



Food Chains Scavenger Hunt (2-5)

At a glance

Students search the Zoo for animals that have different diets.

Time requirement

One Zoo visit of at least 60 minutes

Group size and grades

Any group size, divided into small groups of 10 or fewer students

Grades K-High School

Materials

Copies of the scavenger hunt

Copies of the student worksheets

Pencils

Goal(s)

To learn about different animal diets

Objective(s)

1. Students will be able to draw arrows between different levels of a food chain.

2. Students will be able to define:

- | | |
|--------------|-----------------|
| a. Carnivore | b. Decomposer |
| c. Frugivore | d. Folivore |
| e. Herbivore | f. Insectivore |
| g. Omnivore | h. Piscivore |
| i. Producer | j. Sanguinivore |

Theme

Animals in the food chain have different diets.

Sub-themes

1. A food chain, or web, is the transfer of energy between organisms through their feeding relationships.
2. Some animals are generalist feeders, while others specialize.
3. Plant life is the basis of most food chains.

Academic standards

Ohio Science Academic Content Standards (Grade: Indicator)	Life Sciences <ul style="list-style-type: none"> • Characteristics and Structure of Life (2:2) • Diversity and Interdependence of Life (2:5) (3:2) (5:1,2,3) • Heredity (4:5)
Kentucky Core Content—Science	Biological Science <ul style="list-style-type: none"> • Unity and Diversity SC- (04-3.4.1) (05-3.4.1) • Biological Change SC- (05-3.5.1) Unifying Concepts <ul style="list-style-type: none"> • Energy Transformations SC- (EP-4.6.1) (04-4.6.1) • Interdependence SC- (EP-4.7.1) (05-4.7.1)
Indiana Science Standards	Standard 1- The Nature of Science & Technology <ul style="list-style-type: none"> • Scientific Enterprise (1.1.3) Standard 4- The Living Environment <ul style="list-style-type: none"> • Diversity of Life (2.4.1) (3.4.1) • Interdependence of Life and Evolution (2.4.3) (3.4.4) (4.4.3) (4.4.4)

Background

Some animals eat plants, while some eat other animals, and some eat both plants and animals. Some animals specialize even further, eating only certain parts of plants, such as the fruits or leaves, or certain types of animals, such as fish. Plants (i.e. Producers), are most often the foundation for these relationships as they create their own food from the sun's energy. In any case, all organisms are part of the food chain, or food web—the transfer of energy between organisms through their feeding relationships.

Vocabulary

Carnivore—an animal that eats other animals

Decomposer—an animal that eats dead and rotting plants and animals

Frugivore—an animal that eats fruit

Folivore—an animal that eats leaves

Food chain/web—the transfer of energy between organisms through their feeding relationships

Herbivore—an animal that eats plants

Insectivore—an animal that eats insects

Omnivore—an animal that eats plants and animals

Piscivore—an animal that eats fish

Producer—an organism that is capable of producing its own food, usually through photosynthesis.

Sanguinivore—an animal that eats blood

Activity

Getting ready

Copy the scavenger hunts so that each group has one.

Doing the activity

Before your Zoo trip, introduce the concepts of food chains and food webs. A simple activity you can do involves having the students stand in a circle. Hand one student a ball of string and label him the sun. Holding on to the end of the string, pass the ball on to another student who will be grass. Then toss the ball to another student who will be a deer. The next student is a wolf, and the next is a vulture, and after that, a worm. By now, the string should look like a web.

If possible, go over the scavenger hunt with chaperones ahead of time so they are familiar with it. At the Zoo, give each group's chaperone a copy of the scavenger hunt (p.3) to complete. If you choose, give each student a copy of the adaptations chart (p.4) to fill out while at the Zoo.

Following the Zoo visit, go over the vocabulary learned during the scavenger hunt for the different diets. Write each term on the board and list some of the animals found to fit those categories beneath them.

Wrap-up

Pass out the assessment worksheet (p. 5 & 6)

Assessment

Collect assessment worksheets.

