Food Chains - 1.75hr

Energy from the sun, channeled through plants and on through animals via a food chain, is the topic of this program. Students take on the role of "food chain detectives" to find sightings and signs of plant and animal interactions. Sorting their sightings into links of a chain, each student draws a picture of one "link." Then they form their links into 3-4 link chains for a presentation to the rest of the class. A key summary point is the importance of each link to the well-being of others in the chain.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the flow of energy in nature and to dress appropriately for the weather because a majority of the time will be spent outside.

While you are here

0:00-0:30	Introduction—learning what a food chain is and how it relates to nature
0:30-1:05	Field activity—in groups students will search for clues of food chains, and create their own
1:05-1:20	Create food chain presentations
1:20-1:45	Present food chains and discuss how humans are part of the food chain

After you leave

Look for evidence of food chains in outdoor spaces around school.

Wisconsin Standards

Carpenter Nature Center address and partake in performance standards to help meet content standards. Additional classroom activities may be needed to complete performance standards.

Code	Performance Standard
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed
A.4.2	When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now
A.4.3	When investigating a science-related problem, decide what data can be collected to determine the most useful explanations
C.4.1	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

Code	Performance Standard
C.4.5	Use data they have collected to develop explanations and answer questions generated by investigations
C.4.6	Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers
C.4.7	Support their conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or further an investigation
F.4.1	Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive
F.4.4	Using the science themes, develop explanations for the connections among living and non-living things in various environments

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