

# ANIMAL FOOD CHAIN

**ANIMAL FOOD CHAIN**

**PRODUCER UNSCRAMBLE**  
Directions: Unscramble each word & draw an example of a producer.

TERES \_\_\_\_\_

CCATSU \_\_\_\_\_

PINTAS \_\_\_\_\_

FUIRT \_\_\_\_\_

SSRGA \_\_\_\_\_

FWOLES \_\_\_\_\_

AGLEA \_\_\_\_\_

**ANIMAL FOOD CHAIN**

**TYPES OF EATERS**  
*vocabulary match*

**CARNIVORE**  
An animal that eats plants and meat

**HERBIVORE**  
An animal that only eats meat

**OMNIVORE**  
An animal that only eats plants

**ANIMAL FOOD CHAIN**

**LESSON PLAN**  
Week at a Glance

Day One: What is a Food Chain?

Day Two: Producers Plants

Day Three: Types of Eaters

Day Four: Decomposer

Day Five: Food Chain

**ANIMAL FOOD CHAIN**

**PRODUCERS**  
Directions: Cut out and glue the producers in to the box.

**ANIMAL FOOD CHAIN**

**FOOD CHAIN QUICK CHECK**

1. What is a Food chain?
2. Why are Food chains important?
3. What comes first in a Food chain?



**ANIMAL FOOD CHAIN**

**TYPES OF EATERS**

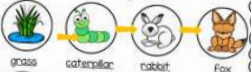
Herbivores Carnivores Omnivores


rabbit pig lion cow  
wolf giraffe bear shark

**ANIMAL FOOD CHAIN**

**FOOD CHAIN CIRCLES**

Directions: Look at the example of the Food chain below. Draw plants and animals in the circles, then label what you draw.




## A COMPREHENSIVE FIVE DAY UNIT ALL ABOUT THE FOOD CHAIN!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

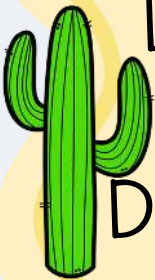
FROM YOUR FRIENDS AT



# ANIMAL FOOD CHAIN

## LESSON PLAN

Week at a Glance:



Day One: What is a Food Chain?

Day Two: Producers & Plants

Day Three: Types of Eaters



Day Four: Decomposers

Day Five: Food Chains



# ANIMAL FOOD CHAIN



## LESSON PLAN

Day One: What is a Food Chain?

Objective: The students will define a a food chain as how energy moves from one animal to another.



## LESSON PLAN: DAY ONE

Introduction (10 minutes):

\*The teacher will explain that this unit is all about animal food chains. Tell the students that food chains show what animals eat other animals in our world. They also show how energy moves from one living thing to another.

\*Students will use the "KWL" chart attached below to write what they already know about food chains. Ask the students to share what they already know about food chains.

# ANIMAL FOOD CHAIN

## Lesson (20 minutes):

\*Students will record on the “KWL” activity sheet what they would like to learn about food chains. Ask students to share with their small group or neighbor what they wrote.

\*The students will watch the video, “What is a Food Chain?” -

<https://www.youtube.com/watch?v=Yu04WB4SwCg>

\*The teacher will guide the students in completing the “Vocabulary Square” graphic organizer together. Record the definition for food chain, draw a picture and use the word in a sentence.

## Independent Work (10 minutes)

\*The students will complete the “Food Chain Quick Check” to assess their understanding.

## Closing (5 minutes)

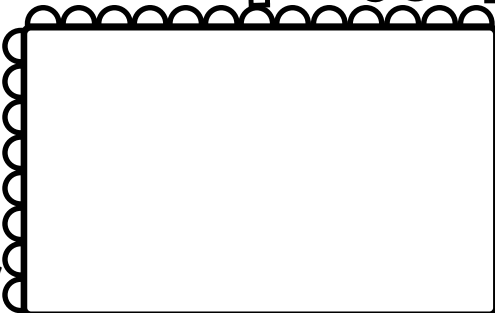
\*The students will finish the “KWL” activity sheet and record what they learned.

# ANIMAL FOOD CHAIN

## Food Chain K-W-L

K >>>>>

What do you already know about food chains?



W >>>>>

What do you want to know about food chains?



L >>>>>

What did you learn about food chains?



