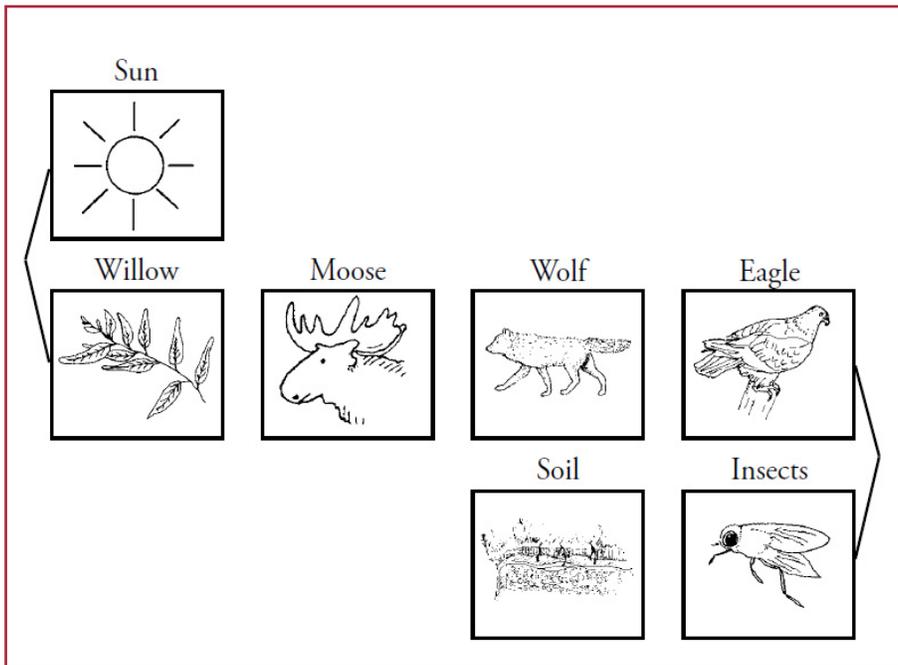


What's For Dinner?

2 EXTENSIONS **ALERT: ALASKA ECOLOGY CARDS REQUIRED**



Section 2 ECOLOGY ACTIVITIES

Grade Level: 3 - 8

State Standard: S A-14
NGSS: 5-LS2-1, MS-LS2-1,
MS-LS2-2

Subjects: Science

Skills: Organizing, synthesizing,
analyzing

Duration: 50 minutes

Group Size: 2-4

Setting: Indoors

Vocabulary: Consume, consumer,
predation, predator, prey

Objective:

1. Students will identify consumer – consumed relationships.
2. Students will construct their own food relationships and construct their own food chain using only those interactions.

Teaching Strategy:

Student groups brainstorm and create the longest consumer-consumed food chain possible using either magazine pictures or research materials.

Complementary Activities:

All the “Investigating” activities and “Ecosystem Scavenger Hunt” in Section 3. Also “Create and Destroy” and “Spinning a Yarn about Ecosystems” in Section 4.

Materials:

Alaska Ecology Cards, wildlife and nature magazines, 5 x 8 index cards, tape, research materials.

Background:

See **INSIGHTS Section 2, Ecosystems – Community Connections**.

Procedure:

1. Define the terms **predator**, **prey**, **consumer**, and **consumed** with the class. Brainstorm examples of consumer-consumed relationships.
2. Ask each group to make the *longest* possible food chain to illustrate consumer-consumed relationships. *For example, an insect like an aphid consumes plants; the aphid is eaten by a spider; the spider is eaten by a bird; the bird is eaten by a goshawk....*
3. Students cut out or draw pictures of each animal in their chain from magazines (or use *Alaska Ecology Cards*) and tape one stage of the food chain on each 5 x 8 index card.
4. Connect the cards with tape or string. The students should either use the *Ecology Cards*, other resource materials, or ask the teacher to verify that each consumer-consumed relationship could exist.



If appropriate, students indicate which relationships are predator-prey as they make their chains.

5. Each group presents their completed and verified food chain to the rest of the class. The group with the longest chain of consumption gets a hand from the class!

Evaluation:

1. Students define predator, prey, consumer, and consumed.
2. Students give two examples of consumer-consumed relationships.

EXTENSION:

A. **Guard against predation.** Brainstorm with students the various ways animals protect themselves from predation. For instance, a bee stings, a skunk squirts a foul smelling liquid, and many animals such as snakes, moths, and lizards use camouflage.

B. **Sing a food chain.** Read or sing the folk song, “I Know an Old Lady Who Swallowed a Fly.” Students replace items eaten in this consumer-consumed chain with Alaskan creatures. Sing the new version of the song in the class. If possible, obtain the Pacific Northwest version of the tale, *I Know an Old Lady Who Swallowed a Trout*,” for the students to look at afterward.

Credit:

Activity contributed by Steve Kemp, Anchorage, Alaska.

Curriculum Connections:

(See appendix for full citations)

Books:

The Case of the Missing Cutthroats (George)

Food Chains (Silverstein)

I Know an Old Lady Who Swallowed a Fly (Westcott)

The Old Lady Who Liked Cats (Greene)

There Was an Old Lady Who Swallowed a Trout (Sloat)

What are Food Chains and Webs? (Kalman)

Who Eats What? Food Chains and Food Webs (Lauber)

Who Really Killed Cock Robin? an Ecological Mystery (George)

Media:

Into the Forest, Krill, Onto the Desert, Predator (Nature’s Food Chain Games) (Ampersand Press)

Teacher Resources:

(See appendix)

