Lesson 2.1

Whose Lunch Is This?
Lesson Overview

Students investigate what animals eat and begin to think about the process of how animals eat other living things. The teacher begins Chapter 2 by sharing a new concern about Spruce’s release back into the ocean and posing the new chapter question, *How can Spruce the Sea Turtle survive where there are sharks?* The teacher reads aloud the book *Whose Lunch Is This?* and students practice visualizing animals eating other living things. Students observe two videos to gather preliminary evidence about how animals eat other living things. Students eat carrots and visualize how they use their sharp structures to break food apart into smaller pieces. The purpose of this lesson is for students to begin to develop an understanding of how animals eat other living things.

**Anchor phenomenon:** Spruce the Sea Turtle will survive in the ocean.

**Investigative phenomenon:** Animals eat other living things.

**Students learn:**

- Animals eat plants and/or other animals.
- Animals use their structures to help them eat plants and/or other animals.
Reading: Whose Lunch Is This?

The teacher reads aloud *Whose Lunch Is This?* and students visualize to think about animals that eat other living things.

**Instructional Guide**

1. **Introduce the Investigation Question.**

   - To start to figure out how living things like Spruce defend themselves from animals that try to eat them, we first need to understand how animals and plants are eaten by other animals.
   
   - If we understand how animals and plants are eaten by other animals, we’ll be able to think about how animals and plants could keep that from happening.

   Point to and read the Investigation Question on the board.

   - We are trying to figure out the answer to this question: *How do animals eat other living things?*

2. **Display the front cover of the *Whose Lunch Is This?* big book.** Read the title and invite students to share what they notice on the cover.

3. **Set the purpose for reading.**

   - We are investigating how animals eat other living things. To figure that out, we first need to learn about what animals eat other living things. This book will show us many different living things and tell us about the animals that eat them.

4. **Revisit visualizing.**

   - Remember that an important way that readers learn from a book is to visualize. When you visualize, you make a picture or movie in your mind.
As we read this book, you can visualize which animals eat each of the living things we see. You can also visualize to think about how the animals eat the living things we see.

5. Begin reading and pause at the end of page 7. Model thinking aloud to visualize what animals might eat the living thing on this page.

We can see berries and leaves on this page. This living thing is a plant. We know that many animals eat plants for food.

Close your eyes.

This plant is growing up off the ground. I am visualizing a tall animal that can reach the berries and leaves up off the ground.

6. Read page 8 aloud.

We just learned that berries are one type of living thing that a bear eats. Visualizing helped me make a picture in my mind of a tall animal, like a bear, that could reach up to grab and eat this living thing.


We can see a cactus on this page. This living thing is a plant. We know that many animals eat plants for food.

Ask students to close their eyes and visualize what type of animal could eat a cactus. Invite volunteers to share the animals they visualized.

8. Read page 12 aloud.

We just learned that a cactus is one type of living thing that a javelina eats. How did visualizing help you think about an animal that could eat a cactus?

Accept all responses.

9. Continue reading and pause at the end of page 15.

What type of living thing do you see on this page?
[An animal. A jelly.]

This living thing is an animal. We know that many animals eat other animals for food. Animals that eat other animals for food are called predators.

Ask students to close their eyes and visualize what type of animal could eat a jelly. Invite volunteers to share the animals they visualized.
10. Read page 16 aloud.

We just learned that a jelly is one type of living thing that a sea turtle eats. How did visualizing help you think about an animal that could eat a jelly?

Accept all responses.


What types of living things did these animals eat? [Plants. Other animals.]

Some animals get the food they need to survive by eating plants. Some animals get the food they need to survive by eating other animals. Animals that get the food they need to survive by eating other animals are called predators.

12. Introduce the word *predator* with the vocabulary routine. Hold up the vocabulary card for *predator*.

This is the word *predator*. A predator is an animal that hunts and eats other animals.

We are going to practice saying the word. Say the word after me: *predator*.

Now say the word together: *predator*.

Now whisper the word *predator* to your partner.

A predator is an animal that hunts and eats other animals.

Post the *predator* vocabulary card to the Vocabulary section of the classroom wall.

13. Connect to future learning.

We are going to keep learning more about how animals and plants defend themselves from other animals that want to eat them.
Embedded Formative Assessment

On-the-Fly Assessment 4: Visualizing Animals Eating Their Lunch

Look for: Students’ sharing of their visualization of a type of animal that could eat a particular living thing presents an opportunity to informally assess their developing ability to visualize based on what they see and read. In general, students should describe the characteristics of their chosen animal that connect to what they see in the image of the animal or plant that is their chosen animal’s lunch. For example, when asked about the type of animal that could eat a cactus, they might describe visualizing an animal with a hard mouth that will not get poked by the spines visible in the picture, such as a bird’s beak. It is not important that students be correct as they visualize, only that their ideas are grounded in what they see in the book.

