**Test Date*:\_\_\_\_\_\_\_\_\_\_\_*** ***Name: \_\_\_\_\_\_\_\_\_\_\_***

***Science***

**Parent’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Sign saying that you have reviewed the material with your child.

**Unit 7 Study Guide**

**Vocabulary**

Producer—a living thing that makes its own food (ex. cactus, oak tree, shrubs)

Habitat—the area/space where a living thing lives

Decomposer—breaks down dead plant and animal material (ex. Flies, mushrooms, bacteria)

Erosion—tiny rocks and sand that move toward a flowing river or body of water

Flood—a large amount of water that covers normally dry land

Population—all of one species living in the same area (ex. All the buffalo in one area)

Herbivore—animal in a food chain that eats only plants (ex. Rabbit or grasshopper)

Carnivore—animal in a food chain that eats only animals (ex. Tiger or Whale)

Omnivore—animal in a food chain that eats plants and animals (bears or humans)

Tropical Rainforest—ecosystem that is warm and humid with lots of rain all year long (Ex: plants need sunlight & air)

Shelter—a safe place for animals

**Facts**

In our schoolyard ecosystem (our square) living and nonliving things interact by grass or weeds growing in the soil.

A beaver builds a dam for shelter, and they affect their environment by making a lake in a river.

Arrows in a food chain show the flow of energy from one organism to another.

The greatest effect a forest fire has on an ecosystem, is when it destroys the habitats of animals and trees.

When populations change it changes the other populations in the food chain. Some organism populations increase (go up) and others may decrease (go down).

Describe how animals and plants interact in an ecosystem.

Students will need to be able to apply what they have learned to some higher order thinking questions.

* An owl finds shelter in a cactus
* A clown fish hides in the seaweed

***Short Answer:***

Examine the food chain.

Cactus Insect Mouse Snake Hawk

Be able to explain:

* What the cactus gets energy from
* How the snake gets energy
* What happens if the mouse population increases
* What happens if the hawk populations decrease
* Describe the role of the snake (ex. Consumer, eats mice, gives energy to the hawk)

Compare the schoolyard ecosystem to an aquatic (water) ecosystem.

* Both have living and nonliving things
* Name some living and nonliving things in both ecosystems.

How would building a shopping center or subdivision affect a forest ecosystem?

* Trees might be used to build the stores or houses
* The land will be used to build the store or homes.
* Trees and other producers will be destroyed to clear the land.
* Trees provide homes and food for some animals, so those animals will have to relocate/move.
* Animals may die because they won’t be able to find food or shelter.