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LESSON 7

ANIMALS AND FOOD

CONTENT DESCRIPTIONS	<p>Science Understanding</p> <p>Biological sciences</p> <p>Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU211)</p> <p>Science Inquiry Skills</p> <p>Processing and analysing data and information</p> <p>Use a range of methods to sort information, including drawings and provided tables (AC SIS027)</p> <p>Communicating</p> <p>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (AC SIS029)</p>
RESOURCES	<p>Magazines Scissors Paste Poster paper Internet Books and research materials on animals and their diets</p>
RESOURCES FOR EXTENSION	<p>Books and research materials on young and adult animals and their diets</p>
SKILLS	<p>Investigating Comparing Researching</p>
TECHNOLOGY APPLICATION	<p>Using the internet and digital resources</p>

- As a class, brainstorm a list of reasons why humans eat food.
- Next to this, list the reasons why animals eat food.
- Note the similarities and the differences.
- Ask the students to make a collage of the food that humans eat. When these are complete, look at the variety, noting things such as the way that food is prepared.
- Have the students record their favourite food and their least favourite food on their worksheet ("You and food").
- Ask the students to list some animals and what those animals like to eat on their worksheet ("Hungry animals").
- Compare the sorts of things that animals eat to those that humans eat, noting similarities and differences.
- Ask the students to think about how animals get their food, comparing domestic animals to wild. Ask the students to think of where the food comes from. Provide the students with a variety of materials, such as books and the internet, with which to research the types of food that animals eat.
- Revisit external body parts. Which body parts assist animals in the wild to catch and eat their prey?
- Ask the students to match animals with what they eat and where they get their food on their worksheet ("Gathering food"). Link the discussion to the fact that an animal will live where its needs are met. If there is plenty of food, the animal can survive.
- As a class, conclude discussions by linking what is eaten with the environment in which the animal lives.

Do the young eat the same diet as the adults of that species? Investigate.

Ask the students why they think animals eat different foods from humans. Record responses on the assessment record sheet, see page 95.

ACTIVITIES

EXTENSION

ASSESSMENT

LANGUAGE

Introduce and explain the following terms:

environment	water	herbivorous	plants
habitat	food	insects	animal
bush	hunt	ants	seeds
beach	pollen	scrounge	Pods
backyard	meat	scavenge	fruit
schoolyard	carnivore	store	meat
needs	herbivore	diet	regurgitate
shelter	carnivorous	plant	

ACTIVITIES

- As a class, list all of the things that can be seen in the classroom.
- Tell the students to close their eyes and to imagine that it is dark. What can they see now?
- Discuss the differences, leading the discussion to the notion that it is light that enables us to see things.
- To demonstrate this, place a variety of small dark objects into a cardboard box and cover with a heavy, dark blanket.
- Ask a student to crawl under the blanket and tell you what they see inside the box. (Ensure that the student doesn't feel inside the box.) List what the student sees.
- Hand the student a torch and ask them to shine it into the box and tell you what is seen in the box.
- Compare what the student saw before the light was turned on and after it was turned on.
- Place different things in the box and repeat this activity with different students.
- In groups, ask the students to discuss and list all the places where they have seen lights and the reasons why those places have lights. For example, street lights enable people in cars to see where they are going, and a refrigerator light enables you to see what is inside the refrigerator. Other examples include cupboard lights, car lights and glove box lights.
- As a class, share the responses. Show the students some stimulus pictures of different lights that have different purposes.
- Ask the students if they can tell you some of the differences between the lights and the names of the different lights. Differences may be that some are bright, some are dull, while coloured lights can be dimmed. Names may include fluorescent light, bulb, torchlight, candlelight, lantern.
- Continue the discussion, investigating such things as the need for bright lighting, dull lighting, etc. You could record the responses in a table format as the students offer their suggestions. Question the students. Do we use light during the day? Why? When?
- Discuss how a person's job might require special lighting, such as mining, dentistry, surgery.
- Ask the students to imagine what might happen if there were no lights at all. What would they do at night-time to see?
- Students complete their worksheet ("Different lights").

Were the students able to name fluorescent light, bulb, torchlight, candlelight and lantern? For an assessment record sheet, see page 217.

ASSESSMENT

LANGUAGE

Introduce and explain the following terms:

light	bulb	headlights	help
lights	fluorescent	traffic lights	assist
blind	enable	lantern	torch
bright	candle	fairy lights	
dull	sheet	see	
need	traffic	sight	