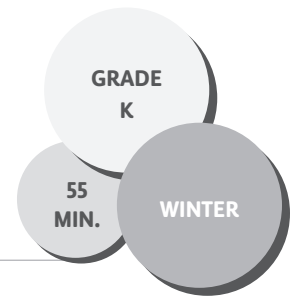


# Who Eats What?

**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.

## 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.

### MATERIALS

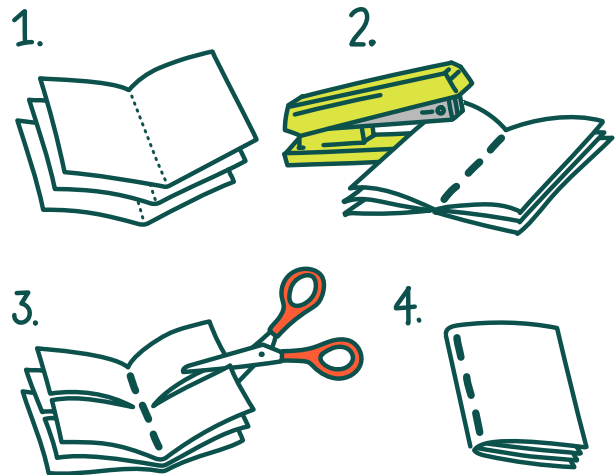
- *My Very First Book of Food* by Eric Carle
- Who Eats What? Matching Cards (pp. 210–211)
- A crop or picture of a crop with evidence of insects eating it, such as a chard leaf with holes in it
- Glue sticks
- Scissors
- Paper

## 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.

- › Make a completed mini book with the Who Eats What? Matching Cards pasted into the book as a model for students.



## 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? Are humans plants? (No). How are we different from plants? Are humans animals? (Yes!)* 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, you might 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:** Pass out mini books and glue sticks to each student. 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. 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.)**

