

**Lesson #3 Computer Activity: Aquatic Food Chains & Food Webs**

1. The Food Chain.

Click on the following link:

<http://www.sheppardsoftware.com/content/animals/kidscorner/foodchain/foodchain.htm>

Fill in the following blanks based on the four short paragraphs found on this page.

- a. Every living thing needs \_\_\_\_\_ to live.
- b. All living things get energy from \_\_\_\_\_.
- c. A \_\_\_\_\_ shows how each living thing gets food, and how \_\_\_\_\_ and \_\_\_\_\_ are passed from creature to creature.
- d. Food chains begin with \_\_\_\_\_-life, and end with \_\_\_\_\_-life.
- e. Observation from the picture: Which way does the arrow always point? Why?

2. The Bigger Food Chain.

Click on the following link:

<http://www.sheppardsoftware.com/content/animals/kidscorner/foodchain/foodchain2.htm>

Fill in the following blanks based on this page.

- a. At each link in the chain, energy is being \_\_\_\_\_ from one \_\_\_\_\_ to another.
- b. Food chains make a full \_\_\_\_\_, and energy is passed from \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_ and back to \_\_\_\_\_.
- c. Does 100% of the energy go from one organism to the next? Why not? Give some examples of what else uses energy to survive.

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### 3. Food Chain Game.

Click on the following link to play the game:

<http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>

Drag and drop the different life forms into the correct boxes. Remember why the arrows point a certain way. There are 7 different chains to complete, getting more complex each time.

Complete the following questions:

- a. What life form converts the energy from the sun?
- b. If a dolphin needs to eat many times a day to get the energy it needs, what do you think might happen to dolphins if some of the food a dolphin eats, gets contaminated?
- c. What do you think would happen to an eagle, if the food it eats is no longer available to eat? Would the number of eagles go up? Down? Stay the same? Explain.
- d. What do you think would happen to the mice if the snakes are no longer there? Would the number of mice go up? Down? Stay the same? Explain.
- e. The arrows always point the direction that the \_\_\_\_\_ goes.
- f. Several food chains that interact form a food \_\_\_\_\_.

### 4. Build a Food Web

Click on the following link:

[http://teacher.scholastic.com/activities/explorer/ecosystems/be\\_an\\_explorer/map/line\\_experiment14.swf](http://teacher.scholastic.com/activities/explorer/ecosystems/be_an_explorer/map/line_experiment14.swf)

Read the directions and click start. You will know you have completed the web correctly when “Great Job” pops up.

- a. What might happen to a food web if there is a fire, or a flood?

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- b. For food chains, and food webs to work, do you need more plants? Or more meat eaters?  
Explain.

## 5. Food Web Game

Click on the following link:

[http://coolclassroom.org/cool\\_windows/home.html](http://coolclassroom.org/cool_windows/home.html)

Click on “skip login” and follow the instructions

Click on the organism to find out what it is and look for hints, then drag and drop it to where you think it belongs in the food web. Watch the bottom white box to get feedback. Are you getting them on the right level?

- a. Regarding a food web, why is it important to eat a variety of food?
- b. Both mussels and clams “filter” their food. What are they filtering? How is this beneficial to the rest of the organisms in the food web?
- c. What is detritus?