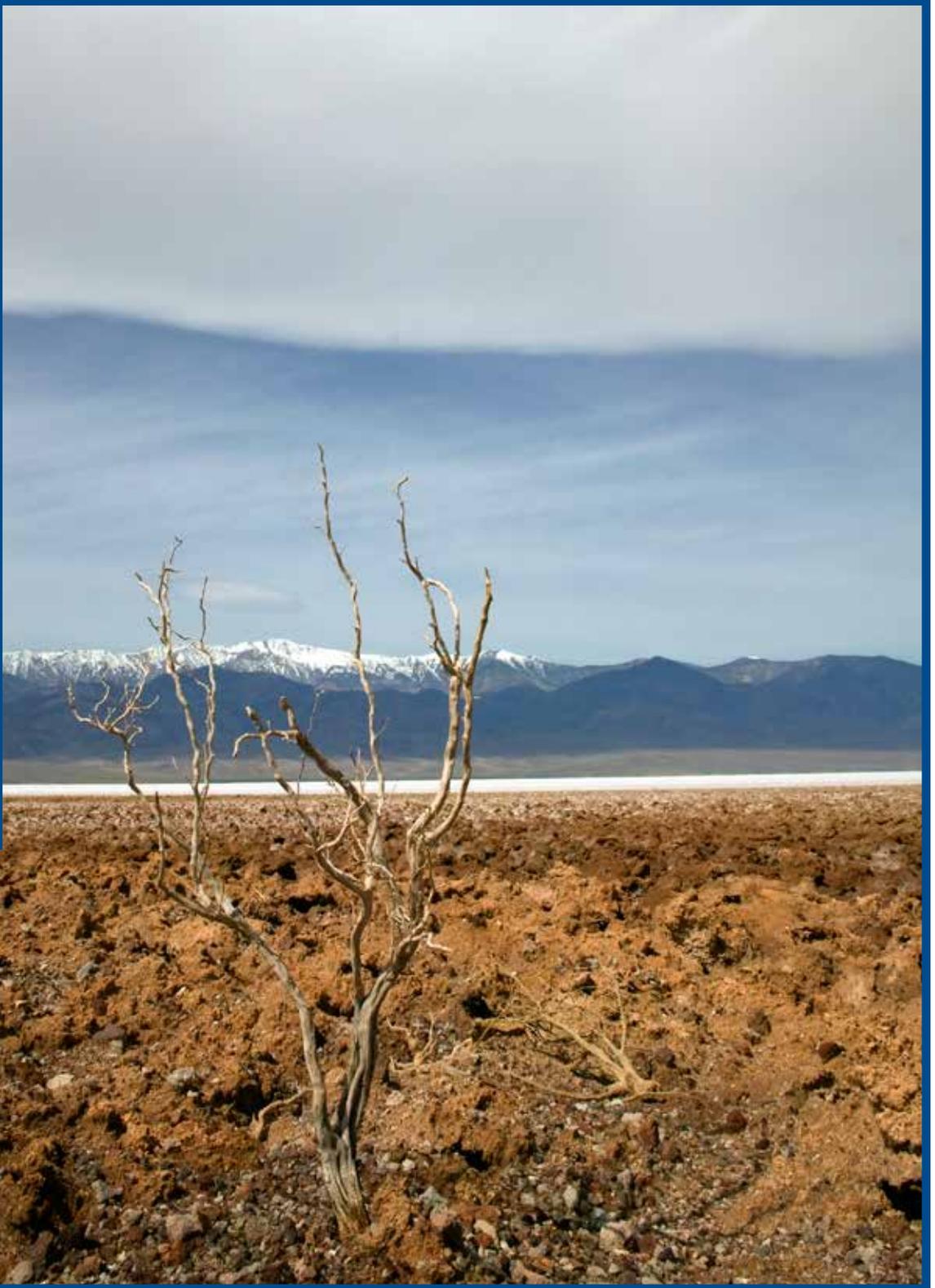


6

Science Standard  
6.5.d.



Playing the Same Role

## **California Education and the Environment Initiative**

Approved by the California State Board of Education, 2010

### **The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency  
California Natural Resources Agency  
California State Board of Education  
California Department of Education  
Department of Resources Recycling and Recovery (CalRecycle)

### **Key Partners:**

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### **Office of Education and the Environment**

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## **Lesson 1 Here a Pig, There a Pig...**

|                    |   |
|--------------------|---|
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|--------------------|---|

## **Lesson 2 What is a Biome?**

|                                   |    |
|-----------------------------------|----|
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| World Biomes At a Glance .....    | 12 |

## **Lesson 3 What Lives in Which Biome?**

None required for this lesson.

## **Lesson 4 Just Playing a Role**

|                                    |    |
|------------------------------------|----|
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|------------------------------------|----|

## **Lesson 5 Human Uses of Organisms Across Biomes**

|                       |    |
|-----------------------|----|
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|-----------------------|----|