# ANIMAL FOOD CHAIN

## VOCABULARY SQUARE

Word:

food  
chain

Definition:

Sentence:

Picture:

# ANIMAL FOOD CHAIN

## FOOD CHAIN QUICK CHECK

1. What is a food chain?

2. Why are food chains important?

3. What comes first in most food chains?

4. What comes last in most food chains?

# ANIMAL FOOD CHAIN

## LESSON PLAN



### Day Two: Producers



Objective: The students will be able to define producers in a food chain and give examples of producers.



## LESSON PLAN: DAY TWO

### Introduction (10 minutes):

\*Ask the students to share what they remember about food chains from the lesson yesterday. Explain that in a food chain the sun gives energy to plants, plants use the sunlight to grow, small animals eat plants, then bigger animals eat the smaller animals.

\*Food chains always start with producers! They are called producers because they produce, or make, their own food. Plants are our main producers! Students can share examples of plants.



# ANIMAL FOOD CHAIN

## Lesson (20 minutes):

\*The students will watch the video, Fabulous Food Chains -

<https://www.youtube.com/watch?v=MukS9ols8h8>

\*The teacher will review examples of producers - plants, trees, flowers, fruit, etc. After reviewing, the students will use the "Producers" activity sheet attached below to cut out the circles of examples of producers and glue into the box.

\*Then, the teacher will guide the students in completing the "Fact or Fiction?" activity sheet.

## Independent Work (10 minutes)

\*The students will complete the "Producer Unscramble". Review with the students when completed.

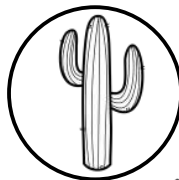
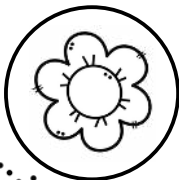
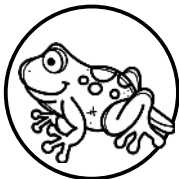
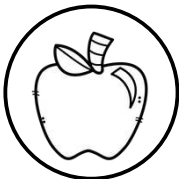
## Closing (5 minutes)

\*Give the students a sticky note. Ask them to write down why plants are producers.

# ANIMAL FOOD CHAIN

## PRODUCERS

Directions: Cut out and glue the producers in to the box.



# ANIMAL FOOD CHAIN

## FACT OR FICTION?

Directions: Color the true statements in green and the false statements in red.

Producers make their own food.

Producers are at the end of the food chain.

Producers need sunlight.

Another word for a producer is a decomposer.

Producers give energy to other animals.

An example of a producer is an owl.

An example of a producer is a tree.

Producers are at the start of the food chain.

Producers eat other animals.

# ANIMAL FOOD CHAIN

## PRODUCER UNSCRAMBLE

Directions: Unscramble each word that is an example of a producer.

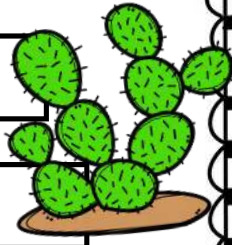
TERES



CCATSU

PLNTAS

FUIRT



SSRGA

FWOLRES

AGLEA



# ANIMAL FOOD CHAIN

## PRODUCER UNSCRAMBLE

### Answer Key

T E R E S

Trees



C C A T S U

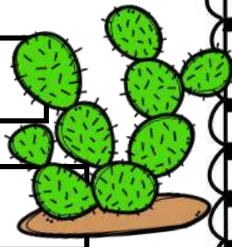
Cactus

P L N T A S

Plants

F U I R T

Fruit



S S R G A

Grass

F W O L R E S

Flowers

A G L E A

Algae



# ANIMAL FOOD CHAIN

## LESSON PLAN

### Day Three: Types of Eaters

Objective: The students will be able to define carnivore, omnivore and herbivore and give examples of each.



.....

## LESSON PLAN: DAY THREE

### Introduction (10 minutes):

- \*Explain to the students that the second part of the food chain after producers are called consumers. Consumers are animals that eat plants or other animals.
- \*Tell the students that there are three types of eaters - herbivores, carnivores and omnivores.
- \*Herbivores eat plants. Carnivores eat meat, Omnivores eat plants and meat. Ask the students if they can think of examples for each.

