

Outdoor Science! Week 1: Grades K-2

Day	Topics	Related Standards
1	Investigating Living vs Non-Living	<u>Observe, ask questions, and explain</u> the differences between the characteristics of living and non-living things.
2	Investigating Energy Distribution	<u>Develop a model</u> representing how life on Earth depends on energy from the Sun and energy from other organisms.
3	Investigating Plant and Animal Structures	<u>Observe, ask questions, and explain</u> how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.
4	Investigating Growth and Survival	<u>Develop and use models</u> about how living things use resources to grow and survive.
5	Investigating Organism Resources	<u>Obtain, analyze, and communicate</u> evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

Outdoor Science! Week 1

Day 2: Investigating Energy Distribution

Teacher/Parent Background:

All living things need food as their source of energy as well as air, water, and certain temperature conditions. Plants containing chlorophyll can use sunlight to make the food they need and can store food that they do not immediately use

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Overview

In this activity, students will discover food chains and food webs and explore the differences between the two. Through exploration students will do a card sort activity that helps identify the process of a food web and how many organisms have food paths that cross to create a food web.

Related Standards

- Develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.

Key Terms

- Nutrients
- Energy
- Food Chain
- Food Web
- Herbivore
- Carnivore
- Omnivore

Materials List

- Pencil
- Journal
- Card sort (See activity below)
- Paper


Activity Description

- With your students, brainstorm a list below of what plants and animals need to survive.
 - Ask the students if they believe the plants and animal survival depend on one another?

	Plants	Animals
What they need to survive		

- Card sort activity. Using the images below, prompt students to arrange the cards in the order they believe a food chain should go.
 - Ask the students why there may be more than one card of something? Can one thing consume another in order to get energy?
 - Ask the students to identify what is the predator and prey

Food Chain Energy Cards

	
<p style="text-align: center;">Sun</p>	<p style="text-align: center;">Grass</p>



Grasshopper



Snake



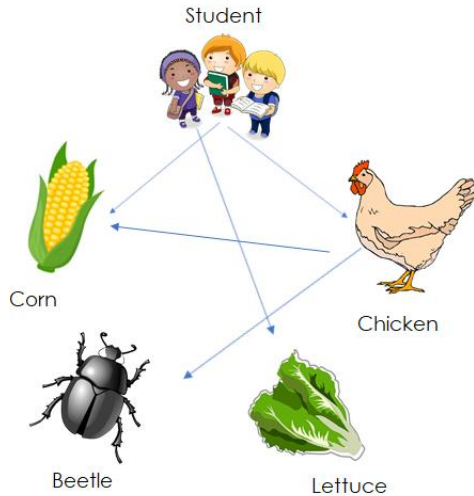
Fox



Coyote

3. Activity: A Food Web for Lunch. After understanding how a food chain works, ask the student what they are having for lunch. Next, have them

draw what they are having for lunch, and draw lines to the points they think are connected. See below for an example:



- *Be sure to ask the students to make connections between a food chain and a food web, and to articulate the differences.*
- *Ask the student, "are you and omnivore, carnivore, or herbivore?" "Have them explain why."*

Closure

4. To see what the children understood from the lesson, ask them to open their journals and use their pictures to draw and sketch out a model of a food chain. Allow them time to complete their sketches. While they are busy

working, circulate throughout the room observing the models in action.

Extension

BrainPop Jr: [Food Chain](#)