



# INTERCONNECTION OF FOOD CHAIN/FOOD WEBS

## Focus Lesson: Interconnection of Food Chain/Food Webs

### Materials:

Yarn  
Food chain chart  
*What are Food Chains and Webs?* By Bobbie Kalman & Jacqueline Langille

### Grade: 5

Time: 40 minutes

### \*Common Core Standards:

#### **CCSS.ELA-LITERACY.W.5.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### Thinking Skill: Making connections, Exploring

### Objective:

Students will be able to understand that all plants and animals in a food chain are dependent on one another. Students will be able to identify what would happen if one animal in the food chain disappeared.

### Connection:

We've been learning about producers and consumers. Today we will discover how different producers and consumers can impact one another.

### Explicit Instruction:

Define food chain (a pattern of eating and being eaten → eg. A plant is eaten by a rabbit, which is then eaten by a wolf) and food web (two or more food chains that connect when a member of one food chain eats a member of another food chain).

Tell the students that we will create a class food web using different food chains.

Show a food web on the ELMO and explain how it works. Show how food chains intersect to create food webs.



### **Guided Practice:**

Every student in the class will be given a different organism in the food web (different types of producers, primary consumers, secondary consumers, etc.). The teacher will have an example of the food web on the board. Each student will identify what their organism eats, and what eats them. The teacher will be the sun (the sun is where all of the energy comes from).

The sun will start by passing a ball of yarn to a producer; the producer will then pass the ball to an organism that eats it (primary consumer). The primary consumer will then pass the yarn to an organism that eats it. Repeat this until you reach an animal that is at the top of the food chain. Cut the yarn and start a new round starting with the sun again. Repeat this activity until everyone is holding the yarn (it is okay if someone is holding more than one piece of yarn, because it will show the complexity of a food web).

Ask a student to pull on the yarn. Explain that every person that feels the pull is directly impacted by that organism. Next have a student pull on the yarn and every time any student feels a yank they should yank the yarn also. Every person holding the yarn should feel a yank. This means that if one organism were removed from the food chain, all of the other organisms would be affected. An extension would be to also have one organism drop the yarn if they are removed from the food web and their yarn will sag, showing the disruption in the food chain.

### **Independent Practice:**

Students will write a journal entry from the point of view of their assigned organism. They can discuss what food they need to survive, what predators eat them, and they think would happen if their organism were eliminated from the food chain.

### **Reflection – Group Share:**

Students will share their journal entries with the class.

They can also use colored pencils to illustrate their food chain.

### **Reading list:**

*What are Food Chains and Webs? (Science of Living Things)* By Bobbie Kalman & Jacqueline Langille

### **Teacher Note:**