# ANIMAL FOOD CHAIN

## Lesson (15 minutes):

- \*The teacher will read "Eating Habit of Animals: Herbivores, Carnivores, Omnivores" to the students. Discuss examples of each category as you read.
- \*Students complete the "Types of Eaters Vocabulary Match" attached below and will match the word to the correct definition.
- \*Make a chart on the board or on an anchor chart piece of paper. Write three categories - carnivore, omnivore and herbivore. Guide the students in sharing examples of each and the teacher will record on the chart.

## Independent Work/Closing (10 minutes)

- \*The students will complete the "Types of Eaters" category sort attached below. They will cut out the word of each animal and glue it in to the correct category. Review with the students when completed.

# ANIMAL FOOD CHAIN

## TYPES OF EATERS

*vocabulary match*

**CARNIVORE**



An animal  
that eats  
plants and  
meat

**HERBIVORE**



An animal  
that only  
eats meat

**OMNIVORE**



An animal  
that only  
eats plants



# ANIMAL FOOD CHAIN

## TYPES OF EATERS

Herbivores	Carnivores	Omnivores

rabbit

pig

lion

cow

wolf

giraffe

bear

shark

# ANIMAL FOOD CHAIN



## LESSON PLAN

### Day Four: Decomposers

Objective: The students will be able to define decomposers and give examples of decomposers.



## LESSON PLAN: DAY FOUR

### Introduction (10 minutes):

\*The teacher will ask the students to share what they have learned so far about food chains. Review that we have learned to start the food chain, we have producers - plants that make their own food. Then, we have consumers - like herbivores, omnivores and carnivores that eat living things.

\*Explain that the last part of the food chain are decomposers. Ask students to share what they know about decomposers.

# ANIMAL FOOD CHAIN

## Lesson (20 minutes):

\*The students will watch the video, "The Dirt on Decomposers" -

<https://www.youtube.com/watch?v=uB6lrfeeAsM>

\*Explain that decomposers are animals that break down waste from plants and animals. Examples of decomposers include mushrooms, bacteria, earthworms, beetles and other insects, and vultures.

\*The teacher will guide the students in comparing and contrasting decomposers and producers using a Venn diagram.

## Independent Work (10 minutes)

\*The students will use the "Facts About Decomposers" graphic organizer attached below to write down four facts they learned about decomposers from the lesson.

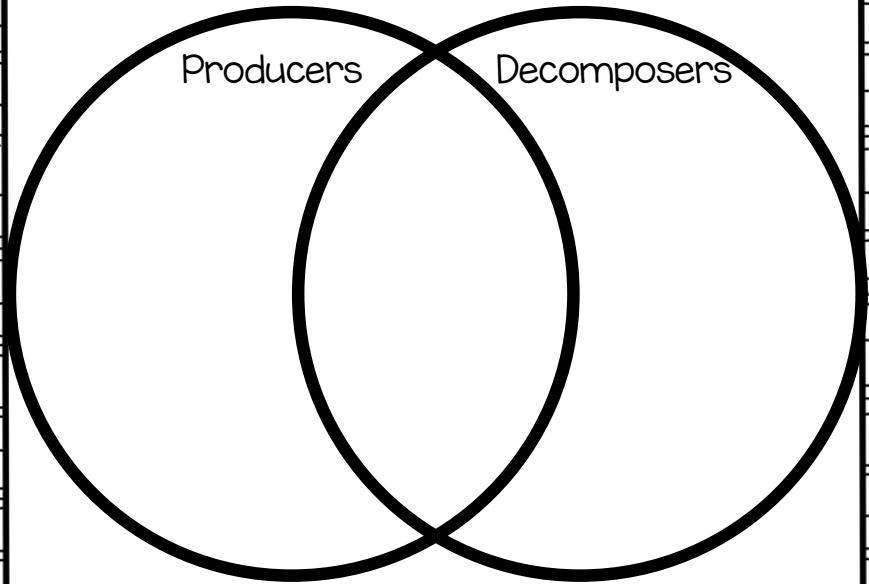
## Closing (5 minutes)

\*The students will share their facts with the class or in their small groups.

# ANIMAL FOOD CHAIN

## PRODUCERS VS. DECOMPOSERS

*compare & contrast*



How are producers and decomposers different?

