

Teacher Notes:

Below are the printables pieces and the student worksheet. Laminate the pieces and they will last for a while. I keep set in baggies. I try to have enough so we can do this as a partner activity. Students use the pieces to build a food web and then arrange those pieces in an energy pyramid so they can make the connection to how energy and matter flow through the ecosystem.



Feeds off the blood of other organisms like squirrels, mice, and deer.



Feeds on insects like beetles and ants.



Feeds on acorns, insects, and seeds.



Feeds on acorns produced from the oak tree.



Feeds on insects and the gypsy moth caterpillar.



Feeds on the gypsy moth caterpillar.



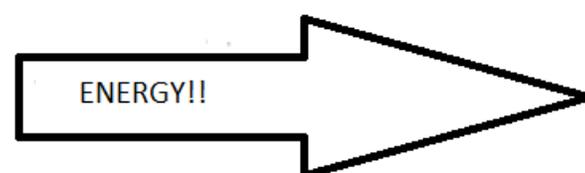
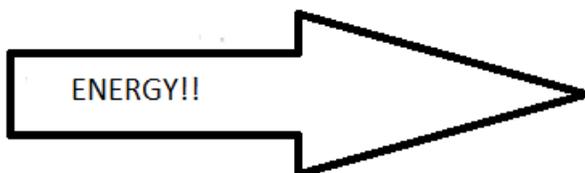
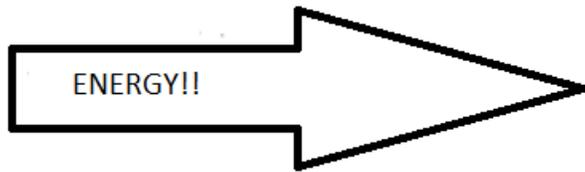
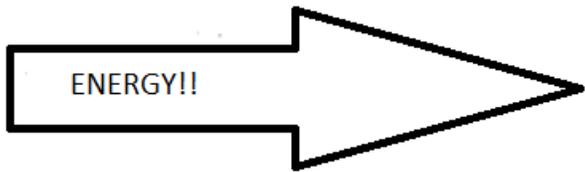
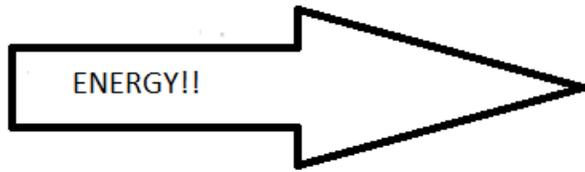
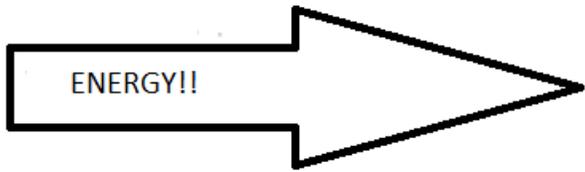
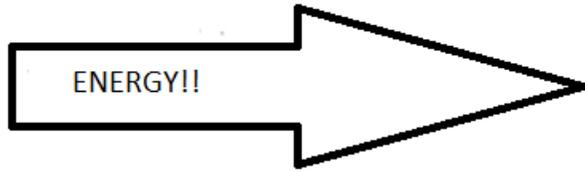
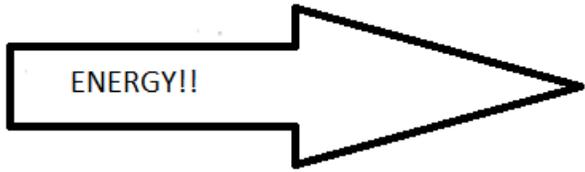
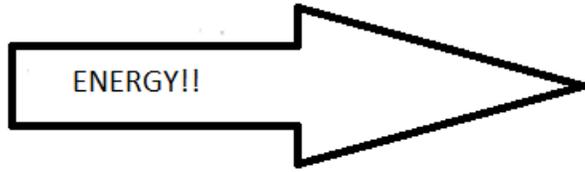
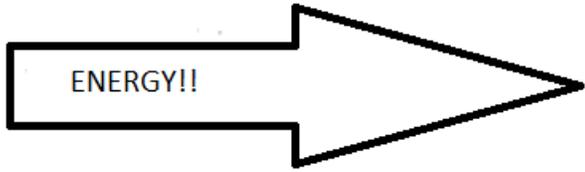
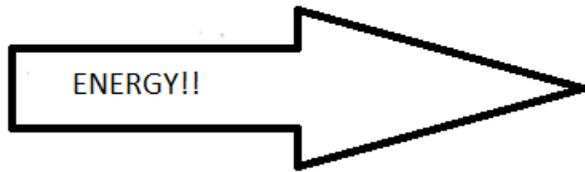
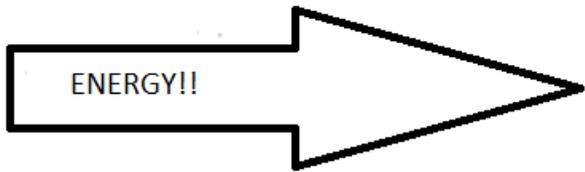
Feeds on leaves of trees.



Produces acorns that help provide for organisms like squirrels, mice, and deer.



Feeds on seeds and nuts.



