



FOOD CHAIN: LESSON 5

ORAL PRESENTATION

Teacher

SUBJECTS: English Language Arts, Science

SKILLS: Recalling and presenting information

MATERIALS

- Presentation Outline Student Sheet, page 15 of the Discovery Journal
- FLIPGRID Challenge: Food Chain Oral Presentation

COMMON CORE STATE STANDARDS (CCSS)

ENGLISH LANGUAGE ARTS

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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.

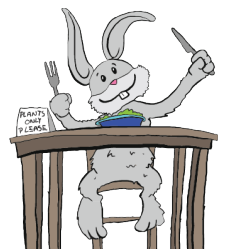
3.LS.3 Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

ESSENTIAL QUESTIONS

1. How do you speak effectively?
2. In what ways are ideas communicated orally?
3. What happens if a link in the food chain is broken?

I CAN STATEMENTS (LEARNING OBJECTIVES)

1. I can use the resources provided to communicate information orally in an organized matter.
2. I 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/videobranch/review/415244838/633414b414>

ACTIVITY

ORAL PRESENTATION

The student will use all of the resources and investigations they have completed to create an oral presentation. They will video record the presentation and submit it to the teacher using the **FLIPGRID**

Challenge: Food Chain Oral Presentation.

An outline is provided of what should be included in the video on page 15 of the Discovery Journal.

EVIDENCE OF ACTIVITY

Students will submit a video to the teacher using the **FLIPGRID Challenge: Food Chain Oral Presentation.**