

WOODSY OWL



Woodsy's
Home

ACTIVITY

6

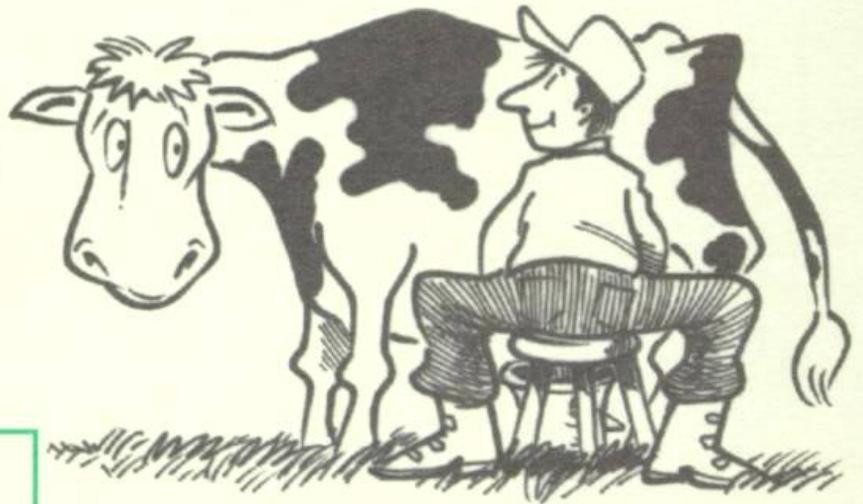


Explore Woodsy's

Food

Connections

Discover how living
things depend on
one another for food.



What you need

Paper, Tape, Markers

Time

45 minutes



1

Get Started by modeling a Woodsy Owl food chain. Have one child represent Woodsy. Have children name one food that owls eat, such as mice. Have another child hold hands with the first to represent a mouse (or other creature). What does a mouse eat (seeds)? A third child can hold hands with the second and pretend to be the seeds. Then each child in the chain can say what he or she is and what he or she eats.

2

Play the game again, this time having one child stand up and naming something he or she likes to eat (like eggs). Name what plant or animal that food comes from (a chicken) and have a second child represent that plant or animal. If the second child is an animal, name what that animal eats (corn) and have a third child stand up and hold hands with the second. Play until each child has been part of a chain.



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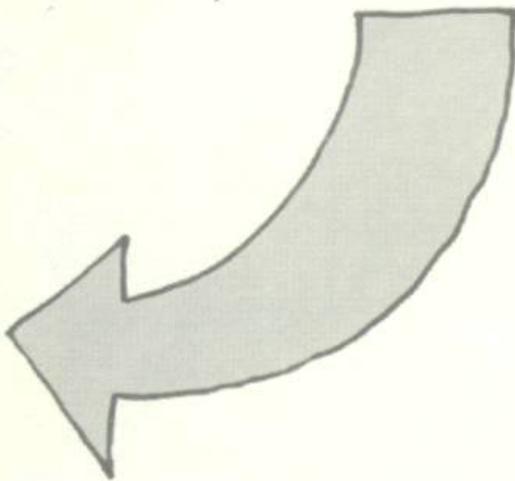
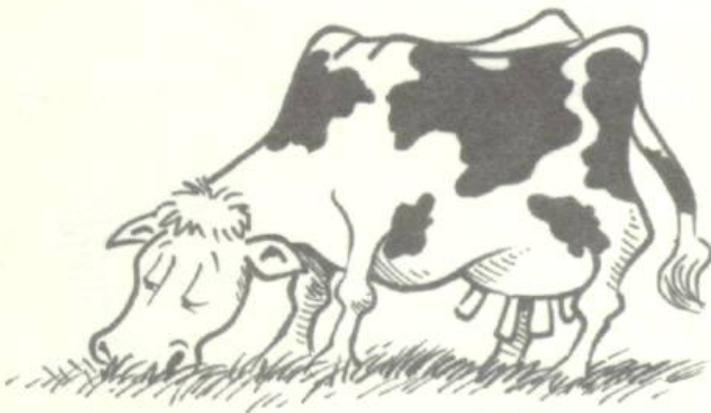


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MAKE FOOD CHAIN CHAINS

Working in small groups, older children can use strips of construction paper to make food chains. Have each group think of a simple food chain and then write or draw each plant and/or animal in the food chain on a separate strip of paper. Have them tape the ends of the first strip to form a loop. Then, slip the second strip of paper through the loop and tape its ends together so that the two loops form a chain. Repeat this with the third and fourth strip of paper, and so on until the chain is complete. If possible, hang the chains along a wall or from the ceiling.

Try this activity with activity 1 (Woody's World Scavenger Hunt).



Words to Know!

Food chain: a chain of plants and animals in which the first living thing in the chain is food for the second, the second for the third, and so on. For instance, grass is food for a deer, and a deer is food for a mountain lion.

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3 Have children make collages of animals (including people) and the foods they eat. They can cut pictures of the foods, plants, and animals out of old magazines. Children can base their collages on some of the simple food chains they just created or think of new foods.

4 **Close** by setting up a display that shows the children's food collages. Have children talk about what they included in their collages. What are some of the foods that the children depend on to survive? What do some of the animals that they drew like to eat? A good book to read is *Who Eats What?* by Patricia Lauber (New York: Harper Collins, 1995).

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