UNIT 6

C–1: Concepts of Life Science
KEY VOCABULARY
Key Vocabulary

**Chemical Change**
the process in which substances are changed into one or more different products

**Consumer**
an organism requires complex organic compounds for food, so it feeds on other organisms for food

**Decomposer**
an organism that eats dead or decaying matter
Key Vocabulary

**ENERGY**
- the ability to do work or cause change; it can be any form and can be converted from one form to another

**FOOD WEB**
- a model that shows that complex feeding relationship by which energy and nutrients are transferred between organisms in a community

**PHYSICAL CHANGE**
- the process that changes a substance’s form without producing a new substance
**Key Vocabulary**

**PRODUCER**
any organism that is able to make food through photosynthesis or chemosynthesis

**STRUCTURE**
the arrangement or relationship of parts of organs in an organism.

**TRANSFER**
the movement of one form of energy from place to place
Key Vocabulary

TRANSFORMATION

the conversion of energy from one form to another
**Science Language for Success**

*Introduce the key science vocabulary, using concrete materials and/or pictures.*

**LISTENING**

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*

**Nod and Clap**

Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

**Student Support Materials**

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

**SPEAKING**

**The Disappearing Pictures**

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

**Flashlight Name**

Mount the vocabulary pictures on the board and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students’ attention to one of the pictures. The students should identify the picture that is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

**Roll ‘Em Again!**

Mount the vocabulary pictures on the board. Number each picture from one to six (repeat a number as often as necessary). Then, group the students into two teams. Give the first player in each team a die. When you say “Go,” the first player in each team must roll his/her die. He/She should call the number showing on it and then say a complete sentence about a vocabulary picture on the board that has the same number. Repeat this process until all students have participated.
Science Language for Success

READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.

Funnel Words

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

Letter Encode

Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students’ work. Repeat, until all of the words have been spelled in this way.

Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

WRITING

Mirror Writing

Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say “Go,” the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After “lipping” the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students’ responses.
Science Language for Success

WRITING (CONTINUED)

**Student Support Materials**
Provide the students with a copy of the writing pages from the Student Support Materials. When finished, review the students’ work.
VOCABULARY

PICTURES
CHEMICAL CHANGE
CONSUMER
DECOMPOSER
ENERGY
FOOD WEB
PHYSICAL CHANGE
PRODUCER
STRUCTURE
TRANSFER
TRANSFORMATION
STUDENT SUPPORT MATERIALS

Listening • Mini Pictures
Listening: Mini Pictures

Have the students cut out the pictures. Say the key math words from this unit, and the students should hold up the pictures for them.
STUDENT SUPPORT MATERIALS

Listening Comprehension
Listening Comprehension

Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

1. A food web is a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community.  
   True
   False

2. A decomposer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.  
   True
   False

3. Chemical change is the process in which substances are changed into one or more different products.  
   True
   False

4. Matter is anything that has mass and takes up space.  
   True
   False

5. Physical change is the process that changes a substance’s form without producing a new substance.  
   True
   False

6. A consumer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.  
   True
   False

7. A producer is an organism that eats dead or decaying matter.  
   True
   False

8. Transformation is the conversion of energy from one form to another.  
   True
   False

9. Energy is the ability to do work or cause change; it can be in any form and can be converted from one form to another.  
   True
   False

10. Transfer is the movement of one form of energy from one place to another.  
    True
    False
STUDENT SUPPORT MATERIALS

Sight Words
chemical change
consumer
decomposer
energy

food web

physical change
transformation
### Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.

<table>
<thead>
<tr>
<th>chemical change</th>
<th>food web matter</th>
<th>producer transfer</th>
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</thead>
<tbody>
<tr>
<td>consumer</td>
<td>physical change</td>
<td>transformation</td>
</tr>
<tr>
<td>decomposer</td>
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<td>F</td>
<td>E</td>
<td>R</td>
<td>Z</td>
</tr>
</tbody>
</table>
### Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.

