

## Photo Description



This image shows a dead tree log that has fallen on the ground and is being broken down by nature. You can see large hollow sections and rotten wood where the tree is decomposing. Around the log, plants and other living things are growing, showing how a dead tree becomes home and food for many forest creatures.

## Scientific Phenomena

**Anchoring Phenomenon:** A "nurse log"—a fallen, decaying tree that supports the growth of new plants and provides habitat for forest organisms.

**Why This Happens:** When a tree dies and falls, decomposers (fungi, bacteria, and insects) break down the dead wood into smaller pieces and nutrients. This process, called decomposition, returns nutrients to the soil. The decaying wood holds moisture and creates a nutrient-rich environment where seeds can germinate and small plants can grow. Meanwhile, the hollow spaces and rotting wood become homes for insects, fungi, and other organisms. This is a natural recycling process—nothing in nature goes to waste; dead organisms become resources for living things.

## Core Science Concepts

- \* **Decomposition:** The process where dead organisms and organic matter are broken down by decomposers (bacteria, fungi, insects) into simpler materials that return to the soil.
- \* **Nutrient Cycling:** Dead materials from organisms are recycled and returned to the environment as nutrients that new plants and animals can use.
- \* **Habitat and Interdependence:** The fallen log provides shelter, food, and moisture for many different organisms (insects, fungi, plants), showing how living things depend on their environment and on each other.
- \* **Energy Flow and Food Chains:** Decomposers obtain energy from dead wood; insects feed on the decomposers; plants grow in the nutrient-rich environment; herbivores eat the plants—all connected in a food chain.

### Pedagogical Tip:

Rather than treating decomposition as "yucky" or "gross," help students reframe it as nature's recycling program. Use the phrase "nature's cleanup crew" when discussing decomposers. This shifts the perspective from decay to renewal and helps Fourth Graders see the beauty in natural cycles. Consider having students observe small-scale decomposition in a sealed jar with soil and leaves over several weeks to make this abstract concept concrete.

### UDL Suggestions:

To support diverse learners: (1) **Representation:** Use labeled diagrams and photographs showing the nurse log process step-by-step, with text-to-speech options for struggling readers. (2) **Action/Expression:** Allow students to show understanding through drawing, building a model, writing, or creating a short video explanation—not just written tests. (3) **Engagement:** Invite a local naturalist or forest ranger to visit, or take a virtual field trip to a forest to see real nurse logs in situ. This makes the learning personally relevant and exciting.

## Zoom In / Zoom Out

### ### Zoom In (Microscopic Level)

At the microscopic level, fungal hyphae (tiny thread-like structures) penetrate deep into the wood, secreting enzymes that break down the tree's cell walls. Bacteria colonize the wood, further decomposing complex organic molecules into simpler nutrients like nitrogen, phosphorus, and potassium. Invertebrates like millipedes, beetles, and mites tunnel through the wood, fragmenting it and creating pathways for microorganisms to access new material. This microscopic "work" is invisible to the eye but is essential for breaking down the entire log.

### ### Zoom Out (Ecosystem Level)

Zooming out, this nurse log is part of a larger forest ecosystem undergoing natural succession—the predictable change in a community of organisms over time. As the log decomposes over decades, it gradually transforms the local soil chemistry and microclimate, eventually disappearing entirely as it becomes part of the forest floor. Multiple nurse logs in a forest create a mosaic of different aged decomposition stages, supporting diverse habitats. This process contributes to forest health, carbon cycling, and the long-term stability of the woodland ecosystem.

## Discussion Questions

1. What do you think will happen to this log over the next 5 or 10 years? (Bloom's: Predict | DOK: 2)
2. Why do you think plants are growing on this dead log instead of in the bare soil next to it? (Bloom's: Analyze | DOK: 3)
3. If decomposers were not breaking down dead wood and leaves in the forest, what problem might happen to the forest over many years? (Bloom's: Evaluate | DOK: 3)
4. How is a nurse log an example of nature recycling? (Bloom's: Understand | DOK: 2)

## Potential Student Misconceptions

1. Misconception: "The log is just rotting away and disappearing—nothing good is happening."  
- Clarification: The log is not disappearing; it is being transformed into nutrients and new life. Decomposers are breaking it down into smaller pieces and feeding the soil, which helps new plants grow. Nothing is wasted in nature.
2. Misconception: "Only bugs live in the log; it is not important for other animals."  
- Clarification: Many different organisms depend on the nurse log—insects, fungi, earthworms, small mammals, and plants all use it for food, shelter, and nutrients. It is a bustling "apartment building" for forest life.
3. Misconception: "Dead things just stay dead; they do not help living things."  
- Clarification: Dead organisms are recycled by nature. When they decompose, they release nutrients back into the soil and air, which new plants and animals use to grow. Dead things are an important part of keeping ecosystems healthy.

