
WHAT'S ON THE FOOD CHAIN MENU?
My Science Library

Level: **K** Word Count: **176**
100th Word: ***and*** **(page 14)**

Teaching Focus:

Phonics: Consonant Diagraph *th*

Look at the word they. Can you find other words that begin with the same sounds as they?

Tips on Reading This Book with Children:

1. Read the title.

   Predictions – after reading the title have children make predictions about the book.

2. Take a book walk.

   Talk about the pictures in the book. Use the content words from the book as you take the picture walk.

   Have children find one or two words they know as they do a picture walk.

3. Have children find words they recognize in the text.

4. Have children read the remaining text aloud.

5. Strategy Talk – use to assist children while reading.
   - Get your mouth ready
   - Look at the picture
   - Think…does it make sense
   - Think…does it look right
   - Think…does it sound right
   - Chunk it – by looking for a part you know

6. Read it again.

7. Complete the activities at the end of the book.

My Science Library
Levels 2-3

What's on the Food Chain Menu?

by Julie K. Lundgren

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Table of Contents

Animal Needs

The place an animal lives is its habitat. Habitats contain everything an animal needs to survive.


Eastern bluebirds find tasty insects, grubs, and berries to eat in their woodland habitat.

Animals need water, **nutrients**, and safe resting places. They find these **nonliving** things in their habitat. Animals use the habitat's living things for food.

A chipmunk rests in its burrow.

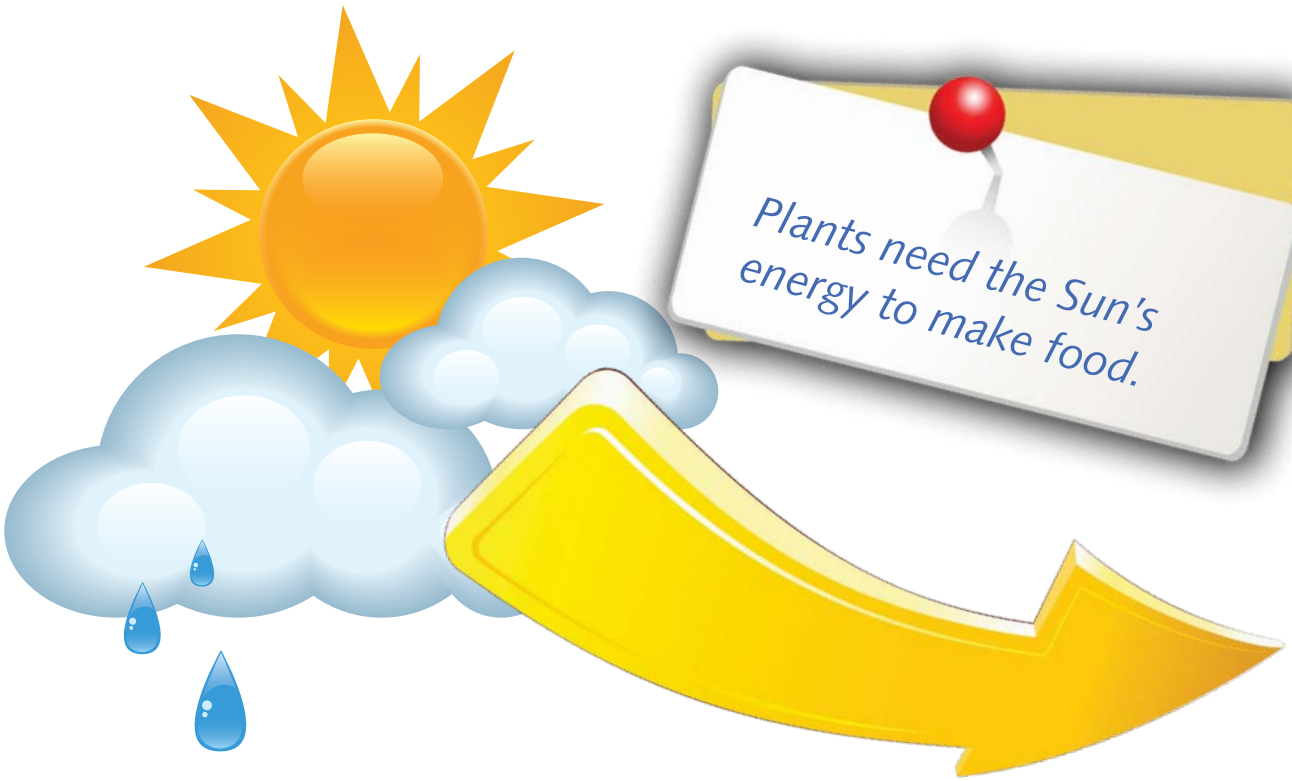

A thirsty moose and her calf drink water.

Chain of Life

Plants grow. Some animals eat plants. Some animals eat the plant eaters. A food chain links living things.

Mice eat grain. Milk snakes eat mice.

Green plants are **producers**. They use the Sun's energy, water, and air to make food for themselves. Plants begin food chains.



Consumers eat other living things. **Herbivores** eat plants. **Carnivores** eat other animals.

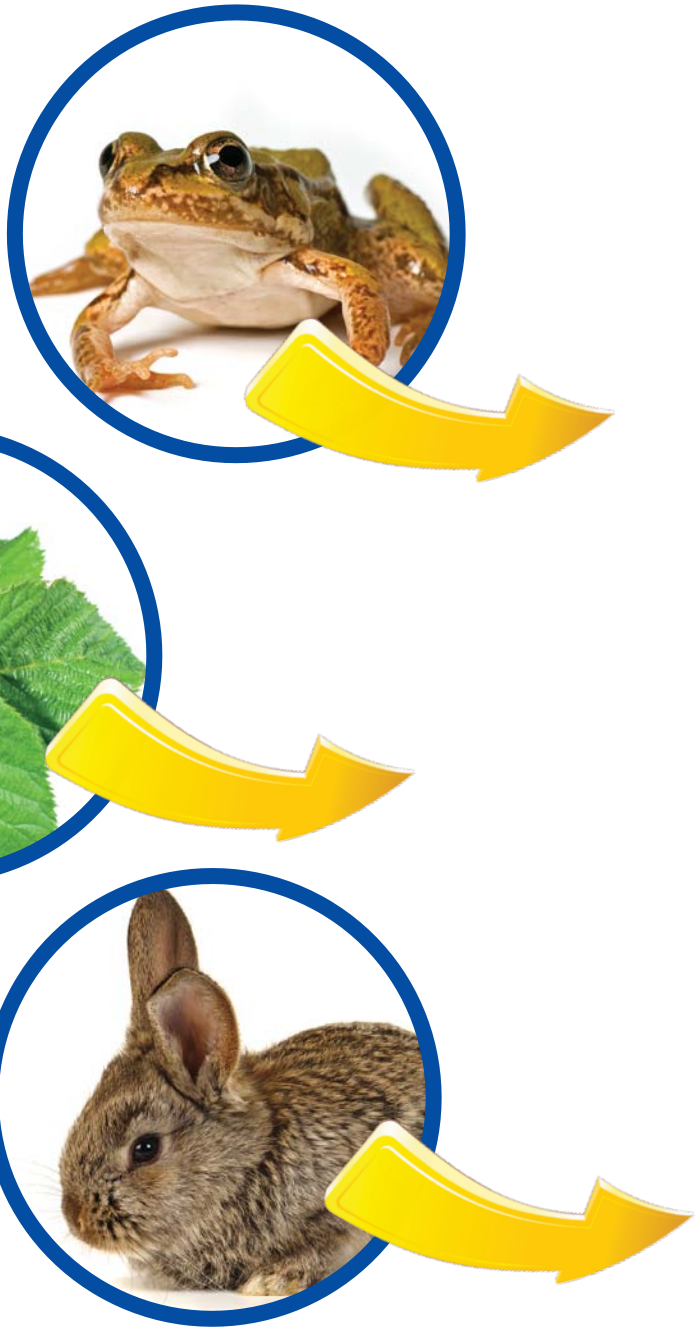
Prepare to Lunch:

ON SAFARI

What's on the menu in the African grasslands? Herds of herbivores, such as wildebeests and zebras, eat different types of leaves and grasses.

The herbivores become meals for carnivores like lions and cheetahs.

Omnivores are consumers, too. They eat both plants and animals.



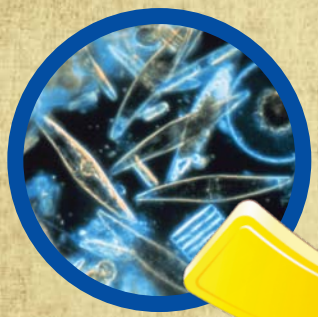

Red foxes are omnivores.
They eat fruit, mice, insects,
frogs, and rabbits.

Predator is another name for a carnivore. Predators hunt and eat **prey**. Fish, seals, and polar bears are all predators in the Arctic.

Prepare to Lunch:

IN THE ARCTIC

The Arctic's producers are very tiny plants that float in the ocean. Shrimp eat these plants.



Then fish eat the shrimp and seals eat the fish. Polar bears eat the seals.

Finally, A Fresh Start

When plants and animals die, their bodies break down with the help of **decomposers**, such as **bacteria** and mold. Animals like earthworms and sowbugs also help break down dead plants and animals.

Sowbugs munch on rotting plants.

Decomposers turn nature's waste into soil nutrients. Plants use these nutrients to help them grow. Plants can begin the food chain again.

Mushrooms, a type of decomposer, recycle nutrients for new life.

What You Know

1. What things do animals need in their habitat?

2. Can you give an example of a food chain?

3. What would Earth be like without decomposers?

Glossary

bacteria (bak-TEER-ee-uh): common microscopic living things that act as decomposers

carnivores (KAR-nuh-vorz): animals that eat other animals

consumers (kahn-SOO-merz): living things that cannot produce their own food

decomposers (dee-cum-POH-zerz): tiny living things that cause rot and decay

herbivores (HUR-buh-vorz): animals that eat plants and not other animals

nonliving (non-LIV-ing): without life

nutrients (NEW-tree-uhnts): things needed for healthy growth, like vitamins and minerals

omnivores (AHM-nih-vorz): animals that eat both plants and animals

prey (PRAY): an animal hunted by predators

producers (proh-DOO-serz): plants that use energy from the Sun to make their own food

Index

Websites

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www.litzsinger.org/weblog/archives/2005/10/the_hidden_life.html
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About the Author

Julie K. Lundgren grew up near Lake Superior where she liked to muck about in the woods, pick berries, and expand her rock collection. Her interests led her to a degree in biology. She lives in Minnesota with her family.

Comprehension & Extension:

- Summarize:

  How does a food chain work?
  What would happen if a part of the chain was missing?

- Text to Self Connection:

  What do you like to eat?
  Where do you get your food?

- Extension: *Draw and Write*

  Draw a picture of a food chain.
  Write about what happens at each part of the chain.

My Science Library
Levels 2-3

Sight Words I Used:

for
them
these
they

Vocabulary Check:

Use glossary words in a sentence.

Matter

Have you ever wondered about the science all around us? Plants grow and change, the Sun rises to warm the Earth, and matter changes from one form to another. Investigate Life, Physical, Earth, and Technology science topics with Rourke's *My Science Library*. This library explores NSTA science standards with engaging text and colorful images to support readers from kindergarten to third grade. Are you ready to investigate?

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