

FOOD CHAIN: LESSON 2

OUTDOOR INVESTIGATION

SUBJECTS: English Language Arts, Science **SKILLS:** Discovery, experimenting, collecting data

MATERIALS

- Outdoor Investigation Student sheets, pages 4-7 of the Discovery Journal
- Flipgrid challenges: Make a Yarn Food Chain, Evidence of Decomposers, Predator and Prey Observations, Evidence of Herbivores, Predator and Prey Evidence
- Discovery Kit supplies: Animal tracks window ID viewer, binoculars, field guides, magnifying glass, animal track stone, home-made dough, yarn

COMMON CORE STANDARDS (CCSS)

ENGLISH LANGUAGE ARTS

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SCIENCE (OHIO LEARNING STANDARDS)

- **3.LS.2** Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.
- **3.LS.3** Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

ESSENTIAL QUESTIONS

- 1. Why is the Food Chain important?
- 2. What would happen if there was a broken link in the food chain?

I CAN STATEMENTS (LEARNING OBJECTIVES)

- 1. I can follow directions and explain results of experiences.
- 2. I can understand the importance of the food chain for survival.



ACTIVITY

Students will complete the Food Chain investigations demonstrated in the video, and use the student sheets on pages 4-7 of the Discovery Journal to record and interpret data. Students will record video or take photos during the experiment and submit via Flipgrid.