---

---

---

---

---

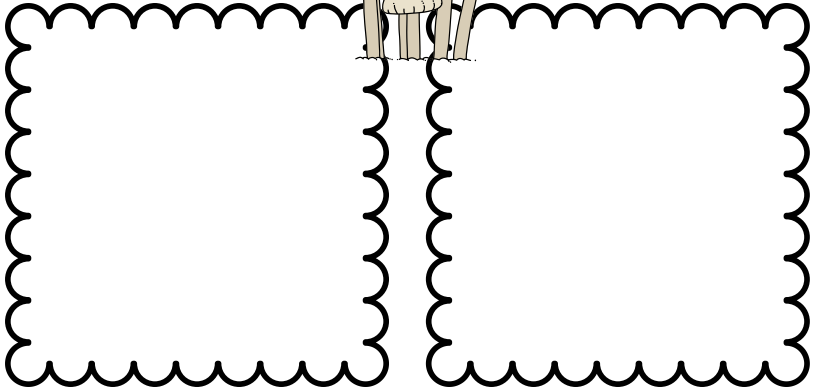
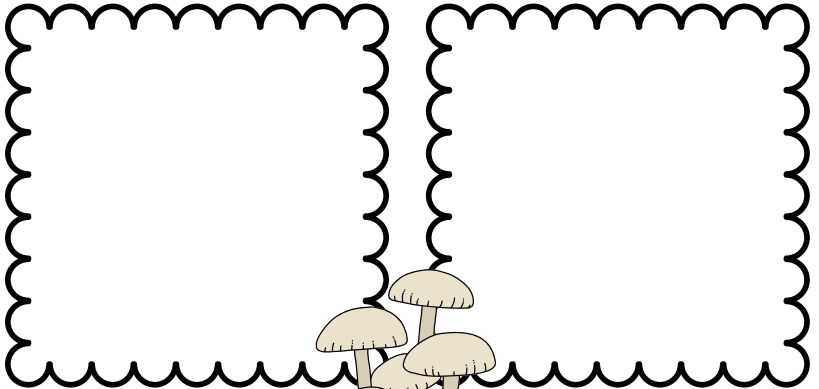
---

---

---

# ANIMAL FOOD CHAIN

## FACTS *about* DECOMPOSERS



# ANIMAL FOOD CHAIN



## LESSON PLAN

Day Five: Food Chains



Objective: The students will be able to create their own food chains.



## LESSON PLAN: DAY FOUR

Introduction (10 minutes):

\*Ask the students to share what they remember about producers, consumers and decomposers. Review with the students what makes up a typical food chain.

\*Tell students that today's lesson is all about putting everything that we have learned together to create our own food chains.

\*Review with the students examples of producers, consumers and decomposers.

# ANIMAL FOOD CHAIN

## Lesson (20 minutes):

\*The teacher will read "Creep, Leap, Crunch! A Food Chain Story" written by Jody Schaffer.

\*Guide the students in completing the "Producer, Consumer, Decomposer" activity sheet attached below. Students will cut out each living thing and glue in to the correct category. Discuss with the students why each living thing belongs in that category.

## Independent Work (10 minutes)

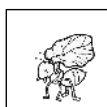
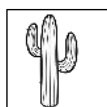
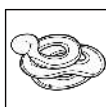
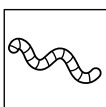
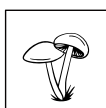
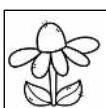
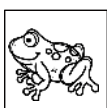
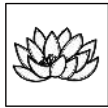
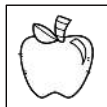
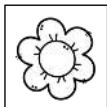
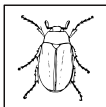
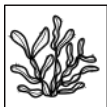
\*The students will independently complete the "Food Chain Circles" activity sheet. Explain to students the example given below. They will draw the plants/animals, then label what they drew underneath the circle.

## Closing (5 minutes)

\*The students will share their food chains with the whole group or in small groups.

# ANIMAL FOOD CHAIN

Producer	Consumer	Decomposer





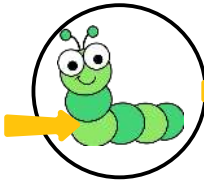
# ANIMAL FOOD CHAIN

## FOOD CHAIN CIRCLES

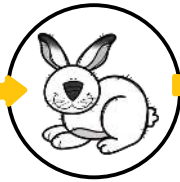
Directions: Look at the example of the food chain below. Draw plants and animals in the circles, then label what you drew.



grass



caterpillar



rabbit



fox

