

LIVING WITH PREDATORS

What is a predator?

INTRODUCTION:

On this Expedition, your students will explore the question, “What is a predator?” by comparing what make predator and prey animals similar and different. They will practice grouping and sorting, and ‘interview’ a predator during their Museum visit. They will finish their predator study by creating a food chain and writing a newspaper article about a predator.

SUMMARY:

Pre-Visit Activities:

1. Have a class discussion about how animals are sorted and classified in nature. Brainstorm lists of prey animals and predators. This is a good time to introduce or review the vocabulary for the unit.
2. The class compares two animals, one predator and one prey, looking for similarities and differences. A Venn diagram is used to create a visual reference.
3. Students talk about how they feel about animals that are predators. Words are listed to be referred to after the Museum visit.

Museum Visit Activities:

1. Students study animals at the Museum and compare two animals in the Desertarium; they create their own Venn diagram describing similarities and differences.
2. At the *Birds of Prey Center*, a food chain is created using one of the raptors on display.
3. Using indoor or outdoor animals exhibits, students become reporters and ‘interview’ a predator.

Post Visit Activities:

1. Students use data gathered at the Museum to create an artistic representation of a food chain.
2. A newspaper article is written using the information from interviewing a predator.
3. Each student creates a different ending to a story in which a predator is portrayed as the bad guy; students share stories and identify how an ending impacts the overall story.
4. Feelings about predators are revisited and expanded upon.

VOCABULARY:

group, sort, classify, animal, wildlife, predator, prey, fish, mammal, bird, raptor, reptile, amphibian, characteristics, similar, different, compare, contrast, food chain, expedition, exhibit, habitat, interview

Science & Language Arts

Grade Level: 3

Oregon State Standards:

Life Science:

- Recognize characteristics that are similar and different between organisms.
- Identify how some animals gather and store food, defend themselves, and find shelter.

Language Arts:

- Listen to, read, and understand a wide variety of grade-level informational text.
- Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- Create different endings to stories and identify the reason and impact of the ending.

Bend-La Pine School District Curriculum Goals:

Life Science:

- Understand the characteristics, structure, and functions of organisms.
- Understand the relationships among living things and between living things and their environments.

Language Arts:

- Analyze words, recognize words, and learn to read grade-level text fluently across subject areas.

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PRE-VISIT ACTIVITIES

PREDATOR VERSUS PREY

Have a class discussion about how animals are sorted and classified in nature. Questions might be:

- How do we know animals are not all the same?
- What kinds of things do we use to describe different groups of animals?
- What kinds of animals do you think you'll see at the Museum?

Write the words 'predator' and 'prey' on the board. Have the students brainstorm animals that they think are predators and list them on the board. What makes them predators? Ask students to list prey animals. What makes them prey? Can an animal ever be both predator and prey?

This is also a good time to introduce or review the vocabulary for the unit.

LET'S COMPARE

Guided by the teacher, the class compares two animals, one predator and the other prey. Students will look for similarities and differences (fur color, size, shape, etc.) between the two by looking at pictures. Make a list of similarities and differences, and complete a Venn diagram to model with the class so they understand how to make one during the field trip. You may want to assign another as homework for practice. Some high desert animals that could be compared are a mountain lion and deer, a beaver and otter, a rattlesnake and gopher snake, or a raven and red-tailed hawk.

HOW DO WE FEEL?

People often have negative feeling about predators such as spiders, snakes, and wolves. Lead a discussion with the students to explore how they feel about various predators. Write down the names of predators and have students say words that come to mind when they think of each animal. List their words in a visible location. Which animals seem to generate a response of dislike or fear? Let the students know that these lists will be revisited after the Museum field trip.

Suggested books for this topic:

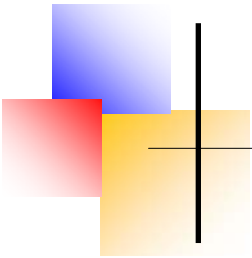
- [Biggest, Strongest, Fastest](#) by Steve Jenkins
- [Do Bears Give Bear Hugs?: First Questions and Answers About Animals](#)
- [Mammals: A True Book](#) by Melissa Stewart
- [Predator!](#) by Bruce Brooks
- [Predator Attack!](#) by Katherine Kenah
- [What's the Difference: A Guide to Some Familiar Animal Look-Alikes](#) by Elizabeth A. Lacey
- [Zoo-ology](#) by Joelle Jolivet

PREPARING FOR YOUR MUSEUM VISIT

Students: As the day of your Museum visit approaches, focus your students' thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students' expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

Chaperones: Don't forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperones and answer their questions.

