

Kindergarten

30 minutes

FOOD CHAINS

Oregon Science Content Standards:

K.1 Structure and Function: The natural world includes living and non-living things.

K.1P.1 Compare and contrast characteristics of living and non-living things.

K.1L.1 Compare and contrast characteristics of plants and animals.

Goal: Students will learn to identify and draw food chains to show what eats what in a habitat.

Concepts:

- Animals get energy from their food.
- Plants get energy from the sun.

Materials:

- butcher paper or poster board with drawings of a sun, pond plant, tadpole, fish and turtle
- blank piece (or back side) of butcher paper, or blank area on a whiteboard
- glue for each student
- scissors for each student
- food chain worksheet for each student (best to print in landscape mode)

Lesson Plan:

1. Ask volunteers to tell you their favorite food. After listening to three or four answers, have the students turn to their neighbors and share their favorite food.
2. Take a student volunteer to the front of the room and explain that they are now a beautiful, green blade of grass reaching for the sun. Ask the rest of the class what sort of animal might like to eat this grass as its favorite food. Have a volunteer become that animal, and link arms with the first student. Ask what predator would eat this animal as its favorite food, and add that volunteer as another link in the chain.
3. Explain that we've created a food chain. Have the students repeat the word, and ask what they can learn by looking at a food chain. Explain that a food chain shows what eats what in a habitat, and that we get energy from our food. Draw their chain on a sheet of butcher paper, recapping what eats what. Have the students help draw arrows going in the direction of the energy flow.
4. Ask the students to recall living things in ponds.
5. Flip the butcher paper, revealing drawings of the sun and pond creatures (e.g. plants, tadpoles, fish, and turtles). Ask volunteers to come up and point to what each animal

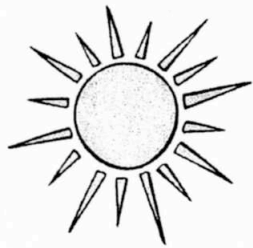
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eats, and connect them with arrows going the correct way (in the direction of the energy flow).

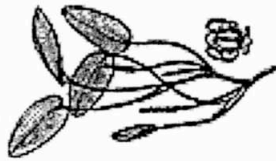
6. Have students return to their tables and cut their worksheet into strips. The worksheet shows strips of pond creatures, plus the sun. The students can color these pictures.
7. Next demonstrate how to glue these strips into links to make a chain. Show the students how to link these into the proper order to make a food chain.

Assessment: Are the students' food chain links connected in an order that makes sense? Do the students put the arrows in the correct direction?

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Sun



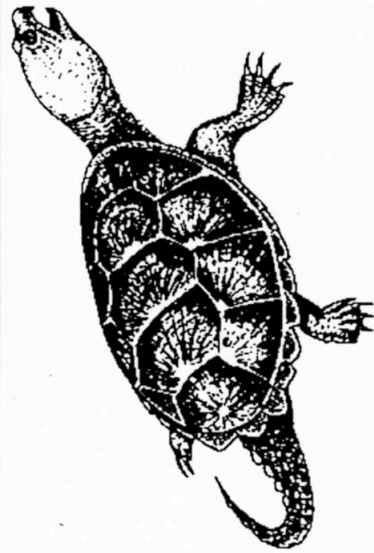
Plants



Tadpole



Fish



Snapping turtle

