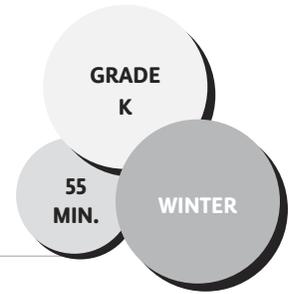


Who Eats What?

THEME: EXPLORING THE ECOLOGY OF FOOD



ESSENTIAL QUESTIONS

Where does our food come from?

How are animals alike and different?

LEARNING OBJECTIVES

- ✓ Students will be able to explain that their food comes from plants and animals.
- ✓ Students will be able to discuss how eating a wide variety of foods from plants and animals keeps them healthy.

CONCEPTS

food as energy humans are animals
plants

Engaging the Classroom Teacher

During Action Steps 3 and 4, suggest that the teacher circulate through the room, supporting students in cutting and pasting and keeping track of their materials.

LESSON DESCRIPTION

In this lesson, to gain a better understanding that all living things need food to grow, and food comes from plants and animals, students will listen to a read-aloud and create their own book matching animals to what they eat. This lesson works well split into two sessions—one session for discussion, reading, and cutting and

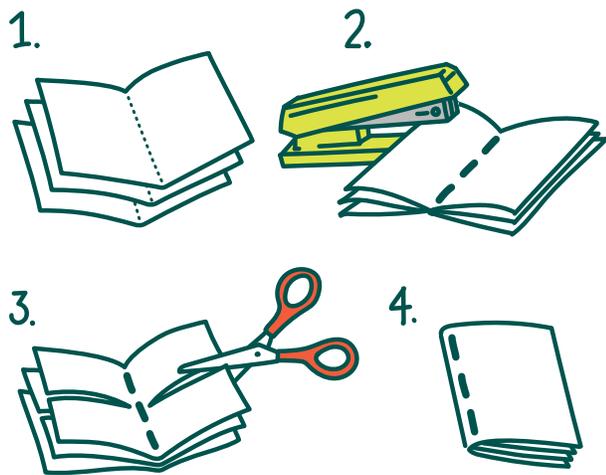
sorting images and the second for making and coloring in the books and sharing them with classmates.

MATERIALS

- *My Very First Book of Food* by Eric Carle
- *Who Eats What? Matching Cards* (pp. 94-95)
- A crop or picture of a crop with evidence of insects eating it, such as a chard leaf with holes in it
- Glue sticks
- Scissors
- Paper
- Paper cutter (optional)

PREPARATION

- › Create folded mini books for students to glue pictures into. Fold three pieces of paper in half and staple on the centerline. Cut the two inner pages in half, so the pages are split, leaving the outer page as the cover.
- › You might choose to cut out images for students prior to the lesson if you are limited on in-class time and feel that students may struggle to cut out images themselves.
- › Make a completed mini book with the *Who Eats What? Matching Cards* pasted into the book as a model for students. (See Adaptations for a less resource-intensive option.)



ACTION STEPS

1. Observing: Gather students in a circle and tell students, *It's time to put on your detective caps because I have a mystery for you to solve. How did the holes get in these chard leaves I've been growing?* Pass around your chard leaf or other nibbled crop, and ask students to look at it carefully. Field guesses from students, and get to the idea that an insect, or maybe even a larger animal, must have been eating it. Help them see the connection between the animals in our garden and humans by saying something like, *Hmm. So the plant that I've been growing to eat as food, insects like to eat as food too!* **(5 min.)**

2. Reading: Explain that you're going to read a book about what different animals eat. Read *My Very First Book of Food* by Eric Carle. After reading, ask, *Which animals eat plants? Which animals eat other animals?* Then ask students to respond as a whole class, *Are humans plants?* (No). *Are humans animals?* (Yes!). Ask students to turn and talk to a neighbor, asking the question, *How are we different from plants? Then have a couple students share what they discussed with their partner. Then*

have students discuss how we are the same as plants, ultimately getting to the idea that we all need food and energy to grow and live. Go around the circle and have students share something they eat. You might even have them say, "I'm an animal, and I eat ____!" **(10 min.)**

3. Sorting Foods: Demonstrate for students how to cut out the Who Eats What? Matching Cards, and match a pair or two together as a class based on which living being eats what for food. If you have a document camera and screen, use it here. Have students return to their desks. Pass out the matching card sheets and scissors for students to cut out and match. Circulate through the room, supporting students and asking probing questions if you see they've mismatched cards. **(10 min.)**

4. Making Books: Show students your completed book and how you neatly pasted the animal on the top half and what it likes to eat on the bottom half. Then show students the page that says "Me," and show them how you drew a picture of yourself, and below you drew your favorite food. Pass out mini books and glue sticks to each student. Encourage students to color their pictures once they're finished gluing the images. Explain that, to be healthy, humans need more than one food; they need lots of different foods from plants and animals every day. Ask students, *What are some foods from plants and animals that you like to eat?* **(15 min.)**

5. Reading with Partners: Once students clean up their tables, have them find a place in the room to partner read their new books. **(10 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: (5 min.)

