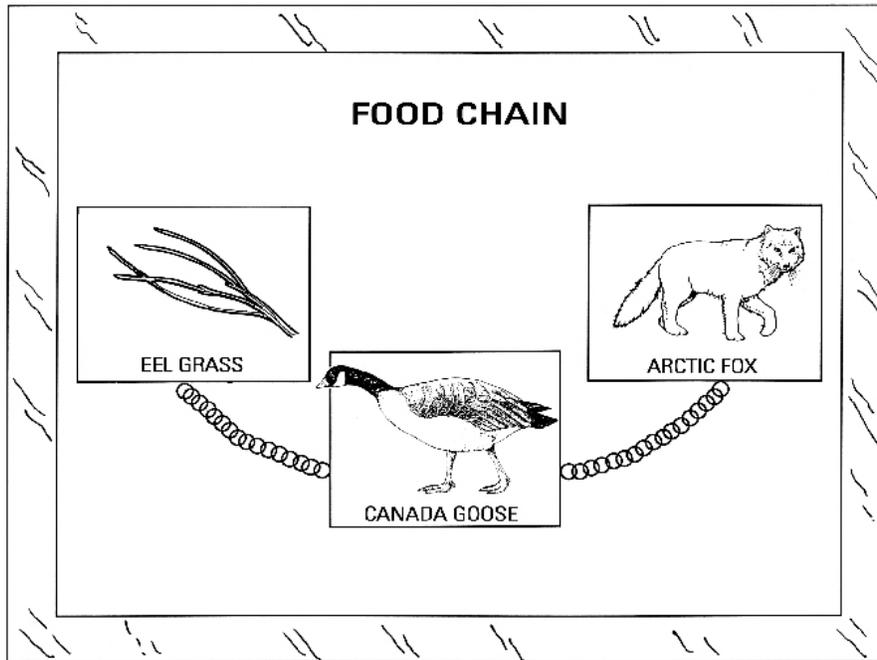


I'm Not Mean, Just Hungry!

ECOLOGY CARDS OPTIONAL



Section 2 Wetland Activities WETLAND ECOLOGY

Grade: 2 - 5

State Standard: Geography C-1; Science C-2, C-3

NGSS: 2-LS4-1., 5-LS2-1.

Subjects: science, art

Skills: cutting, drawing, analysis, group, cooperation, synthesis

Duration: one to two class sessions

Group size: 3 - 4

Setting: classroom

Vocabulary: food chain, predator, prey

Objectives:

Students will understand that wetland animals depend on each other for food by putting a simple food chain in order.

Teaching Strategy:

Students place four cards with pictures of wetland organisms in food chain order.

Complementary Activities:

Energy Flow in an Alaskan Wetland

Background

See **INSIGHTS: Section 3. Wetland Inhabitants.**

Materials:

For each group: Food Chain Sheet, scissors, markers or crayons. **OPTIONAL:** Use Ecology Cards showing the appropriate organisms instead of the following food chain sheet.

Procedure:

1. Ask students what they ate for lunch or supper. What kinds of plants and animals do we depend on for food? Using a food example from a student response, choose students to role-play a simple food chain. One example using salmon might be to have several students pretend to be a school of herring, have another student pretend to be a salmon catching and eating one of the herring and another student fishing and catching the salmon. Tell students that they will be learning about wetland animals that depend on each other for food.

2. Divide students into groups of 3-4 and give each group one Food Chain Sheet. Have the students color and cut the sheet into cards. When their cards are colored, have the students put the four cards in order of who eats whom. Groups may come up with more than one answer. Make sure groups can justify their reasoning.

3. Groups can then trade card sets with the others, until each group has had a chance to put all four sets in order.



4. Discuss what might happen if one of the links in the chain becomes missing. *Organisms can sometimes find some other similar species to take the place of the missing organism, but that usually creates extra pressures on that organism.*

Food Chain Answers

Algae is eaten by
Tadpoles who are eaten by
Sandhill Cranes who are eaten by
Mosquitoes

Eel grass is eaten by
Geese who are eaten by
Arctic Fox

Algae is eaten by
Caddisflies who are eaten by
Arctic grayling who are eaten by
People.

Sedge is eaten by
Lemmings who are eaten by
Mink who are eaten by
Snowy Owls.

Arrow grass is eaten by
Midges who are eaten by
Pintails who are eaten by
Mink.

5. Discuss student feelings about animals killing and eating other animals. Are animals mean when they kill other animals?

Evaluation

Give each student an ecology card. Ask them to draw an organism that might be a food source for the organism depicted on the card, and an animal that might eat the organism depicted on the card.

Credits

Title “I’m Not Mean, Just Hungry” from a song by Billy B.

Curriculum Connections:

(See Appendix for full citations)

Books:

Food Chains (Silverstein, 1998)

The Hunt for Food (Ganeri, 1997)

The Magic School Bus Gets Eaten: A Book About Food Chains
(Relf, 1996)

What Are Food Chains and Webs?
(Kalman and Langille 1998)

Who Eats What? (Lauber, 1995)

Media:

All Things are Connected (Video)
(North Carolina Wildlife Commission)

Into the Forest, Nature’s Food Chain Game. (Card game)
(Ampersand Press)

The Magic School Bus Gets Eaten (Video).