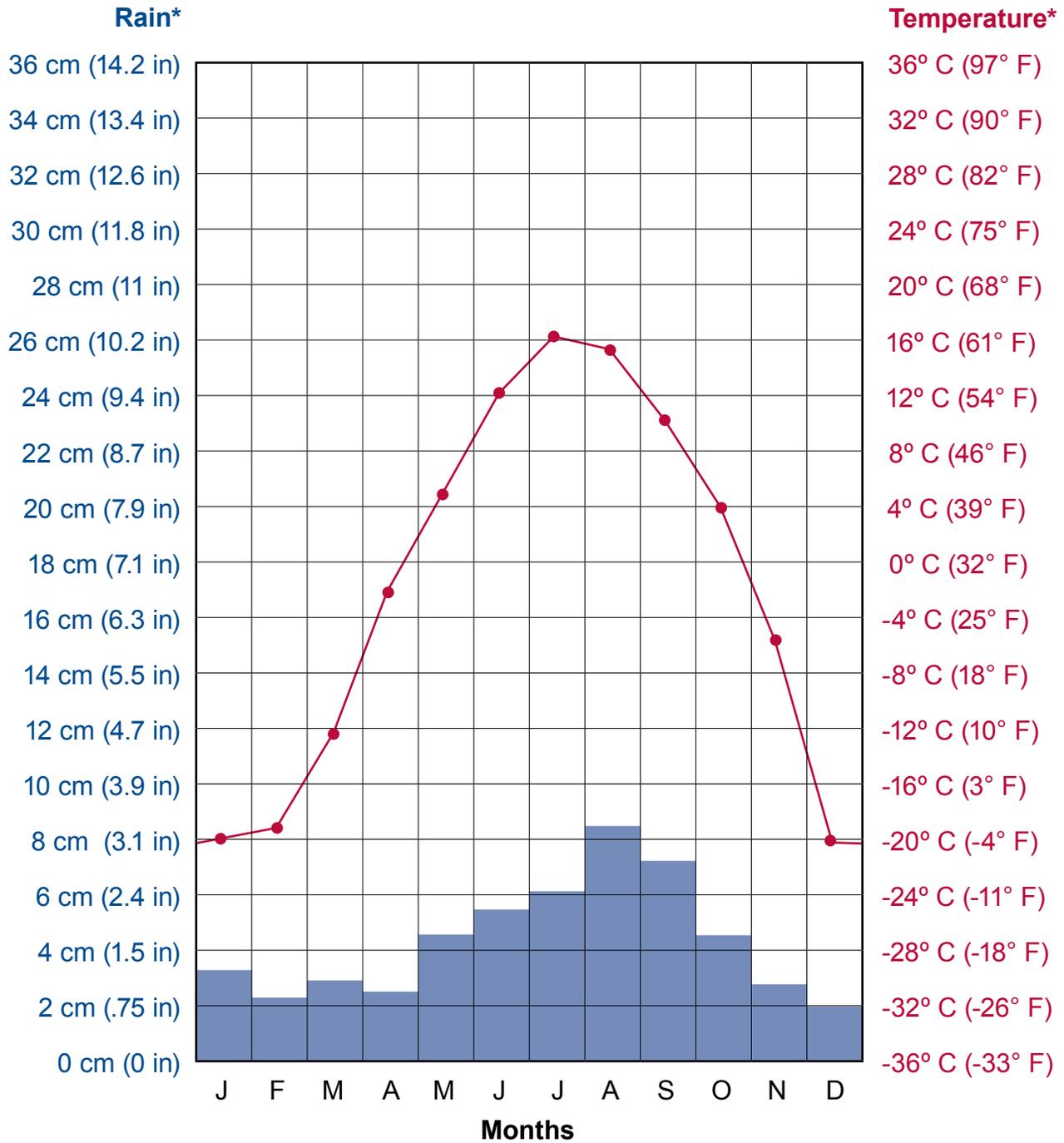


**Identify the Mystery Biomes**

Lesson 2 | page 1 of 9

Names of group members: \_\_\_\_\_  
 \_\_\_\_\_

**Climatogram: Mystery Biome** \_\_\_\_\_



\*Note: Conversions are approximate.

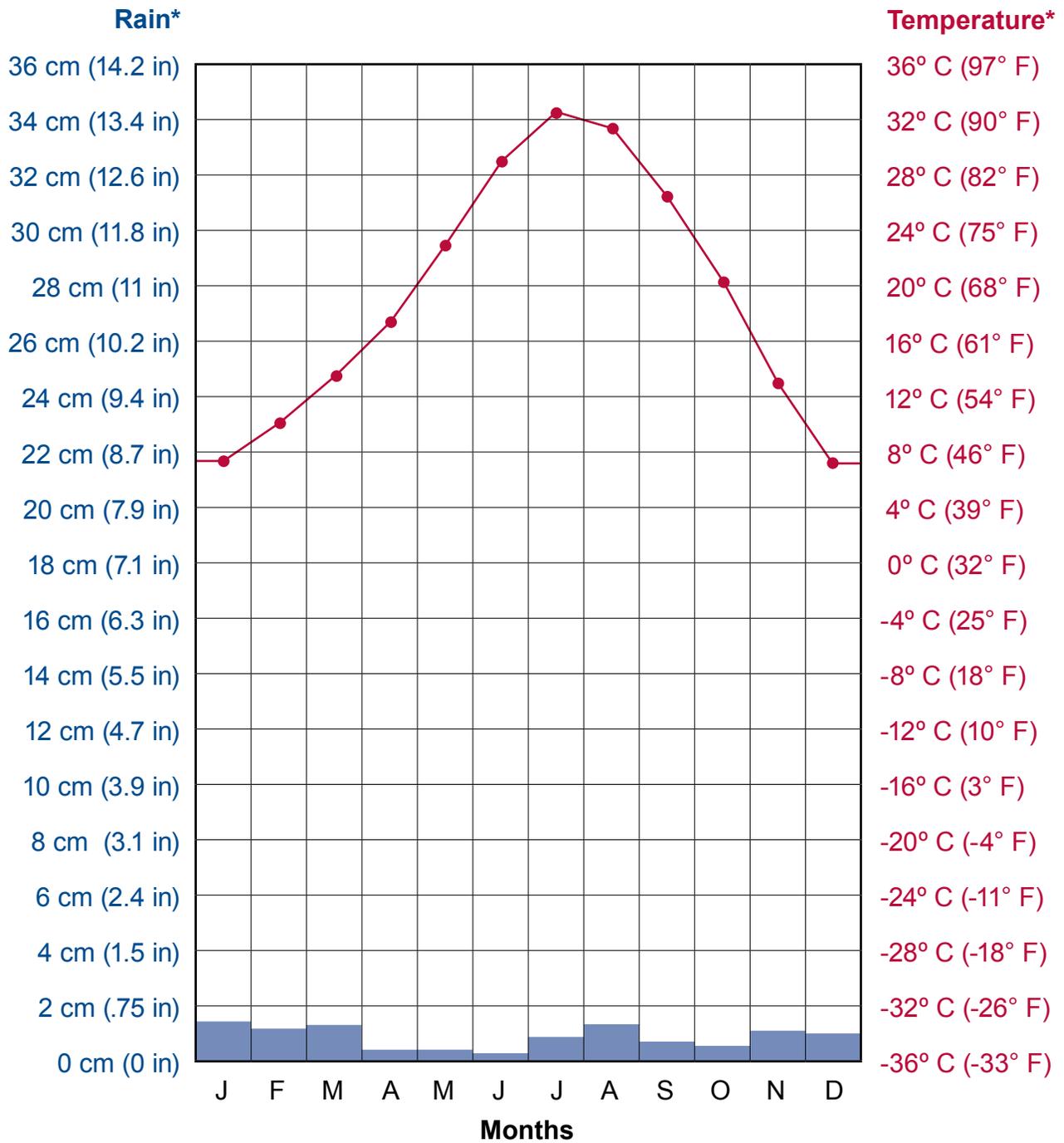
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