Logistics: Remember to prepare student and/or chaperone materials in advance. Don't forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

LIVING WITH PREDATORS

What is a predator?

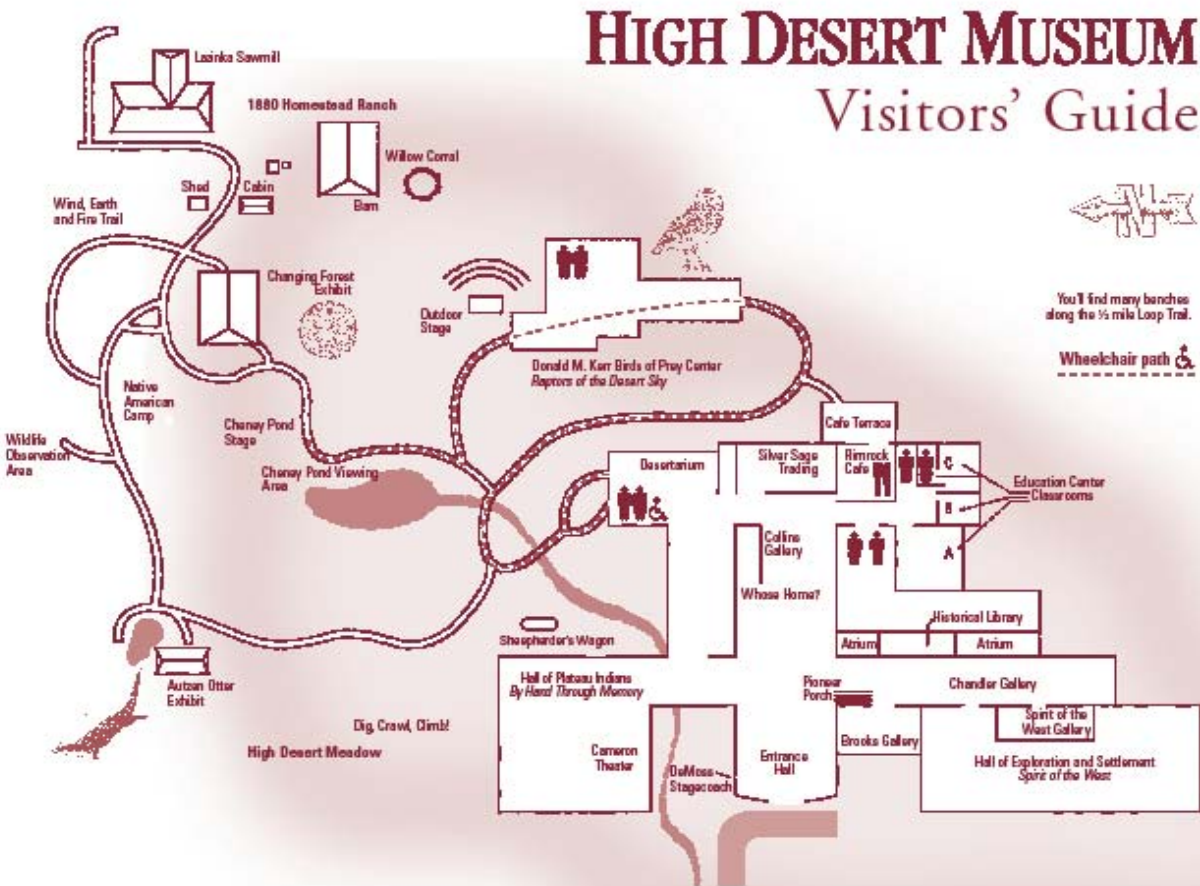
STUDENT PAGES

Grade Level: 3

INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, 'Living with Predators': (you do not have to visit the exhibits in the order listed)

EXHIBIT TITLE	DONE?
Desertarium	
Birds of Prey Center—"Raptors of the Desert Sky"	
Indoor and outdoor animal exhibits	



NAME: _____

DESERTARIUM

Look around the whole exhibit.