Unsatisfactory—Student answered fewer than 6 questions correctly

Satisfactory—Student answered 6 or 7 questions correctly

Excellent—Student answered all 8 questions correctly

Extension

Have students make a list of animals that fit the different diet categories

Food Chains Scavenger Hunt

Dear Chaperone – Please help your group explore and find animals that fit the following categories and discuss the questions during your time at the Zoo. Encourage students to read the Fact File sections of the identification signs for diet information. Fill in the blanks and turn in the sheet to the teacher at the end of the trip. Thank you.

- An animal that eats plants (herbivore) _____
 - Check out the elephants, gorillas, or Manatee Springs.
 - What special features, or adaptations, does it have to help it feed on plants?
 - What adaptations does this animal have to avoid predators?

- An animal that eats other animals (carnivore) _____
 - Check out the lions, polar bears, or wolves.
 - What adaptations does it have to help it catch and eat animals?

- An animal that eats plants and animals (omnivore) _____
 - Check out the bears, Japanese macaques or skunk (Children’s Zoo)
 - What adaptations does it have to help it feed?
 - How does being an omnivore help an animal survive?

- An animal that eats dead animals (decomposer) _____
 - Check out the World of the Insect (beetles, cockroaches, millipedes)
 - What adaptations does it have to help it find and eat dead animals?

- An animal that eats mostly fruit (frugivore) _____
 - Check out Lemur Lookout, Jungle Trails (orangutan), or Nocturnal House (giant fruit bat)
 - What adaptations does it have to help it find ripe fruit?

- An animal that eats mostly leaves (folivore) _____
 - Check out Jungle Trails (François langur), Gorilla World, or red pandas
 - What adaptations does it have for a leaf-eating diet?

- An animal that eats mostly fish (piscivore) _____
 - Check out penguins, eagles, or Manatee Springs (alligator snapping turtle)
 - What adaptations does it have to help it catch and eat fish?

- An animal that eats blood (sanguinivore) _____
 - Check out the Nocturnal House (vampire bat)
 - What adaptations does it have to help it find and feed on blood?

- An animal that eats insects (insectivore) _____
 - Check out World of the Insect (spiders), Giant Anteater, or the Reptile House (Dart Frogs)
 - Can you think of a similar adaptation that these animals need to have to snatch up fast food?

Name _____

Category	Animal	Adaptation	How the adaptation is used to obtain food
Herbivore (eats plants)			
Carnivore (eats other animals)			
Omnivore (eats plants and animals)			
Decomposer (eats dead animals)			
Frugivore (eats fruit)			
Folivore (eats leaves)			
Piscivore (eats fish)			
Sanguinivore (eats blood)			
Insectivore (eats insects)			

Name _____

1. Draw arrows to show whom eats who in the food chain:



2. I am a vampire bat, and I eat blood. I am a:

- a. sanguivore
- b. folivore
- c. herbivore

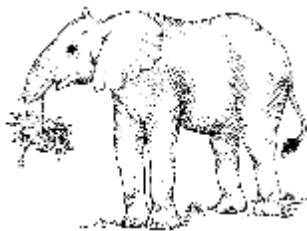


3. I am a koala, and I eat leaves. I am a:

- a. frugivore
- b. folivore
- c. carnivore

4. I am a tiger, and I eat animals. I am a:

- a. decomposer
- b. sanguivore
- c. carnivore



5. I am an elephant, and I eat plants. I am an:

- a. piscivore
- b. herbivore
- c. producer

6. I am a raccoon, and I eat plants and animals. I am a:
- a. frugivore
 - b. decomposer
 - c. omnivore



7. I am a ring-tailed lemur, and I eat fruit. I am a:
- a. insectivore
 - b. folivore
 - c. frugivore

8. I am a bald eagle, and I eat fish. I am a:
- a. piscivore
 - b. herbivore
 - c. decomposer



9. I am bamboo, I grow from the sunlight, and many animals eat me. I am a:
- a. decomposer
 - b. producer
 - c. folivore

10. I am a black widow spider, I eat insects. I am a:
- a. sanguivore
 - b. frugivore
 - c. insectivore

