

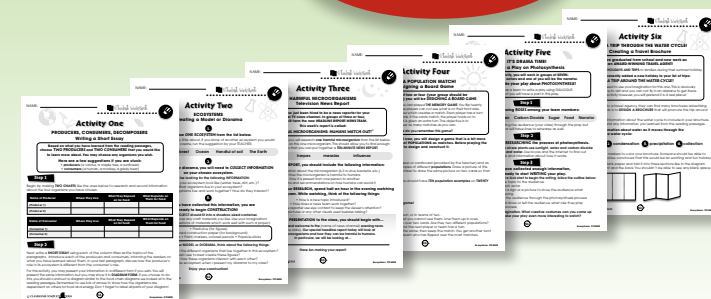
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✓ **6 BONUS Activity Pages!** Additional worksheets for your students

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC4500 or Ecosystems
- Enter pass code CC4500D for Activity Pages.

**FREE!**





# Food Chains & Food Webs

1. In the square below, draw what you think a chain looks like. Fill the whole square!

a) How does the chain stay together?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) What would happen if you took out one of the chain links?

\_\_\_\_\_

\_\_\_\_\_

2. Complete each sentence with a word from the list. Use a dictionary to help you.

organism    web    chain    interaction    nutrients

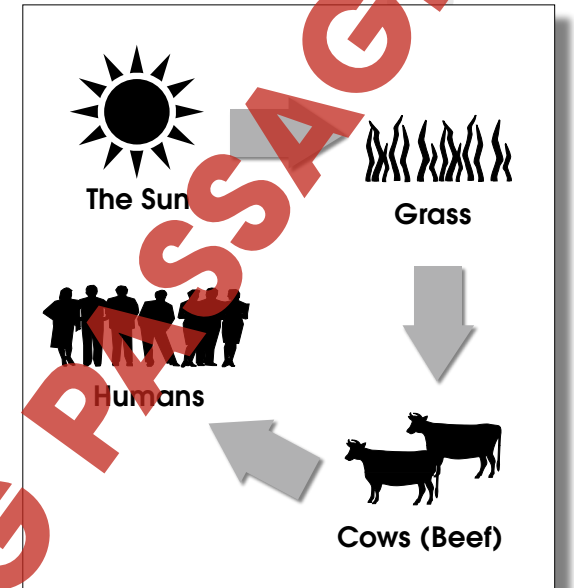
- a) A \_\_\_\_\_ is a complicated structure. Spiders spin them!
- b) A relationship between two or more things is called an \_\_\_\_\_.
- c) \_\_\_\_\_ are the healthy things found in food that helps things grow.
- d) An \_\_\_\_\_ is any individual form of life, for example, a plant or an animal.
- e) A \_\_\_\_\_ has links in it that are connected. These links hold the chain together.



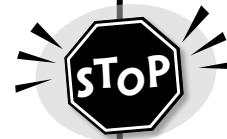
# Food Chains & Food Webs

What is a Food Chain?

We just learned that all organisms depend on each other for food and energy. We also learned that all food is produced using the Sun's energy. Some organisms use the Sun's energy directly for food (for example, plants). Others eat other organisms because they cannot make their own food. And others break down nutrients in dead organisms to make food for others. We call these producers, consumers, and decomposers. If you look at the drawing to the right, you will see many arrows. These arrows show how each organism is dependent on another organism. It looks like a long chain. We call this the **food chain**. Each part is linked or dependent on another part.



Draw a diagram like a food web using different people in your family. How are you dependent on each other?



\_\_\_\_\_

\_\_\_\_\_

Do humans only eat one type of food? Of course not. There are no organisms that eat only one type of food. Every organism depends on more than one other organism for food. That is why the **food chain** looks very busy. In a food chain diagram, every organism would have more than one arrow coming towards it or going away from it. The arrows overlap each other. Have you ever looked closely at a spider's web? The many arrows in a food chain look very similar to a spider's web. That is why we call the busy interactions between organisms a **food web**.



# Food Chains & Food Webs

1. Circle the word True if the statement is true. Circle the word False if it is false. If it is false, rewrite the sentence to make it true.

- T F a) All organisms use the Sun's energy directly for food.
- T F b) Some organisms eat other organisms because they can not make their own food.
- T F c) Arrows in a food web diagram show how organisms depend on other organisms.
- T F d) Not all parts of a food chain are linked.
- T F e) Organisms depend on only one other organism for food.