# Identify the Mystery Biomes

Lesson 2 | page 2 of 9

Names of group members: \_\_\_\_\_

Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

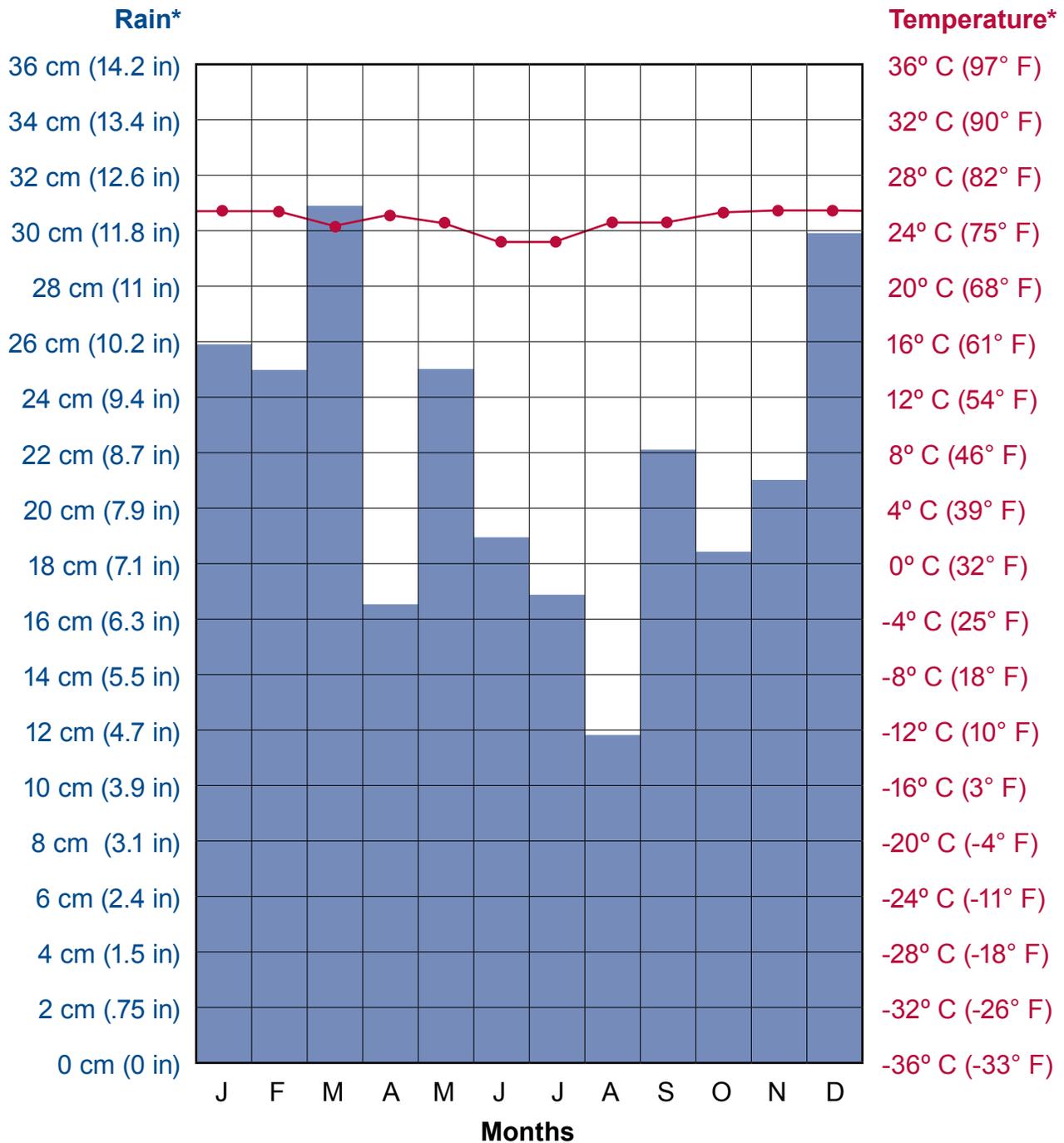
**Identify the Mystery Biomes**

Lesson 2 | page 3 of 9

Names of group members: \_\_\_\_\_

\_\_\_\_\_

**Climatogram: Mystery Biome** \_\_\_\_\_



\*Note: Conversions are approximate.

