



Lesson Plan: Relationships Among Living Things

Grade Level: 3

Subject: Life Science

Duration: 45–60 min

NGSS 3-LS2-1: Construct an argument that some animals form groups that help members survive.

Learning Objectives

By the end of this lesson, students will be able to:

- **Define** the three main types of relationships: mutualism, commensalism, and parasitism.
- **Classify** organisms as producers, consumers (herbivores, carnivores, omnivores), or decomposers.



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Materials Needed: (all links are included in this PDF)

- Printed copies of the Study Guide (<https://newpathworksheets.com/api/guide/study-guide-science-grade-3-relationships-among-living-things.pdf>)
- Activity Lesson - Food Chains & Webs (<https://newpathworksheets.com/api/activity-lesson/activity-lesson-science-grade-3-relationships-among-living-things-4.pdf>)
- Assessment Quiz (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-0.pdf>)



- Worksheet - Vocabulary & Concepts
(<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-1.pdf>)
- Worksheet - Changing Environments
(<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-2.pdf>)
- Worksheet - Independent Practice
(<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-3.pdf>)
- Vocabulary Set 1 (<https://newpathworksheets.com/api/vocabulary/vocabulary-science-grade-3-relationships-among-living-things-1.pdf>)
- Vocabulary Set 2 (<https://newpathworksheets.com/api/vocabulary/vocabulary-science-grade-3-relationships-among-living-things-2.pdf>)



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Step 3: Guided Practice (20 minutes)

- Distribute Vocabulary Set 1 and Vocabulary Set 2 to reinforce definitions and terms.
(<https://newpathworksheets.com/api/vocabulary/vocabulary-science-grade-3-relationships-among-living-things-1.pdf>)
- Ask students to identify the relationship type (Mutualism, Commensalism, or Parasitism) for examples in the Study Guide.
- Use the Vocabulary & Concepts worksheet for additional group practice if needed.
(<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-1.pdf>)



Step 4: Independent Practice (20 minutes)

- Students complete the 'Food Chains & Food Webs' activity. They will color, cut, and paste organisms to create their own food chains. (<https://newpathworksheets.com/api/activity-lesson/activity-lesson-science-grade-3-relationships-among-living-things-4.pdf>)
- Alternatively, students can complete the fill-in-the-blank Independent Practice worksheet to practice key concepts. (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-3.pdf>)

Step 5: Assessment (10 minutes)

- Administer the multiple-choice Assessment Quiz to assess student understanding of relationships and food chains. (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-0.pdf>)
- Review answers as a class if time permits.



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- Create a poster illustrating the three types of symbiotic relationships with real-world examples.
- Go on a nature walk around the school to identify producers, consumers, and any visible interactions (e.g., ants, bees, birds).
- Complete the 'Changing Environments' worksheet to understand how environments impact survival.



[Complete List of Available Resources:](#)



- NewPathWorksheets: Relationships Among Living Things Topic Page (<https://newpathworksheets.com/science/grade-3/relationships-among-living-things>)
- Study Guide - Relationships Among Living Things (<https://newpathworksheets.com/api/guide/study-guide-science-grade-3-relationships-among-living-things.pdf>)
- Activity Lesson - Food Chains & Webs (<https://newpathworksheets.com/api/activity-lesson/activity-lesson-science-grade-3-relationships-among-living-things-4.pdf>)
- Assessment Quiz (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-0.pdf>)
- Worksheet - Vocabulary & Concepts (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-1.pdf>)
- Worksheet - Changing Environments (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-relationships-among-living-things-2.pdf>)



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RELATIONSHIPS AMONG LIVING THINGS

Living things interact in many ways. These interactions can help, harm, or do nothing to a living thing.

Living things can help each other in groups. An example of this is members of a wolf pack protecting each other. Each wolf is helped and helps others in the group. Another example of this is bees and flowers: the bees get nectar for themselves from the flower, and then spread pollen that attaches to them for the flower. Both bee and flower benefit from this interaction.

Some relationships between living things are harmful. For example, ticks can live on the skin of deer and dogs and the animal will never know it, but the tick harms the animal and spreads disease to it.

An example of one living thing helping another living thing without being



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Plants are Producers

Plants do not have to depend on other living things for food because plants can make their own food. Plants need the Sun, air, and soil to make their own food. Plants are **producers**, which means that can make their own food.