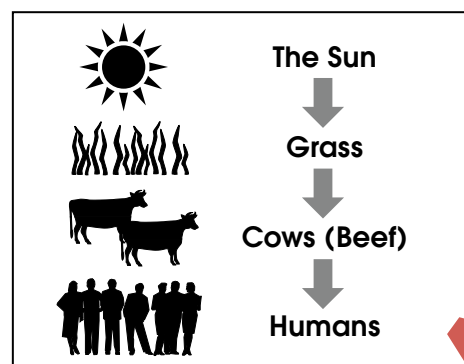
2. Draw a straight line from the word on the left to its definition on the right. Which word is left over? Use the reading passage or a dictionary to help you write out its definition.

- |   |             |   |   |
|---|-------------|---|---|
| 1 | nutrients   | A relationship between two or more things   | A |
| 2 | food chain  | Healthy things found in food that helps things grow   | B |
| 3 | organism    | Any individual form of life   | C |
| 4 | food web    | A diagram showing many food chains. The many arrows show the busy interactions between organisms. | D |
| 5 | interaction | _____   | E |



# Food Chains & Food Webs

3. A food chain diagram shows how organisms depend on each other for food. Look at the food chain diagram below. Explain in your own words how these organisms depend on each other.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Extension & Application

4. SPIN YOUR OWN FOOD WEB!

Food webs look like spider webs. They show how EACH organism depends on MANY organisms for food. Many arrows criss-cross over each other. This shows how complicated their interactions are.

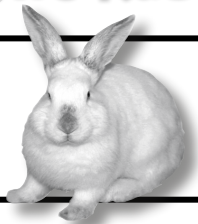


On the worksheet provided, create your own **food web**. The first box is filled in for you (the Sun). Fill in the rest of the boxes using organisms from the list below. CHOOSE EIGHT from the list of twenty organisms. Use research tools to find out what each organism eats. Remember, each organism is dependent on more than one other organism! Use **arrows** to show how these organisms are dependent on each other.

- |           |           |          |
|-----------|-----------|----------|
| • Humans  | • A Deer  | • Corn   |
| • Worm    | • Seaweed | • Ant    |
| • Rabbit  | • Lettuce | • Fish   |
| • Grass   | • Wheat   | • Carrot |
| • Chicken | • Beetle  | • Potato |
| • Cow     | • Dog     | • Shark  |
| • Rice    | • Mouse   |          |



# The Rabbit Bean Population!



### YOU WILL NEED:

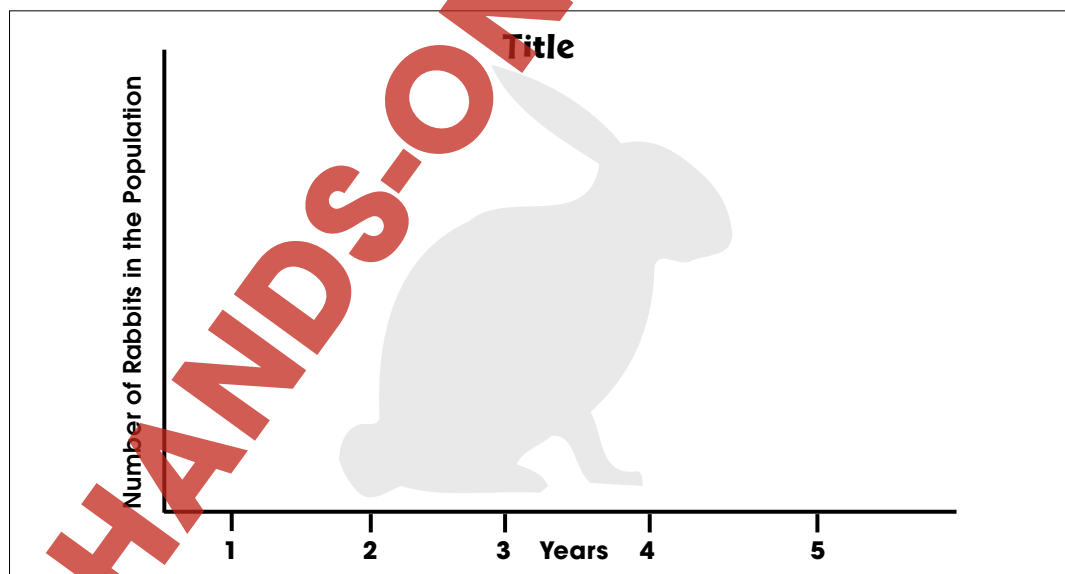
- Two colors of dried beans
- Graph paper
- Pencil or marker

Begin with two beans. You should have two different colored beans. One bean is a **male** rabbit and the other color bean is a **female** rabbit.

