

Food Chain Lesson

Subject / Course:	Biology/Elementary Science		
Topic:	Food Chains and Energy Flow		
Lesson Title:			
Level:	5th grade	Lesson Duration:	45 Minutes

Lesson Objectives:

1. Students will identify relationships between different organisms as producers or consumers.
2. Students will describe the flow of energy in a food chain, relating everything back to producers getting energy from sunlight.

Summary of Tasks / Actions:

Considerations for teaching students with blindness or visual impairments:

The braille labels on the manipulative food chain puzzle pieces will need to be explained before the manipulatives are used. Additionally, the silhouette pictures of the animals on the puzzle pieces will need to be explored and explained to help the students who are blind make sense of what they are feeling.

Bell Ringer/Introductory Activity:

Why do you eat food? What kinds of food do you eat? Where does your food come from? Does your food eat other food?

Discussion:

Key points for discussion:

- All energy originates from sunlight.
- Plants use sunlight to make their own food (producers).
- Animals eat plants (primary consumers).
- Some animals eat other animals (secondary and tertiary consumers).
- We (and other organisms) eat plants and animals for two reasons: 1) to get the molecules our bodies need to grow and repair themselves, and 2) to get the energy from the food for our bodies to keep working.
- Decomposers, such as worms, flies, bacteria, and other organisms, break down dead organisms and recycle the matter of those organisms.
- Only certain organisms eat certain other organisms, creating food chains.
- Some organisms are consumed by multiple other organisms. Most larger organisms have multiple food sources. These relationships create food webs.
- Predators eat other organisms. Prey are the organisms that are eaten.

Activity:

Students should use the puzzle pieces to construct multiple food chains and record or describe the food chains they are able to make. Students should be able to identify which organisms will be the prey for other, higher consumers.

Review:

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Have students share the food chains they came up with with the rest of their class. Talk about any specific organisms that got used in multiple different food chains. Have the students write their food chain (in sentences, if time allows) and submit it.

Materials / Equipment:

[Food Chain Puzzle Pieces](#)

NGSS Alignment:

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]