















Technology-Connected Lesson Plan

Title:	Food Chains
Grade Levels:	1-3
Curriculum Areas:	🖥️ Science
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TSW distinguish between meat eaters and plant eaters. 🖥️ TSW complete an interactive food chain. 🖥️ TSW create a food chain map in Kidspiration.
GLEs:	<p>9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)</p> <p>27. Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1)</p> <p>45. Locate and identify plants and animals within an ecosystem (SE-E-A2)</p> <p>46. Illustrate and describe a simple food chain located within an ecosystem (SE-E-A2)</p>
Louisiana Comprehensive Curriculum:	2 nd Grade Unit 4 Activity 6 - Food Chains GLEs: 9, 27, 45, and 46
Technology Guidelines:	<p>Basic Operations and Concepts</p> <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning,

	<p>increase productivity, and promote creativity.</p> <ul style="list-style-type: none"> ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. ◆ Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) (1,3,4)
<p>Technology Connection:</p>	<ul style="list-style-type: none">  Internet  www.brainpop.com - food chains video and quiz  http://www.bbc.co.uk/schools/revisewise/science/iving/03b_act.shtml - <i>revise wise science - food chain activity</i>  http://www.zephyrus.co.uk/foodpuzzlechain.html - <i>food chain puzzle</i>  http://www.tgfl.org.uk/tgfl/custom/resourcesftp/netmedia/ll/ks1/science/hamshall/foodchains/index.htm - <i>interactive food chain for younger students</i>  Computers  Printers  <i>Kidspiration - Science - food chain activity</i>  <i>Presentation Station</i>
<p>Procedures:</p>	<ul style="list-style-type: none">  TTW discuss with students what they know about food chains. Students will discuss the differences between plant eaters and meat eaters.  TTW show students brain pop video. Class will take quiz together and discuss answers.  TW walk students through using Kidspiration. SW complete the food chain science activity by choosing

	<p>meat eaters, plant eaters, and plants to complete the food chains. SW use arrows to create 3 food chains. TSW use a different color arrow for each food chain.</p> <ul style="list-style-type: none"> 🖥️ Early finishers will complete the online food chain activity at http://www.tgfl.org.uk/tgfl/custom/resources ftp /netmedia ll/ks1/science/hamshall/food chains/index.htm 🖥️ <i>SW print food chains and share with class during "author's chair."</i>
Materials:	<ul style="list-style-type: none"> 🖥️ Computers, printer, Kidspiration, Presentation Station
Assessment:	<ul style="list-style-type: none"> 🖥️ Teacher Observation 🖥️ Completed Food Chains
Teacher's Name:	<ul style="list-style-type: none"> 🖥️ Melissa Ryan
School:	<ul style="list-style-type: none"> 🖥️ Champ Cooper/Tucker Elementary