

FOOD CHAIN: LESSON 6

MEASUREMENT AND DATA

Teacher

SUBJECTS: Math, Science

SKILLS: Creating graphs and analyzing Data

MATERIALS

- Data and Measurement Student Sheet, page 16 of the Discovery Journal

COMMON CORE STATE STANDARDS (CCSS)

MATHEMATICS

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

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.

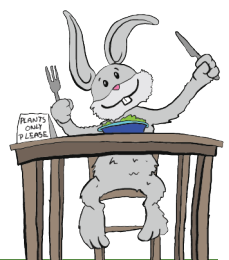
3.LS.3 Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

ESSENTIAL QUESTIONS

- How do we represent information in a picture or bar graph?
- What happens to the food chain if there is an overpopulation of 1 animal species?

I CAN STATEMENTS (LEARNING OBJECTIVES)

- I can use a bar graph to interpret a data set.
- I understand the importance of the food chain for survival and the balance of animal species.



LINKS

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

ACTIVITY

Students will use a graph and answer questions to interpret the data.

EVIDENCE OF ACTIVITY

Students will complete the Data and Measurement Student Sheet on page 16 of the Discovery Journal.