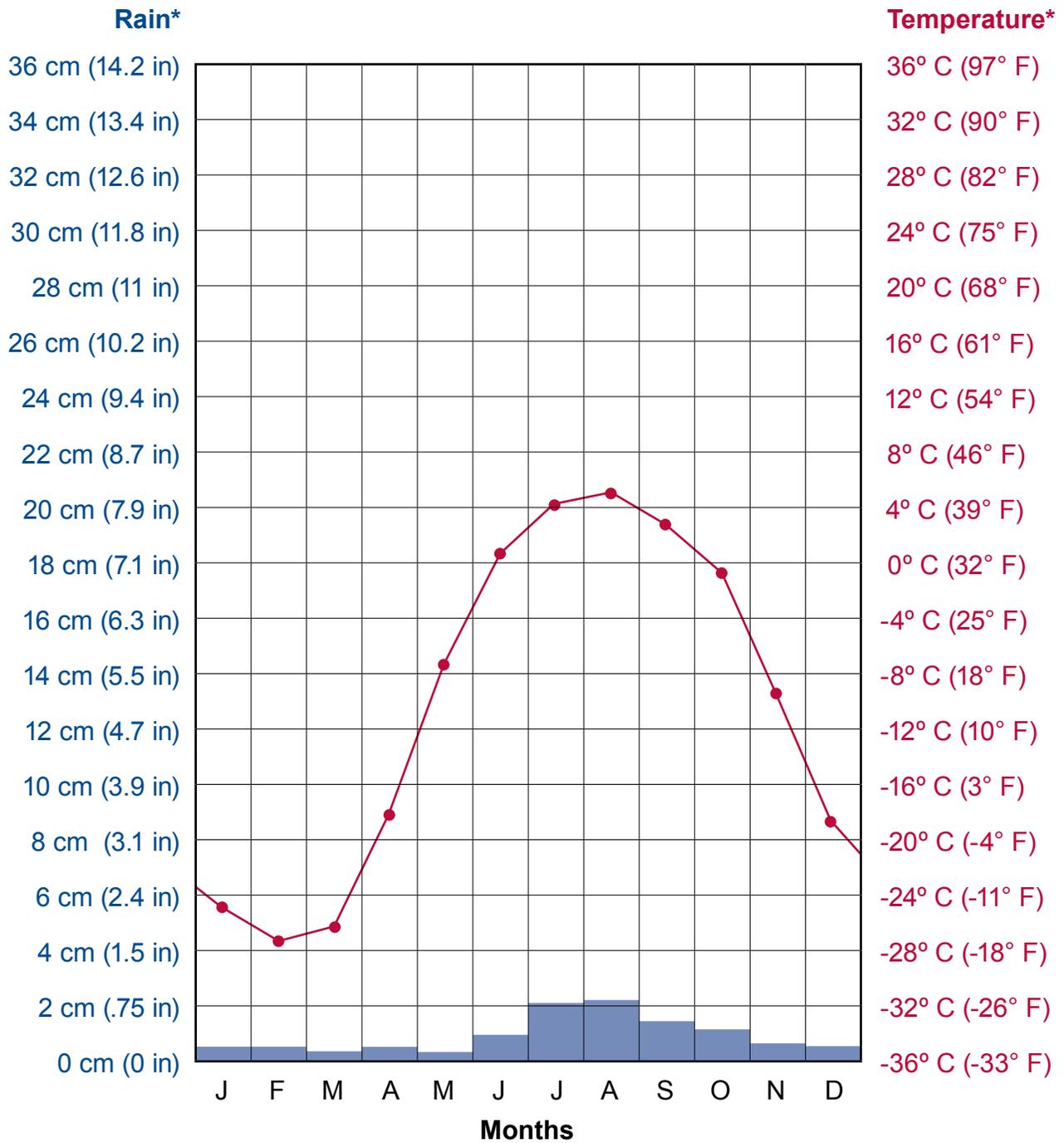
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

