

## Eagle Food Chain

**Grade Level Range:** 4<sup>th</sup> Grade

**Content Areas Addressed:** Life Science – Roles of Organisms

**Group Size:** entire class

**Duration:** 45 minutes

**Key Vocabulary:** producer, consumer, decomposer, food web/food chain

**Materials Needed:** internet, projector, white board, paper, pencils, markers, construction paper, pictures of animals, tape

### Lesson Objective

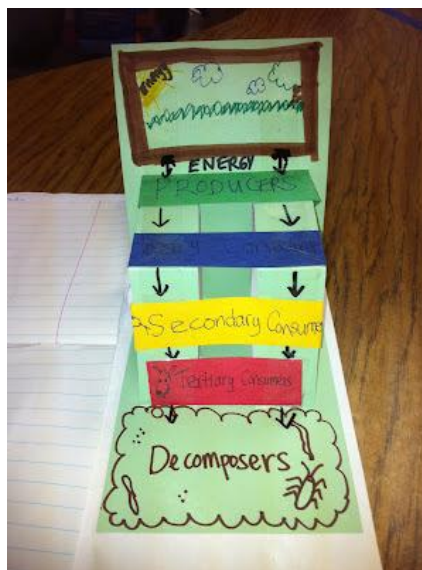
1. The student will be able to identify producers, consumers, and decomposers.
2. The student will be able to create his/her own food chain/food web.
3. The student will be familiar with the roles of a food chain/food web.

### Methods

Advance Organizers – Teacher can have a grand conversation with the class about the characteristics and examples of producers, consumers, and decomposers.

### Procedures

1. Review key vocabulary words: producer, consumer, and decomposer.
2. Watch a video of the Berry College eagles eating a squirrel and fish.  
(<https://www.youtube.com/watch?v=Mj7XfIPglGo>)
3. Discuss how the eagles just like every animal and human must eat other animals and energy to survive.
4. Teacher will introduce what a “food chain/food web” is and then tape pictures of the sun, grass, a worm, a squirrel, and an eagle in a circle. Teacher will then draw arrows pointing to each animal as they would fall in the food chain/food web.
5. Teacher will explain what role each of the above animals plays in this food chain. Then the teacher will distribute construction paper so the student can make a chain to use as a resource for future reference.



6. Students will then be directed to join into pairs and create five different examples of food chains. Two food chains must contain five different components while the other three food chains need to contain at least three components. Students will be directed to draw pictures of each component and label what the component is (animal/plant name and its role in the chain: Emily Kaelin Page 2  
8/12/2015producer/consumer/decomposer).
7. After partners have created these five food chains, they will come to the front of the classroom to present one of their food chains.
8. Teacher will review with the students the key vocabulary and conclude the lesson.

### **Evaluation Alternatives**

Teacher will informally assess the pair's food chain they present to the class as well as collect the partner's five food chains they created.

### **Background**

Students will be familiar with habitats and the ecosystem these animals live in. They will also know what a producer, decomposer, and consumer is.

### **Resources**

<http://www.sheppardsoftware.com/content/animals/kidscorner/foodchain/producersconsumers.htm>

<http://www.brainpop.com/educators/community/lesson-plan/food-chain-background-information-for-teachers-and-families/>

<https://www.youtube.com/watch?v=Mj7XflPglGo>

<http://schenkgr4.blogspot.com/search/label/Science>

### **Standards Addressed**

GA Standard: S4L1. B. Students will demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.