## Extension Activities

1. Decomposition in a Jar: Have students create a "decomposition observation chamber" by layering soil, dead leaves, twigs, and food scraps in a clear plastic jar with a lid. Over 4–6 weeks, students observe and record changes: the food breaks down, the soil darkens, and mold or fungi may appear. Discuss how this mirrors what is happening inside the nurse log.
2. Nurse Log Habitat Hunt: If safe and accessible, take students on a nature walk to find fallen logs or decaying plant material. Have them use hand lenses to search for organisms living in or on the decomposing material (beetles, millipedes, fungi, moss). Document findings with photographs or sketches and create a class "field guide" of nurse log residents.

3. Build a Terrarium Model: Students create a small terrarium in a clear container with soil, a piece of rotting wood (or bark), plants, and moss. Over several weeks, they observe how the wood decomposes and how it supports plant growth. This hands-on model makes the abstract concept of nutrient cycling visible and engaging.

### Cross-Curricular Ideas

- \* ELA—Narrative Writing: Have students write a short story from the perspective of a decomposer (a fungus or bacterium) breaking down the log, or from the viewpoint of a seed that germinates on a nurse log. This builds empathy for organisms while reinforcing the science concepts.
- \* Math—Measurement & Graphing: Measure the length and width of a nurse log photo (or a real one if available). Calculate the area or estimate the volume. Graph the stages of decomposition over time using fictional data. This reinforces measurement skills while applying them to real-world science.
- \* Social Studies—Native Peoples & Forests: Research how indigenous peoples of the Pacific Northwest (where nurse logs are common in old-growth forests) understood and valued the role of fallen trees in forest health. This connects science to cultural knowledge and environmental stewardship.
- \* Art—Nature Sculpture: Challenge students to create a nature sculpture or collage using "found objects" from decomposing logs, bark, leaves, and twigs. Display the artwork with a placard explaining how decomposition and nutrient cycling inspired the design.

### STEM Career Connection

1. Forest Ecologist: A forest ecologist studies how trees, animals, fungi, and soil interact in forests. They observe places like nurse logs to understand how forests stay healthy and regrow after damage. They might work for national parks or universities. Average Salary: \$65,000–\$75,000 USD per year.
2. Mycologist (Fungi Scientist): A mycologist studies fungi, including the mushrooms and molds that decompose dead wood. They learn how fungi break down materials and help forests recycle nutrients. Mycologists work in research labs, universities, or museums. Average Salary: \$55,000–\$70,000 USD per year.
3. Soil Scientist: A soil scientist studies soil and how nutrients cycle through it. They investigate how decomposing material enriches soil, making it healthy for plants to grow. They help farmers, forests, and gardens thrive. Average Salary: \$60,000–\$80,000 USD per year.

### NGSS Connections

Performance Expectation:

4-LS1-1: From Molecules to Organisms—Structures and Processes. Construct an argument that plants get the materials they need for growth chiefly from air and water.

Disciplinary Core Ideas:

- 4-LS1.C Energy in Animals and Plants: "Plants acquire their material for growth chiefly from air and water."
- 5-LS2.B Cycles of Matter and Energy Transfer in Ecosystems: "Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die."
- 5-LS2.D Social Interactions and Group Behavior: Decomposers break down dead material and return nutrients to soil.

Crosscutting Concepts:

- Cycles (Nutrient cycling, life cycles, decomposition)

- Systems and System Models (Forest ecosystem as a system with interdependent parts)
- Energy and Matter (Matter and energy transformation through decomposition)

### Science Vocabulary

- \* Decomposer: A living thing (like bacteria or fungi) that breaks down dead plants and animals into nutrients that go back into the soil.
- \* Decomposition: The natural process of dead organisms and materials being broken down into smaller pieces and simpler materials.
- \* Nutrient: A material that living things need to grow and stay healthy, such as nitrogen or phosphorus found in soil.
- \* Habitat: A place where a plant or animal lives and finds food, water, and shelter.
- \* Succession: The slow, natural change in the types of plants and animals living in a place over a long time.
- \* Organism: A living thing, such as a plant, animal, fungus, or bacterium.

### External Resources

Children's Books:

The Fallen Tree\* by Robin Tosh (explores life in and around a fallen log)

Compost Stew: An A to Z Recipe for the Earth\* by Mary McKenna Siddals (introduces decomposition and recycling in rhyme)

Who Lives Here? Forest\* by Shelley Rotner and Sheila Kelly (explores forest habitats and organisms, including decomposer habitats)

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Teacher Note: This lesson invites Fourth Graders to see death and decay not as "the end" but as part of nature's beautiful and essential recycling process. By exploring the nurse log, students develop a systems-thinking perspective that will deepen their understanding of ecology and interconnectedness for years to come.