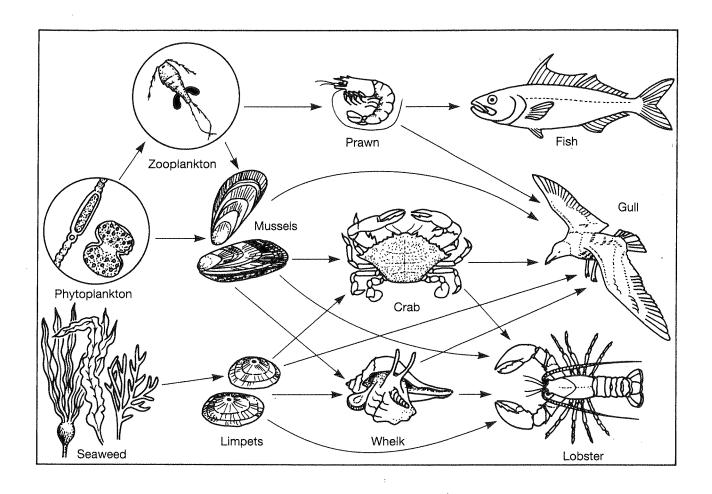
| Name _      |   | Class   | Date          |  |
|-------------|---|---|---------------|--|
| SECTION 1-2 | Food and Energy in the Enviro   | nment   | (pages 18–23) |  |
| ,           | KEY CONCEPTS  |   |               |  |
|             | <ul> <li>Producers are the source of all the food in an ecosystem.</li> <li>An organism that feeds directly or indirectly on producers is called a consumer.</li> </ul> | ▲ Decomposers break do<br>dead organisms into si<br>substances. |               |  |
| ■ Buil      | ding Vocabulary Skills: Putting Vo  | cabulary to Work  |               |  |
| organism    | refully reading the information in Sens as a <b>producer</b> , <b>consumer</b> , or <b>deco</b> neach as you did.   | ction 1–2, identify each of a mposer. Briefly explain why       | the<br>you    |  |
|             |   |   |               |  |
| 1. Rabb     | oit   |   |               |  |

3. Fungi \_\_\_\_\_



( |

|              | ated to food webs.   |
|--------------|--|
| <del>,</del> |  |
|              | What Would Happen If?: Understanding the Main Ideas  |
| 1.           | What do you think would happen if all of the decomposers in the world became extinct?  |
| 2.           | What do you think would happen if there were no green plants?  |
| 3.           | Look back at the food web of Antarctic organisms on page 22 in your textbook. In your own words, explain what the arrows going in different directions mean. |
|              |  |