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

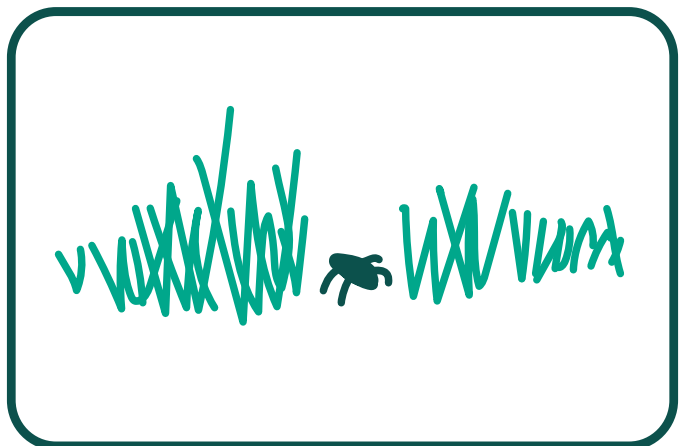
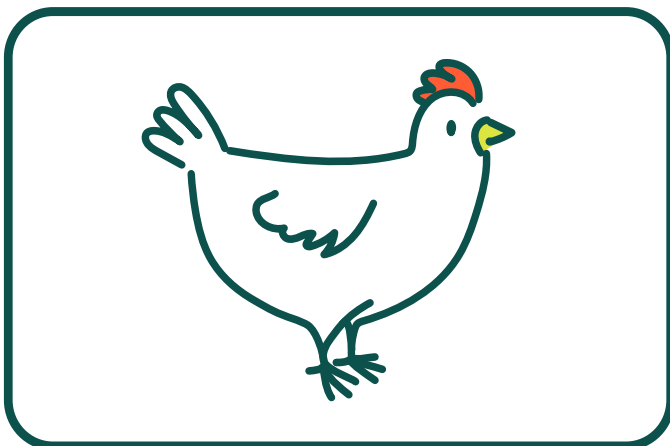
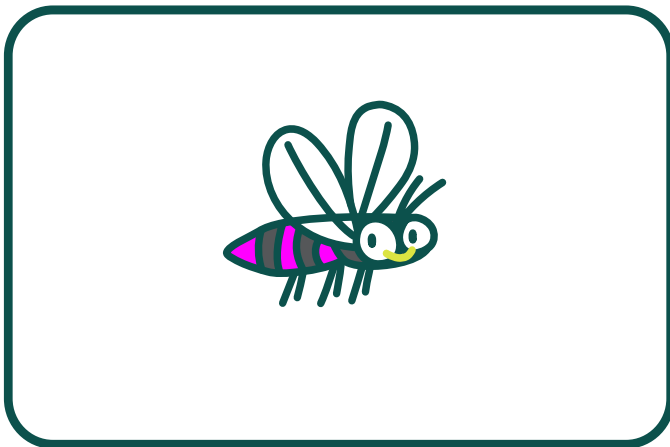
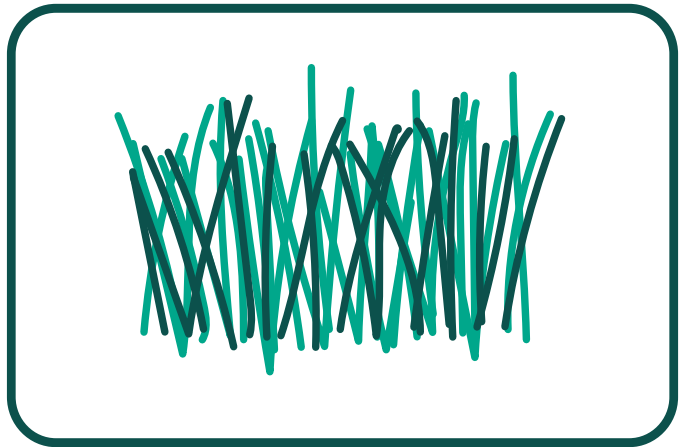
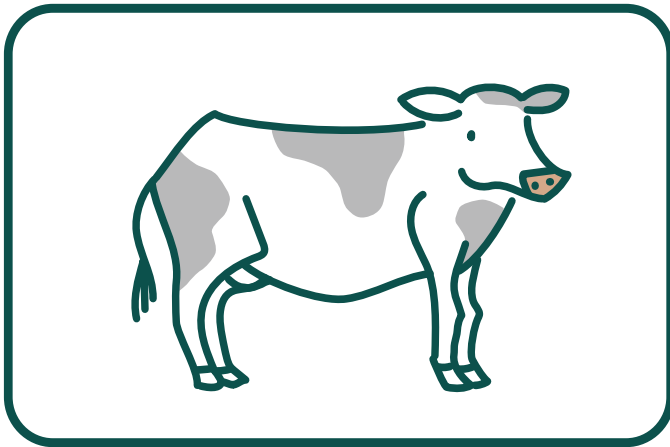
## ACADEMIC CONNECTIONS

Next Generation Science Standards  
Life Science Disciplinary Core Idea

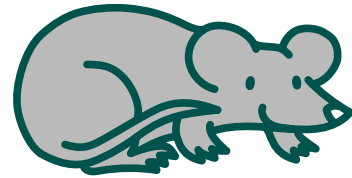
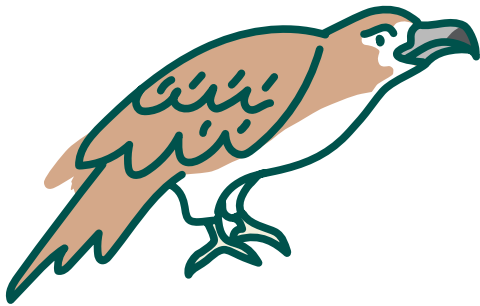
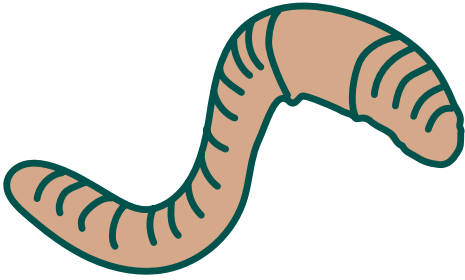
### **NGSS K.LS.1.C**

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



# Who Eats What? Matching Cards



ME ↗

WHAT I EAT ↗