



Wild Kids

Predator and Prey

STUDENT GUIDE

A **predator** is any animal that eats other animals.

Prey is any animal that is eaten by other animals.

Bobcats eat woodrats. The bobcat is the predator. The woodrat is the prey.

Frogs eat dragonflies.

Which animal is the predator? _____

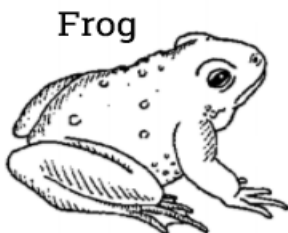
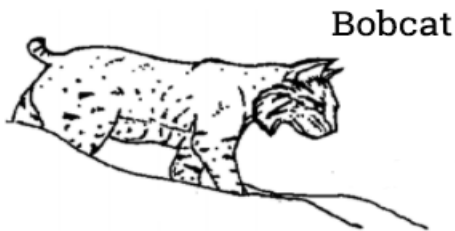
Which animal is the prey? _____

Rabbits are eaten by hawks.

Which animal is the predator? _____

Which animal is the prey? _____

Look at the pictures of the animals below. Circle the prey animals. Then, draw an arrow from the PREY to its PREDATOR.

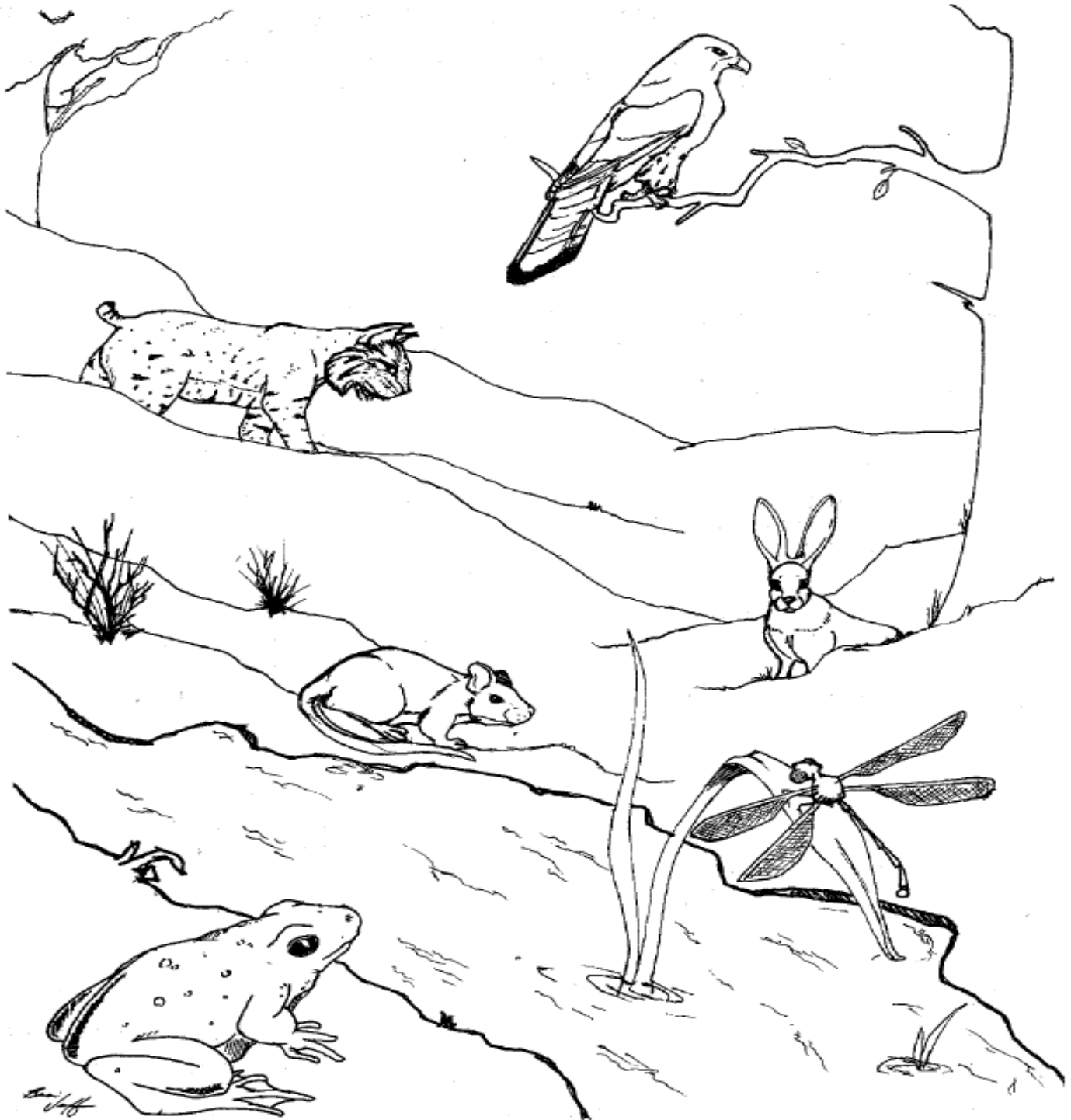


Look at the picture below. Count the total number of animals. How many are predators and how many are prey?

of animals: _____

of predators: _____

of prey: _____



Draw two more animals in the picture. Make sure one is a predator and one is prey. Then color the picture.



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TEACHING GUIDE

Overview

In this activity, students will learn about predators and prey. They will then identify the predator and prey in different animal relationships. Finally, they color a picture and add their own predator/prey relationship.

Suggested Procedures

1. Print the worksheet above. If possible, print it double sided.
2. Ask students to read the short passage.
3. Once they have read the passage, have the students answer the first set of questions identifying the predator and prey in the two relationships. Be aware that the language changes between the two passages. In the first, the frog is the predator and appears first in the sentence. In the second, the hawk is the predator and appears last in the sentence. Students will need to be paying attention in order to get this correct. Discuss their answers.
4. Have the students complete the matching activity on the first page. They should first draw a circle around each of the prey (dragonfly, rabbit and woodrat). Then, they should draw an arrow from each prey to the animal that is its predator. The direction of the arrow is important. Many students will want to draw the arrow from the predator to the prey. However, at older grade levels, the arrow will represent the transfer of energy. For example, energy that is stored in the dragonfly is being transferred to the frog when it eats the insect. Thus, the arrow moves from the dragonfly to the frog. Even if you don't talk about this concept at this grade level, it will help the student to recognize it later.
5. Have the students observe the picture on the second page. They can count the total number of animals they see (6) as well as the number of predators (3) and prey (3). Then, have them think about other animals they could add to the picture. Have them draw two new animals. One should be a predator of the other one. When finished, they can color the whole picture.
6. Have students share their pictures and discuss the animals they added. They should be able to successfully describe the relationship (e.g., "X is the predator. It eats Y.").
7. To recap, have the students answer the following questions:
 - Why do we have predators? What would happen to the prey if there were no predators?
 - What happens to the predators if all of the prey species are gone?
 - Do you think it is possible for an animal to be both a predator and a prey? Can you think of any examples?

Grade

2nd

AZ Science Standards

- 2.L.2.U.1.9

Science and Engineering Practices

- Obtain, evaluate and communicate information

Crosscutting Concepts

- Energy and Matter