

Ecosystems & Food Webs

Standard: 2-LS4-1, 2-LS2-2 Living things in a habitat are connected by food

Part A: Who makes food? Who eats food?

A producer makes its own food. A consumer eats plants or animals. A decomposer breaks down dead things. Write each word from the box in the right column.

grass	clover	grasshopper	frog	snake	hawk	rabbit	mushroom
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1. Producer (makes food)	2. Consumer (eats food)	3. Decomposer

Part B: Finish the food chains

The arrow points from the food to the eater. Fill in the missing living things from your food chain cards.

4.	sun	→	grass	→		→	frog	→		→	hawk
5.	sun	→		→	rabbit	→					

Part C: Pull a string

6. In your yarn web, what happened when you took away the grass? Which animals lost food?

7. Finish the sentence. I think the hawk is important to the web because

Adaptations for Survival

Standard: 2-LS4-1 Body parts and behaviors help animals survive where they live

Part A: Beak Buffet

Before you test, guess the best beak for each food. Then test and write the beak that picked up the most.

Food	My prediction	Best beak in my test	Real bird
1. seeds (beans)			
2. worms in mud			
3. tiny pond food (rice)			
4. nectar in a flower			

Beaks: tweezers, clothespin, slotted spoon, straw. Birds: robin, cardinal, duck, hummingbird

Part B: Blubber and camouflage

5. Bare finger in ice water: _____ seconds	Blubber glove in ice water: _____ seconds
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6. Which paper color was hardest to find on the grass? Why?

Part C: Body part or behavior?

7. Write B for a body part. Write A for an action (behavior).

_____ thick fur	_____ birds fly south in winter	_____ webbed feet
_____ a bear sleeps all winter	_____ sharp claws	_____ an opossum plays dead

8. I think a hummingbird needs a long beak because

Life Cycles

Standard: 2-LS4-1 Living things are born, grow, make new living things, and die

Part A: My Bean Diary

Draw your beans on each day. Write one word that tells what you see.

Day 1	Day 3	Day 5
Word: _____	Word: _____	Word: _____

Part B: Put the stages in order

Number the stages 1, 2, 3, 4. Start with the egg or seed.

1. Frog	___ frog	___ egg	___ tadpole with legs	___ tadpole
2. Butterfly	___ chrysalis	___ butterfly	___ egg	___ caterpillar
3. Bean plant	___ sprout	___ seed	___ plant with seed pods	___ plant with flowers

Part C: Compare the cycles

4. Finish the sentence. The seed pods make new _____.

5. Which stage of the frog looks the MOST different from the adult frog?

6. Why do we draw a life cycle as a circle and not a straight line?

7. Name one thing ALL three cycles have in common.

Biodiversity Review

Standard: 2-LS4-1, 2-PS1-1 Count kinds of living things; describe matter by its properties

Part A: Square count

Write how many different kinds of living things you found in each square.

Square	Plants	Insects and bugs	Other (worms, birds, mushrooms)
1. Grass square			
2. Pavement square			

3. I think the grass square had more kinds of living things because

Part B: Sorting challenge

Check each property the object has.

Object	Hard	Soft	Bends	Floats
4. rock				
5. sponge				
6. rubber band				
7. plastic lid				
8. metal spoon				

Part C: Match the job

Draw a line from the job to the best material.

9. Soak up a spill		rock
10. Hold a door open		sponge

Weeks 29–32: Vocabulary and Big Ideas

Standard: 2-LS4-1, 2-LS2-2, 2-PS1-1 Words for food webs, adaptations, life cycles, and matter

Word Bank

producer consumer decomposer food web adaptation
camouflage life cycle biodiversity property habitat

Fill in the blank

Use a word from the word bank to finish each sentence.

1. Grass is a _____ because it makes its own food.
2. A mushroom is a _____ because it breaks down dead things.
3. Many food chains joined together make a _____.
4. A duck's flat beak is an _____ for scooping pond food.
5. A green grasshopper hides in the grass. Its color is _____.
6. Egg, caterpillar, chrysalis, butterfly is a _____.
7. A place with many kinds of living things has lots of _____.
8. Hard, soft, and bendy are each a _____ of matter.

Explain it

9. Pick one animal. Tell how it is a consumer AND how one of its adaptations helps it get food.

Weeks 29–32: My Reflection

Standard: 2-LS4-1, 2-LS2-2, 2-PS1-1 Look back at what I learned

Read each sentence. Put a check in the box if you can do it.

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Week 29: I can build a food chain and tell who is a producer and who is a consumer.

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Week 30: I can explain how a beak, blubber, or color helps an animal survive.

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Week 31: I can put the stages of a frog, butterfly, or bean life cycle in order.

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Week 32: I can tell why some places have more kinds of living things than others.

My favorite thing I learned

Draw it here.

Tell about your drawing
