

Grade Level: 4, Subject Focus: Science, Date: June 12, 2020

<p>Georgia Standard of Excellence (GSE)</p>	<p>S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem</p> <ul style="list-style-type: none"> ▪ a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. ▪ b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. ▪ c. Design a scenario to demonstrate the effect of a change on an ecosystem.
<p>Learning Target(s) Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g. ‘I can’ statements for students).</p>	<ul style="list-style-type: none"> • I can describe and give examples of the roles of producers, consumers, and decomposers. • I can draw and complete a model of a food chain showing the flow of energy through producers, consumers, and decomposers.
<p>Materials What resources will be needed to engage students? Be as precise as possible</p>	<p>Students will need the following:</p> <ul style="list-style-type: none"> • Paper plates • Glue stick • Scissors • Magazines • Pencil, pen, marker
<p>Oxbow @ Home Project Describe your project. Include the steps and directions that students and/or parents would need to follow</p>	<p>The goal of my project is for students to be able to describe roles of organisms and the flow of energy within an ecosystem. This project will include 3 activities:</p> <ol style="list-style-type: none"> 1. Producers Activity <ul style="list-style-type: none"> • The students will read the description of producers on page 1, and then demonstrate their understanding by completing the given activity. The activity will require them to identify the 3 things that producers need in order to survive. (answer key is provided for parents.) 2. Consumers Activity <ul style="list-style-type: none"> • The students will read the description on consumers (herbivores, omnivores, carnivores) on page 2, and then complete an activity that will demonstrate their understanding of the differences of consumers. The activity will list supplies needed (ie, Paper plates, glue sticks, scissors, magazines, marker/crayons). Students are instructed to find pictures in magazines that herbivores, carnivores, and omnivores can

	<p>consume. They will cut these out and glue the appropriate pictures onto a labeled paper plate. I have included a note that if students do not have access to magazines, that they can draw these pictures or print them out from a computer.</p> <p>3. Food Chain Activity</p> <ul style="list-style-type: none">• This will be our culminating activity. Students will demonstrate their understanding of the flow of the food chain. They will complete a food chain diagram based on their learning from the readings and previous activities. (answer key
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**** Also attach a word document/movie/some sort of tangible product. Worksheets, puzzle pieces, game boards, etc... need to also be included as a word document or a printable pdf. The total amount of material uploaded to CougarVIEW and emailed to Ms. Johnson should be 5-10 pages. Please use as few attachments as possible.**