K-1st grade Language Arts, Science, Art

Learning Goals: Students can define a carnivore, omnivore, and herbivore. They can also describe how animals are connected by what they eat and that energy starts with the sun.

Students will be able to:

- Distinguish between animals that are carnivores (meat eaters), herbivores (plant eaters) and omnivores (both meat and plants)
- Compare two different omnivores humans and lemurs

LESSON DESCRIPTION

The class identifies herbivores, carnivores and omnivores during a reading of *Bitika the Mouse Lemur*. Afterwards students create food chains featuring plants and animals from the book and posters.

• Explain how energy, starting with the sun's energy, is transferred through food chains

Materials needed:

- Scissors
- Tape or glue
- Pipe cleaners or Wikki Stix
- What's for Dinner Activity Sheet (one per student)
- Poster of Menabe Antimena forest

DISCOVERING LEMUR COMMUNITIES

READ AND DISCUSS

 Introduce your students to the vocabulary and concepts described in the Educator's Guide. Explain that you will read *Bitika the Mouse Lemur* to the class. As you read, students should listen and look at the illustrations carefully to learn what Bitika and some of her forest neighbors eat. Students may want to draw pictures or write words to help them remember as they listen. Read *Bitika the Mouse Lemur* to the class.



Discovering Lemur Communities



Featured books: Bitika the Mouse Lemur

<u>ENVIROKIDZ</u>

K-1st grade Language Arts, Science, Art

- 2. After reading the book, review the species described in the book. What did they eat? Which were herbivores and which were carnivores?
- 3. Review the poster that describes the plants and animals that live in the Menabe forest. Which of the animals are herbivores? Which are carnivores and which are omnivores?

ACTIVITY

- **1.** Photocopy and pass out the What's for Dinner activity sheet to each student along with scissors and glue or tape.
- 2. Instruct students to cut out each "link" (paper strip) on one of the activity sheets.
- **3.** Instruct students to join the ends of each strip into a circle. Secure the ends with tape or glue.
- **4.** Explain to students how energy flows within a food chain. Have the students put their links in order from the sun to the producer to the primary consumer to the secondary consumer.
- **5.** Have the students use the pipe cleaners (or Wikki Stix) to connect their links together and in order. The pipe cleaners/Wikki Stix represent the energy flow within the food chain.
- **6.** Students can make a second food chain by repeating the process, using the second activity sheet.

Analytical writing

What do the words carnivore, omnivore, and herbivore mean? Which one best describes a human's diet? Provide three examples to support your answer.

DISCOVERING LEMUR COMMUNITIES

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WRAP-UP

Review the finished food chains with the students. What would happen if a link in your food chain disappeared? Review food chains in which they are included. What would happen to lemurs if a link in their food chain disappeared?

Older students may want to form their food chains into a food web. To form a web, students will take one pipe cleaner and loop it through one of the chains and then connect it to another chain. Repeat this process until all the chains are connected into the web.

ZOO EXTENSION

Try this activity during your next class field trip to your local zoo: Have students look for animals feeding. Based on their diet, have students identify animals as carnivores, herbivores or omnivores. Students may also look for and identify each animal's role in the food chain.

OUTDOOR EXTENSION

Explore your schoolyard, backyard or local park for examples of herbivores, carnivores and omnivores.

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K-1st GRADE LANGUAGE ARTS, SCIENCE, ART

EVALUATION

To check for understanding, have students use the activity sheet with blank chain links to create a food chain using plants and animals that live in their backyard.

THIS ACTIVITY MEETS THE FOLLOWING NATIONAL AND FLORIDA EDUCATION STANDARDS

FLORIDA STATE STANDARDS

Kindergarten Science SC.K.L.14.3

1st Grade Science SC.1.L.17.1

1st Grade Language Arts

Kindergarten Language Arts LAFS. K.L.3.6

LAFS, K.RI.1.1 LAFS.K.RI.1.3

Kindergarten Visual Arts VA.K.H.3.1

1st Grade Visual Arts VA.1.H.3.1

NATIONAL SCIENCE STANDARDS

Kindergarten and 1st Grade Characteristics of organisms Transfer of energy (food chains) Organisms and environments Changes in environments Form and Function

NEXT GENERATION NATIONAL SCIENCE STANDARDS

Kindergarten: Interdependent Relationships in Ecosystems (K-LS1-1, K-ESS3-1) 1st Grade: Structure, Function and Information Processing (1-LS1-2)

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LAFS.1.L.3.6 LAFS.1.RI.1.1 LAFS.1.RI.1.3

K-1st grade Language Arts, Science, Art

WHAT'S FOR DINNER?





K-1st grade Language Arts, Science, Art

WHAT'S FOR DINNER?



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