

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

STEM: LIVING THINGS | ANIMAL PRODUCTS

Inquiry question: How do humans use animals?

Instructions: Brainstorm below all the different products we get from cows.



NAME: _____

TEACHER: _____

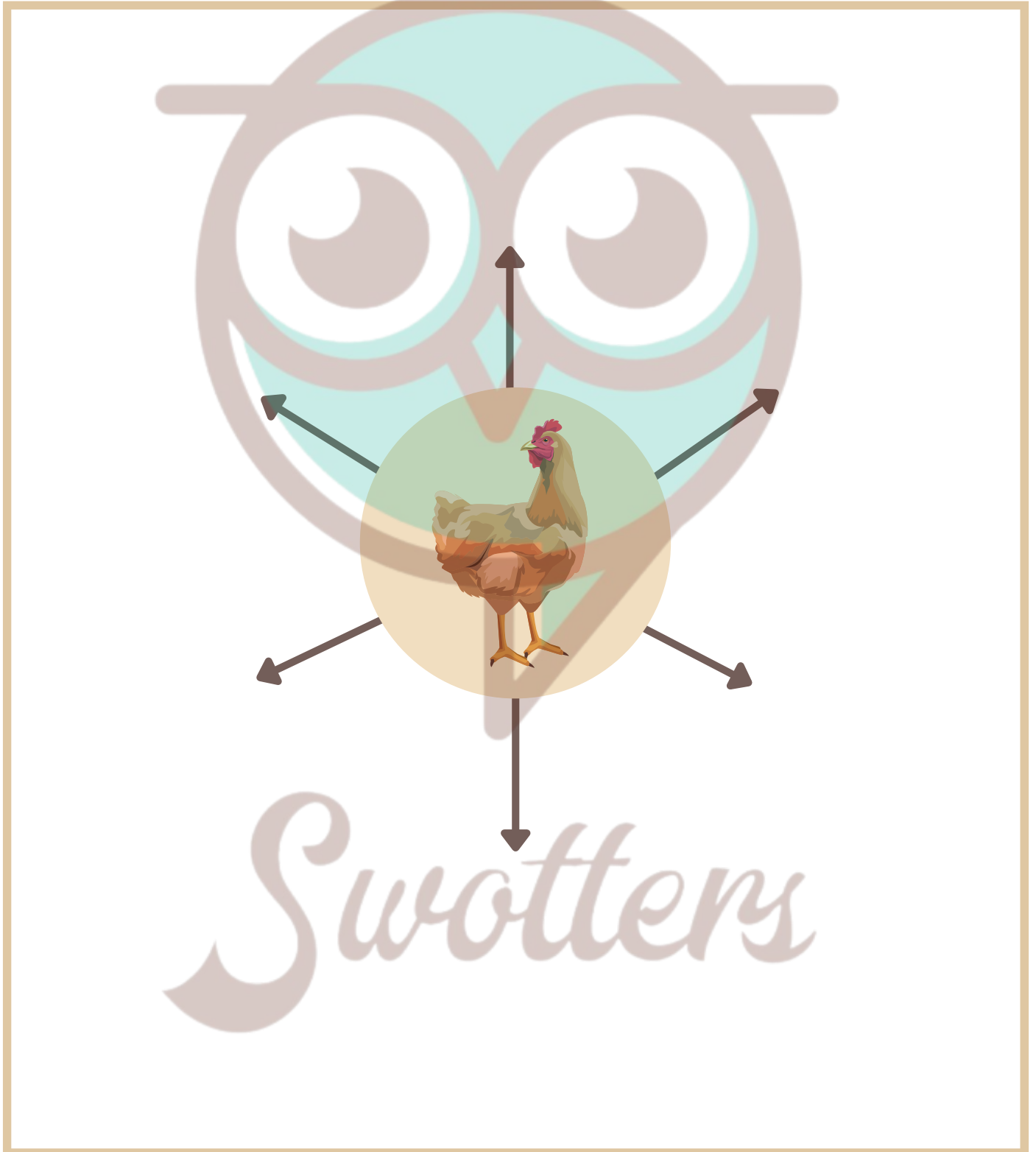
CLASS & SECTION: _____

DATE: _____

STEM: LIVING THINGS | ANIMAL PRODUCTS

Inquiry question: How do humans use animals?

Instructions: Brainstorm below all the different products we get from chickens.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

STEM: LIVING THINGS | ANIMAL PRODUCTS

Inquiry question: How do humans use animals?

Instructions: Brainstorm below all the different products we get from sheep.

