

# FOOD CHAIN

## CUBE CODE

als eat both plants known as:

A. Consumers  
B. Detritivores  
C. Omnivores  
D. Carnivores

ore  
ore  
ivore  
ivore

is an example of an predator?

Great horned owl  
Shark  
Lion  
All of the above

What are animals that eat dead animals known as?

A. Scavengers  
B. Apex predators  
C. Autotrophs  
D. None of the above

What are consumers also known as because they cannot produce their own food?

A. Autotrophs  
B. Heterotrophs  
C. Decomposers  
D. None of the above

What do autotrophs turn energy from the sun into?

A. Water  
B. Potassium  
C. Carbon  
D. Glucose

A  B  C

the number of miles per hour adult coyotes can run pursuing prey MINUS 42.

The FIRST number of the lock is the percent of an elephant's day spent feeding MINUS 72.

The THIRD number of the lock is the year the trophic level concept was developed by Lindeman MINUS 1940.

300	4 herbivores	7 squirrels
30	5 lions	8 sharks
omnivores	6 tertiary	9 primary

The 2nd trophic level is full of primary consumers or herbivores like \_\_\_\_\_, and many birds. An apex predator, Elephants are \_\_\_\_\_ pounds of food a day and need \_\_\_\_\_ spent feeding.

### STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an EVEN numbered paragraph, leaving only ODD numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

### STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds to the question. If the statement is false, cross out that coin value. After you are finished add the TOTAL of ALL TRUE coin values. Code has been provided for you. If the total is 625, a 6 in the first box, the 2 in the second box and so on.

**A** Consumers are also known as heterotrophs because they cannot produce their own food.

**B** Autotrophs are often one-celled organisms (algae) and plants.

**C** The 3rd trophic level consumes secondary consumers.

**D** The level steps it chain.

**E** If one organism eats another, it is called a predator.

**F** The trophic level is the level of an organism in a food chain.

ELIMINATE

**A** 75  
**B** 25  
**C** 50  
**E** 100  
**F** 75  
**G** 50

**A.** Decomposers are bacteria and other organisms that cause decay.

**B.** The 3rd trophic level is called the secondary consumers.

**C.** An animal that is on top of the food chain, with no predators of its own, is called an apex predator.

**D.** Elephants are carnivores.

**E.** Most autotrophs use a process called photosynthesis to create food for themselves.

**F.** The concept of trophic level was developed by Isaac Asimov.

**G.** The trophic level is home to producers or detritivores.

**H.** A food chain indicates how energy is transferred from one living organism to another.

**A** 75  
**B** 25  
**C** 50  
**D** 100  
**H** 25

**A.** The Constitution is organized into seven different parts called Articles.

**B.** The Constitutional Convention was held in Boston, Massachusetts.

**C.** The 3 branches include the Legislative, Executive and Parliament Branch.

**D.** The first ten amendments came in 1791 and are called the Bill of Rights.

**E.** Before the Constitution, a strong federal government held the states together.

**F.** The opening part of the Constitution is called the Preamble.

**G.** George Washington was known as the "Father of the Constitution."

**H.** The U.S. Constitution is the oldest government document still in use today.

4 DIGIT CODE

### FOOD CHAIN

A food chain is an important part of the ecosystems around the world. A food chain helps describe which animals eat which plants and other animals. Everything eats something else and then those organisms are in turn eaten by something else. It's a chain that helps our world function. Everyone needs food to survive and thrive in the world. The food chain indicates how energy is transferred from one living organism to another.

Each ecosystem, or community of living things, has its own food chain depending on which plants and animals call that ecosystem home. Each plant, organism, or animal needs energy which is produced through the consumption of food to live and survive within their ecosystem. There are many food chains in any given ecosystem and when they...



### STATION 1:

Use your reading passage or deductive reasoning skills to determine the missing words in the paragraph below. Each missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

### STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an ODD numbered paragraph, leaving only EVEN numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

### STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds with that question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values. One digit of the code has been provided for you. If the total is 625, a 6 would go in the first box, the 2 in the second box and so on.

### STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

### STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, simply put a zero in the box.

### STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

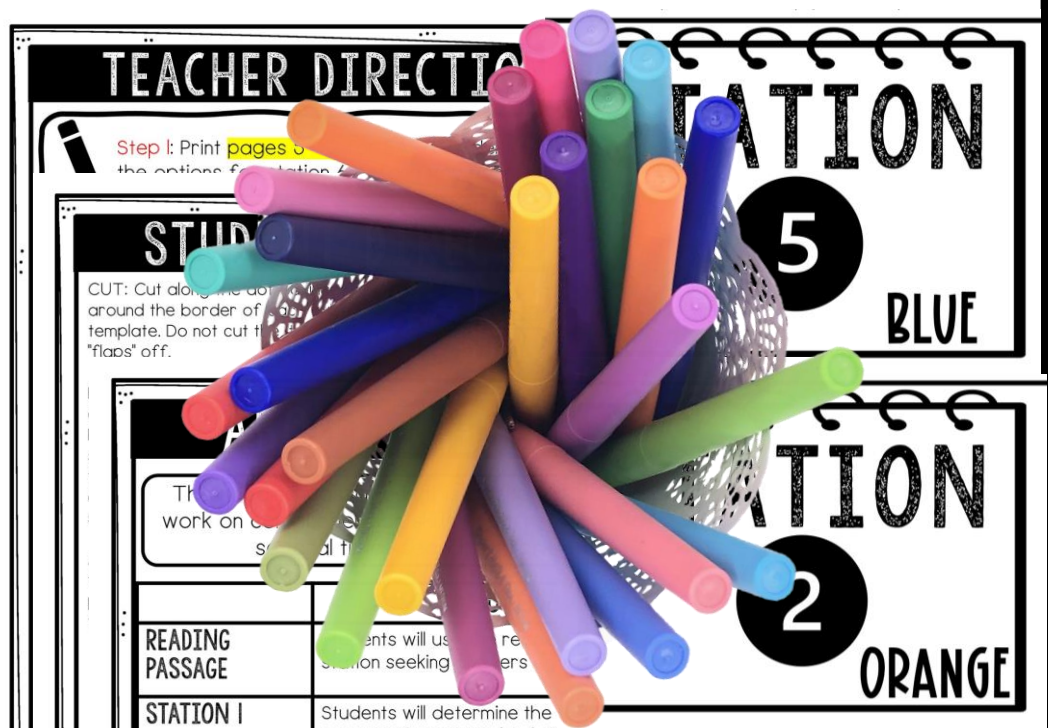
# STATION

# 1

# RED

## WHAT'S INCLUDED?

- READING PASSAGE
- 6 STATIONS
- TEACHER GUIDE
- STATION CARDS
- ANSWER KEY
- STUDENT DIRECTIONS
- TEXT MARKING OPTION
- ALTERNATE STATION
- ASSEMBLY TIPS



# 6 STATIONS

## STATION 1:

Use your reading passage or deductive reasoning to determine the missing words in the paragraph below. The missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

1	300	4	herbivores	7	squirrels
2	30	5	lions	8	sharks
3	omnivores	6	tertiary	9	primary

The 2nd trophic level is full of primary consumers. Many herbivores are primary consumers. Some birds are herbivores. Some plants are herbivores. Some animals spend most of their day and night eating plants. The secondary consumers are secondary consumers. Some secondary consumers are like an owl or a badger. Some secondary consumers are per hour pursuing their prey. Many of these consumers are omnivores, meaning they eat both plants and meat.

STATION

1

RED

## STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

MAIN IDEA

STATION

6

## STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

The LAST number of the lock is the number of feet long killer whales can reach MINUS 20.

The SECOND number of the lock is

STATION

4

GREEN

4 DIGIT CODE

## STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, put a zero in the box.

What animals eat both plants and meat?

- A. Carnivore
- B. Herbivore
- C. Detritivore
- D. Omnivore

What are decomposers also known as?

- A. Consumers
- B. Detritivores

What is an apex predator?

- A. Great White Shark
- B. Shark
- C. Lion
- D. All of the above

What are the nutrients that dead animals turn into?

- A. Scavengers
- B. Apex predators
- C. Autotrophs
- D. None of the above

STATION

5

BLUE

A B C D

## STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds to the statement. If the statement is false, do not color or shade the coin. One coin has been colored. The 4 digit code has been revealed. The first box is empty.

A  
75

B  
25

C  
50

D  
100

STATION

3

YELLOW

C. An animal that is at the top of the food chain, with no predators of its own, is called an apex predator.

D. Elephants are carnivores.

E. Most autotrophs use photosynthesis to create food for themselves.

F. The concept of trophic levels was developed by the ecologist Arthur T. Wiens.

G. The final trophic level is the tertiary decomposers or detritivores.

H. The food chain indicates how energy is transferred from one living organism to another.

4 DIGIT CODE

## STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an EVEN numbered paragraph, leaving only ODD numbers as your final answer. The 4 digit code is revealed. Paragraph numbers are listed below.