Consumers

Living things that are NOT able to make their own food are called **consumers**. Consumers are made up of herbivores, carnivores, and omnivores. An **herbivore** is a living thing that eats only plants. A **carnivore** is a living thing that only eats other animals. A living thing that eats both plants and other animals is called an **omnivore**.

Lesson Checkpoint: What is an herbivore?

Getting the Energy to Survive

Living things need energy in order to survive. **Energy** is passed between living things through a food chain.

Food chains include producers and consumers interacting together. An example of a food chain is a plant eaten by a mouse which is then eaten by

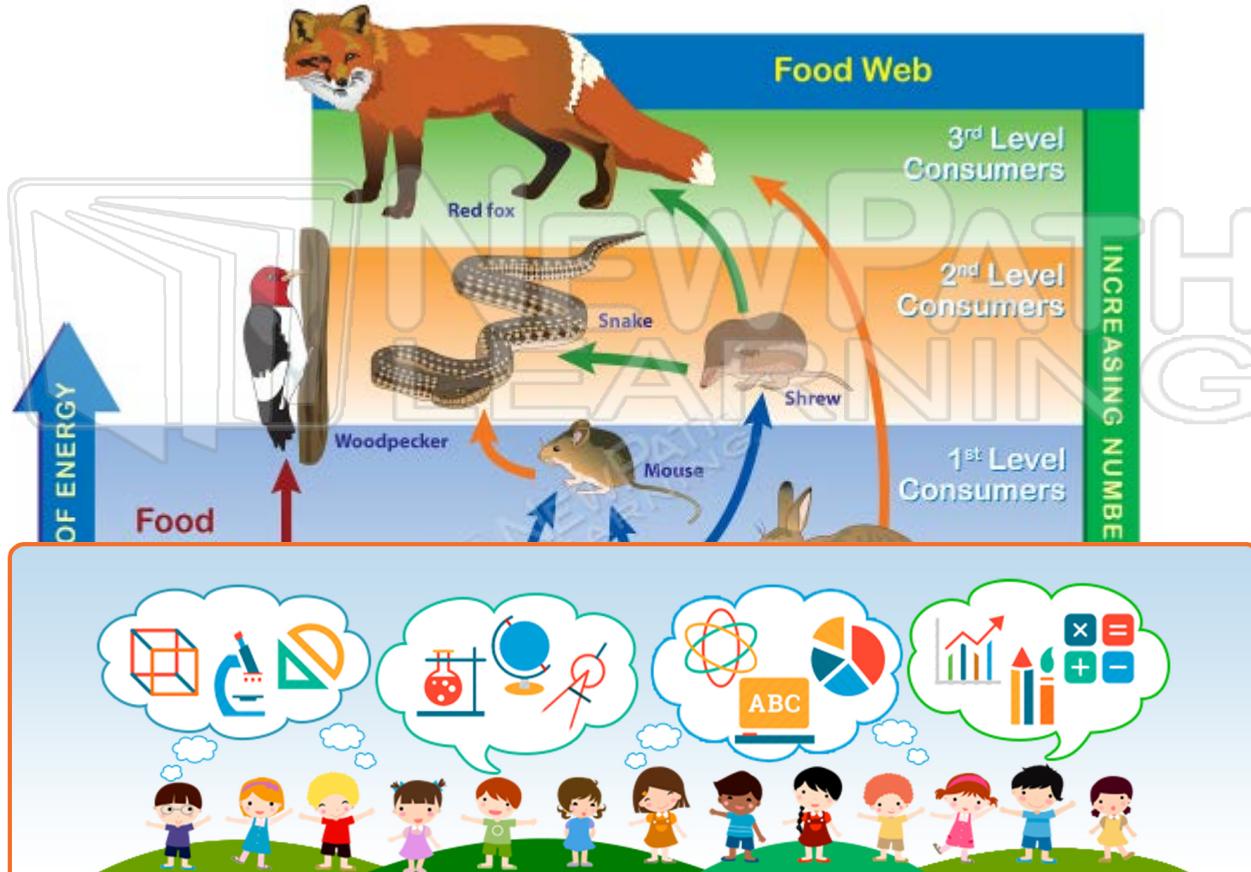


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Lesson Checkpoint: What is a food chain?

A **food web** is the energy flow within a community and is made up of more than one food chain.



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Some competitors may survive and some may die. Most often the stronger of the two living things survives over the weaker one. If there are plenty of resources in an environment, there may not be as much competition as in environments where resources are limited or lacking.

