

Predators (2nd – 5th Grades)

Academic Content Science Standards (geared towards 2nd, 3rd and 5th grades)

Grade 2 - Life Sciences

- Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.)

Grade 3 - Life Sciences

- Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful

Grade 5 - Life Sciences

Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers)

Goals and Objectives

- **Goal:** Students will learn about predators, the importance of them in an ecosystem and the interaction between humans and predators.
- **Objectives:** Students will:
 1. identify various predators
 2. learn about predator's role in a community
 3. familiarize themselves with food chains
 4. learn that food is essential for all animals
 5. explore the relationship between predators and people
 6. learn vocabulary words and meanings

Pre-program activities

1. Review the predator vocabulary list.
2. Make-up a predator matching game. Have students think of predators and their prey. On a sheet of paper make a column titled "predators" and "prey". Put names of animals under the appropriate column. Now ask students to switch papers with each other. See how long it takes them to match the predator with the correct prey.

Post-program activities

1. Have students create a food chain. They should choose animals in each of the following categories: producers, herbivores, carnivores, omnivores and decomposers. They should explain the role of each animal and how they depend on one another for survival. What would happen if one animal was removed from the chain?
2. Students can create their own predator. Use animal pictures from magazines, internet, or their own drawings etc to create imaginary predators. For example, a student can use the wings of an owl (to fly quietly) and the fangs of a poisonous snake (to catch prey), etc

Once the animals are complete, each student can show their animals to the class and explain why they chose the different parts. You can also ask them to write stories about a day in the life of their imaginary animals.

WEBSITES

www.clemetparks.com and www.clemetzoo.com (Cleveland Metroparks and Cleveland Metroparks Zoo; find out information on nature classes about predators, take a walk through a park or visit the zoo to see some of these predators up close)
www.ecokids.com (click on “play & learn” to play the “Food Chain Game”
www.planetpals.com
www.kidskonnnect.com
www.dnr.ohio.gov Ohio Department of Natural Resources (information on responsible hunting; click on “Wildkids” for activities and classes for kids)

PREDATORS

Vocabulary

Adaptations- A behavior, physical feature or other characteristic that helps an animal or plant survive.

Camouflage- A coloration or shape that helps hide an organism from its predator or prey.

Carnivore- Meat-eating animals.

Decomposer- Living things that feed off dead plants and animals. Example; mushrooms.

Ecosystem- A system formed by the interaction of a community of organisms with their physical environment.

Food chain- The living part of an ecosystem.

Food web- Many food chains put together.

Herbivore- Animals who eat plants.

Omnivore- Animals who eat both plants and animals.

Predator- Animals that hunt and kill other animals in order to survive.

Prey- Animals hunted by predators.

Producer- Living things that take the non-living matter from an environment, like minerals and gases, and uses them to support life.

Venom- Any variety of poison injected into another animal; used for defense or hunting.