SCIENCE

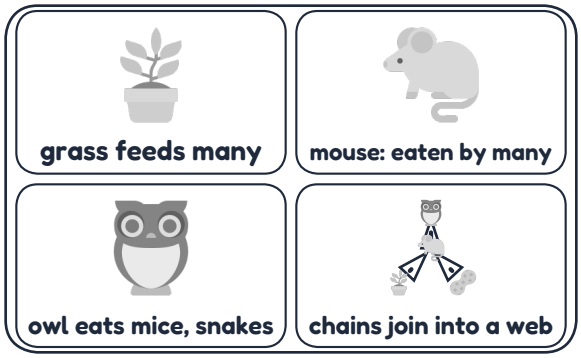
Food webs

Name _____ Date _____

I can read a food web and explain what happens when one part changes.

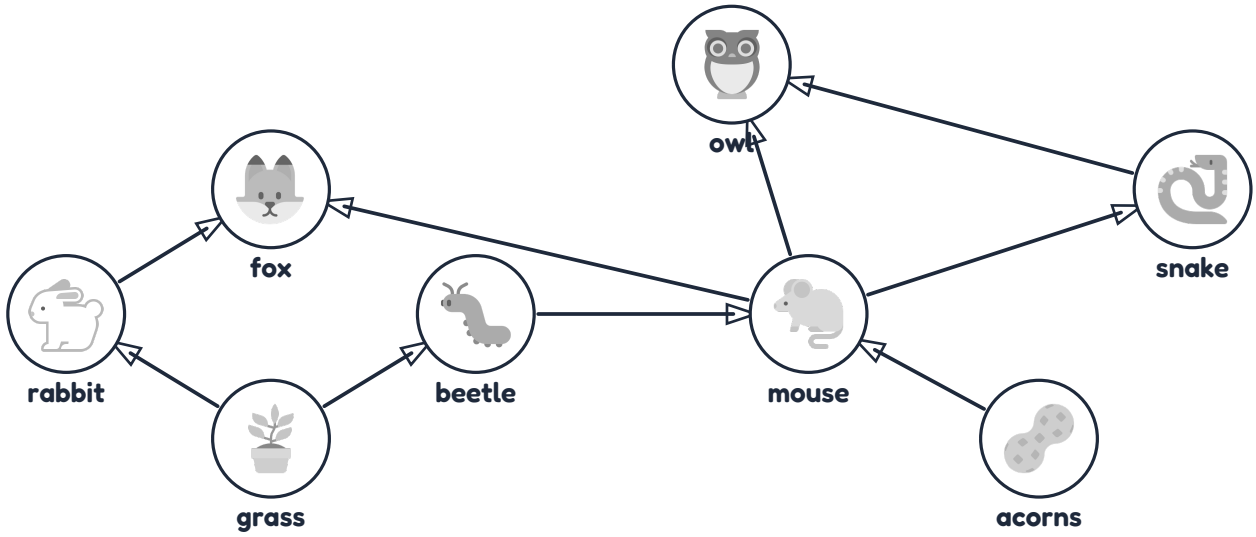
1 How it works

Most animals eat more than one kind of food, and most are eaten by more than one animal. A food web joins many food chains together to show all of these links. Because everything is connected, a change to one living thing, like fewer mice, changes the lives of others, like the owls and snakes that eat them.



2 A woodland food web

Each arrow points to the eater.



How did I do? ☆ ☆ ☆

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Read the food web

Name _____ Date _____

I can answer questions about a food web.

1 Use the food web on page 1

1. What eats the mouse? _____
2. What does the rabbit eat? _____
3. Name the two producers. _____
4. What does the owl eat? _____

2 What would happen? Circle one.



If the snakes left, the owls would have _____ food. more less



If the oak trees made no acorns, there would be _____ mice. more less



If the grass grew well, there would be _____ rabbits. more less



If more owls came, there would be _____ mice. more less

How did I do? ☆ ☆ ☆

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Think like a scientist

Name _____ Date _____

I can explain why a change in one part of a food web affects the rest.

1 Think about it

1. Why is a web better than a chain for showing nature? _____
2. What would happen to the fox with no mice? _____
3. Which living thing feeds the most animals? _____
4. Why are producers so important? _____

2 True or false? Circle it.

1. Changing one animal never affects the others.	**true**	**false**
2. A mouse can be eaten by more than one animal.	**true**	**false**
3. Producers are at the bottom of a food web.	**true**	**false**
4. A food web is made of many food chains.	**true**	**false**
5. An owl is a producer.	**true**	**false**

3 Draw a pond food web with at least 5 living things and arrows.

How did I do? ☆ ☆ ☆

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Try it: the yarn food web

Name _____ Date _____

I can model a food web and see how one change spreads.

1 You need

-  a ball of yarn
-  name cards for living things
-  tape
-  a group of 6 or more
-  a big open space

2 What to do

1. Each person tapes on a card: sun, grass, acorns, rabbit, mouse, fox, snake or owl.
2. Stand in a circle. The sun holds the yarn end and passes the ball to a producer.
3. Keep passing the yarn from each food to its eater, holding on each time, until the web is made.
4. Take one away: that person tugs. Everyone who feels the tug raises a hand.

3 I predict

If the mouse is taken away, how many others will feel the tug?

_____

_____

4 What I see

Taken away	Who felt the tug?	How many?
mouse		
grass		
owl		

How did I do? ☆ ☆ ☆

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FOR TEACHERS AND PARENTS

Answer key: food webs

1 Page 1

2 Page 2

Food web: 1) the fox, the snake and the owl; 2) grass; 3) grass and acorns; 4) the mouse and the snake.

What if: 1) less (or fewer); 2) less (or fewer); 3) more; 4) less (or fewer).

3 Page 3

Think: 1) Most animals eat many things; 2) It would eat more rabbits; 3) Answers will vary: the mouse; 4) All the energy comes in through them.

True or false: 1) false; 2) true; 3) true; 4) true; 5) false.

Drawing: answers will vary, for example pond plants, insects, frogs, fish and a heron, with arrows to each eater.

4 Page 4: Try it!

When the mouse tugs, many players feel it: the acorns and the beetle it eats, and the fox, the snake and the owl that eat it. The mouse is linked to more living things than almost any other, so a change to the mice spreads through the whole web. The grass also links to many, while the owl at the top links to fewer.

5 Teaching tip

Have children trace one chain in the web with a finger, then another. Seeing that the mouse sits in several chains makes the idea of a web click.

Safety: pull the yarn gently and keep it away from necks.

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