Changing Environments

Plants and animals often change their own **environment**. An example of an animal changing its environment is a beaver building a dam. **Natural events**, like a forest fire, flood, or drought, occur sometimes and can change an environment too.

Living things that break down waste or living things that have died in an environment are called **decomposers**. Worms are decomposers. **Decay** occurs when decomposers break down dead animals and waste. Decay adds nutrients to the soil which then helps new plants and trees to grow, which then provides food and shelter for other living things.



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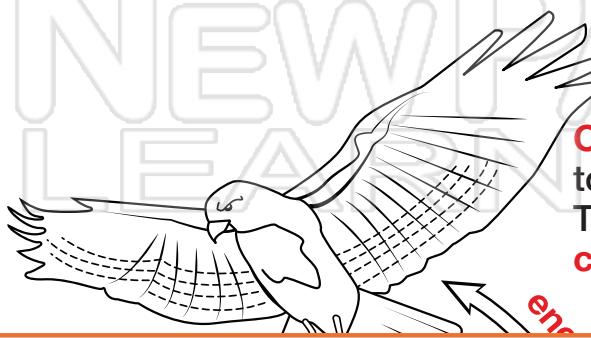
Name _____ Class _____ Date _____

Food Chains & Food Webs

Living things need **energy** in order to survive. Energy is passed between living things through a **food chain**. Food chains include **producers** and **consumers** interacting together.

A **food web** is the energy flow within a community and is made up of more than one food chain.

Plants are **producers**. They can make their own food from the sun.



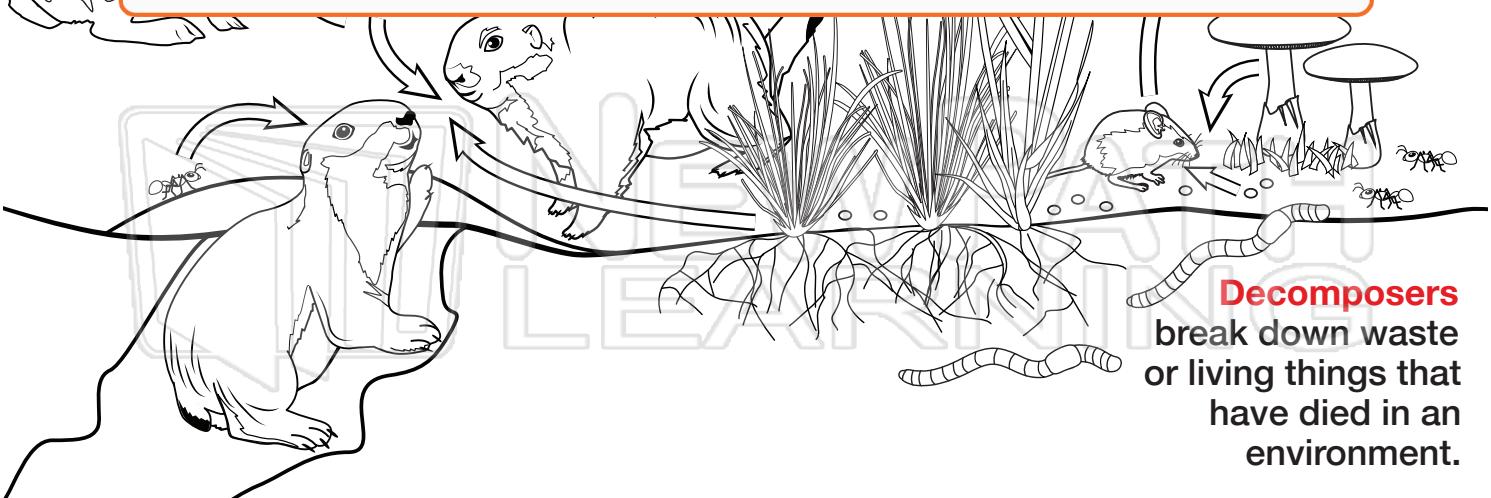
Consumers are not able to make their own food. They include **herbivores**, **carnivores** & **omnivores**.



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Decomposers break down waste or living things that have died in an environment.





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Animals eat different things in different ecosystems. Match these consumers with food. They may eat more than one item.



