**Definitions:**

Omnivore: An animal that eats both plants and animals.

Prey: An animal that is hunted by other animals.

Carnivore: An animal that eats other animals for meat.

The Sun: Plants need this to produce their own food and energy.

Food Web: Many food chains linked together.

Heterotroph: An organism that gets its energy by eating other organisms.

Food Web: The sequence of who eats whom in a biological community.

Energy: Flows through the food chain partaking in the giving of life.

Arrows: Specify the flow of energy through a food chain.

Consumers: Consume the food produced by producers.

Producers: They produce their own food.

Extinct: A species that has died out.

Decomposers: An important part of the food chain that returns materials to the chain.

Ecology: The study of how living and nonliving things affect each other.

Endangered:A species that may disappear because there are so few.

**Questions:**

1. An animal that eats both plants and animals.
   1. Omnivore
2. An animal that is hunted by other animals.
   1. Prey
3. An animal that eats other animals/Meat.
   1. Carnivore
4. Plants need this to produce their own food and energy.
   1. The Sun
5. Many food chains linked together.
   1. Food Web
6. An organism that gets its energy by eating other organisms.
   1. Heterotroph
7. The network of all the inter-related food chains in a biological community.
   1. Food Web
8. The sequence of who eats whom in a biological community.
   1. Food Chain
9. What travels through a food chain or web?
   1. Energy
10. What is the ultimate energy for all life on Earth?
    1. The Sun
11. What is used to indicate the flow to energy in a food chain or web?
    1. Arrows
12. What happens to energy as we move from step to step in a chain or web?
    1. Energy is transferred to the next organism
13. Animals that consume to eat are…
    1. Consumers
14. Plants are known as \_\_\_\_\_\_\_\_\_ because they produce their own food using photosynthesis.
    1. Producers
15. A species that has died out is…
    1. Extinct
16. An important part of the food chain that returns materials to the chain.
    1. Decomposers
17. The study of how living and nonliving things affect each other.
    1. Ecology
18. A species that might disappear because there are so few left are…
    1. Endangered

The Fantastic Food Chain and Food Web Extravaganza

**The GPS Scavenger Hunt**

By: Savannah Hazelrigg

Students will be engaged in a scavenger hunt to follow-up their discovery of the “What’s Eating You?” unit. Students will have covered all subject matter in order to complete this scavenger hunt.

**Grade**: 5th beginning of the year: introduction to the GPS

**Subject:** Life Science- Food Chains and Food Webs

**Teacher Overview:**

• This will be a scavenger hunt around the playground of Sunny Pointe Elementary in the Blue Springs School district.

• Students should be put into 6 groups of 3 or 4 students and each group will be given a TEAM NAME.

\*Lioness Lions

\*Tall Trees

\*Ziggy Zebras

\*Beastly Bears

\*Fantastic Foxes

\*Handy Hawks

• Students will be given a clue in order to start the scavenger hunt. This will help them find their first waypoint.

• Once the students have figured out their first waypoint they will then need to click on “find”, then “waypoint” and scroll to find the letter that indicates the correct answer of the question.

• The GPS will then direct the students to the correct location to where they may find their next waypoint clue.

• At each station there will be an envelope inside a plastic bag tied to the location. Inside the envelope the students will find their correct team name on a small sheet. This will have their next clue.

• Each time the students will answer questions on the clue sheet in order to find their next waypoint letter.

• The final waypoint for all students will be at the doors in order to return to the classroom.

**Timeline and Relationship to larger unit:** This activity should be done after the “What eating you?” unit. It will be part of a review for students to think about vocabulary from the unit.

**Location of proposed activity – identification of “unique” situations::** This will take place on the playground and courtyard area of sunny Pointe Elementary.

**Troubleshooting problems:** All places chosen have been looked at carefully. They are all part of the playground.

**Need for assistance from other instructors/parents:** I would plan to have an A+ tutor to help me out because this area is all gated.