<table>
<thead>
<tr>
<th>chemical change</th>
<th>food web</th>
<th>structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>consumer</td>
<td>physical change</td>
<td>transfer</td>
</tr>
<tr>
<td>decomposer</td>
<td>producer</td>
<td>transformation</td>
</tr>
<tr>
<td>energy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

```
CHEMICALCHANGEP
TZVCONSUMERY
RD
AE
PC
NCRC
SFOODWEBOA
FM
PDUL
OPUC
ROCH
MSEAN
ARENG
IARENGY
OT
NSTRANSFER
```
Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.

- chemical change
- consumer
- decomposer
- energy
- food web
- physical change
- producer
- structure
- transfer
- transformation
Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.
Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.

mer con su

er pos de com

er gy en
Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.

for  trans  ma  tion

i  phys  cal  change

web  food
Rearrange or unscramble the following letters to form one of the listed unit words. As you use a word, cross it off.

<table>
<thead>
<tr>
<th>consumer</th>
<th>transformation</th>
<th>transfer</th>
<th>energy</th>
<th>physical change</th>
</tr>
</thead>
<tbody>
<tr>
<td>food web</td>
<td>reproduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>nefarsrt</th>
<th>t      s</th>
</tr>
</thead>
<tbody>
<tr>
<td>aamrtotnfsnr</td>
<td>r s m o n</td>
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<tr>
<td>tterusrceu</td>
<td>r t</td>
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<tr>
<td>gyrene</td>
<td>n r</td>
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<tr>
<td>orcnusme</td>
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<tr>
<td>erpoudrciot</td>
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<td>nsrmecuo</td>
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<td>rdseompceo</td>
<td>c p   r</td>
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<td>lecmiach</td>
<td>e i a</td>
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<tr>
<td>gnaech</td>
<td>h n</td>
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<tr>
<td>yiaphlcs</td>
<td>h s al</td>
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<tr>
<td>hacgen</td>
<td>c ng</td>
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<tr>
<td>bfdewoo</td>
<td>o d e</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT MATERIALS

Reading Comprehension
Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community</td>
<td>an organism that eats dead or decaying matter</td>
<td>the process in which substances are changed into one or more different products</td>
</tr>
<tr>
<td>the process that changes a substance’s form without producing a new substance</td>
<td>the arrangement or relationship of parts of organs in an organism.</td>
<td>an organism requires complex organic compounds for food, so it feeds on other organisms for food</td>
</tr>
<tr>
<td>any organism that is able to make food through photosynthesis or chemosynthesis</td>
<td>the conversion of energy from one form to another</td>
<td>the ability to do work or cause change; it can be in any form and can be converted from one form to another</td>
</tr>
<tr>
<td>the movement of one form of energy from place to another</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keywords:
- chemical change
- consumer
- decomposer
- energy
- food web
- physical change
- producer
- structure
- transfer
- transformation
Write the word or words that best complete each sentence in the space below. Words may be used only once.

<table>
<thead>
<tr>
<th>consumer</th>
<th>transformation</th>
<th>transfer</th>
<th>energy</th>
<th>physical change</th>
<th>chemical change</th>
</tr>
</thead>
<tbody>
<tr>
<td>food web</td>
<td>reproduction</td>
<td>decomposer</td>
<td>structure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Energy ____________ takes place in each level of an ecosystem.

2. A ____________ is an organism that uses the sun's energy to make sugar and oxygen and they are the base of every food chain.

3. A ____________ is a network of several food chains when put together and share common links.

4. A ____________ breaks down dead or decaying plant or animal material, such as fungi.

5. A ____________ is a process where atoms break their old links and form new links with other atoms, such as in a burning candle.

6. ________________ is the process of converting energy from one form to another.

7. The bones of a skeletal system help give the body shape and ____________ .

8. A sharpened pencil is an example of a ____________ because the form of the object has been altered but not its substance.

9. The ability to perform work or change an object requires ________________ .

10. A ________________ is any animal that eats plants or animals.
STUDENT SUPPORT MATERIALS

Basic Writing
Basic Writing Activity Page

Have the students write the word for each picture.
Basic Writing Activity Page

Have the students write in the missing letters.

c__________________ical change
con________________er
de________________osер
en________________y
f_____________d web
physi______________ change
pro_______________r
s______________cure
t____________fer
trans________________ation
Model the process for students using the following unit words.

