



What a Web We Weave!

Skill: Model a food web to show how plants and animals are connected in many ways.

Estimated Lesson Time: 45 minutes

Materials for the class:

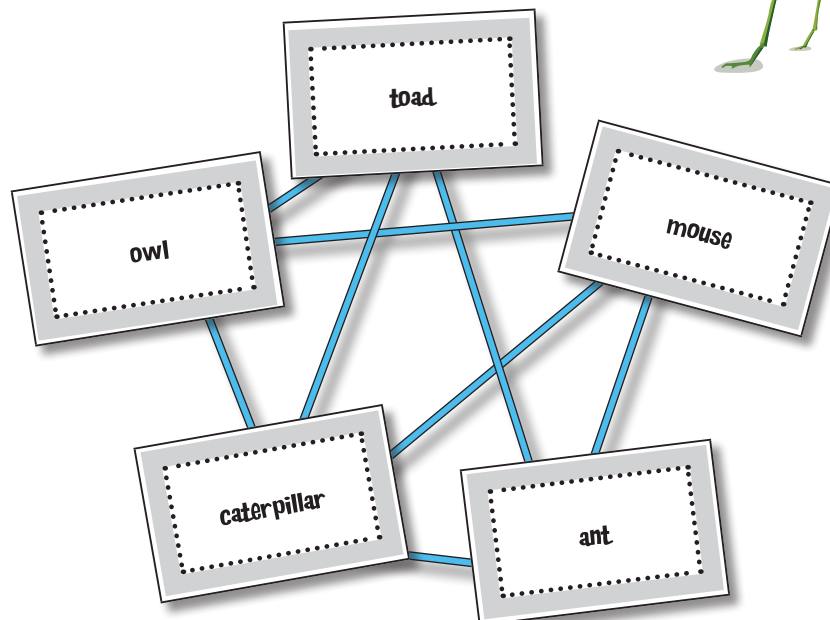
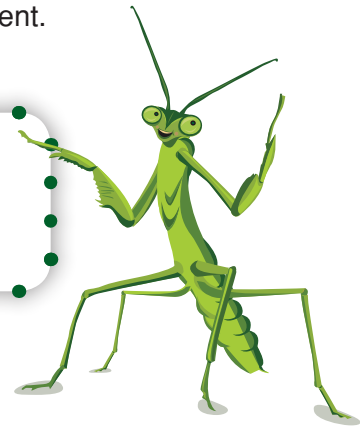
- yarn
- set of food web cards for each small group

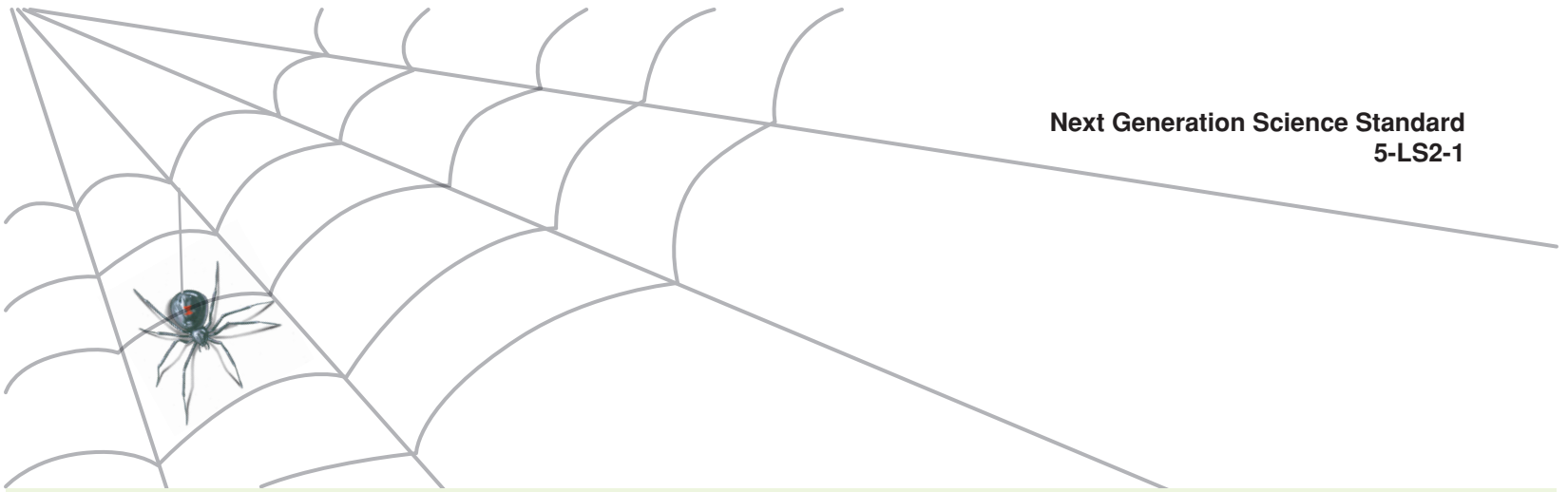
Teacher Preparation:

1. Cut at least two four-foot lengths of yarn for each student.
2. Print out the food web cards and cut them apart.

Materials for each student:

- at least 2 four-foot lengths of yarn
- science notebook





“What a Web We Weave!” Lesson

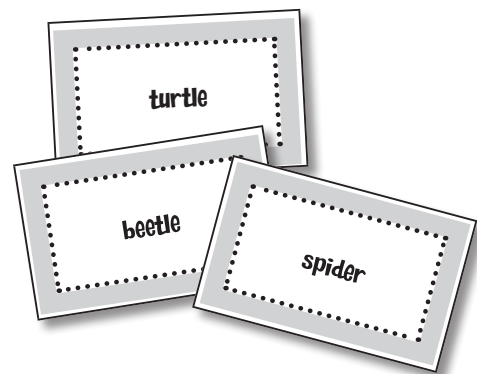
1. Open a discussion with the following questions:

- Why do we eat food every day? (*We eat to provide our bodies with the nutrients that we need to grow, move, and stay healthy. Food gives us energy.*)
- What fuels the animals and plants within an ecosystem? (*nutrients, water, and energy*)
- What is a food chain? (*Food chains follow one path of energy as animals find food. For example, the sun provides food for the grass, the grasshopper eats the grass, the frog eats the grasshopper, the snake eats the frog, etc.*)
- What is a food web? (*Food webs show how plants and animals are interconnected to help them all survive.*)
- What is the main source of energy for food chains and food webs? (*The sun*)
- How are food webs and food chains alike? How are they different? (*Food webs and food chains both show how living creatures rely on one another. Food webs show how plants and animals are connected by different paths. Food chains show the progression of how one species feeds on another.*)

Fun Fact: The creature at the start of the food chain is one that doesn't eat any other creatures in the chain. The creature at the top of a food chain is one that isn't eaten by another other creature in the chain.

2. Explain to students that they will observe the interactions that occur within a food web. Tell them that the sun is the main source of energy for all of the images on the food web cards and that you represent the sun starting the food web.

3. Divide the class into groups of eight. Give each student a food web card and two lengths of yarn.
4. Instruct each child to read her card and then find a group member whose card is connected to hers in the food web. Have the student hold one end of the yarn and give the classmate the other end.



5. Encourage each student to find as many connections as he or she can. Have extra lengths of yarn handy for students to make additional connections. (If desired, repeat the activity by having the whole class make one big food web.)

When all the connections have been made, point out how the group is joined in one big web. Take this time to discuss what students have learned. Ask

- What did you learn about food webs?
 - What would happen if one part of the food web was removed? (*Similar to a spiderweb, it could affect the whole food web.*)
 - How did this model help you visualize a food web? (*The model provided an interactive representation.*)
6. Have students record their findings in their science notebooks.

earthworm

ladybug

beetle

plants

grass

bee

fly

spider

human

turtle

hawk

cow

fungi

mole

rabbit

caterpillar

grasshopper

mouse

trees and logs

termite

deer

raccoon

garter snake

toad

owl

ant

seeds and nuts

fruits and berries

mosquito

bat