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Juli
### Objective

**NGSS Performance Expectations:**
- **For 5th grade:** 5-LS2-1. I will be able to develop a model to describe the movement of matter among plants and animals *(NOTE: Lesson does not yet include movement of matter among decomposers and the environment. These two factors are added in the performance expectation, found here).*
- **For Middle School:** MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living parts of an ecosystem. *(NOTE: Lesson does not yet include cycling of matter among nonliving parts of the ecosystem. Nonliving factors are added in the performance expectation, found here).*

**Leading up to NGSS Objectives of:**
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

### Overview of Resource

In this worksheet, students will construct a model of a food web by using their prior knowledge to place the organisms into correct places on the chart based on their roles within the ecosystem.

**There are two versions of this worksheet.**
- **Version 1:** Students can write the names of the organisms into the chart using pencil.
- **Version 2:** Assesses the same information, expect that students need to cut out pictures of the organisms and then glue them into the correct boxes on the chart.

The first option takes less teacher prep, and the second option allows for students to move organisms around more until they find a combination that works.
<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>Answer Key is included below.</th>
</tr>
</thead>
</table>
| **Scoring Rubric** | • 15 points total  
|             | • 7 points: Students receive 1 point for each correctly placed organism. The plants can be placed in either of the bottom two boxes, but the other organisms must be in the places shown in the answer key. Common mistakes may include switching the place of the rabbit and grasshopper, or switching the snake and eagle.  
|             | • 8 points: Students answer each of the analysis questions correctly (1 pt each question) and in full sentences (1 pt each question). |

| Prior Knowledge | Before using this worksheet, students should already be able to:  
|-----------------|-------------------------------------------------------------|
|                 | • Identify producers, consumers, and decomposers  
|                 | • Differentiate between herbivores, omnivores, and carnivores  
|                 | • Read and interpret basic food chains and food webs  

*(If you would like lessons for these objectives, all three are covered in bundles listed above.)*
Directions: Construct a model of a food web by writing the organisms' names into the boxes below, and then answer the questions on the next page in full sentences.
Directions: Use the food web that you created to answer the questions below in full sentences.

1. Which organisms are producers in this food web? Why are they considered producers?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. Which organisms are carnivores? Use evidence from the food web to explain your answer.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. Explain why the disappearance of the grasshopper would hurt the frogs in the ecosystem more than the snakes.
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

4. What is the shortest way that the energy from plants can get to the eagle?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
Create a Food Web

Directions: Construct a model of a food web by cutting out the boxes below and arranging them on the chart. Once you are sure of your answers, glue the boxes into place.
Created a Food Web
**Directions:** Use the food web that you created to answer the questions below in full sentences.

1. **Which organisms are producers in this food web? Why are they considered producers?**

2. **Which organisms are carnivores? Use evidence from the food web to explain your answer.**

3. **Explain why the disappearance of the grasshopper would hurt the frogs in the ecosystem more than the snakes.**

4. **What is the shortest way that the energy from plants can get to the eagle?**
Create a Food Web

Note: The plants can be in either of the bottom boxes. All other organisms should be in the same place.

Name: _____________________
Date: _____________________
Directions: Use the food web on the previous page to answer the questions below in full sentences.

1. Which organisms are producers in this food web? Why are they considered producers? The organisms that are producers in this food web are the lettuce and the grass. They are producers because they producer or make their own food.

2. Which organisms are carnivores? Use evidence from the food web to explain your answer. The organisms that are carnivores are the snake, the hawk, and the frog. These are carnivores because in the food web they are only getting energy from other animals.

3. Explain why the disappearance of the grasshopper would hurt the frogs in the ecosystem more than the snakes. The disappearance of grasshoppers would hurt frogs more than snakes because they are the only source of food for the frog. The snake still has two sources of food, the rabbit and the frog.

4. What is the shortest way that the energy from plants can get to the eagle? The shortest way for energy to go from plants to the eagle is: Lettuce → Rabbit → Eagle (or Grass → Rabbit → Eagle).