The graphic is a large, light-colored illustration of an owl's face. In the center of the owl's face is a smaller, circular illustration of a sheep. Five arrows radiate from the sheep, pointing towards the top, bottom, left, and right edges of the owl's face. Below the sheep, the word "Swotters" is written in a large, elegant, cursive font. The entire graphic is enclosed in a thin, light-colored border.

NAME: _____

TEACHER: _____

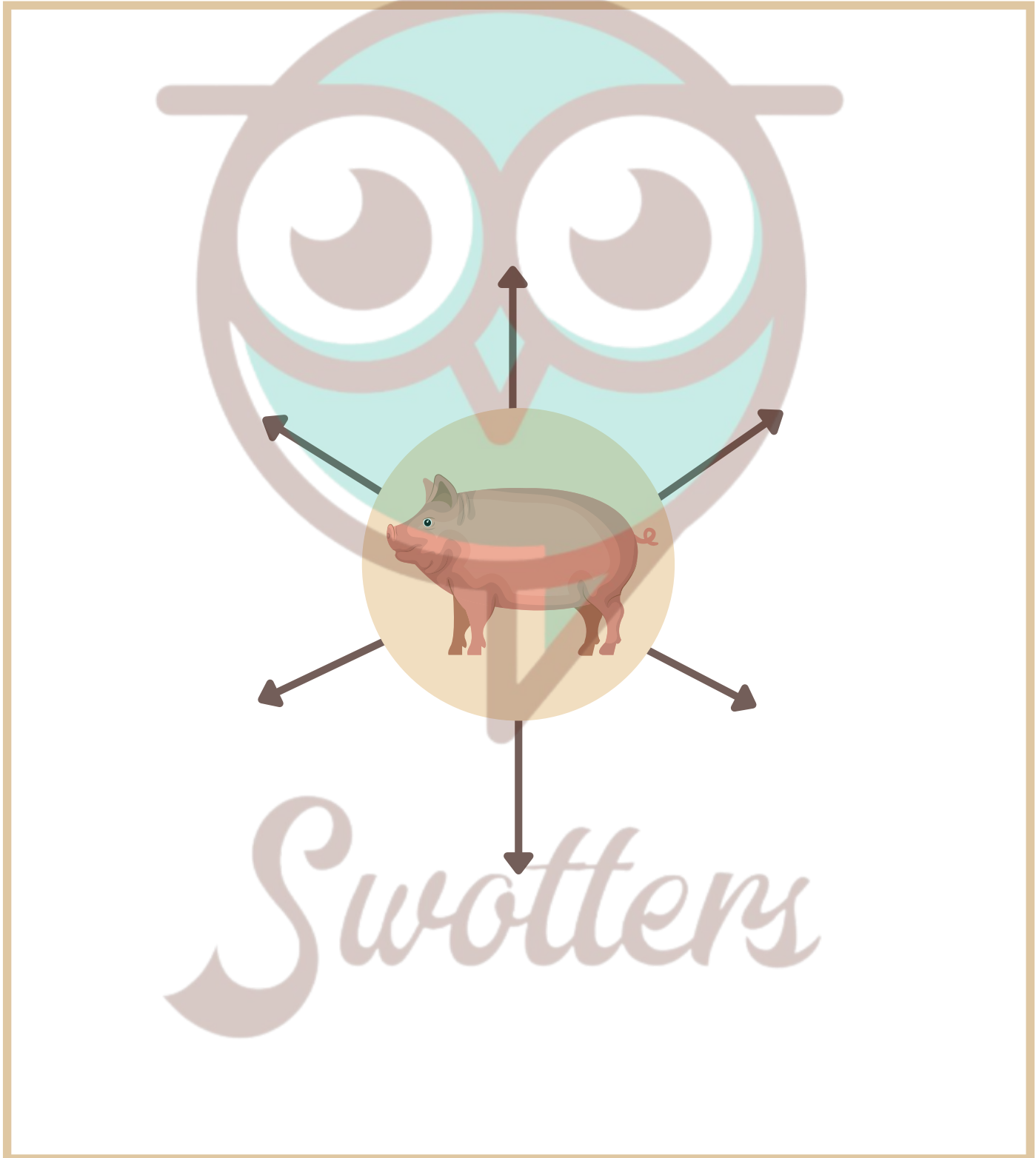
CLASS & SECTION: _____

DATE: _____

STEM: LIVING THINGS | ANIMAL PRODUCTS

Inquiry question: How do humans use animals?

