# **Exploring Ecosystems with Super Scientist Max Axiom Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Practice your reading comprehension skills using non-fiction science text. Reading for supporting facts and details helps you understand important science ideas.*

**Section 1 – Communities of Earth**

1. *Vocabulary:* The study of how living and nonliving things interact in an environment is called ecology. All living things are called **organisms**. Find 10 organisms on pages 4-5.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Use *context clues* to define **ecosystem.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Use *facts and details* from the text to list 3 non-living parts of an environment.

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4. *Sequencing:* Use the bold terms to complete the sentences in the chart below.

**species ecosystem community population**

* A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is made up of a community and its nonliving environment.
* A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is made up of multiple populations in an ecosystem.
* A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is all members of the same species living in the same area.
* A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has members who are alike in many ways. They can mate with each other and have offspring.

**Section 2 – Energy for the Planet**

5. Complete this equation about **photosynthesis**.

Sunlight + \_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_ + glucose (sugar)

6. *Vocabulary:*

* **Organisms** need **energy** to survive. The **flow of energy** begins with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Plants make their own food from sunlight and are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Living things that eat **producers** and other organisms for energy are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Examples are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Consumers** that eat plants for energy are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Examples are \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consumers that eat plants and animals are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Examples are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consumers that eat other animals to get energy are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get energy from eating the bodies of dead animals.
  + Examples are \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_ get energy from eating and breaking down the remains of dead plants and animals.
  + Examples are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. *Compare and Contrast* a food chain and a food web. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. *Summarizing:* Explain why there are fewer carnivores at the top of the food chain than plant-eaters farther down. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Section 3 – World’s Biomes**

9. What is the *main idea* of this section? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Type of Biome** | **Details that describe it** |
| Deserts |  |
| Rain Forests |  |
| Grasslands |  |
| Deciduous  Forests |  |
| Coniferous  Forests |  |
| Tundra |  |
| Oceans |  |

**Section 4 – A Delicate Balance**

11. What is the *main idea* of this section? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. *Cause and Effect:* How does the hare population affect the lynx population? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*13. Cause and Effect:* How have humans changed the **balance** of the deer population? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. Name one way humans can help protect the Earth’s ecosystems. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_