

## Lesson Plan

### NGSS Standard

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

### Objectives

I can classify producers, herbivores, omnivores, carnivores, and decomposers.

I can express how extinct organisms effect the food web.

### Engage

Students are asked



## Explain

Collect the animal cards and pass out one of the endangered species cards to each student.

Tell the students that each of the organisms on the card has two main things in common and help guide them to the fact that they each are endangered and each lives in or around the Ohio River using questions such as "What do these organisms have in common? Where do these organisms live?"

Have each student read their endangered species card and then have the students sit in a circle on the floor. Once in the circle distribute a rope between the students in a web like manner to symbolize a food web. When the web is complete, select one of the cards that is a plant and tell that student that they have gone extinct and that they are going to show this by tugging back and forth gently on the rope. Explain to the rest of the group that if they feel the rope being tugged, they are going to tug back and forth in return.

Once the tugging is complete, explain that if a tug was felt, they were affected by the extinction of that plant. Ask how many students felt the tug. Ask students if they, as humans, would feel the tug. Ask how many eat fish? Ask how many interact with the plants/animals on their cards (help them draw the connections between themselves and the organisms if necessary). Discuss that as humans we have to help protect these organisms so that we are not affected.

If time remains the activity can be repeated causing a different organism to go extinct and review the information that was learned in the lesson.

## Extend

Extensions will occur in the form of a post activity that asks students to create a food web that they can observe at their schools. Student can then collect data on their food webs and discuss how these webs may be affected by endangered/extinct animals and what they, in their classrooms/schools can do to help.

## Evaluation

Evaluations will be obtained during the pre and post assessment. These assessments will hold the physical data. Formative assessment should be used throughout the station. Student conversation should be monitored for correct ideas and misconceptions to correct. Student work should also be monitored during the station. Students will complete a page or two in the field trip booklet for this station.

## Do you know the food web?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Directions: Circle True or False for each statement.

1. Producers are plants that make their own food. True False
2. Herbivores are plants that are eaten by animals. True False
3. Omnivores are animals that only eat meat.

Producer: Organism that makes its own food.

Decomposer: Organism that breaks down dead