

**Lesson 3: Food Chain****Objective:**

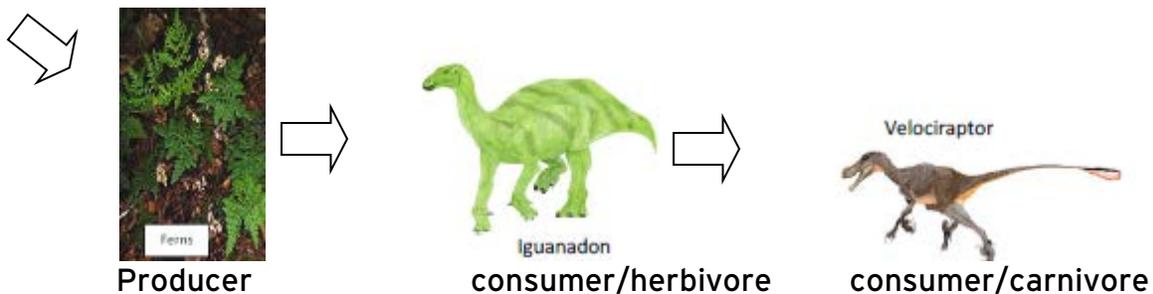
1. Students will identify and describe the flow of energy in a food chain.

**Materials:**

- **Document: Food Chain Pictures**
- **Food Chain PowerPoint**
- Sentence strips or science notebook (one per student)
- Glue and scissors
- **Vocabulary Cards** (food chain, producers, consumers, herbivores, carnivores)

**Procedure:**

1. Show students the **Food Chain PowerPoint**. Throughout the PowerPoint, ask students what will happen if plants are removed from the food chain? Explain that if plants are removed from the food chain, herbivores will die because they have nothing to eat and carnivores will die because there will be no more herbivores to eat.
2. Distribute the **Document: Food Chain Pictures**. (There are two sets per page.) Students will make two different food chains by cutting and pasting the pictures on the sentence strips or in their science notebooks. Each food chain must include a plant, an herbivore, and a carnivore. Students should include the sun as the main energy producer. Ask the students to label the plants as producers and the dinosaurs as consumers and as either herbivores or carnivores. Food chains must include the arrows indicating the transfer of energy.

**Extension Ideas:**

1. KLRN PBS LearningMedia:  
<http://klrn.pbslearningmedia.org>  
 On PBS LearningMedia, search for Food Chain. It is a video segment that illustrates how energy from the sun moves through the food chain.
2. Students can use the food chain pictures and construct a food web.