



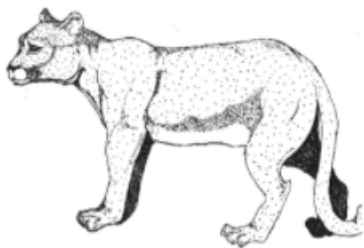
Wild Kids

What's for Dinner?

STUDENT GUIDE

All animals need four things to survive: food, water, shelter, and space. When it comes to food, different animals eat different things. Some animals eat meat, some eat plants, and others eat both.

Read about some of the different types of animals. Then, see if you can name some other animals that match those descriptions.



CARNIVORES - "Carni" means meat and "vor" means eat. So, carnivores are meat-eaters. Mountain lions, wolves and owls are all examples of carnivores. Can you name another carnivore?



HERBIVORES - "Herbi" means grass or plants. Herbivores eat mostly grass and other plants. Deer, elk and javelina are herbivores. Can you name another herbivore?



OMNIVORES - "Omni" means all. So, omnivores eat all different types of food - both meat and plants. Skunks, raccoons and bears are examples of omnivores. Can you name another omnivore?

SCAVENGERS - Scavengers eat dead animals. They are very important. They are considered nature's clean-up crew. Vultures and some turtles are scavengers. Bald eagles are sometimes scavengers too. Can you name another scavenger?



Who Eats What?

Read each sentence below. Then, draw a line to the animal it matches on the right. On the line next to each animal, write if the animal is a **carnivore**, **herbivore**, **omnivore** or **scavenger**.

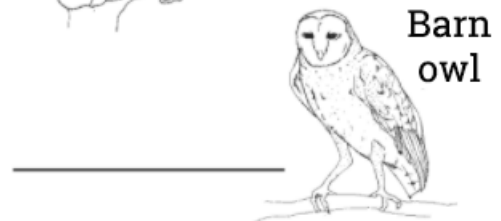
1. This animal flies silently at night and feeds on mice and rabbits.



2. This animal eats mostly plants but also eats fish and other meat.



3. This part-time scavenger has excellent eyesight.



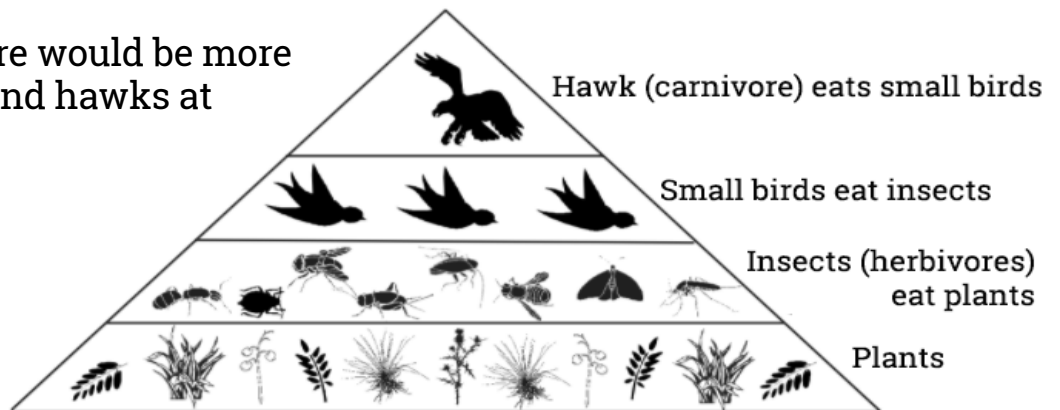
4. This animal has bristly fur and eats mostly plants, including prickly pear cactus.



A Food Pyramid

A food pyramid shows “who eats what.” Plants are the base of our pyramid. They are the food for insects. Those insects are eaten by small birds. And those small birds are eaten by the hawk. There are many more plants and animals at the bottom of the pyramid than at the top.

Why do you think there would be more plants at the bottom and hawks at the top?





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TEACHING GUIDE

Overview

In this activity, students will read a short passage to learn about the different things that animals might eat. Then, they must identify carnivores, herbivores and omnivores from clues in text. Finally, they will learn about a food pyramid and answer questions about it.

Suggested Procedures

1. Print the worksheet above. If possible, print it double sided.
2. Ask students to read the information on the first page. As they read, they should answer the questions within the text. Basically, they need to identify an example of an animal that meets the description. Their answer should be unique and not one included in the text. For example, when they are asked to name a carnivore, they could mention a rattlesnake because it is not a mountain lion, wolf or owl that was used in the text. Some of these may be trickier than others (e.g., scavengers). You may find it useful to have the students work in pairs and then share their ideas during a class discussion.
3. On the second page, students are to read the four sentences. They can then match (by drawing a line) each sentence to a picture of an animal that write whether the animal is a carnivore, herbivore, omnivore or scavenger. If they have trouble, students can reference the text on the first page.
4. Once completed with the matching activity, have students look at the food pyramid and read the short passage that accompanies it. They can then answer the question. Discuss their responses as a class. Overall, students should be able to understand that energy is transferred from one organism (plant or animal) to another as it is eaten. However, energy is lost each time. So, there will be more animals and plants at the bottom to support a smaller number of animals at the top of the food pyramid.
5. To recap, have the students answer the following questions:
 - What happens to animals toward the top of the food pyramid if the number of plants at the bottom is reduced?
 - Where do scavengers fit in the food pyramid?

Grade

2nd

AZ Science Standards

- 2.L.2.U.1.10

Science and Engineering Practices

- Develop and use models

Crosscutting Concepts

- Energy and Matter
- System and System Models