

# Living Things Need Food

by Keith Pigdon

## Overview

*Use this book to help children understand the concept of a food chain.*

### Literacy Focus *Word Count: 66 words*

#### High Frequency Words

*eat, food, from, need, other, water*

#### Content Words

*living things, polar bear, seals, squid, krill, plankton*

#### Reinforcing Decoding Skills

- **Compound Words:** *sunlight*
- **Vowel Digraphs:** *ea* (*eat, seals*)

#### Print Conventions

- Using an index

#### Comprehension/Thinking Skills

- Using illustrations to understand text
- Following a sequence of events
- Noting details

#### Text Features

- Bold-faced type
- Diagram
- Index

#### Writing/Speaking and Listening

- Writing about living things
- Participating in discussions about the needs of living things
- Telling about a food chain

#### Observe/Assess

See Retellings on page 170.

### Science Focus

#### Content and Thinking Skills

- Understanding that all living things need food
- Describing the food chain, in which each organism eats another organism

#### Background Information

A food chain is a grouping of living things in which matter and energy are transferred from one organism to another in the form of food. Plants are at the bottom of the food chain because they convert solar energy into chemical energy. Although some types of plankton consume other organisms, some types, like those mentioned in the book,

perform photosynthesis and are at the bottom of the food chain.

#### Correlation to National Standards

##### Life Science

- Characteristics of Organisms
- Organisms and Environments

See Standards Chart on page 206.

# Literacy Focus

## Set the Scene

Discuss with children what they like to eat for dinner. Ask:

*Do you eat meat?*

*Do you eat plants?*

## Read and Discuss

### Cover and Title Page

Show children the cover and title page. Read the title and the author's name. Make sure children understand that living things include plants as well as animals. Have them look through the photographs. Discuss what children think the text will be about.

### Pages 2-3

Read the text on page 2 and invite children to look closely at the photograph. Ask:

*What do you think fish eat?*

### Pages 4-11

Read each page aloud. Point out that the words in colored type name the animals shown in the photographs. Have children use the photographs to predict what the animals might eat.

### Pages 12-13

Read the page and explain that some kinds of plankton make their own food like plants do.

### Pages 14-15

Help children read the chart showing a food chain. Explain that the arrows point from one living thing to the living thing that it eats.

### Page 16

Turn to the Index and explain that an index is one way to find certain words or topics in the book. Help children locate the pages for one topic in the Index.

## Respond

- Ask children to find two words with the long *e* sound on page 6 (*eats*, *seals*). Have a volunteer read the sentence aloud. Write these words in a chart and have children add others with the long *e* sound.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eats	seals	
bead	team	

- Point out the word *sunlight* on page 13. Have children tell you what two words make up this compound word. Challenge them to name other compound words that include the word *sun* or *light*, such as *sunshine* and *lighthouse*.



### Content Words

#### Activity Master, page 100

Have children write the names of the animals under the pictures on Activity Master, page 100.



### English Language Learners

Write *krill* and *plankton* on the board. Remind children that we usually add *-s* to make words plural. Tell them that *krill* and *plankton* are examples of words that are the same in their singular and plural forms.

# Science Focus

## Science Concept

All living things need food. Plants trap energy from the sun. This energy is used by animals that eat plants. Then the energy is passed to animals that eat other animals.

## Activities

### Food for Living Things

Discuss what kinds of food various animals eat. Have children draw a picture of an animal and what it eats.

### Plant or Animal

Play a game of "Plant or Animal?" Name a food that children eat and have them tell you whether it comes from plants or animals. Chart the responses and help children conclude that people often eat foods from both plants and animals.

### In the Food Chain

Have children use pictures from magazines or their own drawings to make a food chain. Create a food chain bulletin board to display their pictures.



### What Animals Eat

#### Activity Master, page 101

For Activity Master, page 101, have children use words from the Word Bank to complete a food chain.

Name \_\_\_\_\_

## Living Things Need Food

Write a word from the Word Bank to name each animal.

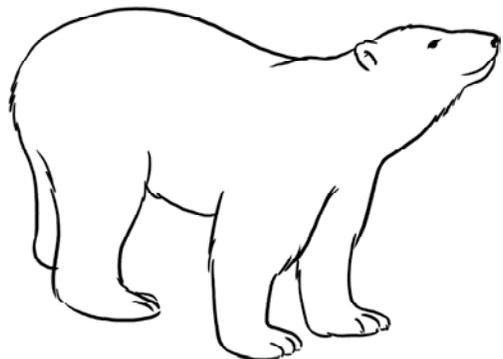
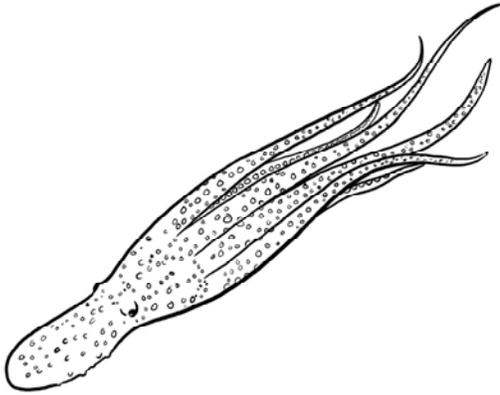
### Word Bank

polar bear

seal

squid

krill



Name \_\_\_\_\_

**Living Things Need Food**

Write a word from the Word Bank in each box to complete the food chain.

**Word Bank**

**krill                      plankton                      seal                      squid**

**Polar Bear**

