WHAT'S FOR DINNER?

AN ELEMENTARY SCIENCE LESSON PLAN DESIGNED FOR CONFIRMATION INQUIRY BASED ON THE 5E INQUIRY MODEL

Grade Level- 1st Grade. This lesson plan is designed for a first grade elementary classroom and will require one science period.

Science Concept- This lesson is geared toward understanding that animals eat plants or other animals for food.

Relationship to California Science Content Standards:

Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

c: *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

For the purposes of this lesson, concentration will be on what animals eat.

Learning Objective: Students will play the Yarn Food Web Game two times, identifying what the turtle or tortoise eat for food (herbivore, carnivore, omnivore concepts).

Evaluation Ideas:

1.Formative: Teacher reviews the students' science dictionaries and observes pair sharing.

2. Summative: Teacher observes Yarn Food Web Game

Conceptual Background:

Turtles are carnivores when they are young and will eat crabs, fish, carrion, tadpoles, snails, and crickets. As they mature, they become plant eaters or herbivores and will eat water lilies, hyacinths, and duckweed. Because turtles eat both plants and animals during their lives, they are considered omnivores.

Tortoises are herbivores, eating cactus, shrubs, leaves, bark, stems, fruits, and/or flowers of trees, woody vines, succulents, perennial and annual grasses, herbaceous perennials, and annuals.

Engage- What did you have for dinner last night? Write some examples on the board, making sure to include a plant based column and an animal based column. Ask if anyone ate both a plant type food and an animal based food. Model an example. Make that your third column. Just as we eat different things, different animals eat different things. Some animals eat plants, other animals eat animals, and some animals eat both plants and animals. Students pair share what different animals eat. Ask for their ideas.

Explore -1Teacher will introduce Word Wall words: Herbivore, Carnivore, Omnivore. Students should be made aware that "animals" include bugs, crickets, snails, etc.

2-Teacher will draw a Venn diagram (copy attached) for herbivore, carnivore, omnivore concept using turtles and tortoises. Students brainstorm with teacher regarding what eats what.

3- Teacher will choose one of the following videos about a turtle eating an animal (crickets) and a tortoise eating plants.

ttp://www.youtube.com/watch?v=9HKCGZ6ePQY -Turtles eating crickets

http://www.youtube.com/watch?v=zRjCFxPWX5o Turtles eating crickets

http://www.youtube.com/watch?v=h_N_rjkdcKU&feature=fvsr Tortoise eating a tomato

http://www.youtube.com/watch?v=t6l9MefxOrw Tortoise eating veggies

5- Students will play Yarn Food Web Game

Explain – Students copy the words/definitions and Venn Diagram in their science journals. After the video, students play the Yarn Food Web Game.

Yarn Food Web Game-Students will tape a picture on themselves that the teacher has cut out of magazines, newspaper, internet. These pictures will include turtles, tortoises, and the plants and animals they eat. Include the appropriate word wall word on each picture. Limit the turtles and tortoise pictures to 3 each for each game. You can designate the turtles as either babies (herbivore) or adults (carnivore). Students stand in a circle. "IT" will hold a ball of yarn looping the end loosely around his/her hand. "IT" names his/her plant or animal and what it eats or is eaten by and the appropriate classification and passes the yarn to the person wearing that plant/animal. "IT" says, "I am a tortoise and I eat cacti and I'm an herbivore." Pass yarn ball to a cactus. "I am a cactus and tortoises eat me. They're herbivores." "IT" must pass yarn to a different tortoise or a turtle. Play continues until as large a web as possible is formed. Allow players to exchange pictures and get ready for a new game as you rewind the yarn.

Time permitting, students may play computer game:
http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm

Elaborate-Teacher will ask for a whole class discussion on other herbivores, carnivores and omnivores.

Evaluate

1.Formative: Teacher reviews the science journals, observes pair sharing, whole class discussion

2. Summative: Teacher observes Yarn Food Web Game

Differentiation Plans:

Behavioral for Student A: Reinforce desired behavior by giving the student tangible rewards ("internet chief" for this lesson plan)

Cognitive for Student B-Science Journals

Cognitive for Student C-Venn Diagram. Computer game allowed if time permits. Allow for advanced students to construct another Venn Diagram comparing other animals.

Affective for Student D-Give student responsibility of helping another student in the group; allow student to choose a special event or interesting activity for the class such as arranging for a turtle and a tortoise to visit the classroom or have student help arrange a field trip to the SERC center.

Language Demands for Student E- Partner students with an appropriate student. Target other academic vocabulary (shrub, cactus, crickets). Will probably need a picture to do this.

Language Demands for Student F- Have another ELL help translate. Have root words or the Spanish words for words wall words.

Language Demands for Student G-Do a check-in frequently with student on their understanding of assignment.

Material:

Yarn

Pictures from magazines/newspapers/internet

Science Journals

Worksheets attached