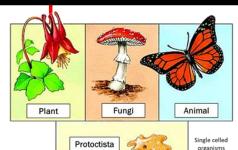


Living things can be classified with dichotomous keys



Monera Bacteria

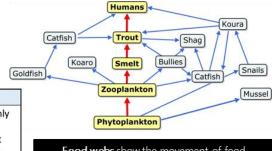
Living things can be dived into 5 kingdoms

Life function	Gives us the ability to	
Movement	Move through space	
Respiration	Obtain energy through reactions in cells	
Sensitivity	Respond to the outside environment	
Cells	Smallest unit of life – makes up the bodies of bigger organisms	
Growth	Increase in size	
Reproduction	Create more living things	
Excretion	Dispose of waste chemicals	
Nutrition	Extract useful chemicals from the environment	

All living things have MRS C GREN life functions

Producers	Consumers
Organisms that make their own food through photosynthesis, such as plants	Organisms that need to eat other organisms for food, such as animals

Herbivores	Omnivores	Carnivores
Herbivores are animals that eat plants only. (plant eaters) In a food web they are directly above the producers	Omnivores eat both plants and other consumers. They obtain their food from more than one source.	Carnivores eat only other living consumers (meat eaters). This also includes birds that eat only insects.

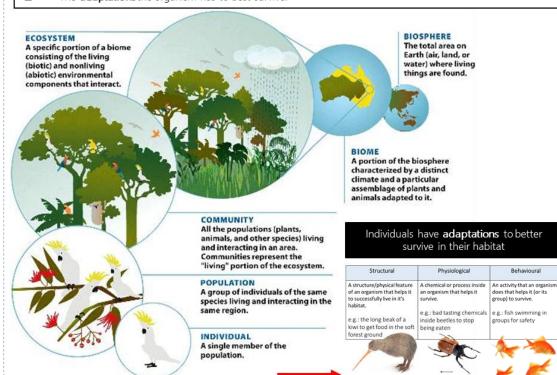


**Food webs** show the movement of food (energy) between living things

The **niche** of a species describes how members "make a living" in the environment in which they are found. Describing the niche of a species would include:

- The **habitat**, which means where the species lives, feeds and reproduces.
- ☐ When the organism is **active** (day or night)

- The **feeding role** that the species has in the community. (producer, consumer or decomposer)
- The **adaptations** the organism has to best survive.





## **Ecology** last minute study sheet

## Ideas for last minute study sheet

- 1. **10 questions.** Working in pairs. Each student uses the sheet to write 10 questions that could be answered with information on the sheet. The other student could have a different topic sheet. Focus on the students creating specific questions rather than "what is an acid", ask "what colour would acid turn blue Litmus paper". Swap over the question sheets for the other partner to answer (without the sheet). Once finished, use the sheet to check answers. For any answers that are incorrect, use the sheet to correct them.
- 2. Concept maps. Students use the information on the sheet to create a large concept map.
- 3. **Scaffolded Practice Tests.** Create a short test, either paper or online (i.e. Kahoot, FORMS, Education Perfect), where the students are able to use the sheet to help. Repeat the test (or an alternative) the next day, without the information sheet.
- 4. Sticky Notes. Write summary statements, using information on the sheet, on small post it notes (digital or paper) and find the area of their notes to place it on.