- What live animals do you see today?
- Use the information signs in front of each habitat to help you figure out what kind of animals there are
- Which are predators and which are prey?



WHO HAS . . .

Six or eight legs?

A hard shell?

A long tail?

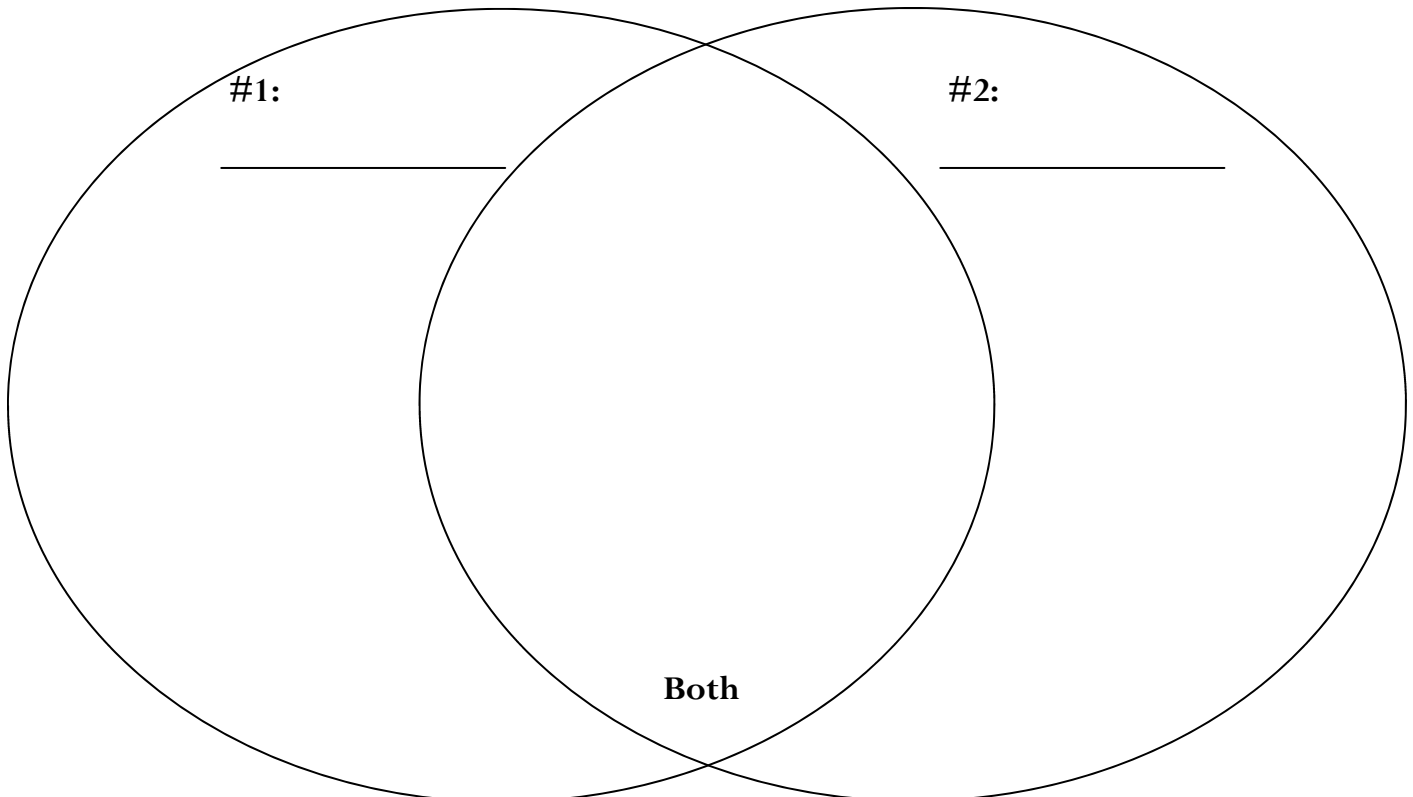
Wet skin?