# Identify The Mystery Biomes

Lesson 2 | page 4 of 9

Names of group members: \_\_\_\_\_  
 \_\_\_\_\_

## Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

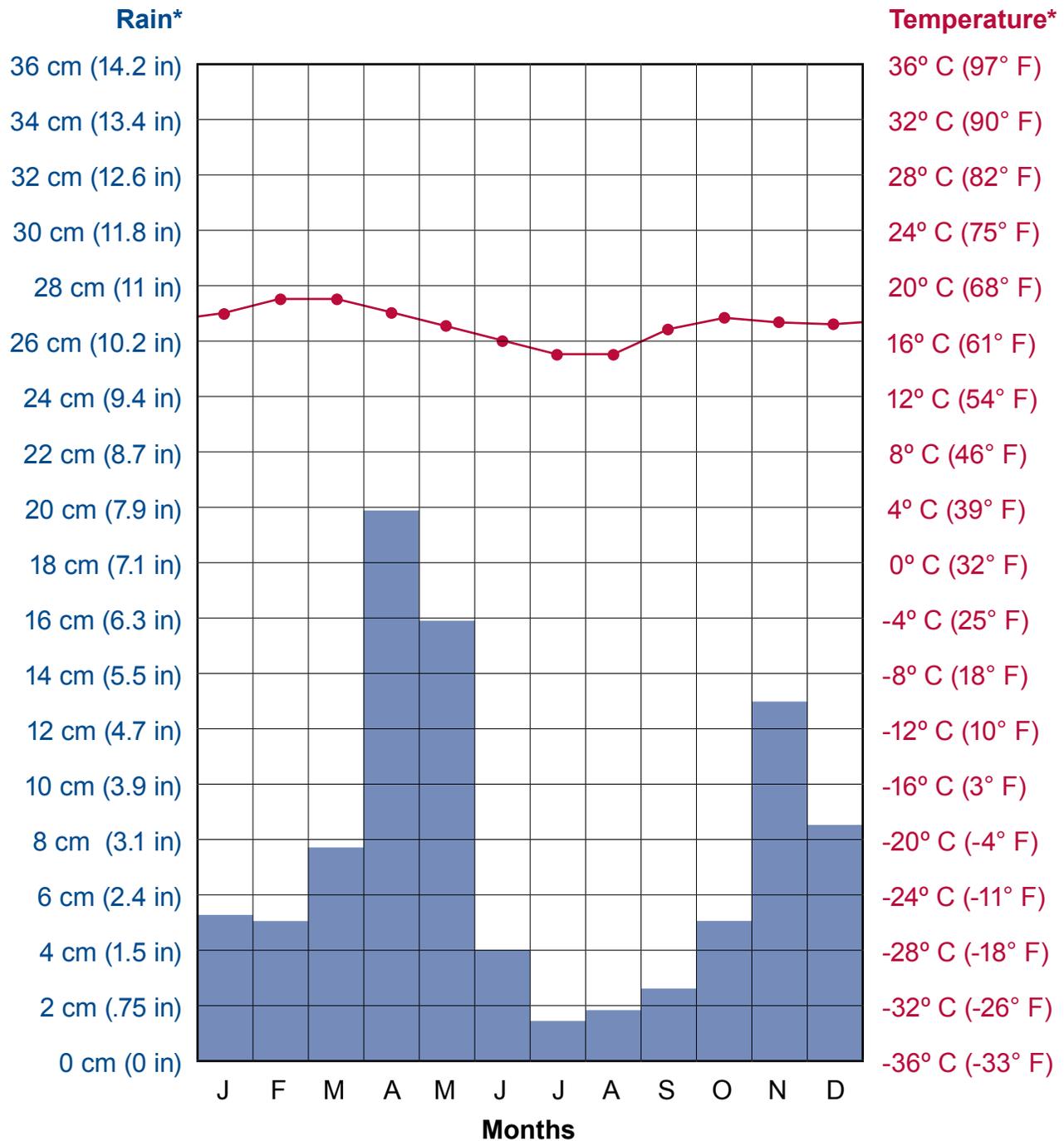
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

## Identify The Mystery Biomes

Lesson 2 | page 5 of 9

Names of group members: \_\_\_\_\_

Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

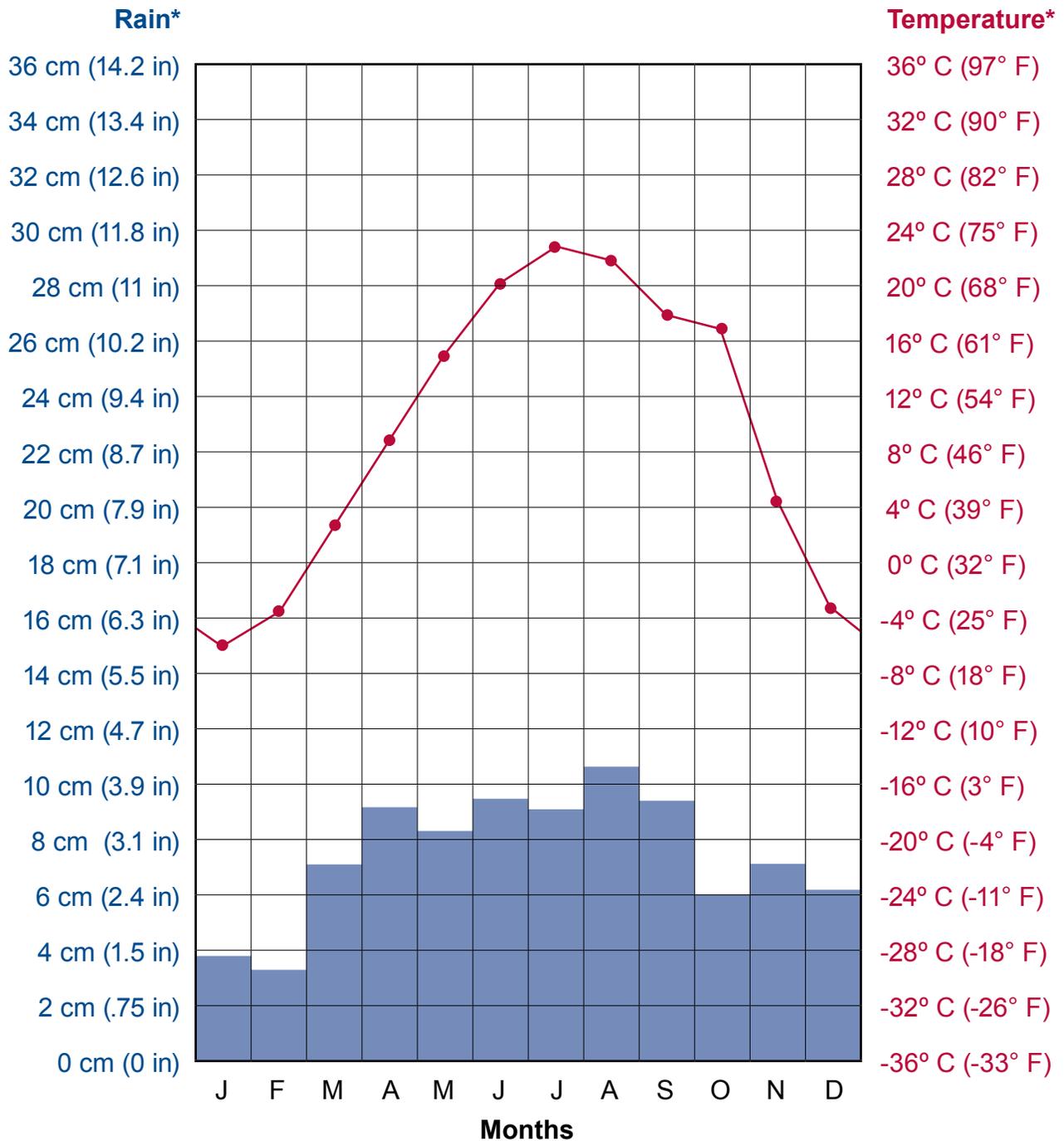
# Identify The Mystery Biomes

Lesson 2 | page 6 of 9

Names of group members: \_\_\_\_\_

\_\_\_\_\_

## Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

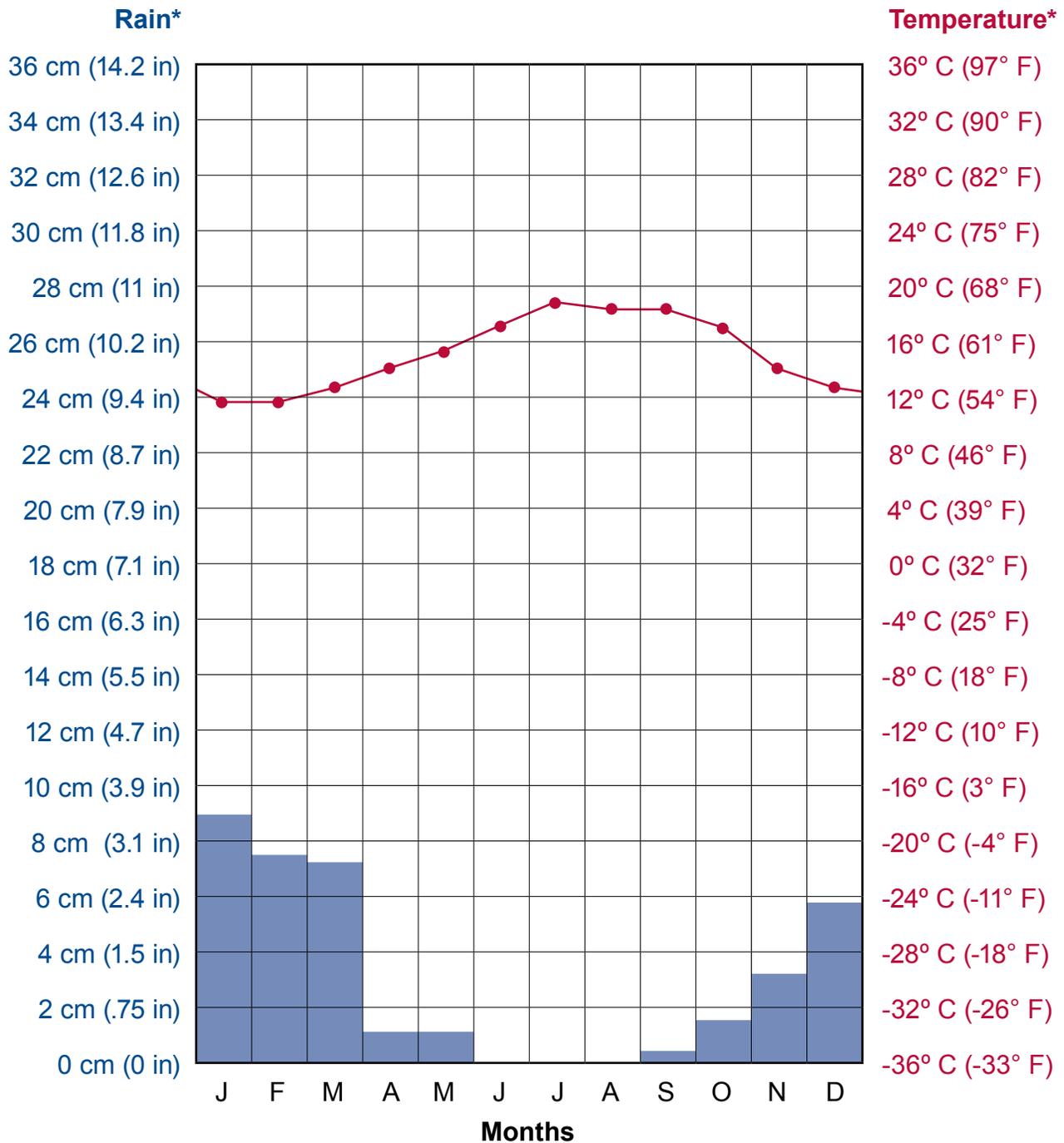
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