Social and emotional learning

- What was your favorite part of this activity?
- What was hard about this activity? How did you solve the problem?

Check for understanding

- What do we like to eat that a _____ likes to eat?
- What does a _____ eat that we usually don't eat?
- How did you figure out what had been eating our plant?
- Where does our food come from?
- Why do you think it's important that we eat so many different foods?

ADAPTATIONS

Garden: After passing around the leaf with the evidence of insect bites, have students work in pairs to go outside and find the leaf and potentially the culprit! Hunt for other evidence of animals eating plants for food. Find the plants in the garden that humans eat for food.

Reading Extension: Read *Trout are Made of Trees* by April Pulley Sayre to explore the ideas of food chains and the interconnectedness of different animals.

Fewer Materials: If you don't have the time or resources to create the mini books for students prior to the lesson, you can have them cut out the pictures and glue them to

construction paper instead.

Food-Web Variation: Use the Who Eats What? Matching Cards to create a simple food web on construction paper.

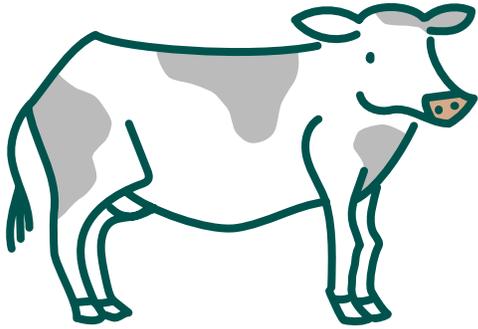
ACADEMIC CONNECTIONS

Next Generation Science Standards
Life Science Disciplinary Core Idea

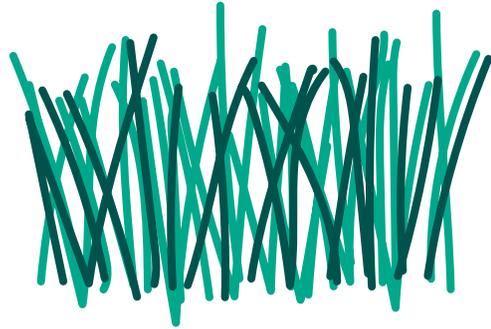
NGSS K.LS.1.C

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

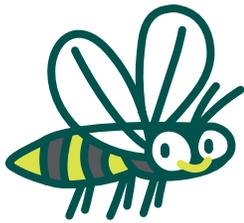
Who Eats What? Matching Cards



COW



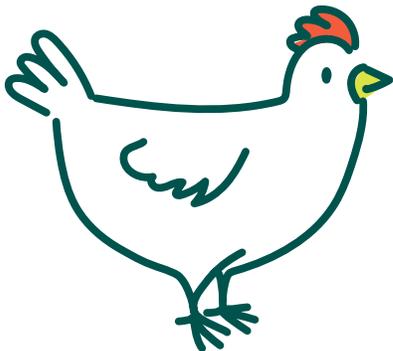
GRASS



BEE



POLLEN

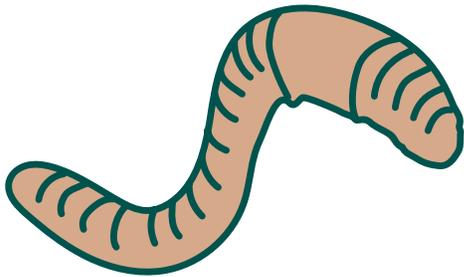


CHICKEN



GRASS AND BUGS

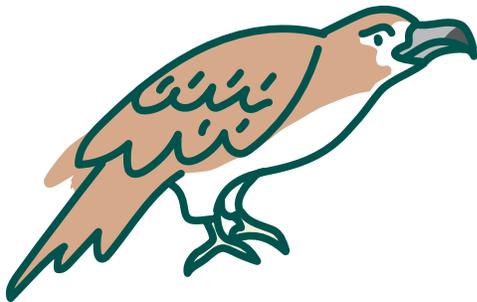
Who Eats What? Matching Cards



WORMS



FOOD SCRAPS



HAWK



MOUSE

ME ↗

WHAT I EAT ↗