**Secondary Consumers**

**10kcal**

**Primary Consumers**

**100kcal**

**Tertiary Consumers**

**1000kcal**

**Herbivores**

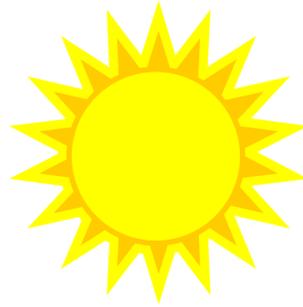
**10,000kcal**

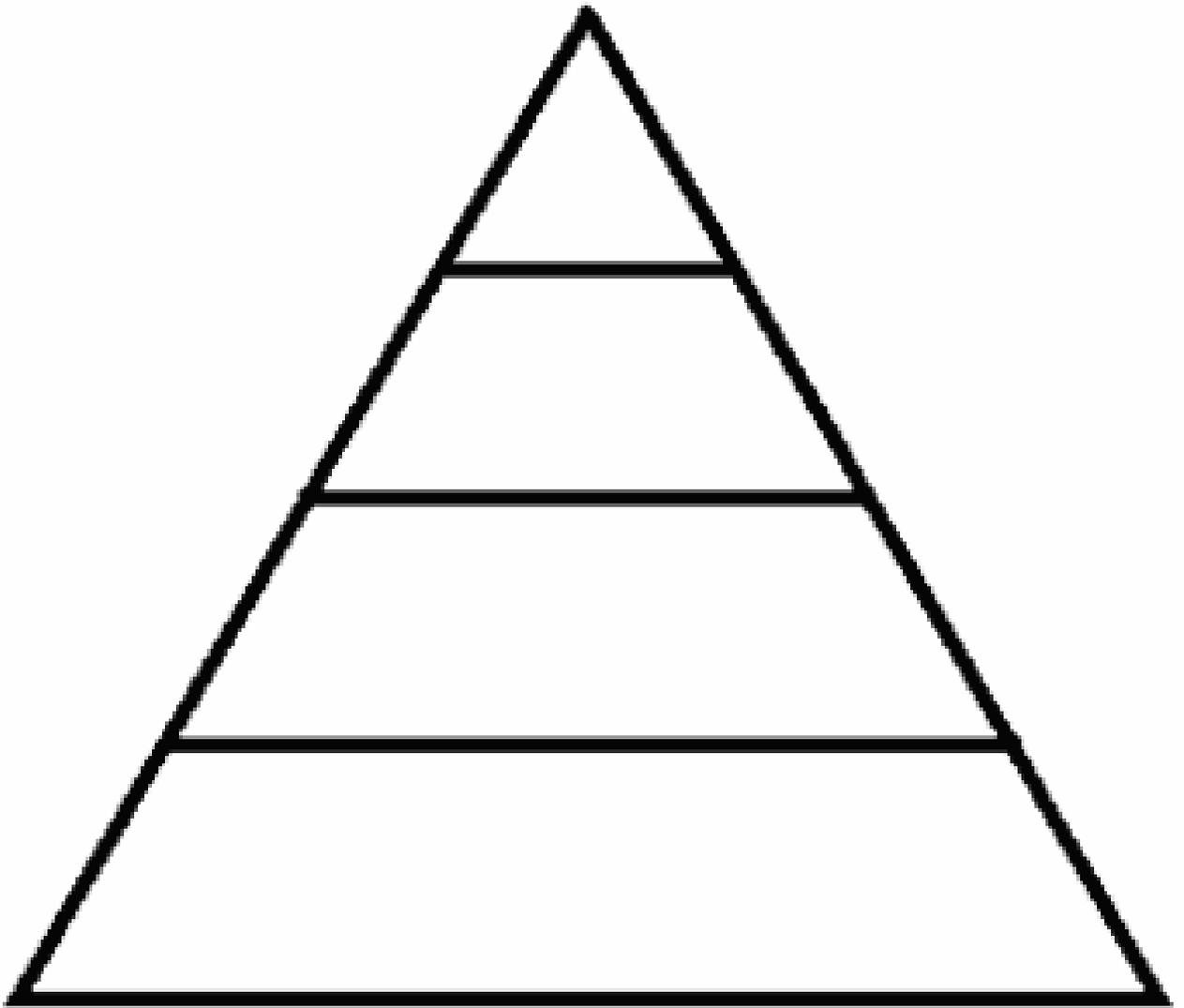
**Primary Carnivores**

**Secondary Carnivores**

**Producer**

**Omnivore**





Student Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Part 1: Using the sun, organisms and energy arrows provided create a food web. When you have completed the food web, draw the food web using the organism names in the space below. You do not have to draw the organism pictures.

Part 2: In the diagram you drew above, identify the following organism relationships by underlining the organisms name using a specific color.

Autotroph(s)-green

Heterotroph(s)- brown

herbivore(s)-orange

Carnivore(s)-red

Omnivore(s)-blue

Producer(s) –pink

Consumer(s)-yellow

Part 3: Identify the relationship of the organisms listed below. Word bank (mutualism, commensalism, parasitism, competition, producer-consumer)

A deer eating an acorn: \_\_\_\_\_

A cleaner fish feeding off of the particle of fish left in a shark's mouth : \_\_\_\_\_

A squirrel and a chipmunk gather acorns for the winter: \_\_\_\_\_

A tick feeding on a mouse: \_\_\_\_\_

Nitrogen fixing bacteria make nitrogen available for trees and the tree provides the bacteria with nutrients: \_\_\_\_\_

Part 4: In the food web you built, describe what would happen to the population of the other organisms if the deer population decreased significantly. Use a (+) to indicate an increase in population, (-) to indicated a decrease in population and (=) if there would be no change in the population.

Part 5: Using the organisms from the food web, the energy numbers (kcal), pyramid, and vocabulary terms, arrange the organism and terms into the pyramid in the correct location. Remember in an energy pyramid 10% of the energy makes it to the next level. When you complete the activity, record your results below.

