



3rd Grade:

3-LS2-1: Students will construct an argument that in different environments, animals form groups to aid in survival throughout the food web.

3-LS3-2: Students will identify that changes within the food chain and food web can be influenced by both their environment and human factors.

3-LS4-4: Students will make a claim about the merit of a solution to a problem caused by disruptions to the food chain and web, and how this will change the species within the environment.

- 1) Introduce the theme of the lesson to the class: Top of the Food Chain
 - a. Which species would be considered at the top of the food chain? Create a list of examples
 - b. Where do these animals live?
 - c. Out of the different species, which ones live in groups? What are these groups called?
 - i. How does this help them survive?
- 2) Which species are at the bottom of the food chain? Create a list and answer above questions.
- 3) Complete **worksheet page 10 and 12** and answer questions below as a class
 - a. Out of the tertiary consumers (apex predators), which live in groups? How does it help them survive?
 - i. Answer: lions live in prides. The females work together to hunt and take care of cubs, and they also guard their pride's territory.
 - b. Out of the secondary consumers, which live in groups? How does it help them?
 - i. Hyenas live in groups called clans, and they live together for protection from other predators and to manage their territory. Hyenas are both scavengers and predators, and work together to bring down a kill.
 - ii. Jackals live in groups called packs, and they live together for protection from other predators, defending territory, and finding prey.
 - c. For the primary consumers, why do you think they would live in a group?
 - i. There is safety in numbers, and living in social groups helps them warn each other of danger.
- 4) Complete **worksheet page 11**
 - a. What is the difference you see between the food chain and a food web?
- 5) **Predators vs. Prey game worksheet pages 13-17**- students will be taken to a large area (indoor or outdoor) to play tag. Read over instructions and go over with the students beforehand.
- 6) Class discussion
 - a. What happens when there is a disruption within the food chain?
 - b. Can species survival if there is an extreme imbalance? Why or why not?
 - c. How do humans influence the natural world?
 - d. Are there any ways that we can help protect the natural world? How?
 - e. Besides human impacts, what are other ways that species can decline?
 - f. What did you learn today?
 - g. Create a class lists of ways to help to protect wildlife and ecosystems.