You are now going to **record the rabbit population for the next five years**. You won't be spending five real years on this project, don't worry!

Each year, each pair of rabbits gives birth to two rabbits—one male and one female. **SET UP A GRAPH** to record how the rabbit population will grow. Each year you will add beans to your population pile. These beans will be the new rabbits that are born each year. Record the numbers on your graph paper.

How many rabbits are in the population after five years? **Remember: after the first year, there are many pairs that will give birth to two new rabbits. The population will grow quickly!**



# Crossword Puzzle!

### Across

- group of things that live and work together in an environment
- something that is not living
- a microorganism that only has one cell
- to use something again
- used to look at something that is too small to see with eyes
- when water turns from a vapor into a liquid
- an organism that needs to be magnified to be seen

**Word List:** abiotic, bacteria, biotic, collection, condensation, consumer, decomposer, ecosystem, energy, evaporation, food web, microorganism, microscope, population, recycle, sugar, virus, water cycle

### Down

- food gives us this so that we can live a healthy life
- tastes sweet and plants use it to make food
- when water turns into vapor or steam
- something that is living
- an organism that depends on others for food
- the path of water going around and around on Earth
- when you gather something in one place
- group of similar individuals living in the same area
- organism that breaks down materials in dead organisms
- something contagious that makes you feel unwell
- a diagram that shows many food chains



# Comprehension Quiz



### Part A

Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

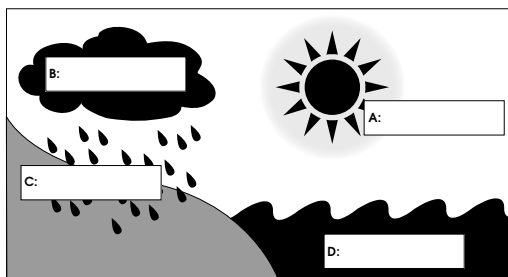
- A rainforest, a puddle, our Earth, and a handful of soil are all examples of ecosystems.
- As long as organisms look similar, they are part of the same population.
- Succession describes what happens when something changes over a long period of time.
- Producers, consumers, and decomposers depend on each other for energy and food.
- Food chain shows how organisms rely on themselves to find food and energy.
- Photosynthesis is the process where plants use sunlight, water, and carbon dioxide to make food, oxygen, and water.
- The water cycle shows how water goes up through the roots of a tree, and falls back to the ground through evaporation.
- Microorganisms include big organisms like bacteria. They are so big that you need a telescope to see them.



