

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>Objective: Without resources, the student will correctly construct a diagram of solar energy moving through a food web including the Sun, an autotroph, a herbivore, a carnivore, an omnivore, and a decomposer.</p>		<p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Remind students that our last lesson covered autotrophs and heterotrophs. 2. Have students try and put the sun and organisms in their correct place in a food chain. <ul style="list-style-type: none"> • Ask students to explain why they would put the sun and organisms in that order. 3. Explain that by the end of today’s lesson they will be able to construct a diagram of solar energy moving through a food web including an herbivore, carnivore, omnivore, and decomposer. 4. Explain that learning about the path energy takes helps us understand how important organisms are to other organisms. <p>B. Study/Learning</p> <ol style="list-style-type: none"> 1. Show students a power point describing the path of energy through food chains and webs. <ul style="list-style-type: none"> • Explain that energy comes to the earth from the Sun. • Explain that plants turn the energy they receive from the sun into sugars that can be used by animals. <ul style="list-style-type: none"> ○ Ask students to name other parts of the food pyramid that could be classified as plants/producers. • Explain that animals that animals that only eat plants for energy are known as primary consumers or herbivores. <ul style="list-style-type: none"> ○ Ask students to name animals that are herbivores such as cows, grasshoppers, deer, giraffe, zebras, and rhinoceroses • Explain that animals that eat other animals for energy are secondary consumers or carnivores. <ul style="list-style-type: none"> ○ Ask students to name examples of carnivores such as lions, tigers, bears, wolves, and even frogs. 	<p>Food Chain: Attachment _____</p> <p>Food Web PowerPoint: Attachment _____</p>	

I. Main Ideas/Conceptual Understandings/Goals: Students will understand that energy travels in a chain from the sun to plants and animals on Earth.

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		<ul style="list-style-type: none"> • Ask students if they think people are herbivores or carnivores. <ul style="list-style-type: none"> ○ Explain that people are actually what's known as omnivores which means that we eat both plants and animals for our energy. ○ Explain that when people eat meats we receive protein. Health Integration <ul style="list-style-type: none"> ➤ Ask students to name other things that provide us with protein such as beans. ➤ Explain that the meat we consume could come from primary consumers like deer or rabbit or secondary consumers like frogs or snakes. • Explain that food chains do not end with carnivore or omnivores. <ul style="list-style-type: none"> ○ Explain that when other organisms die decomposers feed on them for energy. ○ Explain that mushrooms and worms are just two examples of decomposers. <p>2. (Guided Practice) Have students identify food chains within a complex food web.</p> <ul style="list-style-type: none"> • Tell students to identify at least two food chains that start with grass and two chains that start with nuts. • Have students identify each member of the food chains as producer, herbivore, carnivore, or omnivore. • Ask students what they think would happen if one of the members of the chains was removed. 	<p>Food Web: Attachment ____</p>	

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		<p>3. (Independent Practice) Have students to create examples of herbivores, carnivores, omnivores, and decomposers out of modeling clay. Art Integration</p> <ul style="list-style-type: none"> • Hand each student small packs of modeling clay. • Tell them to create one example each of an herbivore, carnivore, omnivore, and decomposer. • Tell students to label their creations and write a sentence on a note card explaining why they labeled their animals the way they did. <p>C. Culmination</p> <ol style="list-style-type: none"> 1. Play a game of true or false with students using facts about food chains, herbivores, carnivores, omnivores, and decomposers. <ul style="list-style-type: none"> • Hand each student a set of true and false cards. • Tell students to hold up the true cards if the fact is true and the false card if it is false. • If a student incorrectly identifies a fact as true or false have the student explain his reasoning. <p>D. Follow Up</p> <ol style="list-style-type: none"> 1. Tell students that they will now use the information they learned in today’s lesson to create their own food web. <ul style="list-style-type: none"> • Tell students to create a food chain that tracks that includes an herbivore, carnivore, omnivore, and decomposer. • Tell students that they can choose their own organisms to put into these categories. • Remind students to include where energy comes from and how animals get this energy. 2. Take up the diagrams and grade them according to the food chain checklist. 3. Tell students that their homework for tonight is to research their favorite animal and categorize it as an herbivore, carnivore, or omnivore. 	<p>Modeling clay</p> <p>Note cards</p> <p>Solar Energy Checklist: Attachment_____</p>	<p>Grade diagrams according to the checklist making sure they include the Sun, an autotroph and four categories of organisms.</p>