

Grade Level: 4th Grade

Title of Lesson: Herbivores, Carnivores, Omnivores, Oh My!

Unit Title: Life Science

Performance Standard(s) Covered:

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

Essential Question:

Identify the roles of producers, consumers, and decomposers in a community.

Objective: Be able to know the difference between different types of biotic organisms found within an ecosystem and be able to give examples of each.

Key Words and Terms:

Biotic

Abiotic

Producer

Consumer

Decomposer

Carnivore

Herbivore

Omnivore

Learning Activity

Abstract (limit 100 characters):

Prior to starting the activity I had the class as a whole review the key terms that were in the section that had previously been taught – abiotic, biotic, producer, consumer, herbivore, carnivore, omnivore and decomposer. After we had gone over each key term in the section, as a class we came up with a list of organisms that would best be described by those key terms. I then told the students the instruction for the activity that we were going to play – which was charades. In this game of charades I had each student in the group pantomime a different organism, while the rest of the class had to guess the organism that the student was pantomiming. When guessing the organism, the students had to identify whether the organism was a producer, consumer, or decomposer and if the organism was a consumer they had to indicate whether they were a carnivore, herbivore or omnivore. At the end of the activity I had the students create a poster with each key term including the definition of the key term and a drawing that would help the viewer understand the key term better.

Materials Needed:

- Sheet of paper
- Pencil

Safety Concerns: Kids might get rowdy.

Procedure:

1. I opened the activity with asking the students about the different types of organisms that can be found in an ecosystem - **Producers, Consumers, Decomposers, Carnivores, Herbivores, and Omnivores.**
2. After we listed all the different types of organisms I had to students come up examples of different organisms that fit into these groups. I did both the first step and the second step popcorn or round robin style to ensure that every student had an opportunity to participate and give an answer.
3. After coming up with a list of organisms I began the main activity, which was to play charades with these key terms. I let the students get into groups of their own but no more than 5 to a group – however, the number of students in each group can be decided by you and what you feel would be best for your classroom – and in each group I had the

students come up with an organism that fit each key term in which they would act out in front of the class.

4. Each student had to be a different type of organism and had to ensure that all key words were included in the groups.
5. After the students had decided what organism they were I had them write them down and hand the list to the teacher to ensure that the students did not change their organism at the last minute to avoid confusion.
6. As the students acted the organisms out I had the students in the rest of the class raise their hands to try and guess which person was what organism. They first had to name the organism that the person was, whether they were a producer, consumer or decomposer and if they were a consumer which type of consumer they were (carnivore, herbivore or omnivore.)
7. Sometimes the organisms that the students choose were difficult to identify and if they were stuck on a person and could not figure out which organism they were I had the teacher give the class a hint as to what kind of organism they were.
8. After every group participated in the game I had them go to their desks and create a poster with each of the key terms from the section.
9. On the sheet of white paper I had them fold the paper so that they had a box for each key term that we went over in class. In each box I had them write the key term, the definition and draw an example of the key term.

Notes and Tips: During the charades game the kids would become excited and yell out answers instead of raising their hands. If a student did not raise their hand and yelled out I would remind them that they would not be called on if they kept yelling out and if problems still persisted with them yelling out then I would tell them they would have to sit the round out but could come back in later.