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Nitrogen cycle worksheet key

If you are viewing this message, it means we are having trouble loading external resources on our website. If you are behind a web filter, make sure that the *.kastatic.org and *.kasandbox.org domains are unlocked. The nitrogen cycle Anita Edwards IS 285 Meyer Levin, Brooklyn Summer Research Program for Science Teachers August 2008 Subject: Earth Science Grade Level: 8th and 9th Unit: Human beings in their environment: Necessity and Tradeoff Duration: 4 periods Objective: What is the nitrogen cycle and how can human activities change this cycle? Objectives: · Demonstrate the various paths through which nitrogen can cycle between organisms and the physical environment through the use of the role game · Build a nitrogen cycle diagram and explain what it shows · Identify and discuss at least 3 examples of human actions affecting the vocabulary nitrogen cycle: Nitrogen cycle, nitrogen fixing, nitrification, denitrification, eutrophication, mineralization, nitrate, nitrite Materials: · Worksheet for students: Nitrogen Cycle · * Student Worksheet: Travel Nitrogen Passage Page (PDF) · 11 Says · 11 Storage Signs (Atmospheric, surface water, rain water, ground fertilizer, soils, ocean, animal waste, dead plants and animals, live plants, live animals) · * 11 dice codes (one for each station) [PDF] · 11 inkpads and small rubber stamps LCD projector and computer/laptop (for the projection of nitrogen cycle diagram) · N-P-K soil test kit · 3 types/brand of commercial fertilizers (with different nitrogen concentrations) · soil samples procedure: engage (day 1) 1. evaluate the previous knowledge by introducing nitrogen. students can be asked: what is nitrogen? Where is it on earth? Can you move from one place to another or is it stationary? Why is nitrogen important? 2. explain that nitrogen can travel with the help of bacteria, plants, animals, water and also lightning! inform them that they will pretend to be nitrogen atoms and engage in a role-playing game to find out how nitrogen travels between the living and not living parts of the environment. explore (day 1) 3. make great tank signs for 1. atmosphere, 2. surface water, 3. rainwater, 4. groundwater, 5. fertilizers, 6. soils, 7. ocean, 8. animal waste, 9. dead plants and animals, 10. live plants and 11. live animals. subsequently, print the codes says for the tank stations and cut them apart. set the 11 stations around the classroom, making sure to provide a die, rubber stamp, inkpads, dice code and tank sign for each station. 4. inform students who simulate traveling through the nitrogen cycle by moving to the different tank stations around the room. to do so, they must roll the nut to each station to direct their path through this cycle. to each must stamp their nitrogen passport and indicate where their next destination will be and how they will arrive there. This will be based on the results shown on the dice they throw. 5. Group students so that there are 2-3 students at each station. Tell them they will work individually and not as a group. Therefore, each person must roll the nut to each station visited. You can choose to make a quick demonstration so that students understand how to cycle through stations. Explain (Day 1) 6. Once all students have traveled enough times to fill their entire passport page, collect students to facilitate an entire group discussion on their journey through the nitrogen cycle. The following questions may be used: a) Was everyone's journey the same? Why or why not? b) Does the nitrogen cycle ever end? c) What are some of the reservoirs on Earth where nitrogen is located? d) What are some of the processes in which nitrogen can pass from one tank to another? Extend (home assignment) 7. Draw and color a diagram to show your path through the nitrogen cycle. Then write a paragraph describing your trip. * * * * * Engage (Day 2) 8. Randomly ask some students to read their paragraphs and show their nitrogen cycle diagrams. This will serve as a brief review. Explore (Day 2) 9. Distribute copies of the student worksheet: Nitrogen cycle. the color diagram of the nitrogen cycle using the LCD projector. Students can refer to the same diagram on their worksheet as key concepts on this cycle are discussed. Explain (Day 2) 10. Divide students into cooperative learning groups and evaluate their understanding of key concepts, letting them read the introduction on the nitrogen cycle and answer questions on the student worksheet. Extend (Days 3 and 4) 11. Take students in an external exploration to make soil sample surveys. This can be done easily in the school's courtyard/backyard. Students should be divided into groups of 4 and educated to collect soil samples in various locations across the field. Students will analyze these samples using NPK soil test kit to determine their concentration of nitrogen, phosphorus and potassium. Students should record their data in their scientific journals. On the basis of their results students can draw conclusions about the concentration of NPK in soils and the vegetal growth observed in such places. 12. Students should therefore be presented to fertilizer samples with variable amounts of NPK. Based on the results of their soil sample study, they should write a topic for or against the use of data fertilizers to promote plant growth in the field. *This lesson plan has been adapted from New York State Standards: Intermediate Basic curriculum · Standard 1: Scientific Survey · Standard 4: The living environment (6.1c, 7.2c, 7.2d) · Standard 4: Physical adjustment (2.2r) · Standard 6: Common themes of interconnection (6.1) · Standard 1 and 6 6 water carbon and nitrogen cycle worksheet key. amoeba sisters carbon and nitrogen cycle worksheet answer key. the nitrogen cycle worksheet answers key. the nitrogen cycle worksheet 2 answer key. water carbon and nitrogen cycle worksheet answer key. the nitrogen cycle game passport worksheet answer key. study jams nitrogen cycle worksheet answer key. nitrogen cycle diagram worksheet answer key

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