Name Date Class

SECTION 2 Reinforcement

Cycles in Nature

Directions: *Match the term in Column II with the description in Column I. Write the letter of the correct term in the blank at the left. All terms may not be used.*

Column I	Column II
_____ 1. photosynthesis is part of this continuous movement	**a.** nitrogen cycle
_____ 2. gas removed from the air during photosynthesis	**b.** evaporation
_____ 3. element that helps plants grow	**c.** carbon dioxide
_____ 4. process that changes nitrogen gas into compound plants can use	**d.** water cycle
_____ 5. process of water changing from a gas to a liquid	**e.** respiration
_____ 6. transfer of nitrogen from air to soil to organism, and back to air or soil	**f.** nitrogen
_____ 7. process of water changing from a liquid to a gas	**g.** condensation
_____ 8. continuous movement of water from Earth's surface to the air, and back to Earth's surface	**h.** carbon cycle
	i. transpiration
	j. nitrogen fixation

Directions: *Match the cause in the first column with the effect in the second column. Write the letter of the correct effect in the blank at the left. An effect may have more than one cause.*

_____ 9. water vapor condenses	**a.** soil infertility
_____ 10. fossil fuels burn	**b.** precipitation
_____ 11. forests are cut down	**c.** increase of carbon dioxide in the air
_____ 12. clouds become large and heavy	
_____ 13. nitrogen removed when harvesting crops	

Directions: *Answer the following questions on the lines provided.*

14. What are the three primary steps of the water cycle?

_____

_____

15. Explain the importance of nitrogen to living things.

_____

_____

Name _____ Date _____ Class _____

SECTION 3 Reinforcement

Energy Flow

Directions: *Complete the following sentences using the terms listed below.*

chemosynthesis	**producers**	**energy pyramid**
consumers	**photosynthesis**	**food web**

1. The production of energy-rich food molecules from chemicals is called _____.
2. A diagram that shows all the possible feeding, or energy transfer, relationships in a community is called a(n) _____.
3. A food chain begins with _____.
4. _____ make up the second and higher steps in a food chain.
5. A diagram that shows the comparative amount of energy at each feeding level is called a(n) _____.
6. The production of energy-rich sugar molecules using light energy is called _____.

Directions: *The steps in the following food chains are out of order. Put them in the correct order by numbering them using* **1** *as the producer level. Place the number of the step in the blank at the left.*

7. _____ **a.** hawk	8. _____ **a.** tiger	9. _____ **a.** algae	10. _____ **a.** marmot
_____ **b.** grain	_____ **b.** grass	_____ **b.** seal	_____ **b.** grass
_____ **c.** mouse	_____ **c.** deer	_____ **c.** fish	_____ **c.** bear
_____ **d.** snake		_____ **d.** shrimp	

Directions: *Answer the following questions on the lines provided.*

11. In the above food chains, what do all the first-step organisms have in common?

_____

Second-step organisms?

_____

12. Explain why an energy pyramid is in the shape of a pyramid.

_____

_____

_____

_____

Meeting Individual Needs