Dinner or Diner

This packet is to help introduce your students to terms and ideas that will be discussed during your visit to Peoria Zoo. It is designed to enhance your program experience, either through class prep or follow up
By using the vocabulary, activities and ideas it will help reinforce the program and meet the State Standards listed on page 2.

Terms to introduce to students

- Carnivore- a flesh eating animal
- Ecosystem- an ecological community together with its environment, functioning as a unit
- Food chain- a succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another as each consumes a lower member and in turn is preyed upon by a higher member
- Herbivore- an animal that feeds chiefly on plants
- Omnivore- eating both animals and vegetables
- Organism- an individual form of life, such as a plant, animal, bacterium, protist, or fungus
- Predator- an organism that lives by preying on other organisms
- Prey- an animal hunted or caught for food
- Vegetarian- an herbivore
- Vegan- a vegetarian who eats plant products only

Ideas covered in program

- Comparing the terms omnivore, carnivore, and herbivore
- Explain predator and prey and discuss food chains
- How predators affect prey populations, and vice-versa
- Challenges that predators must meet.
- Challenges carnivores have that herbivores do not (They must find and capture prey, whereas herbivores just graze)
- What makes a predator “successful”
- Common predator adaptations? (Raptors - hooked beak, talons, spiders -fangs). Common prey adaptations? (protective coloration, hiding behaviors)
- Discuss how people's attitudes towards predators may form
- Discuss some of the ways that animals protect themselves from predators and how some predators use some of the same adaptations to help them hunt for their prey.

Activities for the Students

PREDATOR/PREY

- (This activity requires an open area for the kids to run around) Label one person in the class as the predator. The rest of the class is the prey. This is like a game of tag. The prey spreads out in the open area. The predator starts out at one end of the area, then the teacher tells the predator to "go". The predator tries to tag the prey. When the prey is tagged, they become predators and help the other predators tag more prey. Allow this to go on until all the prey has been eliminated. Then discuss how this resembles the real life predator-prey relationship. Was it easer for the predators when there were only a few predators or many? What is going to happen when there is no more prey?

CAMOUFLAGE

- Cut 50 pieces (approx. 3 in long) of green yarn, 50 pieces of brown yarn, and 50 pieces of red yarn (adjust the number according to class size). Spread the pieces of yarn across an open grassy area without the students present. Present this situation to the students: Pretend the pieces of yarn are caterpillars crawling on the grass. Pretend you are a bird. You are a predator. The caterpillars are your prey. You need to catch the caterpillars to survive. Then give each of the students one minute to gather as many caterpillars as possible. Or allow the group as a whole a couple of minutes to see if they can gather all the yarn (have the students return to a "nest area" between each worm). Then ask: Were you able to catch equal numbers of red, brown, and green caterpillars? Did you catch more caterpillars of one color than the other? Why?

FOOD CHAIN

Materials needed: strips of paper approximately 8 inches long
Markers/crayons
Tape or glue

Have students use the strips of paper to write down names of things they might find in a food chain (sun, mosquito, etc). Working alone or in pairs, have the students fasten the strips of paper together in a chain form. Have each student tell about their food chain, see who made the longest chain.

WRITE ABOUT IT

- Have students write and present a report on their favorite animal, focusing on dining habits and adaptations to fit their dining niche.

SKULLS

- Have students look at skull pictures. Based on size and teeth structure, have them determine omnivore, carnivore or herbivore. You can have them try to guess the animal, or you can supply them with the names and have them try to match them to the right skull.

State Standards met by:

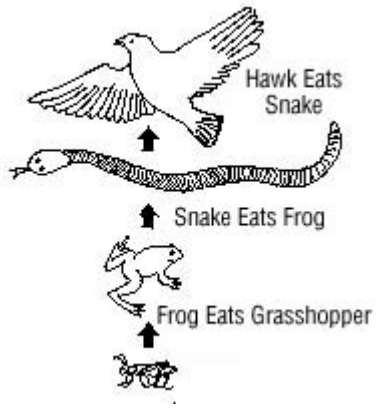
Listening:
4.A.2b-c; 4.B.2b; 12.A.2b

Write about it:
3.A.2; 3.B.2a-d; 3.C.2a; 4.A.2a; 12.B.2a; 12.B.2b; 17.B.2b

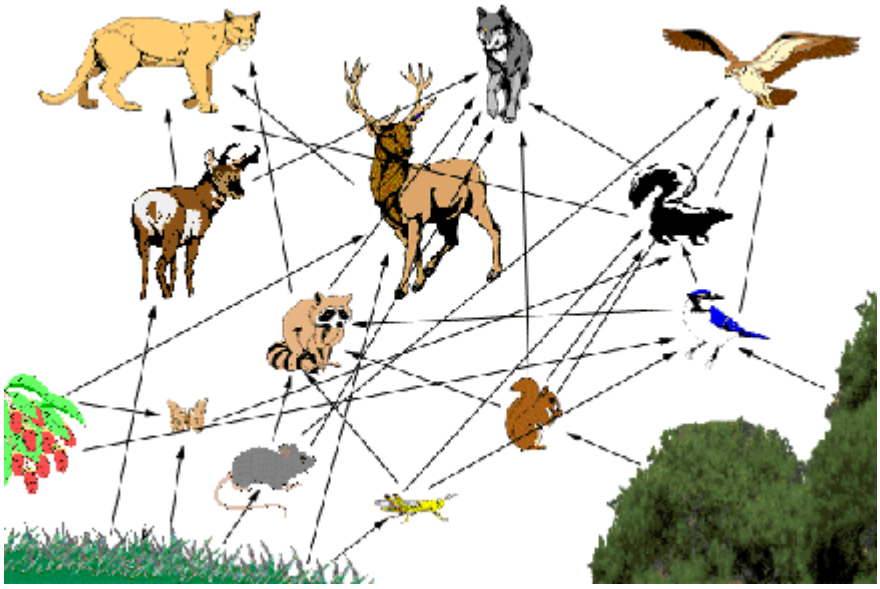
Predator/ Prey:
15.B.2a-b; 15.C.2b; 17.C.2b; 21.A.2a-c; 21.B.2

Camouflage
15.B.2a-b; 15.C.2b; 17.C.2b; 21.A.2a-c

Food Chain:
21.B.2



Simple food chain



You can see that a food web is much more complex than a food chain. A food web is actually several food chains joined together. Because most organisms depend on more than one species for food, food webs are more accurate models than food chains.

Answer key

A. Armadillo
omnivore- they use their tongue and lips to suck insects into their mouth, back to their sharp teeth in the back; they will also use those teeth to eat fruits and plants

B. Beaver
herbivore- their top and bottom front teeth are important for chewing through plants, etc. The back teeth are flat for grinding.

C. Porcupine
herbivore- teeth similar to beaver, butfront teeth aren't as long, wouldn't be chewing through trees like the beaver would. Back teeth flat for grinding vegetables and plants.

D. Sea Lion
Carnivore- Sharp teeth in the front as well as the back helps them eat the fish that makes up the majority of their diet.

E. Alligator
Carnivore- With 80 sharp teeth, these animals don't chew, they tear and swallow. The U-shaped nose shows its an alligator and not a crocodile.

F. Boa Constirctor
Carnivore- Sharp needle-like teeth are used to grab and hold prey as they are swallowed whole.

G. African Lion
Carnivore- Strong sharp teeth in the front for biting and tearing, sharp teeth in the back for tearing show this is a carnivore.

H. Shark
Carnivore- Triangular, sharp teeth help to tear meat.

I. Opossum
Herbivore- With sharp teeth in the front and flat teeth in the back, these animals eat both plants and animals. They also have the most teeth of any land mammal of North America, 50 razor sharp teeth

A.

length- 10 cm
width- 4 cm
height- 3.5 cm

B.

length- 12 cm
width- 9.5 cm
height- 9 cm

C.

length- 9 cm
width- 7 cm
height- 6 cm

D.

length- 30 cm
width- 17 cm
height- 16 cm

E.

length- 28 cm
width- 13 cm
height- 10 cm

F.

length- 3 cm
width- 1.25 cm
height- 1.25 cm

G.

length- 13 inches
width- 8 inches
height- 9 and 3/4 inches

H.

Comes in different sizes

I.

Length- 11 cm
Width- 6 cm
Height- 5 cm