

**Stacy Golden**  
**Blatchley Middle School**  
**Nurse Log Food Web**  
**Grade 8, could be used for 8-10**

This lesson allows students to dissect a section of nurse log to begin to understand the role they play in the food webs of an old growth forest. Students will work on journaling through their observations.

**LCM Informal Loop: Nurse Log Food Web Project**

<b>LCM Lesson Plan:</b> Nurse Log Food Web <b>Unifying Concept:</b> Systems, Order and Organization <b>Content Standards:</b> SC2 (taxonomy) SC3 (energy and matter in food webs) SA1 (processes of science) <b>LA Standard:</b> W3.5 Document sources <b>Cultural Standard:</b> E2 Understand ecology of bioregion <b>Science concept:</b> Utilize nurse logs to develop an understanding of food webs and local old-growth forest ecosystem		<b>Name:</b> Stacy Golden <b>Grade Level:</b> 8th
	<b>Process Skills</b>	<b>Materials</b>
<b>Gear- Up</b> When you walk through the forest what do you see? Types of trees? Condition of trees? Animal life? Woody debris on the forest floor (nurse log)? Is there life in these logs? Introduce old growth forest and the 4 primary components (Nurse log, mulit-layer canopy, snags, tall old trees).	Observation	Sample bins Screwdrivers Tweezers Knives Petri dishes Microscopes Terrarium
<b>Explore</b> Look at your section of nurse log; draw it into your notebook describing textures, colors, size, smells, movement, etc. Then move around and look at other groups' samples. How do they compare?	Observation	Collection jars Rubber gloves Camera
<b>Generalize:</b> What do you notice? How do the samples compare? What do you think you might find when you start to tear your logs apart?	Prediction	<b>Vocabulary</b> Nurse log Old growth forest

<p><b>Explore:</b>          Allow each group to use tools to slowly dissect their sample. They should draw features that they see and collect any specimens they find to be drawn, observed through microscope/hand lens and preserved. Students should make thorough observations along the way. Students will have resources available to identify any plants/animals they find.</p>	<p>Observation          Data collection</p>	
<p><b>Generalize:</b>          Class discussion-What did you discover? What types of organisms/abundance did you find? What can you infer about the nurse log in relation to the organisms in/on it?</p>	<p>Infer          Communication          Hypothesizing</p>	<p><b>Field Materials</b>          Trash bags          Flag tape          Chainsaw          Shovel          Camera</p>
<p><b>Apply/Assess:</b>          Food Web Game-Give each student a laminated magnetic card of an organism in the web. When music starts kids go to “nurse log” and explain importance to their survival, nurse log gives “food” based on importance. “Organisms” move around room discussing relationship with each other. When music stops “nurse log” calls on random pairs to explain their relationship to each other and then announces who gives food to who (i.e. habitat gives food to occupant). Do several rounds. Kids return to seat and then go to white board one at a time place organism on board and draw lines to organisms, which they connect. Discuss value do you believe nurse logs play in an old growth forest?</p>	<p>Communication          Prediction          Infer</p>	<p>Organism cards          White board          “food” = candy          Stereo</p>
<p><b>Extensions:</b>          Food web models</p>		

<p>4</p>	<p>Notebook entry is thorough and detailed. Drawings of organisms and log are realistic including labels and measurements. Detailed observations include (but aren't limited to) smells, colors, textures, and potential mini-habitats within the log. Questions are recorded and answers provided where possible. Discoveries made as the log is dissected are thoroughly described. Inferences and predictions are made. All sources are listed. Potential food web within the log is drawn and described.</p>
<p>3</p>	<p>Notebook entry is good. Drawings of organisms and log are understandable and include labels and measurements. Observations of smell, texture, color and mini-habitats are included. Questions and answers are recorded. Discoveries made as the log is dissected are listed. Inferences and predictions are made. Most important sources listed.</p>

3	Notebook entry is good. Drawings of organisms and log are understandable and include labels and measurements. Observations of smell, texture, color and mini-habitats are included. Questions and answers are recorded. Discoveries made as the log is dissected are listed. Inferences and predictions are made. Most important sources listed. Potential food web is drawn.
2	Notebook entry makes progress. Sketchy drawings are provide little information and labels and measurements are minimal. Observations are brief. Basic questions and answers are recorded. Inferences and predictions are basic or those share among the class. One source listed. Food web is not complete.

Assessment Task Rubric