

Bringing Out Your Wild Side

A STEM Read lesson based on *Carnivores* by Aaron Reynolds

Overview

The book *Carnivores* features carnivores from different habitats. In this lesson, students will learn the difference between a carnivore, an herbivore, and an omnivore. They will then create masks of one of the three types of animals from a specific habitat, giving their mask appropriate features.

Grade(s): K 1 2

Suggested Time Frame: One to two sessions

Standards

K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
Science & Engineering Practices Obtaining, Evaluating, and Communicating Information K-2	Read grade-appropriate texts and/or media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
SL.K-2.1	Participate in collaborative conversations with diverse partners about kindergarten-grade 2 topics and texts with peers and adults in small and larger groups.

Objectives

At the conclusion of the lesson, students will know or be able to

- Identify animals as herbivores, carnivores, or omnivores.
- Compare the diversity of life in different habitats.
- Create a mask that depicts an herbivore, carnivore, or omnivore.
- Collaborate to place animals in order on a food chain.

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Key Terms

- **Carnivore** – an animal that eats only meat.
- **Herbivore** – an animal that eats only plants.
- **Omnivore** – an animal that eats both plants and animals.
- **Habitat** – a place where a plant or animal grows or lives in nature.
- **Food Chain** – the order in which living things depend on each other for food.

Materials

- *Carnivores* by Aaron Reynolds
- Animal cards (attached)
- Mask-shaped cutouts
- Art and craft supplies, such as sequins, feathers, fabric scraps, pompoms, paper
- scraps, buttons, yarn, string, tissue paper, and/or ribbons
- Glue
- Scissors
- Crayons and markers

Procedure

1. Before the lesson, cut out and place the animal cards into three small paper bags or boxes for a blind draw.
2. Explain the key terms, giving examples of each. Stress that the food chain always begins with the sun and then plants before any animal is involved.
3. Read *Carnivores* by Aaron Reynolds. Discuss the characters and their troubles.
4. Play the online game *Can You Tell What I Eat?* as a class.
 - https://www.stemread.com/wp-content/games/carnivores/story_html5.html
 - Discuss the concepts presented in the game as it progresses.
 - Focus primarily on the difference between carnivores, herbivores, and omnivores and food chains.
5. Watch the animal expert videos to learn the differences in appearance between carnivores, herbivores, and omnivores.
 - <https://www.youtube.com/user/NIUSTEM/search?query=carnivores>
6. Discuss the videos. Make a list of carnivores, herbivores, and omnivores. Draw or list the features of each animal type based on what it eats (eye placement, tooth type).
7. Show the students the different animals they will be picking from (see animal cards attached). Discuss the habitats they live in and whether they are carnivores, herbivores, or omnivores. Discuss the food chain for the different habitats in relation to the animals on the cards.
8. Separate students into four groups. Tell them they will each be making a mask of an animal from one of four different habitats: ocean, woodland, grassland, or desert. Assign each group a habitat. Give each group the set of cards that matches their habitat. Each student will select one of the cards.



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- Each student is to create a mask that depicts the animal on their card. They will need to give their animal the proper tooth type and eye placement depending on what type of animal they were given. Encourage them to be creative and add detail and color.
- Task groups with ordering their animals based on the food chain. Have groups present their food chains to the class while wearing the masks. Correct any improper placement in the food chain. Discuss as a class.

Extensions

- Students can hypothesize what the food chain would look like if you mixed up animals from the different habitats.
- Writing prompt – Choose an animal type you would like to be: carnivore, herbivore, or omnivore. Write a short story and/or draw a picture about how you would get your food.
- Students can create a poster about one of the three different types of animals, carnivore, herbivore, or omnivore, showing the different foods it eats.

Assessment

Use or Adapt the following rubric:

	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Collaboration	Worked well with others, discussed ideas in a fair, respectful, encouraging way, and was considerate of the feelings of others.	Worked okay with others and discussed ideas in a fair, respectful way, but may not be encouraging. Considered the feelings of others.	Worked with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone.	Did not participate or discussed ideas in an unfair, disrespectful way.
Define Terms	Student defined carnivore, herbivore, and omnivore correctly without prompts.	Student defined carnivore, herbivore, and omnivore correctly with prompts.	Student defined only two between carnivore, herbivore, or omnivore with prompts.	Student defined one or less between carnivore, herbivore, or omnivore.
Discussion	Student participated actively and contributed ideas to the class.	Student participated, but only contributed one idea to the discussion.	Student paid attention, but did not participate or contribute ideas to class.	Student did not pay attention or contribute ideas to class.
Mask	Student correctly	Student correctly	Student depicted	Student did not



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	and creatively depicted assigned animal.	depicted assigned animal.	assigned animal with one error.	correctly depict assigned animal.
Food chain order	Students were easily able to line up the food chain in the correct order without any prompts.	Students were able to line up the food chain in the correct order with one prompt.	Students had difficulty lining up the food chain in the correct order even with two prompts.	Students were unable to line up the food chain in the correct order even with three or more prompts.
Total N/15				

Considerations

Two different types of animal cards are provided. You can use either one depending on the reading level of your students, or you can use both.



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Spider	Fly
Mole	Fox
Coyote	Roadrunner



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Lizard

Beetle

Small Fish

Large Fish

Killer Whale

Sea Lion

Hawk

Snake

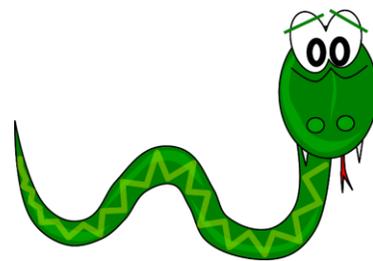
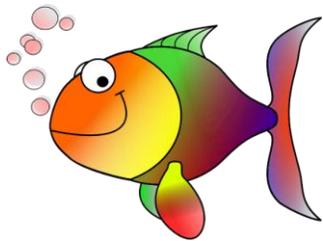


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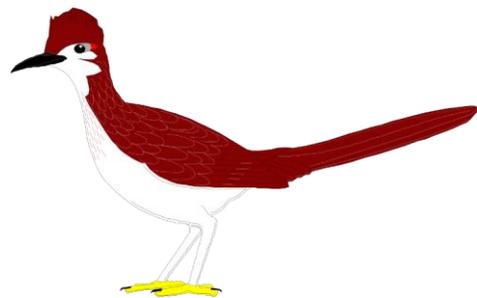
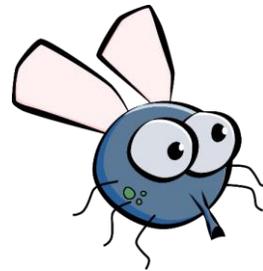
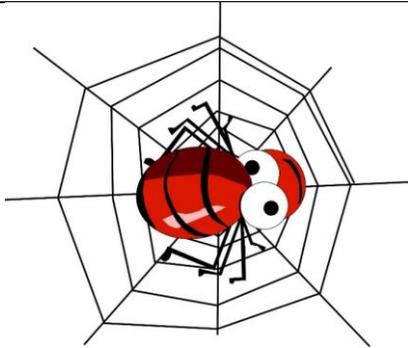
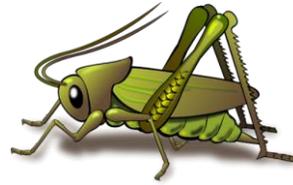
Toad

Grasshopper



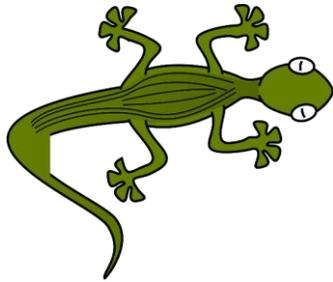
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