Instructions: Brainstorm below all the different products we get from pigs.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

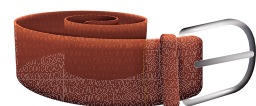
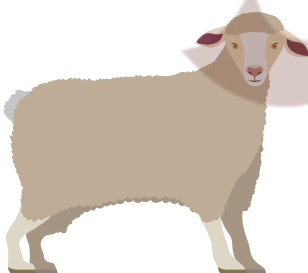
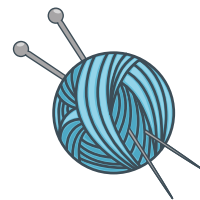
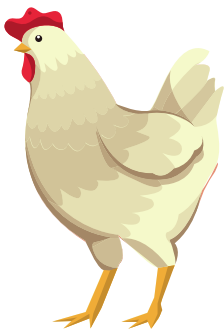
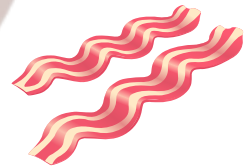
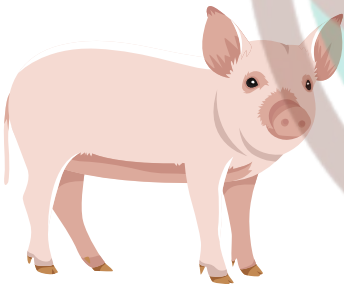
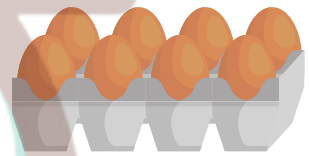
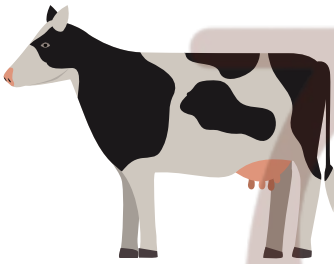
DATE: _____

STEM: LIVING THINGS | ANIMAL PRODUCTS

Inquiry question: How do humans use animals?

Instructions: Draw a line to match the animal to the production produces.

Note: Some animals may have more than one product.



