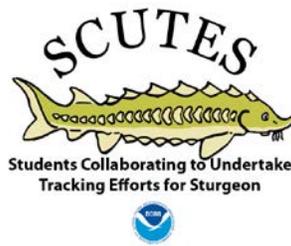


<b>Topic/Lesson:</b>	<b>Food Chain</b>
<b>Objectives:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the three main parts of a food chain: producers, consumers, and decomposers.</li> <li>• Create a food web accurately demonstrating their knowledge of food chains.</li> <li>• Understand how vital all parts of the food chain are and that one missing species can throw off the entire food chain or ecosystem.</li> <li>• Explain how the decreased population of Atlantic sturgeon can negatively affect other parts of the food chain.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Computers and internet</li> <li>• Construction paper</li> <li>• Internet search engine (ex. <a href="http://www.yahoo.com">www.yahoo.com</a>, <a href="http://www.google.com">www.google.com</a>)</li> <li>• <a href="http://magma.nationalgeographic.com/ngexplorer/0309/quickflicks/">magma.nationalgeographic.com/ngexplorer/0309/quickflicks/</a></li> <li>• Colored pencils/crayons/markers</li> <li>• Writing paper (attached below)</li> <li>• Homework paper (attached below)</li> </ul>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Food chain</li> <li>• Producers</li> <li>• Consumers</li> <li>• Decomposers</li> <li>• Atlantic sturgeon</li> <li>• Herbivores</li> <li>• Omnivores</li> <li>• Carnivores</li> <li>• Endangered</li> <li>• Extinct</li> <li>• Threatened</li> <li>• Ecosystem</li> <li>• Species</li> </ul>
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1) Begin class by asking students to write down what they ate last night for dinner. Next ask students to think about and write down what they might have eaten in their ecosystem, or habitat, and so on.</li> <li>2) Discuss the idea of food chains and how important they are. Make a list on the board of the major parts, the sun, producers, consumers, and decomposers. Have students name examples of each.</li> <li>3) Watch short movie online (teachers can project movie from their</li> </ol>

	<p>computer or have students watch the quick flick on their own.</p> <ol style="list-style-type: none"> <li>4) Have students complete the short online quiz following the movie.</li> <li>5) Next pair students up and have them use your preferred internet search engine to look up Atlantic sturgeon. Pairs are looking to record information about what they eat and who their predators are.</li> <li>6) Teacher models making a food chain diagram with arrows, starting with the sun and ending with species at the top of the food chain.</li> <li>7) When done researching, partners must create a food chain diagram beginning with the sun and ending with whatever hunts or eats sturgeon, using construction paper and drawing/coloring materials.</li> </ol> <p>Note: An alternative way to do this is to have your students make their food chain on a bulletin board. You can have them tape or velcro their drawings to any type of board.</p> <ol style="list-style-type: none"> <li>8) Share diagrams and ask partners to explain which species are producers, consumers, or decomposers.</li> <li>9) Pass out writing prompt and orally discuss. Have students write their answers to the prompt. Volunteers share responses. Discuss.</li> <li>10) For homework, students should list three things people could do to help increase the Atlantic sturgeon population.</li> </ol>
<p><b>Accommodations/ Modifications:</b></p>	<ul style="list-style-type: none"> <li>• Peer partnering</li> <li>• Written instructions to follow-multiple steps</li> <li>• Altered assignment</li> <li>• Scribe</li> <li>• Information read out loud</li> </ul>



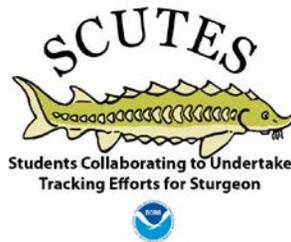


## Writing Prompt

You have just learned that every species plays an important part in the food chain. If one animal or species is disturbed, or becomes extinct, it will affect all of the other living things in the food chain.

Atlantic sturgeon that hatch in U.S. rivers are listed under the Endangered Species Act. Atlantic sturgeon that hatch in Canadian rivers are being considered for listing under a similar Canadian law. If something is not done to help save the Atlantic sturgeon, they eventually could become extinct.

Predict what would happen if the Atlantic sturgeon did become extinct, and were no longer a part of the food chain. What might happen? What other living things would be affected? Would it be a positive change or a negative change? Explain.

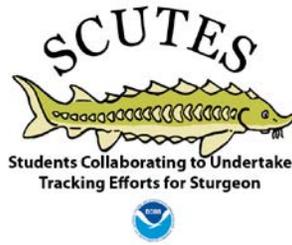


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Name: \_\_\_\_\_

## Homework

Come up with three things people could do to help save the Atlantic sturgeon, and increase their population so they do not become extinct.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

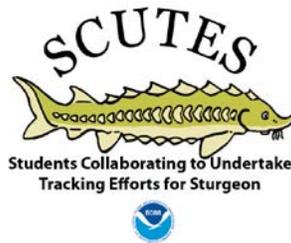
\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

### **Teacher Answer Key (Possible Answers)**

Come up with three things people could do to help save the Atlantic sturgeon, and increase their population so they do not become extinct.

- 1. Don't pollute or litter. Clean up local beaches.*
- 2. Be careful when fishing in areas where there are Atlantic sturgeon. If you accidentally catch one, release it immediately.*
- 3. When boating in an area where Atlantic sturgeon are jumping, slow down so that you don't hit them with your boat.*
- 4. Do not overfish the food that Atlantic sturgeon eat.*
- 5. Write to a politician and tell them about Atlantic sturgeon.*
- 6. Learn more about Atlantic sturgeon and tell others about them. Many people do not know Atlantic sturgeon can be found in their local rivers.*
- 7. Remove dams so Atlantic sturgeon can reach their spawning grounds.*