## Identify The Mystery Biomes

Lesson 2 | page 7 of 9

Names of group members: \_\_\_\_\_

Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

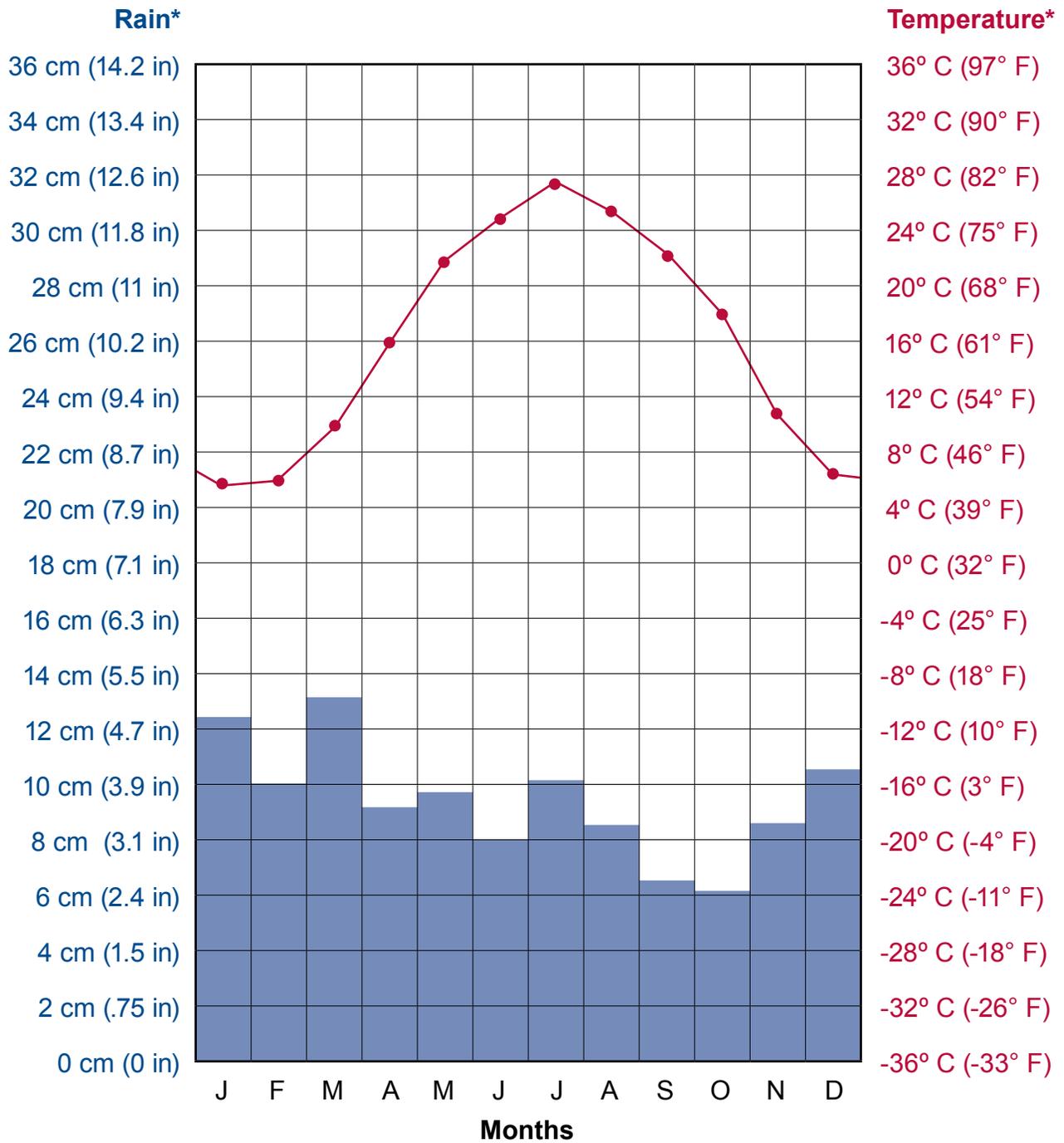
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

## Identify The Mystery Biomes

Lesson 2 | page 8 of 9

Names of group members: \_\_\_\_\_

Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

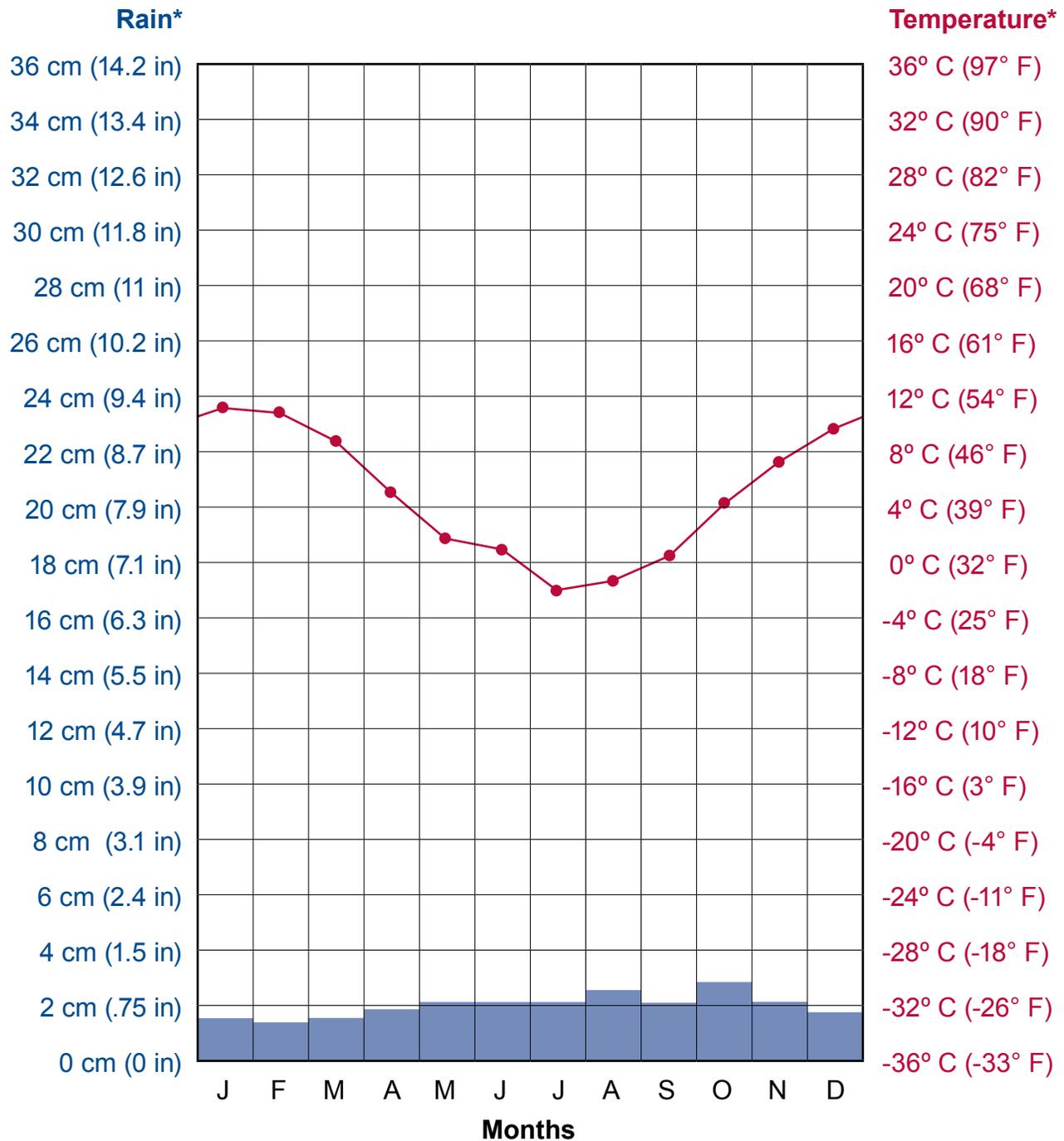
Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