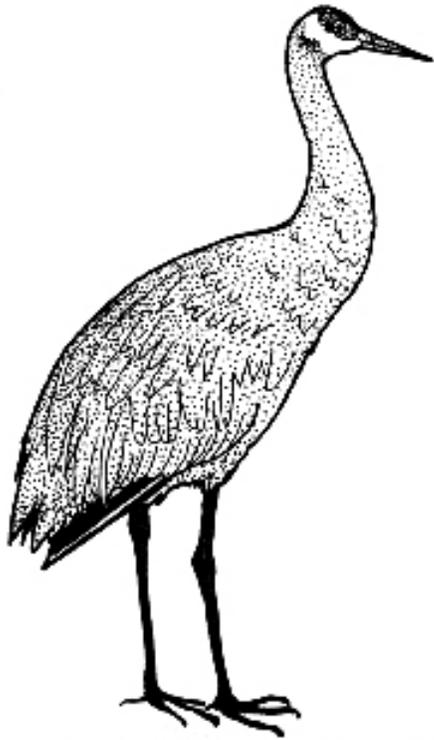
Extensions

Create a bulletin board using food chain examples. Have students make paper chains to connect the different links.

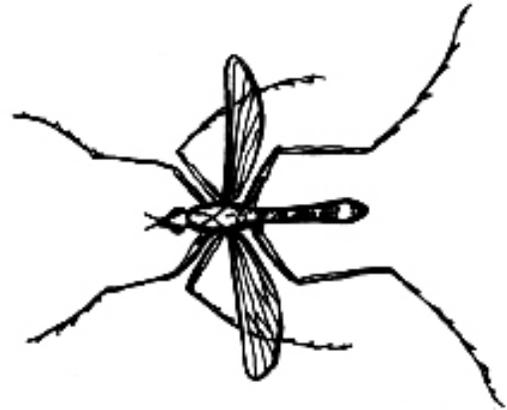


CUT ALONG
DASHED LINE

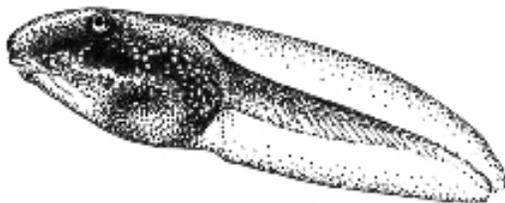
FOOD CHAIN



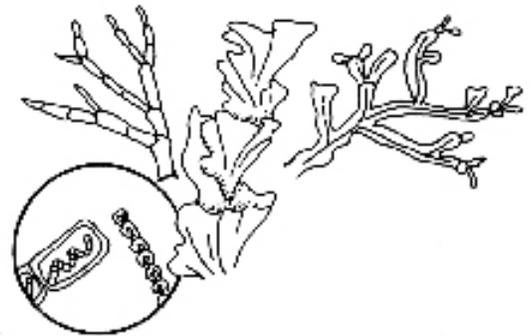
SANDHILL CRANE



MOSQUITO



TADPOLE



ALGAE



CUT ALONG
DASHED LINE

FOOD CHAIN



LEMMING



SNOWY OWL



SEDGE



MINK

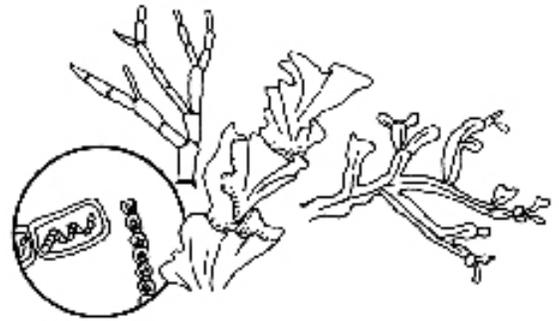


CUT ALONG
DASHED LINE

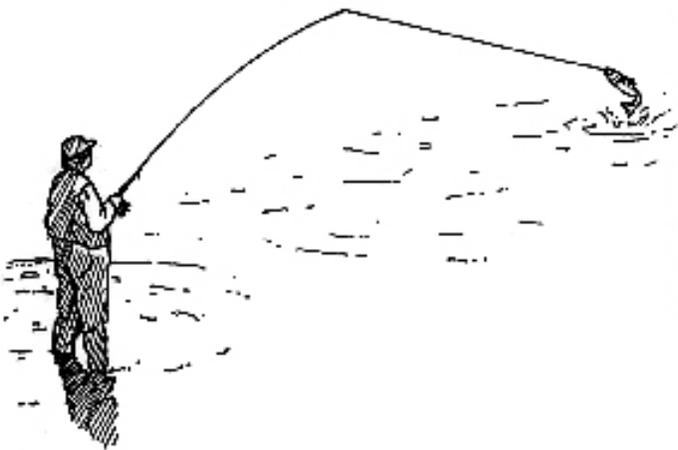
FOOD CHAIN



ARCTIC GRAYLING



ALGAE



PERSON



CADDISFLY



CUT ALONG
DASHED LINE

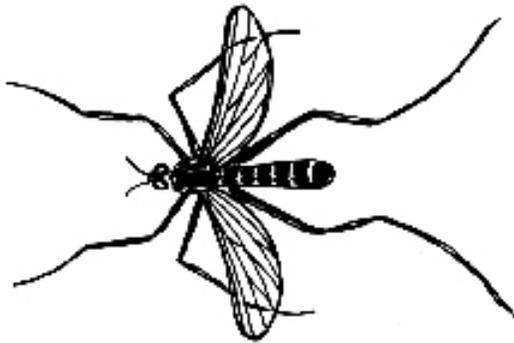
FOOD CHAIN



PINTAIL DUCK



MINK



MIDGE



ARROW GRASS

