**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ecosystems Unit Review**

**Give examples of….**

…an environment**: all of the living and non-living things interacting in an ecosystem, snail and Mono Lake**

...an input to an environment: **adding snails or water**

…an output from an environment: **taking away water or plants**

… variables in the brine shrimp investigation: manipulated (1): **amount of salt added** , controlled (list 3): **amount of water, type of water, same cups, same amount of brine** **shrimp eggs**

measured (1): **amount of brine shrimp eggs that hatched**

…two different crayfish structures, their functions, and how they help the crayfish survive:

**pincers – to defend self and get food, legs – to move, eyes – to see and sense danger, antennae – to sense danger, exoskeleton –to protect**

… nonliving parts of a crayfish’s environment**: pebbles, sand, territorial houses or rocks, water**

… living parts of a crayfish’s environment: **plants, other animals, other crayfish**

…an organism influencing (changing) its environment: **snails adding phosphate to water, humans taking water out of Mono Lake, beavers changing the environment**

…an environment influencing (affecting) an organism: **the salt in Mono Lake being too great for the brine shrimp to survive, land formed on Mono Lake so foxes can get the birds**

1. Explain why plants are called producers: **They make their own food through photosynthesis.**
2. Animals not producers. They are called **consumers** because they must **eat** plants or other animals.
3. Herbivores are animals that eat only **plants**.
4. Carnivores are animals that eat only **animals**.
5. Omnivores are organisms that eat both plants and animals.
6. Bacteria and fungi are examples of decomposers, which feed on decaying matter. They return the nutrients that are in a living thing to the soil. This rich soil allows more plants to grow in the future.

**Draw and label two different food chains. Include at least 3 different organisms in each, and use arrows to show the transfer of energy:**

**Answers will vary.**

**Word Bank:**

**Photosynthesis Crustacean Exoskeleton Ecosystem**

**Molting Pincers Organism**

1. The process by which crayfish shed their outer shells in order to grow: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ molting
2. The process in which green plants convert carbon dioxide, water, and light into energy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ photosynthesis
3. Big jointed leg-like structures in front of the crayfish. pincers
4. The hard outer covering of some animals that supports and protects them. exoskeleton
5. A class of mostly aquatic animals with hard shells, jointed legs, and two pairs of antennae. crustacean
6. Any living thing, including all plants and animals. organism
7. A community of living things. ecosystem