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>chemical change</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>consumer</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>decomposer</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>energy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>food web</td>
<td></td>
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</tbody>
</table>
## Graphic Organizer

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical change</td>
<td>NOT EXAMPLES:</td>
</tr>
<tr>
<td>producer</td>
<td>NOT EXAMPLES:</td>
</tr>
<tr>
<td>structure</td>
<td>NOT EXAMPLES:</td>
</tr>
<tr>
<td>transfer</td>
<td>NOT EXAMPLES:</td>
</tr>
<tr>
<td>transformation</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT MATERIALS

Creative Writing
Have the students write sentences of their own, using the key words from this unit. When the students’ sentences are finished, have them take turns reading their sentences orally. The students should say “Blank” for the key words; the other students must name the “missing” words. You may wish to have the students write the “definitions” for the key words.

CHEMICAL CHANGE

CONSUMER

DECOMPOSER

ENERGY

FOOD WEB

PHYSICAL CHANGE

PRODUCER

STRUCTURE

TRANSFER

TRANSFORMATION
Creative Writing Activity Page

On the lines below, write a paragraph based on the picture above. Before you begin writing, reflect on the unit words – energy, food web, physical change, and structure.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
UNIT ASSESSMENT

C–1: Concepts of Life Science
SCIENCE PROGRAM

Unit Assessment Teacher’s Notes
Grade 7 • Unit 6 (C–1)
Theme: Concepts of Life Scienc

Date:________________
Unit Assessment

Provide each student with a copy of the students’ pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

BASIC LISTENING

Turn to pages 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for CHEMICAL CHANGE.
2. Write the number 2 on top of the picture for CONSUMER.
3. Write the number 3 on top of the picture for DECOMPOSER.
4. Write the number 4 on top of the picture for ENERGY.
5. Write the number 5 on top of the picture for FOOD WEB.
6. Write the number 6 on top of the picture for PHYSICAL CHANGE.
7. Write the number 7 on top of the picture for PRODUCER.
8. Write the number 8 on top of the picture for STRUCTURE.
9. Write the number 7 on top of the picture for TRANSFER.
10. Write the number 8 on top of the picture for TRANSFORMATION.

LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle “T” for true and “F” for false sentences.”

1. A food web is a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community.
2. A decomposer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.
3. Chemical change is the process in which substances are changed into one or more different products.
4. Matter is anything that has mass and takes up space.
5. Physical change is the process that changes a substance’s form without producing a new substance.
6. A consumer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.

7. A producer is an organism that eats dead or decaying matter.

8. Transformation is the conversion of energy from one form to another.

9. Energy is the ability to do work or cause change; it can be in any form and can be converted from one form to another.

10. Transfer is the movement of one form of energy from place to another.

**SIGHT RECOGNITION**
Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

**DECODING/ENCODING**
Turn to page 5 in your test. Look at the scrambled letters on the left. Rearrange or unscramble the letters to form each of the unit words.

**READING COMPREHENSION**
Turn to page 6 in your test. Write the word or words that best complete each sentence in the space below. Words may be used only once.

**BASIC WRITING**
Turn to page 7 in your test. Look at the pictures in the boxes. Write the word for each picture.

**CREATIVE WRITING**
Turn to page 8 in your test. Write a sentence of your own, using each word.
Teacher: To get a percentage for this student’s assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.
SCIENCE PROGRAM

Unit Assessment Student Pages
Grade 7 • Unit 6 (C–1)
Theme: Concepts of Life Science

Date: ____________  Student’s Name: ________________________

Number Correct: ____________  Percent Correct: ____________
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A consumer is an organism that uses the sun's energy to make sugar and oxygen and they are the base of every food chain.

A food web is a network of several food chains when put together and share common links.

A decomposer breaks down dead or decaying plant or animal material, such as fungi.

A physical change is a process where atoms break their old links and form new links with other atoms, such as in a burning candle.

A transformation is the process of converting energy from one form to another.

The bones of a skeletal system help give the body shape and structure.

A sharpened pencil is an example of a physical change because the form of the object has been altered but not its substance.

The ability to perform work or change an object requires energy.

A consumer is any animal that eats plants or animals.
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