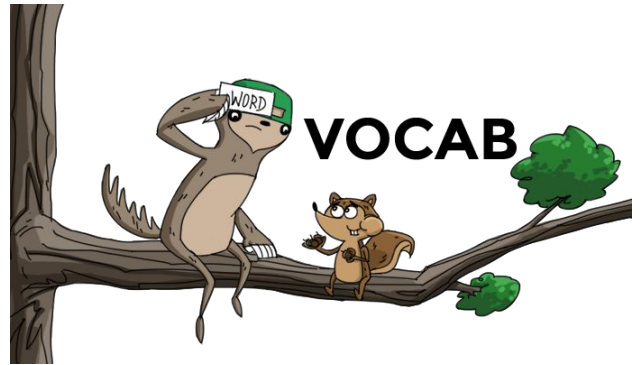




Food Webs Lesson 1: “The Solve” Student Handout

I. Vocabulary Warmup (in partners)

1. Cut out all the vocabulary words, pictures, quotes/captions, and definitions below.
2. With your partner, figure out which items go together, and sort your cut-outs into piles.
3. Arrange each pile of cut-outs on an index card. Each index card should have:
 - a. Front Side: Picture and matching quote/caption
 - b. Back Side: Vocabulary word and matching definition
4. When you and your partner feel you have them all matched correctly, call your teacher over to confirm.
5. Glue your cut-outs to the front and back sides of your index cards.
6. Quiz each other until you both know all the vocabulary words!

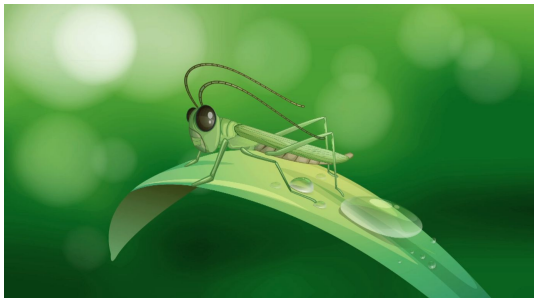




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Vocabulary Cards page 1 of 2





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Everything you see in this ecosystem is part of the food web.	Frog: "Actually it's called a secondary consumer, thank you very much."
Billy: "Predator! Like deer? Do you use a crossbow?"	Worm: "I'm a decomposer."
"That's why they call me a producer!"	Grasshopper: "That's why I'm a primary, or first, consumer."
Noun. All living things in a certain area.	Noun. Eats, or consumes, the primary consumers.
Noun. An animal that kills and eats other animals.	Noun. Organisms (or living things) that use the sunlight to create energy. Plants are an example of a producer.
Noun. Eats, or consumes, dead plants and animals and turns them into nutrients in the soil, which plants use to grow.	Noun. Eats, or consumes, the producers.
Ecosystem	Decomposer
Predator	Producer
Secondary Consumer	Primary Consumer



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II. Watch Mosa Mack.

Either on your own, in a small group or as a class (your teacher will let you know), watch Mosa Mack's episode on Food Webs. Then, fill out the questions below. Include a time code in your answer as evidence of where you found your answer.

Name: _____

Date: _____

Episode Questions

1. State clearly the problem that Frank, the frog, is facing?
2. Explain where the frog, the grasshopper and the plants get the energy for all life processes?
3. Construct a diagram to show how energy flows through the ecosystem in which the grasshopper lives.
4. Why is the movement of matter among the living (biotic) and nonliving (abiotic) parts of this ecosystem important?
5. Why couldn't Frank, the frog, find food? What was the significance of the worm killer?
6. What are some factors that would affect or limit the population growth of frogs, grasshoppers or plants?



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III. Exit Ticket: Check for Understanding

Complete the exit ticket below *or* you can take the quiz online!

Name: _____

Date: _____

1. The frog is a carnivorous predator. What does a carnivore eat?
 - a. Plants
 - b. Plants and animals
 - c. Animals
 - d. Fungi

2. Which of the following is not characteristic of primary consumers?
 - a. Primary consumers eat plants
 - b. Primary consumers eat animals
 - c. Primary consumers are low on the food webs
 - d. Primary consumers eat and get eaten

3. If the frog eats the grasshoppers, which direction would the arrow in a food web go?
 - a. Frog → Grasshoppers
 - b. Grasshoppers → Frog

4. What organism produces all the energy for the entire ecosystem by capturing energy from the sun?
 - a. Primary consumer
 - b. Secondary consumer
 - c. Decomposer
 - d. Producer

5. What organism produces all the nutrients that plants need?
 - a. Primary consumer
 - b. Secondary consumer
 - c. Decomposer
 - d. Producer

6. What organisms in a food web are essential for an ecosystem to thrive?
 - a. Consumers
 - b. Producers
 - c. Decomposers
 - d. All of the above