STATION

2

ORANGE

A

B

C

D

E

F

G

H

I

J

ELIMINATE ALL EVEN NUMBERS TO DETERMINE THE FINAL CODE.

4 DIGIT CODE

# SAMPLE CUBE



# STATIONS

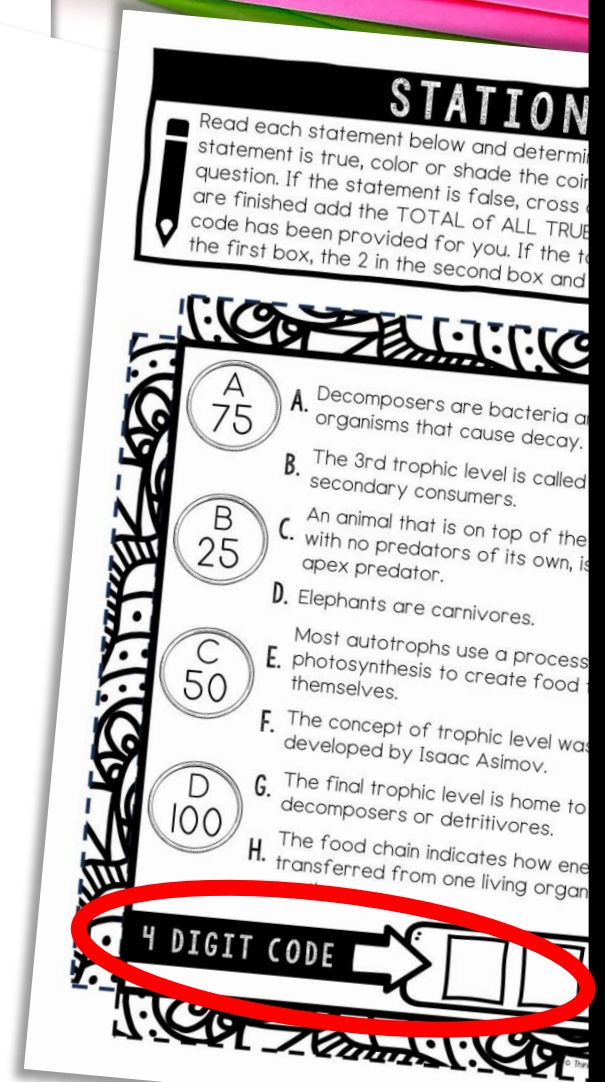
STATION 1	Students will determine the missing words in the paragraph to reveal a 4 digit code.
STATION 2	Students will number the paragraphs and browse the passage to determine where the answers can be found (paragraph number). After eliminating EVEN numbers, a 4 digit code will be revealed.
STATION 3	Students will read each statement and determine if it is true or false. They will then ADD all TRUE values to find the 4 digit code.
STATION 4	Students will do some basic math here, read the passage to find the answers and then determine the 4 digit code.
STATION 5	Students will answer 6 multiple choice questions which lead them to a 4 digit code based on the number of times they used each "answer".
STATION 6	Option 1: Main idea writing activity Option 2: Color and add topic
TEXT MARKING	OPTIONAL: A color code chart is included in case you want students to mark the text citing evidence of where they found their answers.

**STUDENTS WILL  
USE THE SAME  
READING  
PASSAGE AT  
EACH STATION  
SEEKING  
ANSWERS AND  
TEXT EVIDENCE.**

# HOW IT WORKS

## ENGAGING READING COMPREHENSION PRACTICE!

- 1** Students work individually (or in pairs) and visit 6 stations, grabbing one side of their cube at each station.
- 2** Students will answer the questions (found directly in the passage) on their cube sheet before assembly. Students will revisit their reading passage at EACH station!
- 3** Students will reveal 4-digit codes to move on to the next station. When they finish all stations, they can color and assemble their cube.



# COMBINATION



**Each Cube Code is a winning combination of:**

- stations and movement
- close reading
- comprehension skills
- coloring and stress relief
- secret codes
- cut and paste
- citing evidence
- critical thinking

**Everything a teacher dreams of wrapped up into one FUN and engaging activity!**

# BENEFITS



THINK OUTSIDE THE BOX!

-  ANTICIPATORY SETS
-  UNIT REVIEW
-  EARLY FINISHERS
-  STATIONS
-  SUB PLANS
-  PARTNER WORK
-  ENRICHMENT

-  HANDS-ON
-  CROSS-CURRICULAR
-  HIGHLY ENGAGING

