

Student Exploration: Food Chain

Due _____

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)

The Food Chain Gizmo™ shows a **food chain** with hawks, snakes, rabbits, and grass. In this simulation, the hawks eat snakes, the snakes eat rabbits, and the rabbits eat grass.

1. **Producers** are organisms that do not need to eat other organisms to obtain energy.
 - A. Which organism is a producer in this food chain? [The grass.]
 - B. Where does the producer get its energy? [The sun.]
2. **Consumers** must eat other organisms for energy. Which organisms are consumers in this food chain? [The rabbit, snakes, and the hawk.]

Gizmo Warm-up

The SIMULATION pane of the Gizmo shows the current **population**, or number, of each organism in the food chain.

1. What are the current populations of each organism?

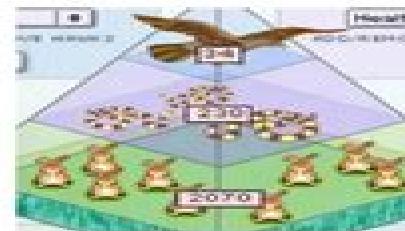
Grass: [27300] Rabbits: [2566] Hawks: [278] Snakes: [42]

2. Select the BAR CHART tab, and click Play (). What do you notice about each population as time goes by?

[Some of the species decrease in % of balance]

If populations don't change very much over time, the ecosystem is in **equilibrium**.

3. Compare the equilibrium populations of the four organisms. Why do you think populations decrease at higher levels of the food chain? [Because they depend on the lower parts of the food chain to survive.]



If you cannot access all the Gizmo site, you MUST send them a request for help and get your computer configured so it will work. If they are unable to help you, then you MUST use a computer in the library or somewhere else to complete your assignment by the due date!

Answers Key For Student Exploration Food Chain

Mary Rhiner

Answers Key For Student Exploration Food Chain:

Students Taking Charge in Grades K-5 Nancy Sulla,2018-11-01 Discover how to design innovative learning environments that increase student ownership so they can achieve at high levels and meet rigorous standards Students Taking Charge shows you how to create student driven classrooms that empower learners through problem based learning and differentiation where students pose questions and actively seek answers Technology is then used seamlessly throughout the day for information communication collaboration and product generation You ll find out how to Design an Authentic Learning Unit which is at the core of the Learner Active Technology Infused Classroom aimed at engaging students Understand the structures needed to support its implementation and empower students Build the facilitation strategies that will move students from engagement to empowerment to efficacy This new K 5 edition offers a more detailed look into elementary school implementation With the book s practical examples and step by step guidelines you ll be able to start designing your innovative classroom immediately

Nutrition Education Materials Holly Berry Irving,1987 **Close**

Reading with Paired Texts Level 4 Lori Oczkus,Timothy Rasinski,2015-06-01 Teach fourth grade students close reading strategies that strengthen their fluency and comprehension skills Students will read and analyze various types of texts to get the most out of the rich content Their reading skills will improve as they answer text dependent questions compare and contrast texts and learn to use close reading strategies on their own The lessons are designed to make close reading strategies accessible interactive grade appropriate and fun The lesson plans are easy to follow and offer a practical model built on research based comprehension and fluency strategies

Close Reading with Paired Texts Level 4: Engaging

Lessons to Improve Comprehension Oczkus, Lori,2017-03-01 Prepare fourth grade students for college and career readiness with this content packed resource Authored by Lori Oczkus and Timothy Rasinski this resource includes 12 units across the four content areas of language arts science social studies and mathematics Each unit incorporates close reading paired fiction and nonfiction text passages text dependent questions comparing and contrasting text and hands on activities to unify each week s worth of lessons Differentiation and reciprocal teaching strategies and assessment options are also included within each unit to tailor to multiple intelligences and monitor students progress

Human Biology: Ecology

Craig H. Heller,1999 **Human Biology: Ecology** H. Craig Heller,1999 *Quick Bibliography Series* ,1976 **Shellfish**

Culture, 1979-1986 Deborah T. Hanfman,1987 **Resources for Teaching Middle School Science** Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students

in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

Instructor's Manual for Understanding

Nutrition [by] **Eleanor Noss Whitney, Sharon Rady Rolfes** Mary Rhiner,2005 Focus on Earth Science ,2001

Ecology: Teacher's ed ,2005 **Earth's Waters: Teacher's ed** ,2005 The Software Encyclopedia 2001 ,2001

The Science Teacher ,2005 SCC Library has 1964 cur Cornell University Resource Guide for Agricultural Education

Cornell Educational Resources Program,1998 Prentice Hall Exploring Life Science Anthea Maton,1997 **A**

Sourcebook for Substitutes and Other Teachers Miriam K. Freedman,Teri Perl,1974 Our goal in writing this book has been to change the image of a day with a substitute from negative to positive We will consider such a day well spent when a student can leave school knowing that the has learned something new

Ocean currents and the open ocean James A. Kolb,1996 **Science for the Elementary and Middle School** Edward Victor,Richard Dean Kellough,1997 This text provides a source of science content methods and activities It examines effective science teaching methods explores how science instruction helps children improve knowledge gaining skills and provides the content information and activities needed for a complete science course

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