Now what? If students are not clearly basing their visualizations of animals on what they see in the pictures, provide an explicit reminder when prompting them in subsequent visualizations. For example, say Look carefully at the animal in the picture—what type of animal could eat an animal like this? If students continue to visualize animals that are clearly not based on what they see, invite them to describe what they notice about the plant or animal on the page before prompting them to visualize an animal that might eat that plant or animal.

Teacher Support

Background

About the Book: Whose Lunch Is This?
Whose Lunch Is This? is filled with engaging photos of animals catching and eating their lunch. The introductory pages explain that all animals need to eat to survive, just like humans do. Seven different food-web relationships are explored with a two-page spread dedicated to each. The first page shows a photo of the animal or plant with the query Whose lunch is this? The facing page includes information about the structures of the animal that eats it. Whose Lunch Is This? is a rich Read-Aloud that sets the context for the unit. It reinforces vocabulary and essential concepts that will be used throughout the unit, including structure and function, survival needs, and predator–prey relationships.

Rationale

Literacy Note: Purpose of the Read-Aloud
Read-Aloud books serve many purposes. During this Read-Aloud, you will stop at key points to model visualizing and point out key science ideas. In this lesson, the focus is on visualizing what type of animal could eat the plant or animal on each page. Depending on how much time is available, you may choose to pause and provide additional opportunities for partners to discuss ideas from the text. After reading the book aloud in this lesson, you may wish to read the entire book aloud at least one more time during the unit. An additional Read-Aloud will build familiarity with the content and vocabulary.

Background

Science Notes: About Sharp Structures for Eating
This lesson and the following lesson emphasize that many animals use sharp and/or hard structures, such as teeth and claws, to catch and eat their food. This helps set students up to consider how defenses, such as shells and spines, help
protect some plants and animals from these hard, sharp parts of the animals that could otherwise eat them. Many animals use teeth or claws to grasp their prey and prevent it from escaping. For example, an eagle uses its talons to pierce and hold a slippery fish, and a snake uses its teeth to grab a mouse. Many animals use teeth or claws to tear parts off plants or animals so they can eat those pieces. For example, a deer snaps off twigs with its teeth, and a vulture rips off pieces of dead animals with its beak. Of course, other animals eat without using any sharp or hard body structures. For example, a sea star does not have any particularly hard or sharp parts. To eat, it pushes its stomach outside its body and secretes enzymes onto a clam, digesting it, before pulling it back inside its body; a frog traps flies with its sticky tongue and swallows them whole.
The teacher reads aloud Whose Lunch Is This? and students visualize to think about animals that eat other living things.

**Instructional Guide**

1. **Introduce the Investigation Question.**

   Para comenzar a averiguar cómo los seres vivientes como Spruce se defienden de los animales que intentan comerlos, primero necesitamos entender cómo son comidos los animales y las plantas por otros animales.

   Si entendemos cómo son comidos los animales y las plantas por otros animales, podremos pensar en cómo los animales y las plantas podrían evitar que ocurra eso.

   Point to and read the Investigation Question on the board.

   Estamos intentando averiguar la respuesta a esta pregunta: ¿Cómo comen los animales otros seres vivientes?

2. **Display the front cover of the Whose Lunch Is This? big book.** Read the title and invite students to share what they notice on the cover.

3. **Set the purpose for reading.**

   Estamos investigando cómo comen los animales otros seres vivientes. Para averiguar eso, primero necesitamos aprender acerca de cuáles animales comen otros seres vivientes. Este libro nos mostrará muchos seres vivientes diferentes y nos hablará acerca de los animales que los comen.

4. **Revisit visualizing.**

   Recuerden que una manera importante en que los lectores aprenden de un libro es visualizar. Cuando visualizan, hacen una imagen o una película en su mente.
Mientras leemos este libro, pueden visualizar cuáles animales comen cada uno de los seres vivientes que vemos. También pueden visualizar para pensar en cómo los animales comen los seres vivientes que vemos.

5. Begin reading and pause at the end of page 7. Model thinking aloud to visualize what animals might eat the living thing on this page.

En esta página vemos bayas y hojas. Este ser viviente es una planta. Sabemos que muchos animales comen plantas.

Close your eyes.

Esta planta está creciendo alta. Estoy visualizando a un animal alto que puede alcanzar las bayas y hojas que están arriba despegadas del suelo.

6. Read page 8 aloud.

Acabamos de aprender que las bayas son un tipo de ser viviente que come un oso. Visualizar me ayudó a crear una imagen en mi mente de un animal alto, como un oso, que podría estirarse para agarrar y comer este ser viviente.


En esta página vemos cactus. Este ser viviente es una planta. Sabemos que muchos animales comen plantas.

Ask students to close their eyes and visualize what type of animal could eat a cactus. Invite volunteers to share the animals they visualized.

8. Read page 12 aloud.

Acabamos de aprender que un cactus es un tipo de ser viviente que come un jabalí. ¿De qué manera visualizar les ayudó a pensar en un animal que pudiera comer un cactus?

