SUBJECT	TEACHER	GRADE	DATE
Science	Tharan Suvarna	5	3-12-21

OVERVIEW

We are going to learn about chemical energy and how we use the energy to create food that we eat. We are also reviewing what a food chain is by drawing a model with producers, consumers and decomposer.

PHASES	TEACHER GUIDE
CONTENT STANDARDS/MATERIALS AND RESOURCES	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
BIG IDEA	How energy flows through a nonliving and living systems.
LEARNING TARGET	I can create a model that shows how matter moves among plants, animals, decomposers and the environment. (Review)
	I can explain that energy in food was once energy from the sun.
DIRECT INSTRUCTION	1. Have the students read the I Can statements
	2. Have the students create a food chain with a producer, consumer and a decomposer. Give students 5 mins to do this.
	3. Review the Food Chain PowerPoint.
	4. Open up discovery education link
	5. Ask before reading How do you think living things and machines use chemicals?
	6. Read the section called How do you think living things and machines use chemicals?

PHASES	TEACHER GUIDE	
	7. Watch the video called Chemical Energy pause throughout the video and explain each systems use chemical energy.	
	8. Ask the students How do Living systems cause changes in Energy.	
	9. Read and Watch the videos in the section	
	10. Bread: An Energy Story matching	
	11. Hamster Power Fill in the Blank	
	12. Energy in system exploration	
REVIEW/CLOSURE/ ASSESSMENT	To close I will be doing the matching, fill in blank and exploration activities.	
HOMEWORK	Go to readworks and finish the Ecosystem of the Forest assignment.	

ANTICIPATORY SET

Have students make their own food chains as a review what is a food chain.

LEARNING ACTIVITY

Energy in system exploration