

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

Nancy Sulla



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 *Super Predator* Dr Cheryl Jakab,2016-01-08 There is something out there deep in the waters off the Southern coast of Australia The search is on in an uncharted area of a huge submarine abyss the Bremer Canyon for a predator that is big enough to eat a 3 metre great white shark

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

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

Shellfish Culture, 1979-1986 Deborah T. Hanfman, 1987 **Human Biology: Ecology** H. Craig Heller, 1999 **Botany for B.Sc. Students, Semester V: MJC 8** B P PANDEY, This textbook has been designed to meet the needs of B Sc Fifth Semester students of Botany for Patna University and other Universities in Bihar under the recommended National Education Policy 2020 It comprehensively covers the theoretical and practical aspect of the papers namely MJC 8 Molecular Biology and MJC 9 Plant Ecology and Phytogeography **Students Resolving Conflict** Richard Cohen, 2005 Educational resource for teachers parents and kids **Instructor's Manual for Understanding Nutrition [by] Eleanor Noss Whitney, Sharon Rady Rolfes** Mary Rhiner, 2005 Bridge to Reading Zone Teacher's Resource Guide , 2013-03-01 Perfect for small group instruction geared toward Response to Intervention BTR Zone Bridge to Reading motivates reluctant and struggling readers with high interest nonfiction focused on science adventure biography history and sports With scaffolds such as on page definitions photographs illustrations captions subheads and informational graphics BTR Zone books provide practice with the

text features so important to understanding informational text A teaching plan steeped in Common Core State Standards for Literacy provides instruction for vocabulary fluency comprehension and authentic writing truly providing a bridge for students to become more strategic readers

Pulling Together Leyton Schnellert, Mehjabeen Datto, Krista Ediger, Joanne Panas, 2009 Four dedicated educators pull in the current big ideas in teaching formative assessment backward design inquiry learning strategic teaching metacognition and put them together in a way that makes sense Pulling Together shows how this collaborative process is reflected in all aspects of the literacy learning process from unit planning to the inquiry process to linking assessment to responsive lesson design The book explores working together with students to develop and explore essential ideas and practices including responsive teaching and assessment reading as a personalized and meaningful experience and critical literacy Complete with diagrams graphic organizers classroom examples assessment tools and lists of core understandings this timely guide presents a comprehensive answer to the big questions about teaching English language arts

Project-Based Learning Applied to the Language Classroom Juliana Franco Tavares/ Louise Emma Potter, 2018-03-05 In Project Based Learning Applied to the Language Classroom the authors propose a way to develop PBL in the language classrooms taking into account all of the obstacles and specifics involved in teaching a foreign language It is about teaching English as a second or foreign language using Project Based Learning PBL We approach this combination because many people seem to think about implementing PBL in their language classes and ask questions about how to do it but feel that there aren't enough materials based on this methodology In fact most researchers and writers we have come across discuss the applications of PBL in the students mother tongue to subjects such as Math History Literature Social Studies and Science However there are few published works about the specifics of PBL in foreign language classes Besides it seems obvious to us that the main difficulty in developing projects in a second or foreign language lies exactly on the fact that communication may be hindered when students do not have enough knowledge in the target language

Focus on Earth Science, 2001

Applied Research for Growth, Innovation and Sustainable Impact Harold Andrew Patrick, Ravichandran Krishnamoorthy, 2025-10-09 Innovative Management Science Practices Bridging Theory and Applied Research delves into the dynamic interplay between theoretical frameworks and practical applications in management This insightful anthology compiles groundbreaking research and detailed case studies that highlight innovative practices across various domains including organizational governance strategic decision making marketing strategies financial management human resource development and the integration of advanced technology

Sif Biology Ol Tb, 2007 AQA GCSE Combined Science: Trilogy: AQA GCSE Biology for Combined Science: Trilogy Teacher Handbook Katie Estruch, 2025-09-11 This AQA GCSE Combined Science Trilogy Biology Teacher Handbook ebook edition has been brought right up to date to meet the needs of today's science teachers Subject and non subject specialists can be confident that this guide gives them what they need to pick up and teach GCSE Biology lessons that will have a lasting impact on their students This book is full

of clear guidance and explanations including topic overviews common misconceptions key terminology and ideas to help you to relate the content to relevant contexts and students experiences Drawing on insights from current research evidence informed teaching strategies support your professional development Use this along with the Chemistry and Physics AQA GCSE Science teacher handbooks as well as the matching Student Books

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