

Lesson plan by: Jay Sheets
Lesson: Food Chain
Length: **40 min**
Level intended: **1st Grade (Science)**

Academic Standard(s): S.C. 1.4.3 Observe and explain that animals eat plants or other animals for food.

Performance Objective(s):

Given the different components of the food chain, students will correctly draw a living organism for (producer and consumer,) with 100% accuracy.

Assessment: Once the students are done creating their food chains, hand out a paper where they have to correctly draw in an animal and label it with where it belongs in the food chain (producer, consumer). Place the words on the blackboard so they can correctly spell them with the organisms they place under each one.

Advanced Preparation:

Have a handout for all the students to see how the food chain looks and what makes up the different producers, consumers, and decomposers.

Have poster board for them to create their food chains on.

Have the book *Who Eats What?* By Patricia Lauber to read to them.

Procedure: Introduction/Motivation:

Yesterday we talked about the different habitats that different organisms live in and today we are going to continue to talk about these organisms. Every plant or animal serves a purpose for living on this planet. If it wasn't for a thing called the "food chain" we would not be living today. We are going to be finding out how this food chain operates and then we will be creating our own food chain!!

Step-by-Step Plan:

1. Begin the lesson by reading them the book *Who Eats What?* After you read this book begin to ask the students questions about why they think it is important that we know what the food chain is. Acquire background knowledge to build on **(Bloom: Knowledge)**.
2. Once you have the students share their ideas, begin talking to them about the different organisms that make up the food chain (producer, consumer). Define what each of these terms mean:
 - a. Producer: plants are producers because they use light energy from the sun to produce food from carbon dioxide and water.
 - b. Consumer: Animals cannot not produce their own food so they either eat

the plants or other animals. There are 3 different types of consumers: herbivore, carnivores, and omnivores. Herbivore is an animal that eats plants. Carnivore is an animal that eats other animals. Omnivore is an animal that eats both plants and animals.

3. Provide them with the hand out of what the food chain looks like so they have a visual to refer to when they create their own food chains (**Gardner: Visual/Spatial**).
4. Explain to the class how if one part of the population is affected that all the other populations will be affected as well. For example: if there are a large amount of giraffes, the amount of trees for them to feed off of will be far less. The giraffes will eventually starve to death because of being over populated with little food source. With fewer giraffes, that means that the lion population will be affected because there won't be as many giraffes for them to hunt.
5. After you finish talking about how the food chain can be affected ask the class if they know of any others cases that would cause a problem in the food chain. Have them share the answers amongst the class in discussion (**Gardner Interpersonal**)
6. Next hand out poster board to all the students for them to create their own food chain. Explain to the students that they need to include the sun, 1 producer, and 3 different types of consumers (carnivore, omnivore, herbivore) in their food chain (**Bloom: Application**).
7. Once they are finished creating their food chain, have them hand it in to be graded.

Closure:

Now that we have created our food chains, lets compare the different types of producers and consumers that you put on your poster board. Tomorrow we will continue talking about living organisms by talking about marine life. So be ready to do a little snorkeling because we will be diving deep into the ocean to see what creatures lurk in the deep blue sea!

Adaptations/Enrichment:

Boy with high ability: Have him define what each consumer (herbivore, carnivore, omnivore) when he places them on the poster board.

Girl with ADHD-Hyperactivity: Place her towards the front of the room and allow her to pass out the handouts to the students.

Self Reflection:

Did the book I read engage the students to be excited about the food chain?
Did the students correctly understand what the 3 types of consumers (herbivore, carnivore, omnivore) are?

Did they seem to have fun with this project we did when they created their own food chain?

Content for lesson:

