

Who Eats Who in the Food Chain?



Level: F9

Word Count: 122

Little Books of Answers

Curriculum Connection	Plants
Content Vocabulary	animals, begins, chain, chickens, eat, eggs, ends, field, food, grass, grasshopper, grow, insects, lay, live, meat, other, own, people, plants sunlight, uses
Visual Literacy Element	flow chart
Critical Thinking	further research based on applying knowledge
Comprehension Strategy	applying knowledge
High-Frequency Words	a, an, and, are, be, cannot, could, doesn't, from, have, in, is, it, its, make, of, that, the, this, these, to, too, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss food chains. Explain to the students that animals eat certain things to live and grow. Cows eat grass. Cows provide milk. Cats drink the milk. This is a food chain. The chain starts with the grass and ends with the cat drinking the milk. Another chain could be a bug eating grass, a frog eating the bug, a bird eating the frog. Invite volunteers to share any other food chains they can think of.

- Give each student a copy of the book *Who Eats Who in a Food Chain ?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *Do you know what this insect is? Do you know what it eats? Do you know who eats it?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Explain to the students that when they have read this book, they are going to apply the information they have learned to a new situation.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions and labels with you.
- To ensure and enrich understanding say things such as – *Plants use sunlight to make their own food, but animals can't do that. Animals have to eat plants and other animal so that they can live and grow.*
- Discuss the flow chart on page 15. Explain that the flow chart shows the food chain.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What can make its own food?
What do chickens eat?
What do chickens provide to help people live and grow?
What begins a food chain?
- Check inferential comprehension by asking these questions:
Do chickens eat grasshoppers? Why or why not?
What is the order of a food chain with people and grasshoppers in it?
What could be in an ocean food chain?
What could be in a food chain with pigs in it?
- Point out to the students that the last two questions required them to apply knowledge that they had learned while reading the book. Discuss with them why it is important to use what you know to do something else.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to find out who eats who in this food chain and then find out about another food chain.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write a story about a simple food chain. Assist with spelling where necessary. Have them illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Write a story about the photo.



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Name:



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Draw and write.

A large empty rectangular box with a red border, intended for drawing and writing.

I like the part about

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