**Food Chain/ Web Technology Lesson**

**Teacher:** Stephanie Barron

**Date**: 11/1214

**Materials:**

Computers/iPads, internet access, posters, markers,

**NJ State Science Standard:**

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

**Lesson objective(s):**

Students will understand food chains and food webs and be able to know the different between the two. They will also be able to create a food web on their own including all parts of it (producer, consumer, decomposer).

**Differentiation strategies to meet diverse learner needs:**

Students who need extra help may use the computer to help them create food chains and food webs.

**ENGAGEMENT**

* Ask students what they know about food chains and food webs. Write their answers on chart paper.
* Create a second chart that gives the example of food chains and food webs and mentions the difference between the two.

**EXPLORATION**

* I will then either show the BrainPOP video to the whole class or, if we have enough computers to work in groups, students can work on their own. Students will finish the vocabulary worksheet while watching the video. (http://www.brainpop.com/science/ecologyandbehavior/foodchains/activity/)
* I will then move into the interactive Smartboard lesson I created.
  + Slide 1- students will read the questions and answer them. Once they have their answers they can come to the board and drag the question to the “answers” box where the answer will be revealed.
  + Slide 2- students practice with identifying producers, consumers, and decomposers. They have to click the star, which will fade out and reveal a picture of an organism behind it and they need to say whether it is a producer, consumer, or decomposer.
  + Slide 3-This slide is a balloon pop game. The students have to pop the balloon on the board that contain either an omnivore or herbivore.
  + Slide 4- Here students can click the fish that takes them to a website where they can build food chains. Then, they can drag the animal pictures that are infinite cloners, and create another food chain on the slide. They can also reveal one pull-tab for instructions and another to reveal the answer to the food chain.
    - Link to game: http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm

**EXPLANATION**

* After doing the activity, the students will come gather on the carpet. Here I will display the worksheet (attached at end of less) and the students will discuss whether or not the organisms shown are producers, consumers, or decomposers. They will come up to the board one at a time and circle the producers, place an “x” over the decomposers, and draw a box around the consumers.

**ELABORATION**

* To elaborate and extend on this lesson, Students will work in groups where they will research a certain ecosystem and then create a food chain for that ecosystem on paper. They will then share their posters with the class.

**EVALUATION**

* Students will demonstrate their understanding of food chains and food webs through discussions, how they answer on the smartboard, and through their posters.