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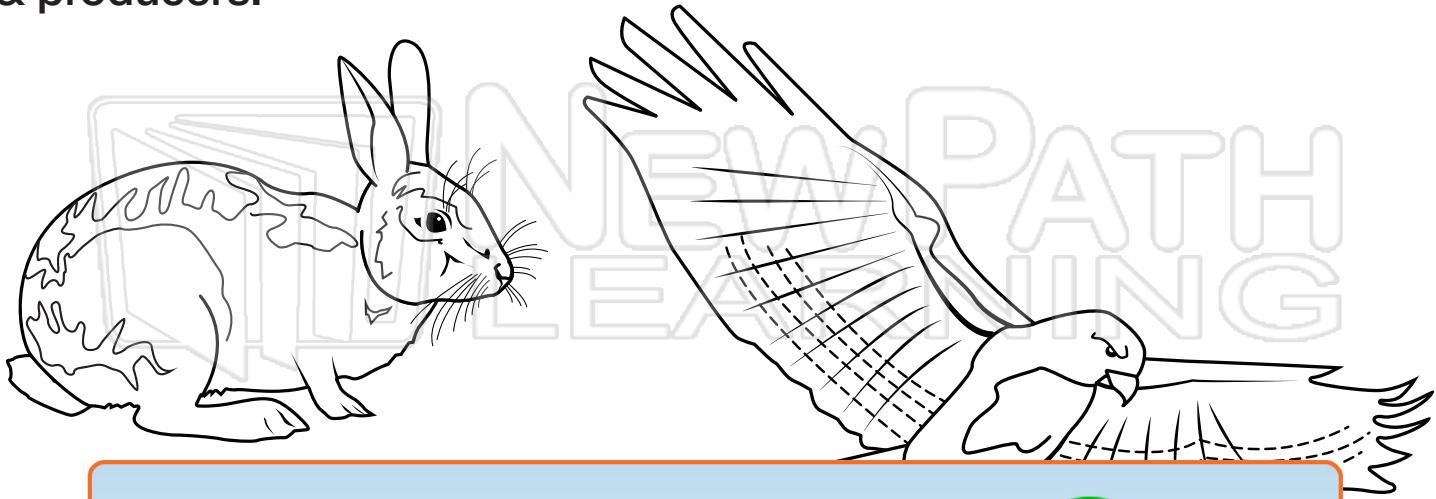
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Name _____ Class _____ Date _____

Color the plants & animals. Cut them out. Use them to make food chains & webs. Draw arrows to show energy flow. Label consumers & producers.



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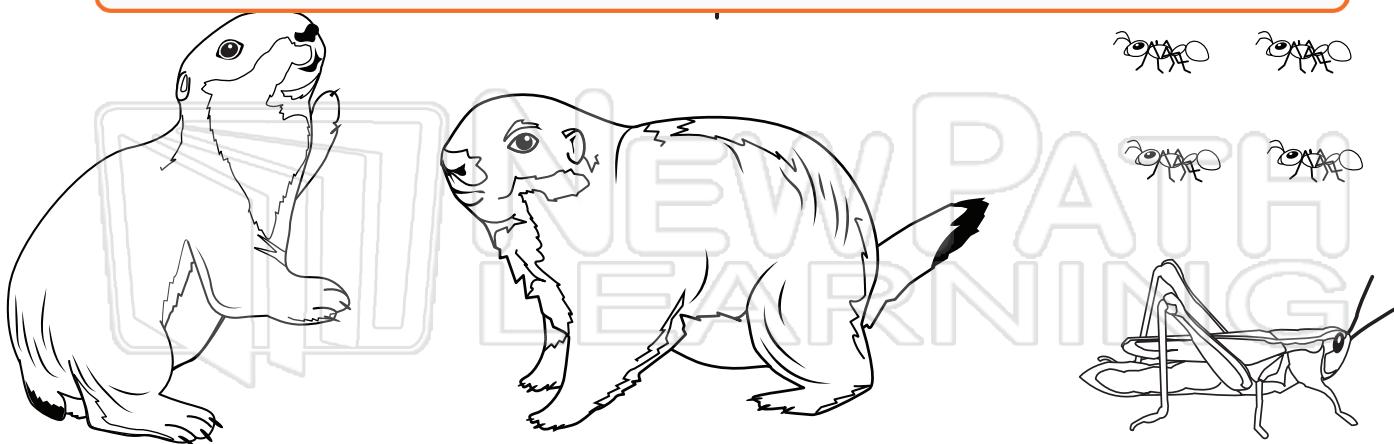
Name _____ Class _____ Date _____

Color the plants & animals. Cut them out. Use them to make food chains & webs. Draw arrows to show energy flow. Label consumers & producers.



