



What's for Dinner?

Teacher Page

Students practice FCAT skills while learning how all animals and people derive their energy from plants.

GRADE LEVEL: 4th and 5th grades

ACADEMIC OUTCOMES/LESSON OBJECTIVES:

- Students will read a selection introducing them to the concept that all animals and people derive their energy (directly or indirectly) from plants.
- Students will respond to FCAT-Style questions and prompts in Reading, Writing, Math, and Science.

SUNSHINE STATE STANDARDS ASSESSED:

LA.4.2.2.2 Uses information from the text to answer questions related to explicitly stated
LA.5.2.2.2 main ideas and relevant details.

LA.4.4.2.3; LA.5.4.2.3 Writes informational/expository essays that state a thesis with a narrow focus,
contain introductory, body, and concluding paragraphs.

MA.A.1.2.4 Understands that numbers can be represented in a variety of equivalent forms
using whole numbers, decimals, fractions, and percents.

SC.B.1.2.1 Knows how to trace the flow of energy in a system (e.g., as in an ecosystem).

SC.G.1.2.5 Knows that animals eat plants or other animals to acquire the energy they need
for survival.

RESOURCES:

Project WILD/K-12 Programs website - <http://myfwc.com/educator/K12.html>

Florida Department of Education Website - <http://www.firn.edu/doe/>

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ANSWER KEY:

1. LA.4.4.2.3; LA.5.4.2.3 Use the 6-point writing rubric.
2. c) MA.A.1.2.4
3. Use the 2-point science rubric for Short Response Questions.
SC.B.1.2.1, SC.G.1.2.5, Example of a Top-Score Response:
The plant is a producer and gets its energy from the sun. The bug is an herbivore and eats the plant to get its energy. The frog is a carnivore, and it gets energy by eating the bug. The snake is also a carnivore, and it eats the frog to get energy. The eagle is the carnivore at the top of this food chain. When it eats the snake, the food chain's energy is finally transferred to the eagle.
4. d) LA.4.2.2.2, LA.5.2.2.2



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WRITING

1. In addition to being beautiful, plants are the basis of all life on earth. Think about the many ways you use and depend on plants. Write to explain how your life would change if plants disappeared from the planet.

NOTE: Write your response to question 4 on another sheet.

MATH

2. The table titled, "Are You Eating the Sun?" shows that six out of ten ingredients in this lunch provide the eater with energy that comes directly from plants. Which of the following numbers is equivalent to $\frac{6}{10}$?

a. $\frac{1}{3}$

b. 6%

c. $\frac{3}{5}$

d. 30%

Name:

Date:



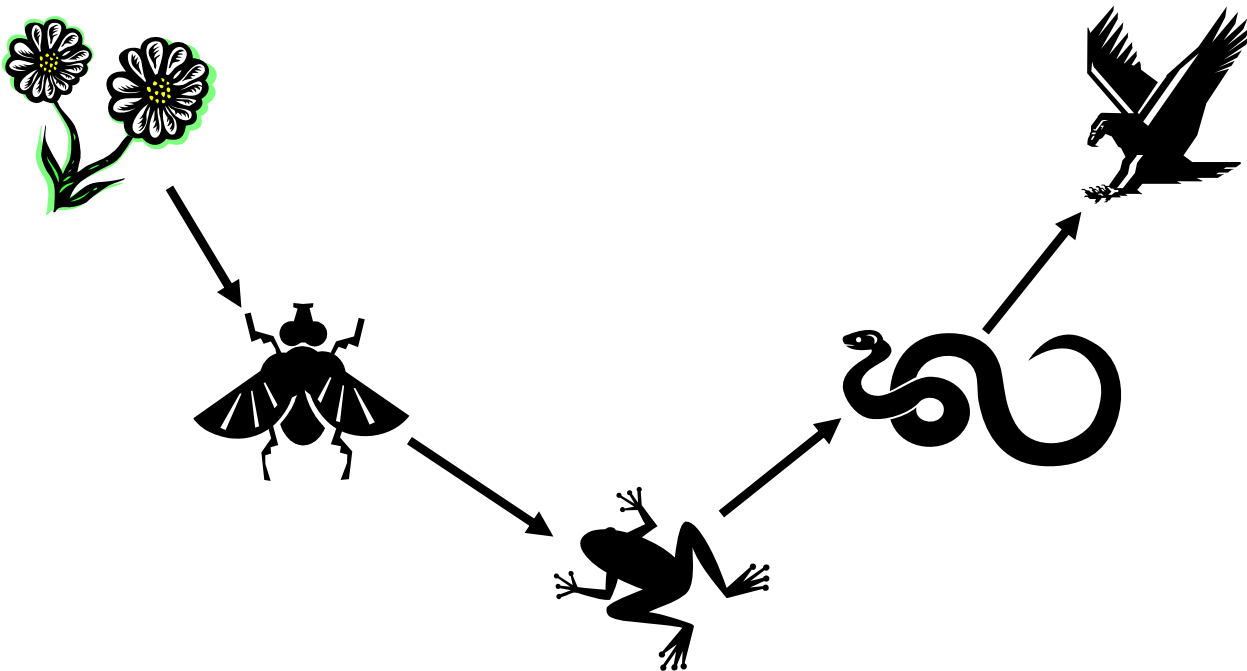
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SCIENCE

3. The food chain below shows the transfer of energy in a natural Florida ecosystem. Explain the role each plant and animal plays in this transfer of energy.



READ
INQUIRE
EXPLAIN

| | |
|--------------|--------------|
| Name: | Date: |
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READING

This chart is adapted from a Pelotes Island Nature Preserve activity at <http://pelotes.jea.com>.

Are You Eating the Sun?

Directions: Plants get their energy directly from the sun. People meet their energy needs by using the solar energy that is stored in plants, either directly (by eating plants) or indirectly (by eating animals that eat plants or other animals). Use the chart below to trace this lunch (and the energy it provides) back to the plants that originally stored the sun's energy.

| Food in this Lunch | Ingredients In Your Food | Animal It Comes From | Plant That Gets its Energy From the Sun |
|----------------------------------|--------------------------|----------------------|---|
| Ham & Cheese Sandwich | Ham | Pig (eats...) | Corn Seeds |
| | Cheese | Milk Cow (eats...) | Grass Leaves |
| | Mayo (made of eggs) | Chicken (eats...) | Grain / Seed |
| | Bread | | Wheat Seeds |
| Apple | Apple | | Fruit |
| Granola Bar | Nuts | | Walnut Seeds |
| | Oats | | Oat Seeds |
| | Honey | Bee (eats...) | Flower Nectar |
| | Chocolate chips | | Cacao Seed |
| Coke | Corn Syrup | | Corn Seed |

4. According to the table titled, "Are You Eating the Sun?" which of the following "plant parts" provides most of the energy supplied by this lunch?
- flowers
 - fruits
 - leaves
 - seeds

Name:

Date: