distance learning
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Beast Feast

StreamableLearning™
Live and Interactive Curriculum™

Target Audience: Education: Grade(s): 2nd – 5th

Primary Disciplines: Science

Program Description: Beast Feast explores all the different ways that animals eat! During this program, we will categorize animals by what they eat, examine unique ways some animals eat, and even have an up-close encounter with some of our education animal ambassadors.

Program Format:
1. Introduction to and definition of different categories of animal eaters (ex. Carnivore, herbivore, omnivore, etc)
2. Knowledge Application: Skull and Teeth Examination
3. Introduction to animal meals at the Greenville Zoo
4. Connection: Meet Animal Ambassadors who love to eat

Objectives:
Upon completion of this program, participants should be able to:
1. Categorize animals into groups based on their primary diets.
2. Explain the differences between carnivore teeth and herbivore teeth.
3. List at least five food items we serve to the animals here at the Greenville Zoo

Vocabulary:
1. Carnivore – an animal who primarily eats meat
2. Frugivore – an animal who primarily eats fruit
3. Herbivore – an animal who primarily eats plant matter
4. Insectivore – an animal who primarily eats insects
5. Omnivore – an animal who eats both meat and plant matter
6. Piscivore – an animal who primarily eats fish

Duration: 35 minutes

Standards Alignment:
Next Generation Science Standards:
- 2-LS4-1 Biological Evolution: Unity and Diversity
  - Make observations of plants and animals to compare the diversity of life in different habitats.
- 3-LS4-3 Biological Evolution: Unity and Diversity

    - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 4-LS1-1 From Molecules to Organisms: Structures and Processes
    - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2 From Molecules to Organisms: Structures and Processes
    - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

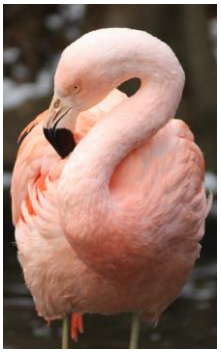
Pre/Post Activity Suggestions:

- **Thanksgiving Dinner Match-Up**
    - **Resources:**
        - Whiteboard & Expo Marker
    - **Procedure:**
        - First, have the students raise their hands and tell you some of their favorite dishes to eat around the holidays (like Thanksgiving, Christmas). Alternate: Have students list their favorite foods.
        - Optional: Have students help you break down dishes into their ingredients. For example: Sweet Potato Casserole = Sweet Potatoes, Nuts, Marshmallows
        - As students list the ingredients/dishes, write them on the whiteboard.
        - Once you have a satisfactory list, tell students that there are some animals who enjoy eating some of the ingredients of these dishes. Have the students start to name animals who might eat some of the foods listed on the board. Take care to avoid focusing on things animals can eat, but shouldn't (ex. marshmallows, pizza, burger).
            - Some Examples:
                - Turkey- Coyote, Fox, Bobcat, Snake, Hawk, Owl
                - Ham- Bear, Wolf
                - Sweet Potato/Carrots/Peas/Green Beans/Corn- Squirrel, Pig, Monkey, Ape, Giraffe, Deer,
        - Optional: After listing the animals, have students tell you which are herbivores, omnivores, and carnivores

- **Which Beak is Beast?**
    - **Resources:**
        - Container with Sand & Birdseed
        - Container with Sunflower Seeds
        - Plastic Fork
        - Clothespin
        - Wooden Dowels/Chopsticks
        - Container with Rubber Worms
        - "Which Beak is Best," Visual Guide (see Below)
    - **Procedure:**
        - Provide each student, or a small group of students, with a set of the above materials.
        - Discuss with students that bird beaks come in many different shapes and sizes; and

this can give us a clue as to what they eat.

- The Plastic Fork, Clothespin, and Chopsticks each are representative of different kinds of bird beaks.
    - Fork=Filter Feeding Beak (Flaming)
    - Clothespin= Crunching Beak (Song Birds)
    - Chopsticks= Spearing Beaks (Woodpecker)
- Let students know that the three food items in front of them (sand & seed, sunflower seeds, and rubber worms) can all be ‘eaten’ using at least one of the beaks in front of them.
- Have them spend some time experimenting with the different beaks. Tip: the seed is meant to be sifted out of the sand.
- Provide each student with a “Which Beak is Best?” visual guide and have them discuss with their groups (or the class) which beak would be best for each food item and why.



WHICH BEAK IS BEST?

Though all birds have beaks, all beaks are not the same! Birds beaks are adapted to help birds eat their favorite foods. Certain beak shapes work best for certain foods. For today's experiment, you'll be trying out three different beak types and figuring out which works best for the food you want to eat!

Crunching Beak

Spearing Beak

Filtering Beak

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