Scales?

Venom?

WHAT IS A PREDATOR?

Choose two of animals in the Desertarium; look at them closely and list how they are similar and different using the Venn diagram below. Think about what they have that makes them predator or prey.



NAME: _____

BIRDS OF PREY CENTER

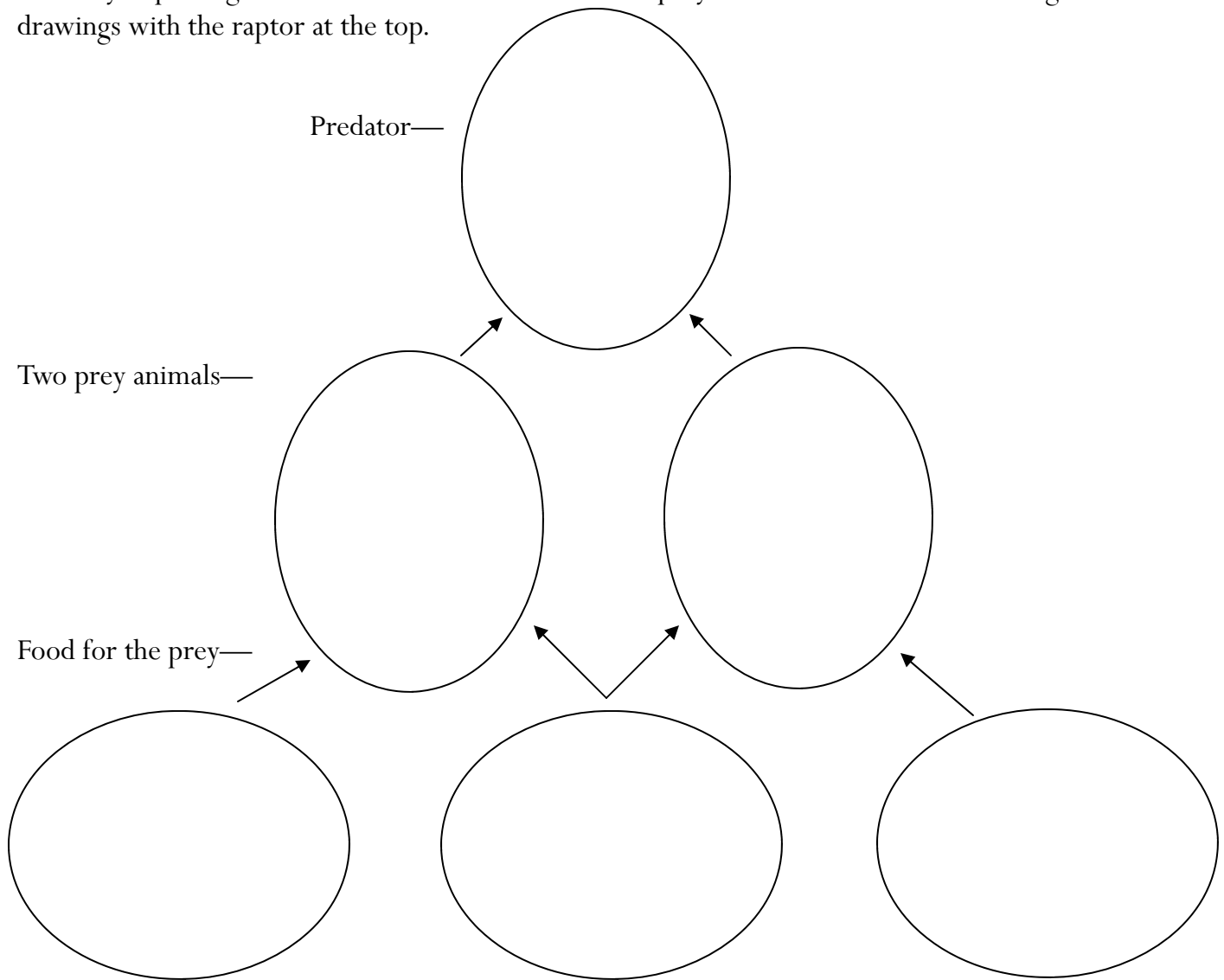
Look around the whole exhibit.

- What live predators do you see today?
- What characteristics make a raptor a predator?
- What kind of animals do raptors prey on?



WHO EATS WHO?

Choose one of the raptors at the Birds of Prey Center to focus on. Look at it closely and discover what it eats by exploring the exhibit. Think about what their prey eat. Create a food chain using words or drawings with the raptor at the top.



What animals might prey upon a raptor? _____

NAME: _____

INTERVIEW A PREDATOR

Find a predator in one of the indoor or outdoor exhibits that you would like to know more about. Pretend to 'interview' the predator while using the exhibit and your observations to find the answers to the 'interview' questions below. Create one interview question of your own. If you can't find all of the answers at the Museum, use books and the Internet back at school.

What do you have that makes you a good predator? _____

What animals are your prey? _____

How do you catch your prey? _____

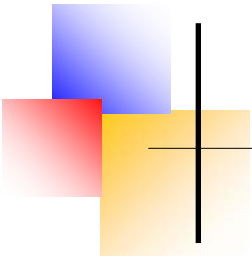
Where do you live? What is your home like? _____

Your question: _____

WHO IS IT?

Draw your animal here:





LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

LIVING WITH PREDATORS

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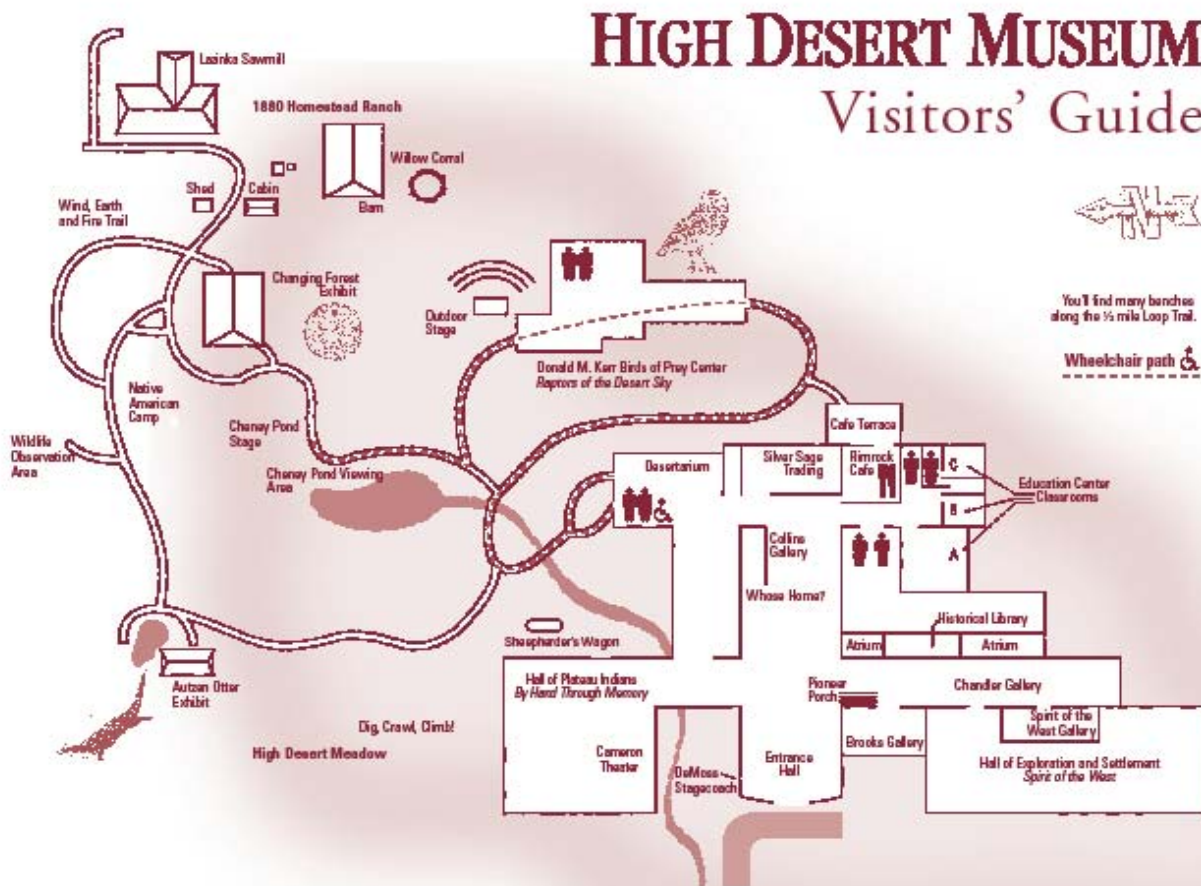
CHAPERONE PAGES

Grade Level: 3

INTRODUCTION:

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Desertarium	
Birds of Prey Center—"Raptors of the Desert Sky"	
Indoor and outdoor animal exhibits	



STUDENTS IN YOUR GROUP:

DESERTARIUM

Look around the whole exhibit.

- What live animals do you see today?
- Use the information signs in front of each habitat to help you figure out what kind of animals there are
- Which are predators and which are prey?



Chaperones—help the students find animals with the following—

WHO HAS . . .

Six or eight legs?

Insects, spiders, scorpions

A long tail?

Lizards

Scales?

Snakes, lizards, turtles, tortoises

A hard shell?

Turtles, tortoises

Wet skin?

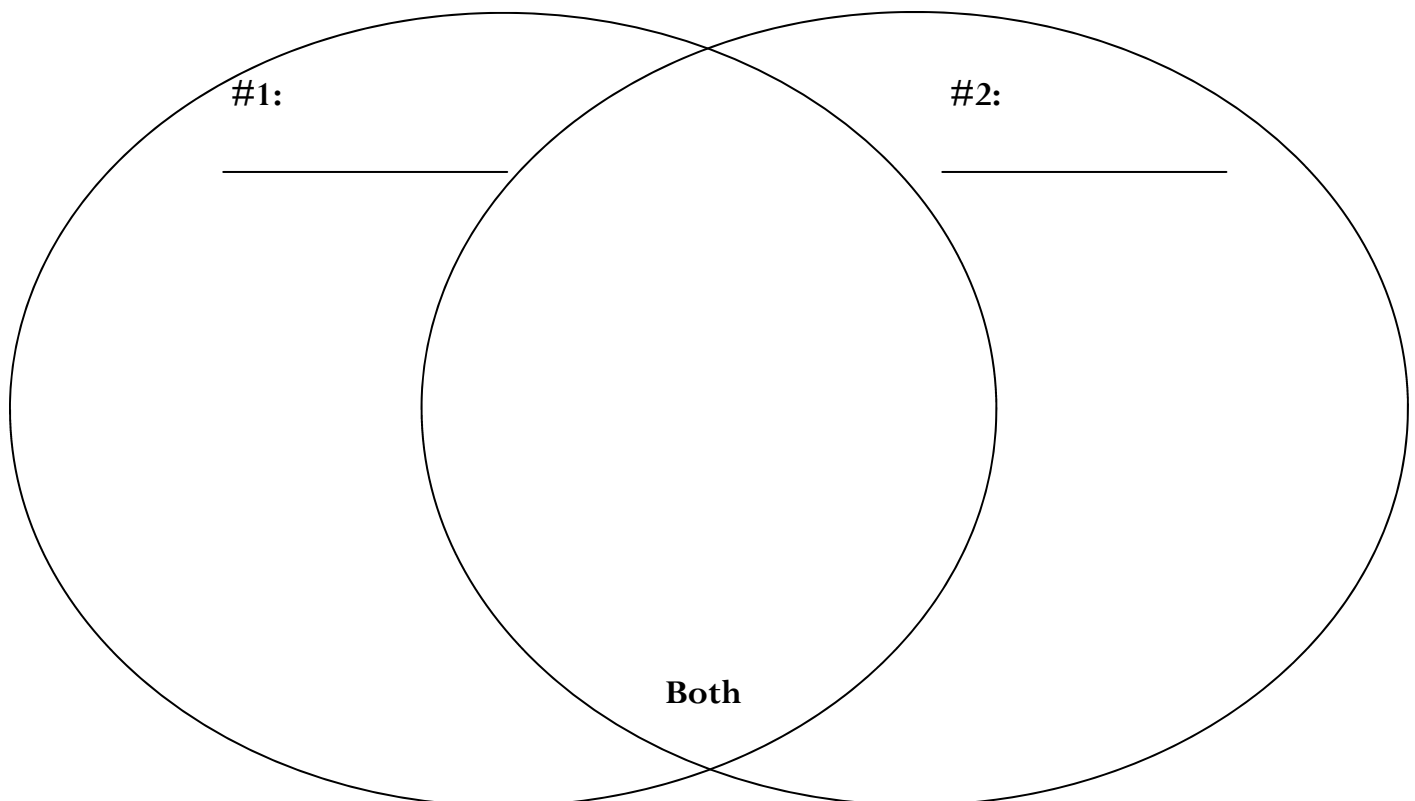
Toads, frogs, salamanders

Venom?

Rattlesnake, Gila monsters, spiders, scorpions

WHAT IS A PREDATOR?

Choose two of animals in the Desertarium; look at them closely and list how they are similar and different using the Venn diagram below. Think about what they have that makes them predator or prey.



BIRDS OF PREY CENTER

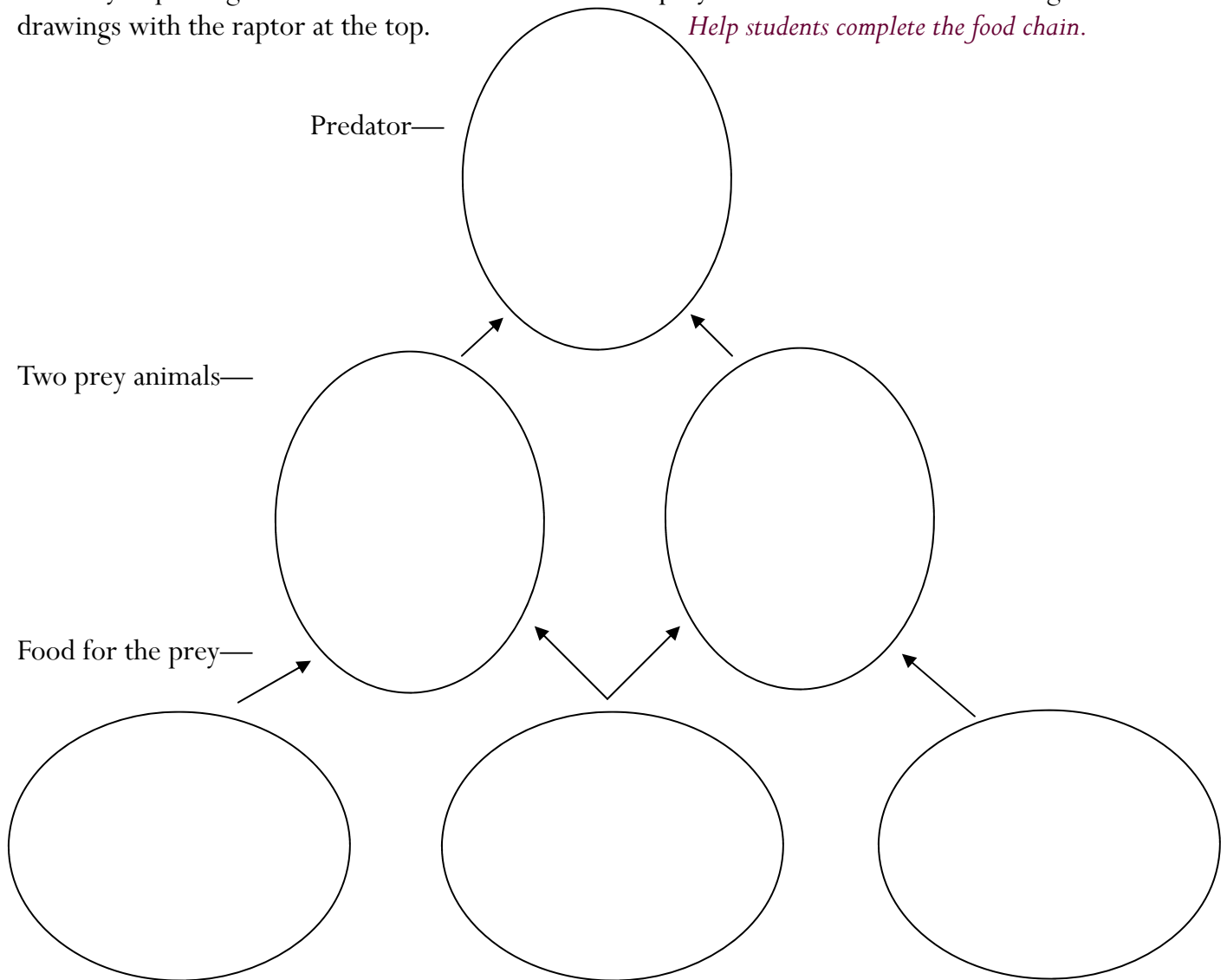
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- What live predators do you see today?
- What characteristics make a raptor a predator?
- What kind of animals do raptors prey on?



WHO EATS WHO?

Choose one of the raptors at the Birds of Prey Center to focus on. Look at it closely and discover what it eats by exploring the exhibit. Think about what their prey eat. Create a food chain using words or drawings with the raptor at the top. *Help students complete the food chain.*



What animals might prey upon a raptor? *Help students determine what animals might prey upon a raptor.*

INTERVIEW A PREDATOR

Find a predator in one of the indoor or outdoor exhibits that you would like to know more about. Pretend to ‘interview’ the predator while using the exhibit and your observations to find the answers to the ‘interview’ questions below. Create one interview question of your own. If you can’t find all of the answers at the Museum, use books and the internet back at school.

What do you have to make you a good predator? Answers will vary depending on which predator is chosen. Help the

students use the exhibit and their careful observation to find the answers. _____

What animals are your prey? _____

How do you catch your prey? _____

Where do you live? What is your home like? _____

Your question: _____

WHO IS IT?

Draw your animal here:



POST-VISIT ACTIVITIES

MAKE A FOOD CHAIN

Students use the data they collected while interviewing a predator at the Museum to create a large food chain that includes the predator, its prey and the items that the prey animals eat. This can be done in a couple of different ways:

- They can draw the predator that they interviewed on the top of a large piece of paper with the prey animals drawn below.
- Students can collect pictures from magazines of their predator and its prey. These can be used to create a food chain collage. Predator and prey can be connected with yarn or drawn lines.
- Other art medium can be used to create a food chain representation.

WRITE AN ARTICLE

Using the information gathered while interviewing a predator, students write a newspaper article about the animal. If the students were not able to find all of the answers to the interview questions while at the Museum, provide them with resource materials, such as field guides, to help them get the information that they need. Students should be encouraged to get creative, write like a reporter, and answer the questions of who, what, when, where and why. Have the students use the writing process to ensure that nothing important is left out, that the article flows in a logical manner, and that fact is separated from opinion. Articles can be posted with the food chain representations or the articles can be compiled to create a wildlife newspaper.

RE-CREATE A STORY

Check out books from the library in which a predator is portrayed as the bad guy. Books such as Little Red Riding Hood, Peter and the Wolf, and The Three Little Pigs and the Big Bad Wolf are stories that the students may already be familiar with. Have the students listen to or read these stories then re-write the ending to the story based on what they have learned from their predator study. Is the predator really bad or is it just trying to meet its needs for survival? How can people live successfully with predators in their community such as mountain lions and coyotes or even spiders?

REVISIT HOW STUDENTS FEEL

Refer back to the list created before the Museum visit that reflects how students feel about predators. Have their feelings changed now that they know more about these animals? Are there words that can be added to the list? What contributions do the predators make to their environment?

Bend-La Pine School District Curriculum Goals (continued):

Language Arts:

- Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across subject areas.
- Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
- Demonstrate general understanding of grade-level informational text across the subject areas.
- Develop on interpretation of grade-level informational text across the subject areas.
- Pre-write, draft, revise, edit, and publish across subject areas.
- Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.