### Part B

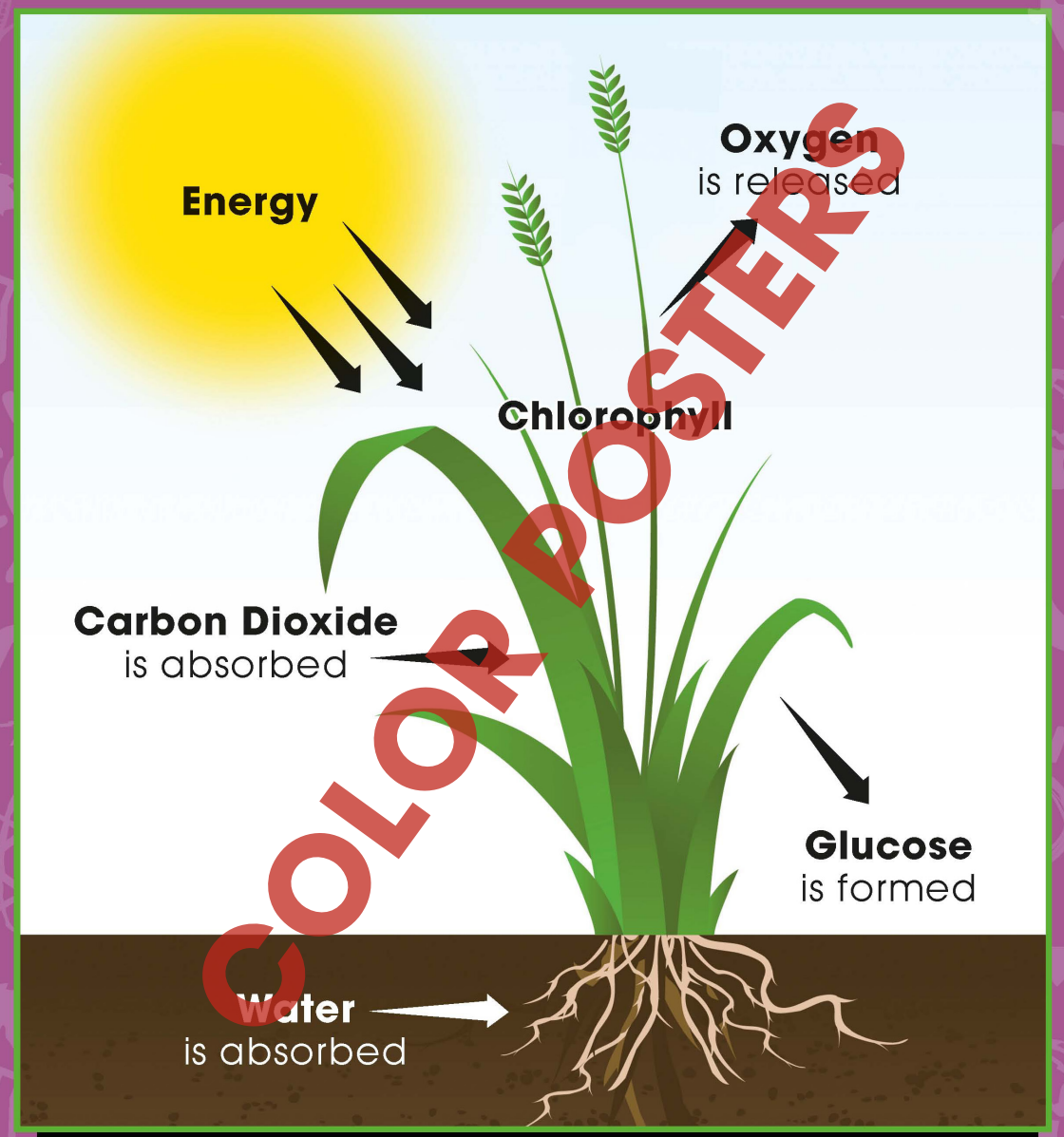
Label the diagram by doing the following:

- Write the stages below on the diagram to show each stage in the **water cycle**.
  - evaporation
  - condensation
  - precipitation
  - collection
- Use a colored pencil to show the **path of the water** running through the water cycle.
- What **shape** does your path make?



SUBTOTAL: /14

# Photosynthesis





# Ecosystems

3. In what ways could your classroom be described as an ecosystem? Name two **abiotic** and two **biotic** things in your classroom.

\_\_\_\_\_  
\_\_\_\_\_

4. Are all **ecosystems** the same size? Use examples to explain your answer.

\_\_\_\_\_  
\_\_\_\_\_

## Extension & Application

5. **Imagine you are a frog living somewhere in the world.** Use both your imagination and research tools to come up with facts about the ecosystem in which you live.

Copy the chart below onto a separate piece of paper to help you organize your thoughts and facts.

	Imagination	Research Tools
Where they live (i.e., water, soil)		
What they need to survive		
Biotic things found in their ecosystem		
Other abiotic things found in their ecosystem		

6. **TRAVEL TO AN ECOSYSTEM!** Design a **travel poster** which will convince people to come visit this ecosystem. Choose any ecosystem (try to think of one not yet mentioned) and use pictures and words to describe what you would find in this ecosystem. Remember... an ecosystem doesn't have to be a big place, and it has both biotic and abiotic things in it!

**In your poster, be sure to include:**

- The name of your ecosystem (a title)
- A slogan or sentence convincing people to come visit
- Drawings of both living and non-living things
- Research facts about the different parts of the ecosystem

3. Answers will vary

4. Not all the same size

5. Answers will vary

6. Answers will vary

10

1. D  
2. B  
3. A  
4. E  
5. C

2. Answers will vary (i.e. communication between two or more people)

3. Answers will vary

Answers will vary

12

Answers will vary

13

1. a)  B  
b)  C  
c)  D  
d)  B

2. a)  F  
b)  F  
c)  T  
d)  F  
e)  F

14



3. Organisms reproduce with each other

4. Yes; If organisms don't reproduce, a population will not survive

5. Answers will vary

6. Answers will vary

15

EASY MARKING ANSWER KEY