Accept all responses.

9. Continue reading and pause at the end of page 15.

¿Qué tipo de ser viviente ven en esta página? [Un animal. Una medusa].

Este ser viviente es un animal. Sabemos que muchos animales comen otros animales. Los animales que comen otros animales se llaman depredadores.

Ask students to close their eyes and visualize what type of animal could eat a jelly. Invite volunteers to share the animals they visualized.
10. Read page 16 aloud.

- Acabamos de aprender que una medusa es un tipo de ser viviente que come una tortuga de mar. ¿De qué manera visualizar les ayudó a pensar en un animal que pudiera comer una medusa?

Accept all responses.


- ¿Qué animales observamos comiendo otros seres vivientes?

- ¿Qué tipos de seres vivientes comieron estos animales?
  - [Plantas. Otros animales].

- Algunos animales obtienen la comida que necesitan para sobrevivir comiendo plantas. Algunos animales obtienen la comida que necesitan para sobrevivir comiendo otros animales. Los animales que obtienen la comida que necesitan para sobrevivir comiendo otros animales se llaman depredadores.

12. Introduce the word predator with the vocabulary routine. Hold up the vocabulary card for predator.

- Esta es la palabra depredador. Un depredador es un animal que caza y come otros animales.

- Vamos a practicar decir la palabra. Digan la palabra después de mí: depredador.

- Ahora digan la palabra juntos: depredador.

- Ahora susurren la palabra depredador a su compañero o compañera.

- Un depredador es un animal que caza y come otros animales.

Post the predator vocabulary card to the Vocabulary section of the classroom wall.

13. Connect to future learning.

- Vamos a continuar aprendiendo más acerca de cómo los animales y las plantas se defienden de otros animales que quieren comerlos.
Embedded Formative Assessment

On-the-Fly Assessment 4: Visualizing Animals Eating Their Lunch

Look for: Students’ sharing of their visualization of a type of animal that could eat a particular living thing presents an opportunity to informally assess their developing ability to visualize based on what they see and read. In general, students should describe the characteristics of their chosen animal that connect to what they see in the image of the animal or plant that is their chosen animal’s lunch. For example, when asked about the type of animal that could eat a cactus, they might describe visualizing an animal with a hard mouth that will not get poked by the spines visible in the picture, such as a bird’s beak. It is not important that students be correct as they visualize, only that their ideas are grounded in what they see in the book.

Now what? If students are not clearly basing their visualizations of animals on what they see in the pictures, provide an explicit reminder when prompting them in subsequent visualizations. For example, say Look carefully at the animal in the picture—what type of animal could eat an animal like this? If students continue to visualize animals that are clearly not based on what they see, invite them to describe what they notice about the plant or animal on the page before prompting them to visualize an animal that might eat that plant or animal.

Teacher Support

Background

About the Book: Whose Lunch Is This?
Whose Lunch Is This? is filled with engaging photos of animals catching and eating their lunch. The introductory pages explain that all animals need to eat to survive, just like humans do. Seven different food-web relationships are explored with a two-page spread dedicated to each. The first page shows a photo of the animal or plant with the query Whose lunch is this? The facing page includes information about the structures of the animal that eats it. Whose Lunch Is This? is a rich Read-Aloud that sets the context for the unit. It reinforces vocabulary and essential concepts that will be used throughout the unit, including structure and function, survival needs, and predator–prey relationships.

Rationale

Literacy Note: Purpose of the Read-Aloud
Read-Aloud books serve many purposes. During this Read-Aloud, you will stop at key points to model visualizing and point out key science ideas. In this lesson, the focus is on visualizing what type of animal could eat the plant or animal on each page. Depending on how much time is available, you may choose to pause and provide additional opportunities for partners to discuss ideas from the text. After reading the book aloud in this lesson, you may wish to read the entire book aloud at least one more time during the unit. An additional Read-Aloud will build familiarity with the content and vocabulary.

Background

Science Notes: About Sharp Structures for Eating
This lesson and the following lesson emphasize that many animals use sharp and/or hard structures, such as teeth and claws, to catch and eat their food. This helps set students up to consider how defenses, such as shells and spines, help
protect some plants and animals from these hard, sharp parts of the animals that could otherwise eat them. Many animals use teeth or claws to grasp their prey and prevent it from escaping. For example, an eagle uses its talons to pierce and hold a slippery fish, and a snake uses its teeth to grab a mouse. Many animals use teeth or claws to tear parts off plants or animals so they can eat those pieces. For example, a deer snaps off twigs with its teeth, and a vulture rips off pieces of dead animals with its beak. Of course, other animals eat without using any sharp or hard body structures. For example, a sea star does not have any particularly hard or sharp parts. To eat, it pushes its stomach outside its body and secretes enzymes onto a clam, digesting it, before pulling it back inside its body; a frog traps flies with its sticky tongue and swallows them whole.