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Answer Key - Example

Animals eat different things in different ecosystems. Match these consumers with food. They may eat more than one item.



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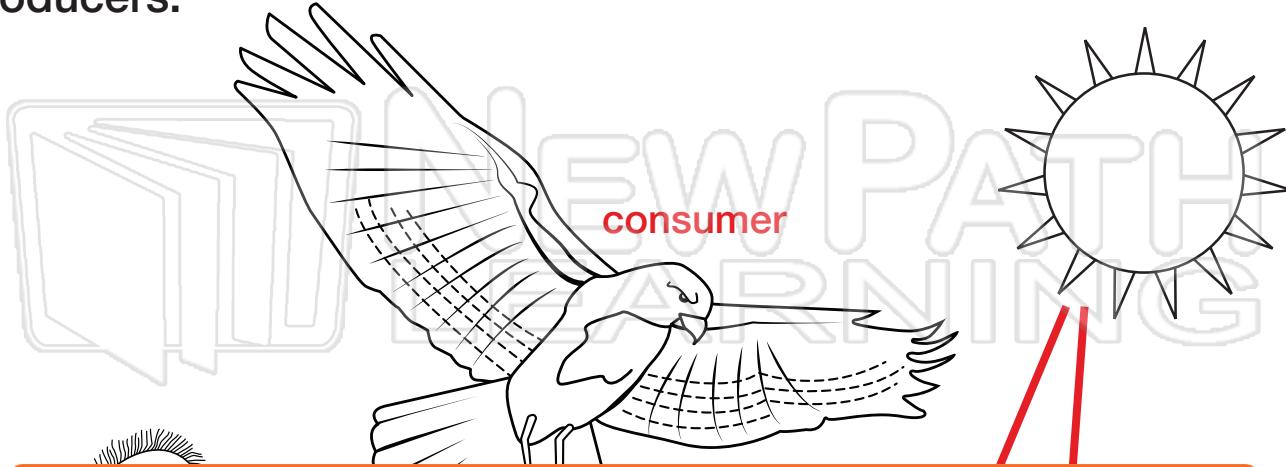
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Answer Key - Example

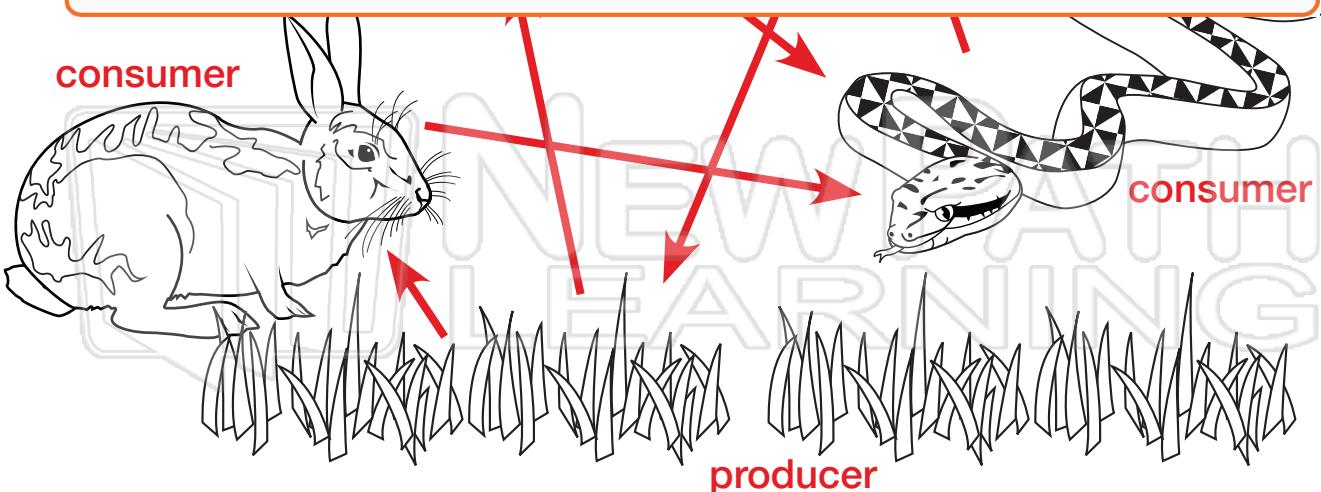
Color the plants & animals. Cut them out. Use them to make food chains & webs. Draw arrows to show energy flow. Label consumers & producers.



A preview box with a red border. Inside, there are four thought bubbles at the top containing icons: a cube, a microscope, a triangle, a balance scale, a atom model, a pie chart, a bar graph, and a calculator. Below the bubbles is a row of ten diverse children. To the right is a butterfly, and to the left are some branches. The word 'PREVIEW' is written in large, bold, blue and red letters at the bottom of the box.

product

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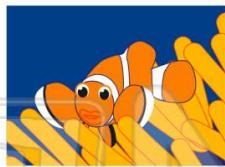




Name _____ Class _____ Date _____

1 Living things **interact** in many ways. These interactions can _____ a living thing.

- A only help
- B help, harm, or do nothing to
- C only harm
- D always does nothing to



3 What is an example of one living thing helping another living thing **without being helped or harmed** itself?

- A mosquito biting a human
- B a bee on a flower



2 Living things can **help each other in groups**. An example of this is _____.

- A a worm living underground
- B a bird living in a nest
- C a bee helping a flower
- D members of a pack protecting each other

4 Two living things can **help each other at the same time**. An example of this is _____.

- A a snail living in a shell
- B rain falling on a plant
- C a bird in a nest in a tree



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C Consumers
D Animals



C producers
D consumers



9 What is an **herbivore**?

- A a living thing that makes its own food
- B a living thing that eats animals
- C a living thing that only eats plants
- D a living thing that doesn't eat



10 A **carnivore** is a living thing that only eats _____.

- A other animals
- B plants
- C soil
- D leaves





Name _____ Class _____ Date _____

1 Living things **interact** in many ways. These interactions can _____ a living thing.

- A only help
- B help, harm, or do nothing to
- C only harm
- D always does nothing to



B

2 Living things can **help each other in groups**. An example of this is _____.

- A a worm living underground
- B a bird living in a nest
- C a bee helping a flower
- D members of a pack protecting each other

D

3 What is an example of one living thing helping another living thing **without being helped or harmed** itself?

- A mosquito biting a human
- B a bee on a flower



C

4 Two living things can **help each other at the same time**. An example of this is _____.

- A a snail living in a shell
- B rain falling on a plant
- C a bird in a nest in a tree



D

5



A

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D

- C Consumers
- D Animals



- C producers
- D consumers



9

What is an **herbivore**?

- A a living thing that makes its own food
- B a living thing that eats animals
- C a living thing that only eats plants
- D a living thing that doesn't eat



C

10 A **carnivore** is a living thing that only eats _____.

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- B plants
- C soil
- D leaves



A



Name _____ Class _____ Date _____

1

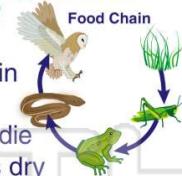
What is a living thing that **eats both plants and animals** called?

- A herbivore
- B omnivore
- C carnivore
- D plant



2

Living things need **energy** in order to survive. **How is energy passed between living things?**



3

Food chains include _____ interacting together.

- A producers and consumers
- B only producers



4

Which is an example of a **food chain**?

- A rain falling from the sky
- B an owl eats a mouse that ate a plant



5



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D herbivore



D food energy



9

Energy is often given off as heat into the environment.

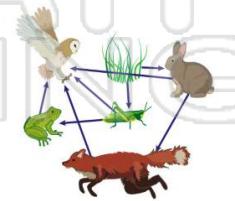
- A true
- B false



10

A(n) _____ is the **energy flow** within a community and is made up of **more than one food chain**.

- A food web
- B food chain
- C ecosystem
- D environment





Name _____ Class _____ Date _____

1 What is a living thing that **eats both plants and animals** called?

- A herbivore
- B omnivore
- C carnivore
- D plant



B

2 Living things need **energy** in order to survive. **How is energy passed between living things?**

- A through a food chain
- B when it rains
- C only when animals die
- D when the ground is dry



A

3 **Food chains** include _____ interacting together.

- A producers and consumers
- B only producers



A

4 Which is an example of a **food chain**?

- A rain falling from the sky
- B an owl eats a mouse that ate a plant



B

5



A

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D

D herbivore



D food energy



9 **Energy** is often given off as heat into the environment.

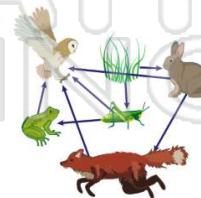
- A true
- B false



A

10 A(n) _____ is the **energy flow** within a community and is made up of **more than one food chain**.

- A food web
- B food chain
- C ecosystem
- D environment



A



Name _____ Class _____ Date _____

1

Living things **compete** with each other for the food, space, water and sunlight they need.

- A true
- B false



2

_____ is when two or more living things are in need of the **same resource**, such as space to live or water.

- A Survival
- B Community
- C Competition
- D Extinction



3

When animals **compete for food**, there are **no losers**. Everyone gets some of the food.

- A true
- B false



4

If there are **plenty of resources** in an environment, there may not be as much competition as in environments where resources _____.

- A are plentiful
- B are limited or lacking



5



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7

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- B Plants can grow in dry soil.
- C Floods can bring fish for animals.
- D Many animals can swim.

- B grow bigger
- C shrink smaller
- D be hungrier



9

What do we call **living things that break down waste** or living things that have died in an environment?

- A carnivores
- B producers
- C consumers
- D decomposers



10

_____ occurs when **decomposers** break down dead animals and waste. This **process** adds nutrients to the **soil** which then helps new plants and trees to grow, which then provides food and shelter for other living things.

- A Rain
- B Drought
- C Decay
- D Melting



Name _____ Class _____ Date _____

1

Living things **compete** with each other for the food, space, water and sunlight they need.

- A true
- B false



A

2

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- B Community
- C Competition
- D Extinction



C

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- A true
- B false



B

4

If there are **plenty of resources** in an environment, there may not be as much competition as in environments where resources _____.

- A are plentiful
- B are limited or lacking



B

5



A

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A

- B Plants can grow in dry soil.
- C Floods can bring fish for animals.
- D Many animals can swim.

- B grow bigger
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9

What do we call **living things that break down waste** or living things that have died in an environment?

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- C consumers
- D decomposers



D

10

_____ occurs when **decomposers** break down dead animals and waste. This **process** adds nutrients to the **soil** which then helps new plants and trees to grow, which then provides food and shelter for other living things.

- A Rain
- B Drought
- C Decay
- D Melting

C



Relationships Among Living Things

Sci
C

Name _____ Class _____ Date _____

1 Two living things can **help each other** at the same time. An example of this is a **bee** spreading **pollen** and **getting nectar** from a flower. Give another example.



2 **Plants** don't have to depend on other living things for food because they are

_____ and **can make**

6 **Food chains** include **producers** and _____ interacting together.



7 When a **consumer** eats a **producer**, _____ is passed from the plant to the animal.

8 A _____ is the

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5 What is a living thing that eats **both plants** and **animals** called?



10 When **decomposers** break down dead animals and waste, **nutrients** are added back to the soil which then helps new plants and trees to grow.

Circle your answer.

true

false





Relationships Among Living Things - Answer Key

Sci
C

Name _____ Class _____ Date _____

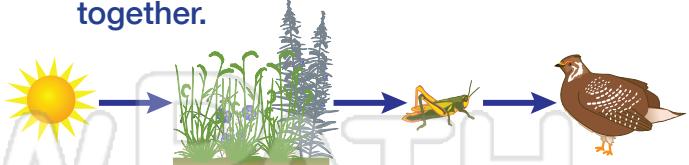
1 Two living things can **help each other** at the same time. An example of this is a **bee spreading pollen and getting nectar** from a flower. Give another example.

open-ended



2 **Plants** don't have to depend on other living things for food because they are **producers** and **can make**

6 **Food chains** include **producers** and **consumers** interacting together.



7 When a **consumer** eats a **producer**, **energy** is passed from the plant to the animal.

8 A **food web** is the

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4 A
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open-ended



5 What is a living thing that eats **both plants and animals** called?

omnivores



10 When **decomposers** break down dead animals and waste, **nutrients** are added back to the soil which then helps new plants and trees to grow.

Circle your answer.

true

false





Name _____ Class _____ Date _____

Match each of the following terms to its definition:

Omnivore

Carnivore

Herbivore

Decomposer

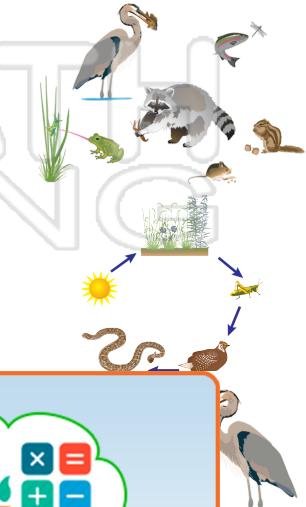
Consumer

Decay

Competition

Food chain

1. - an organism that is not able to make its own food and obtains energy from eating other organisms



2. - a chain of plants and animals in which a plant or animal is eaten by the next animal on the chain to obtain energy

3. animal



4. environment

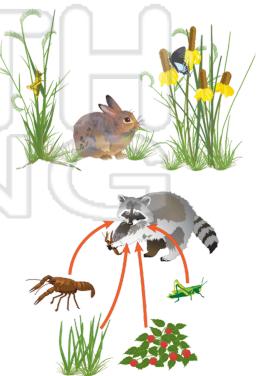
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7. - a consumer that only eats plants



8. - a consumer that eats both plants and animals





Name _____ Class _____ Date _____

Match each of the following terms to its definition:

Omnivore

Carnivore

Herbivore

Decomposer

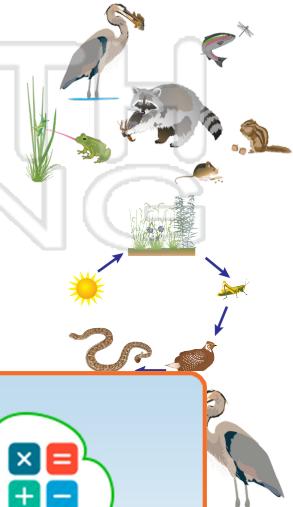
Consumer

Decay

Competition

Food chain

1. consumer - an organism that is not able to make its own food and obtains energy from eating other organisms



2. food chain - a chain of plants and animals in which a plant or animal is eaten by the next animal on the chain to obtain energy

3. car



4. con
enviro

5. dec

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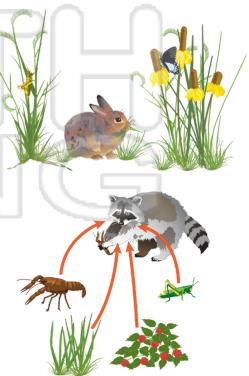
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6. dec
nutrie

7. herbivore - a consumer that only eats plants



8. omnivore - a consumer that eats both plants and animals





Name _____ Class _____ Date _____

Match each of the following terms to its definition:

Herbivore

Carnivore

Decomposer

Consumer

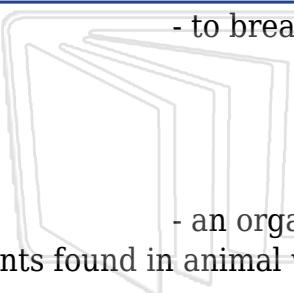
Decay

Producer

Food chain

Omnivore

1. - to break down or rot; adds nutrients to the soil



2. - an organism that obtains energy by eating or absorbing nutrients found in animal waste and decaying organisms



3.



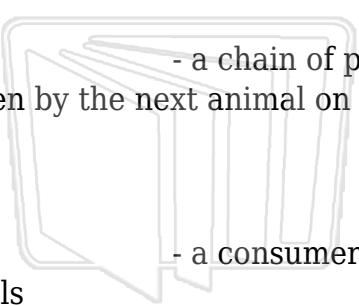
4.

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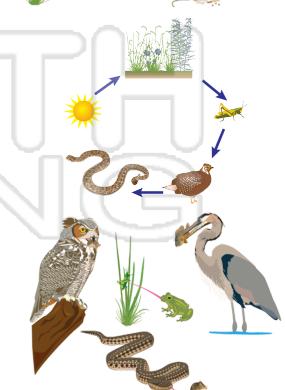
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5. ability
6. obtain

7. - a chain of plants and animals in which a plant or animal is eaten by the next animal on the chain to obtain energy



8. - a consumer that gets its energy by eating only other animals





Name _____ Class _____ Date _____

Match each of the following terms to its definition:

Herbivore

Carnivore

Decomposer

Consumer

Decay

Producer

Food chain

Omnivore

1. decay - to break down or rot; adds nutrients to the soil



2. decomposer - an organism that obtains energy by eating or absorbing nutrients found in animal waste and decaying organisms



3. her



4. om

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5. pro
ability



7. food chain - a chain of plants and animals in which a plant or animal is eaten by the next animal on the chain to obtain energy



8. carnivore - a consumer that gets its energy by eating only other animals