## Identify The Mystery Biomes

Lesson 2 | page 9 of 9

Names of group members: \_\_\_\_\_

Climatogram: Mystery Biome \_\_\_\_\_



\*Note: Conversions are approximate.

Source: Data from National Oceanic and Atmospheric Administration, [www.noaa.gov](http://www.noaa.gov)

**World Biomes at a Glance**

Lesson 2 | page 1 of 5

Name: \_\_\_\_\_

**Instructions:** Complete the first two columns of the chart below during Lesson 2. Complete the last two columns during Lesson 3. (1 point per cell)

|                       |           |         |
|-----------------------|-----------|---------|
| Plant Characteristics |           |         |
| Typical Vegetation    |           |         |
| Climate               |           |         |
| Latitude & Elevation  |           |         |
|                       | Chaparral | Savanna |

**World Biomes at a Glance**

Lesson 2 | page 2 of 5

Name: \_\_\_\_\_

| Plant Characteristics |                   |                         |
|-----------------------|-------------------|-------------------------|
| Typical Vegetation    |                   |                         |
| Climate               |                   |                         |
| Latitude & Elevation  |                   |                         |
|                       | <b>Rainforest</b> | <b>Deciduous Forest</b> |

**World Biomes at a Glance**

Lesson 2 | page 3 of 5

Name: \_\_\_\_\_

| Plant Characteristics |                           |        |
|-----------------------|---------------------------|--------|
| Typical Vegetation    |                           |        |
| Climate               |                           |        |
| Latitude & Elevation  |                           |        |
|                       | Taiga (Coniferous Forest) | Tundra |

**World Biomes at a Glance**

Lesson 2 | page 4 of 5

Name: \_\_\_\_\_

| Plant Characteristics |        |           |
|-----------------------|--------|-----------|
| Typical Vegetation    |        |           |
| Climate               |        |           |
| Latitude & Elevation  |        |           |
|                       | Desert | Grassland |

**World Biomes at a Glance**

Lesson 2 | page 5 of 5

Name: \_\_\_\_\_

|                                 |               |
|---------------------------------|---------------|
| <b>Plant Characteristics</b>    |               |
| <b>Typical Vegetation</b>       |               |
| <b>Climate</b>                  |               |
| <b>Latitude &amp; Elevation</b> |               |
|                                 | <b>Alpine</b> |

**Same Roles, Different Biomes**

Name: \_\_\_\_\_

**Instructions:** Review all nine food webs to gather the information you need to complete the chart below. (1 point per cell)

|                  | Producers | Consumers | Decomposers |
|------------------|-----------|-----------|-------------|
| Chaparral        |           |           |             |
| Savanna          |           |           |             |
| Grassland        |           |           |             |
| Deciduous Forest |           |           |             |

**Same Roles, Different Biomes**

Lesson 4 | page 2 of 2

Name: \_\_\_\_\_

|            | Producers | Consumers | Decomposers |
|------------|-----------|-----------|-------------|
| Rainforest |           |           |             |
| Taiga      |           |           |             |
| Tundra     |           |           |             |
| Alpine     |           |           |             |
| Desert     |           |           |             |

**Comparing Cases**

Lesson 5

Name: \_\_\_\_\_

**Instructions:** Complete the chart below. (1 point per cell)

|  | <b>Goats and Grasses in California</b> | <b>Cane Toads in Australia</b> | <b>Eucalyptus in California</b> | <b>Honey Bees in Brazil</b> |
|--|--|--------------------------------|---------------------------------|-----------------------------|
| <b>Why people used the organisms</b>                                   |  |                                |                                 |                             |
| <b>Important ecological roles and characteristics of the organisms</b> |  |                                |                                 |                             |
| <b>Effects of people's practices on the organisms or ecosystems</b>    |  |                                |                                 |                             |
| <b>Differences in native ecosystems and biomes</b>                     |  |                                |                                 |                             |







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