NAME: _____

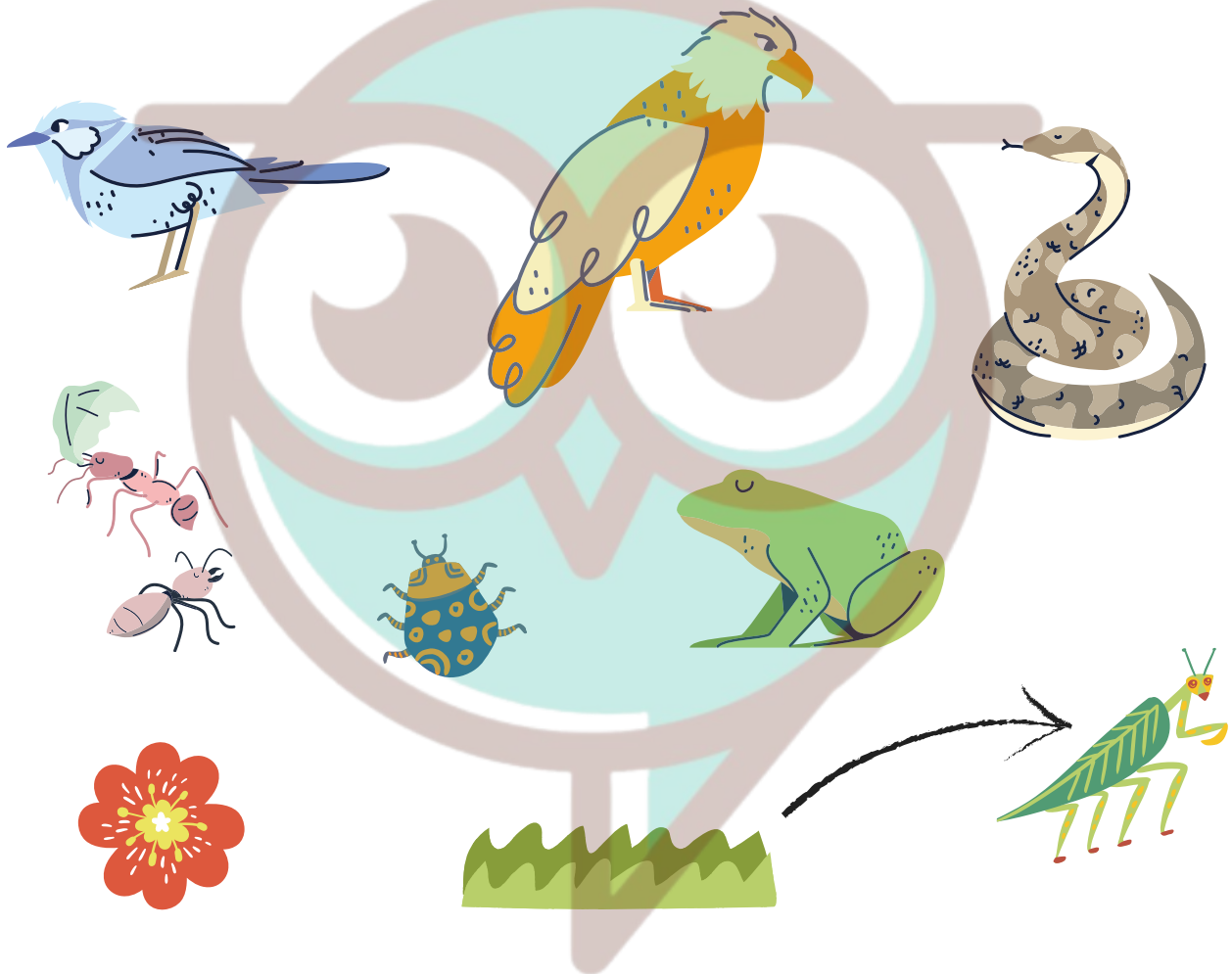
TEACHER: _____

CLASS & SECTION: _____

DATE: _____

THE FOOD WEB

Animals in an ecosystem form a food web. In the illustration below, use arrows to map out the energy transfer between organisms. The first one has been added as an example.



Name two producers in the food web above.

Name three consumers in the food web above.

What is the difference between food chains and food webs?

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

Food Pyramid

Draw examples of each food category in the sections below:



Limit salt & sugar

Healthy fats

Dairy

Protein

Grains

Vegetables

Fruits

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

Food Chain

Direction: make arrow to connect each picture to show the food chain.



Mention 2 producers in the food chain above!

Mention 3 consumers in the food chain above!

NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

STEM: LIVING THINGS | TREE FEATURES

Inquiry question: How do humans use plants?

Instructions: Life on earth would not exist without trees. Research and brainstorm below, all the different uses for trees, using specific examples for each.



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

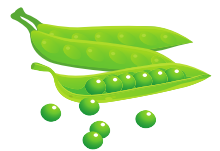
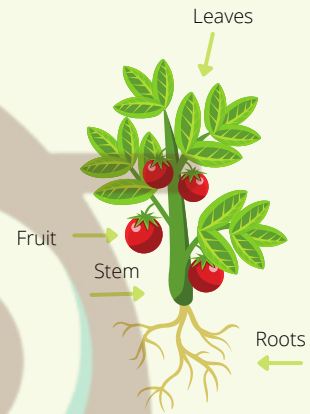
DATE: _____

STEM: LIVING THINGS | PLANT FOOD

Inquiry question: How do humans use plants and animals?

Instructions:
Humans eat many parts of plants. Identify which part of the plant the following food items come from, and correctly label using these terms:

STEM
SEED
FRUIT
ROOTS
LEAVES



NAME: _____

TEACHER: _____

CLASS & SECTION: _____

DATE: _____

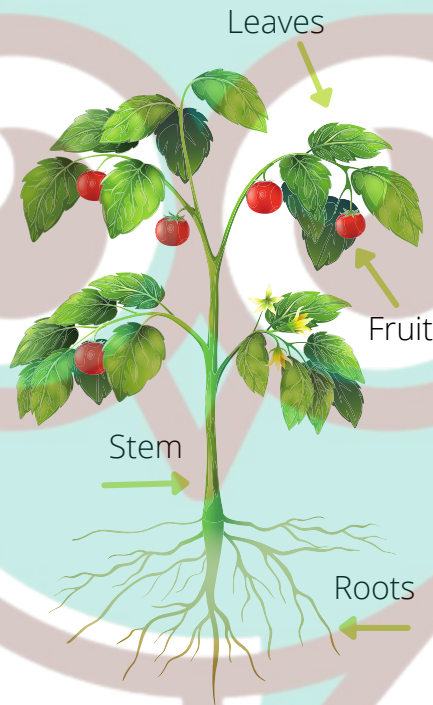
STEM: LIVING THINGS | PLANT FOOD

Inquiry question: How do humans use plants and animals?

Instructions: What part of a plant do you eat? Brainstorm, draw and label edible examples for each of the following parts of a plant.

Edible roots of plants:

Edible stems of plants:



Edible leaves of plants:

Edible seeds of plants:

Edible fruits of plants: