Running Head: FOOD CHAIN LESSON PLAN

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Nazareth College

11-19-02

EDU 460

Food Chain Lesson Plan
LESSON PLAN

Name: Rick Holland                                      Date: 11-19-02
Content Area: Science                                  Unit Topic: Food Chain
Today’s Lesson: Human Food Chain                      Grade Level: 6th
                                                     Duration: 30 minutes (8:30 – 9:00)

LESSON RATIONALE

New York State Learning Standards and Key Ideas:

Arts –

Standard 1: Creating, Performing, and Participating in the Arts

    Key idea 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts and participate in various roles in the arts.

Mathematics, Science, and Technology –

Standard 4 - Science:

    Key idea 1: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Instructional Objectives:

    Students will:
    1. build an understanding of food chains and vocabulary related to food chains by physically creating a food chain [knowledge]
    2. make connections with food chains and the real-world with the continued study of food chains [application]

Adaptations:

- For resource students: Have regular education and student teacher float around the classroom to clarify the directions for students. When available and needed, have special education teacher work separately with these students
- For lower level students: Teacher will provide clear, concise verbal directions. Directions will also be written down. Behavioral expectations will be reviewed by the class before the lesson begins. During individual seat work, teacher/aide will circulate and provide support as needed.

Materials:

- 24 index cards
- 24 pictures of consumers and producers from a food chain

LESSON OPENING
Anticipatory Set

“Good Morning! How is everybody doing? Today we are going to continue our discussion on the food chain. Can anyone share with me some of the terms we talked about yesterday? [Wait for student to participate and answer. Comment on student’s answer.]

“One thing we talked about was how a food chain is a community of organisms where each member is eaten in turn by another member. Does everyone remember that? [Wait for student to participate and answer. Comment on student’s answer.]

“Would anybody like to share with the class an example of a food chain? So which animal consumes which?” [wait and comment on student’s response]

“Thank you all for volunteering. We are going to start today by actually having the opportunity to ‘be’ a food chain! (estimated time: 5 minutes)

LESSON BODY

Activities

1. After student’s are ready to begin, remind them of proper behavior in the classroom.
   a. “This activity involves a lot of walking around. Does this mean that everybody should be talking loud? I am going to need for everyone to talk softly as we do this or we are all going to have to sit quietly in our seats.”

   b. Check:

   “Does anybody have any questions about this?” [check for understanding]

2. After students are seated quietly, explain the activity.
   a. “OK, for this activity I am going to pass out an index card to each one of you. When you get your card you are going to remain sitting until I say you may get up. Each card is going to have a producer or a consumer on it. Your goal is to find three other classmates that you could make a food chain with by looking at their cards.”

   b. Give example: “For example, if my card said owl on it, I would find a food that I would eat such as a rat. If I were a rat I would find something I would eat such as an insect. If you cannot find something that your animal would eat, find something that would eat you.”

3. Check

   a. Ask students:

   “Does anybody have any questions about this activity?” [check for understanding]

4. Begin passing out cards while reminding students to remain in their seats.

   a. “Remember to stay in your seat while I am passing out these cards. Now when I say it is time to get up, are you just going to run over to your friends?” [guided practice]

5. Allow students to get up and find a food chain.
Food Chain Lesson Plan

a. “OK you may get up now but remember that you can only have four people per group. If you have any questions please ask Miss Branca or myself for help. You will have ten minutes to complete this activity.”

6. When the time limit has expired, ask students to find a spot in the room with their food chain and to stand next to each other from the top of the food chain to the bottom.

   a. “Please find a place in the room with your group and stand next to each other from the top of the food chain on the right to the bottom of the food chain on your left.”
   b. Have each group present their food chain to the class.

7. Check:

   a. Ask:
   “Does anyone have any questions about anything we did this morning?” [check for understanding]

Closure:

“This morning we had the opportunity to discuss the food chain some more. We even had the opportunity to become our very own food chain! Tomorrow we are going to start to learn about consumers and producers. Once again, does anybody have any questions? Keep up the good work everyone.”

LESSON FOLLOW-UP

Independent practice:

- At home, have each student write about the food chain that they were doing during class and why it was a food chain. Encourage them to use any vocabulary terms we have been discussing.

Evaluation:

What did I want the children to learn?
- The basic concepts and terms that deal with the food chain.
- How to make connections between food chains and the real world around us.

How will I know they learned it?
- Quality of verbal responses/presentation to class.
- Completed classwork and presentation of classwork.
- Completed homework assignment

LESSON RESOURCES

Reference for teacher use:
- Scott Foresman- Science - Teacher’s Guide
- NYS Science Learning Standards
- NYS Drama Standards

Reference for student use:
- Scott Foresman- Science
- NYS Science Learning Standards
- NYS Drama Standards
- *Fantastic Fractions – Guided Visualizations*
- Index cards (to be used again in a later lesson)