



FOOD CHAIN: LESSON 4

INTERPRETING ILLUSTRATIONS

Teacher

SUBJECTS: English Language Arts, Science

SKILLS: Gaining information from Illustrations

MATERIALS

- Interpreting Illustrations Student Sheet, pages 13-14 of the Discovery Journal

COMMON CORE STATE STANDARDS (CCSS)

ENGLISH LANGUAGE ARTS

3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

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

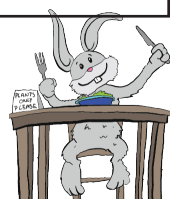
- How can illustrations help me understand what I have learned?
- What happens if there is a broken link in the food chain?

I CAN STATEMENTS (LEARNING OBJECTIVES)

- I can understand information presented in a picture or graphic and explain how it helps me understand a text.
- I can understand the importance of the food chain for survival.

LINKS

- Slug Science Journeys Homepage** <https://www.miamicountyparks.com/node/1240>
- Food Chain Video** <https://vimeo.com/videobranh/review/415244838/633414b414>



ACTIVITY

Students will demonstrate understanding by drawing and labeling an illustration.

EVIDENCE OF ACTIVITY

Students will complete the Interpreting Illustrations student sheet on pages 13-14 of the Discovery Journal.