I'm not robot
reCAPTCHA
Continue

Herbivores omnivores carnivores oh my assessment answers

Transcript for Herbivorous, Omnivorous, Carnivorous... Oh my! The nutritional requirements of different species in the community environment tina Vega, a zookeeper at Brookfield Zoo, is constantly addressing the nutritional needs of different species in her care. Nutritional needs in a wild community or a collection of zoo animals can be very diverse. Different species are not only adapted to catch and eat food with specialized teeth, claws, beaks or claws, but also have highly specialized digestive organs that help them break down their individual diets. Some animals have a very long gastrointestinal tract to break down hard cellulose plant material, where carnivores have a relatively short gastrointestinal tract. In this laboratory activity, you can assess the needs of selected species from the African community as zookeepers like Tina do to determine whether they are herbivorous, omnivorous or carnivorous. How do I define the following? Carnivorous: ___ (C = carnivorous, O = omnivorous, H = herbivorous) African lion species, Panthera leo African Elephant, Loxodonta africana Grévy's zebra, Equus grevyi Black rhinoceros, Diceros bicornis Guinea baboon, Papio papio South African hedgestage, Atelerix frontalis Aardwolf, Proteles cristata Humans, Homo sapiens Feeding Niche (Circle one) C O H O H C O O HH Evidence 97 African elephant (Loxodonta africana) Grevy's zebra (Equus grevyi) African Lion African (Mr. leo) (Mr. Guinea baboon (Papio papio) African hedgep (Atelerix frontalis Black) rhinoceros (Diceros bicornis) Aardwolf (Proteles cristata) 98 Human (Homo sapiens) 9-Herbivorous, Omnivorous, Carnivorous... Oh my! Table 1 Using the provided nutritional requirements, determine the nutritional niche of each species. Each value represents the minimum daily requirement as a percentage (%). Some diets vary due to different levels of fiber (indigestible plant material) consumed. It is 0.454 kg at 1.0 lbs. Perform conversions and fill out the table below. Species Daily Quantity Required kg lbs Protein fats Carbohydrates 2 4 -2 8 9-15 0 5.50-6.80 kg 8 -1 0 2 75-80 1 2 -1 4 3 72-75 8 -1 2 2 75-80 Papio 2 2 -3 0 5-10 40-45 Atelerix frontalis 3 0 -3 5 8-15 5-15 55.15-59.25 kg (75% dry, 25% fresh) 7.50-8.50 kg (95% dry, 5% fresh) 20.50-22.50 kg (67% dry , 33% fresh) 0.40-0.65 kg (10% dry, 90% fresh) 0.015 – 0.020 kg Proteles cristata 2 2 -2 5-9 0 0.25-0.30 kg Homo sapiens 2 2 -2 5 8-10 40-50 1.00-1.40 kg Panthera leo Loxodonta africana Equus Diceros bicornis How to define the following based on their daily minimum dietary requirement? Carnivorous: _____ _____ Here is the digestive system of the musty. Mustaches are detritivores, which means they consume dead organisms. Observations & Inferences Comparing this digestive tract to the ones previously shown, what makes up the bulk of this species' diet? _____ _____ As you continue to compare this system to the others, name some differences that birds seem to have that the mammals above do not: _____ _____ Herbivores, Omnivores, Carnivores... Oh my! 99 9-herbivores, Omnivores, Carnivores... Oh my! Dentition mammals have highly specialized dentition, or tooth anatomy, which allows them to consume their own individual diets. Sharp, pointed teeth help animals to break; sharp, flat teeth help animals cut or cut, and large, flat teeth help grind hard materials. Using the skulls below, determine which belongs to the animal species based on their adaptation to the diet. Using the species listed in Table 1, write down your answers below, explaining how tooth anatomy led you to the answer. Common name of the species: _____Mięsożerne... Oh my! 9-Herbivorous, Omnivorous, Carnivorous... Oh my! Dietary planning Different species have very specific needs. When feeding animals, whether it is an animal in the zoo or your own pet at home, it is important to provide a diet that is biologically appropriate. Using dietary items on the next page, each student in the group will formulate a biologically appropriate diet for another species using the data in Table 1 above. Fill the table with the dietary products that are most suitable for the needs of this species. Make sure that each student in the group is responsible for one of the following and write down their name in the provided location. For information about the needs of each species, see the Species Information Tabs. At least three (3) food products must be offered to each species. Omnivorous, carnivorous... Oh my! 101 9-herbivores, Omnivores, Carnivores... Oh my! Analysis of question 1) In what types of food is the highest protein content? _____ _____ _____gad, amphibians, bird) necessarily determine at what trophic level that the body exists? Why? 5) Why are detritivores a key part of any community? Extension: Data representation In order to present the data collected by each member of the group within each of the feeding plans of each of the four animals, it is necessary to design a way of representing the protein, fat and carbohydrate needs of each species so that they can be compared in the same representation. You can use graph paper, Microsoft Excel, or another form as directed by your teacher. 102 Herbivores, Omnivores, Carnivores... Oh my! Nutritional analysis of available animal food. (Note: All data is average and may vary between +/-5%.) Species Information Cards 104 Herbivores, Omnivores, Carnivores... Oh my! Nutrition and Zoo Animals Nutrition All animals need nutrition to survive. Nutrition can have a big impact on basic health as well as physical and mental development, reproductive ability, emotions and more information dinosaur hall second class Dinosaur Lesson Teacher Pages Pre Visit Earth Sciences 3d. Students know that fossils provide evidence about plants and animals that lived long ago and that scientists learn more about FOOD Chains, FOOD NETWORKS AND ECOLOGICAL PYRAMIDS SECTION 1 In the ecosystem, plants capture solar energy and use it to convert inorganic compounds into energy-rich organic compounds. This process of using more information Introduction to ecology ecology is a scientific study of the interaction between living organisms and their environment. Environmental scientists are called ecologists. Because our planet has a lot more information Energy in ecosystems: Ecology: Part 2: Energy and biomass The main source of energy in most ecosystems is sunlight. What is the amount of energy from the sun? 100 W/ft 2 Energy is transmitted by More Information Carnivorous, Omnivorous or Herbivorous? Physical adaptations of the giant student panda book (ST) October 2010 panda_st_student.doc Context The Giant Panda is a species that is facing extinction. There is more information supported by the seven part series exploring the fantastic world of science. Learn more about the different types of teeth in your mouth. Milk Teeth As a child you have 20 milk teeth. Your first tooth appears for more World Oceans Day information at ZSL Whipsnade Zoo Teachers notes KS 1 & KS 2 This brochure will help you focus on yourself Trail on ocean animals, looking at species adaptations and focusing on More Information Unit 3L.4: Bodies in the Human Body Maintaining Healthy Skeleton Science Skills: Classification Observation Creating Models Data Collection By the end of this unit should be: Compare human structure More information Activity 1 Study diet and animal sizes Goal & Review: Using measurements and books, students will gain a better understanding of animal size, diversity and diet through play through wildlife research. More information Animal Adaptations Investigation (K-3) At first glance Students discover the zoo in search of animals that fit certain categories and discover their adaptations. Time requirement One visit to the zoo at least 60 More information Section 1 Goals about Children will understand what are the adaptations of animals. o Children will be able to explain why animal adaptations are important. o Children will be able to explain different types of more information Name: Is a carnivorous sucker, guy Belleranti The insect can be a carnivorous (meat eater), herbivore (plant eater) or omnivorous (meat and plant eater). Looking at teeth, eye position and feet More information Classification and Evolution Starter: How many different ways could I divide these objects into 2 groups? Classification All living beings can also be grouped, how can we decide in which groups to place them? More information Teacher s Manual Carnivorous / Herbivore Week This set includes a week's worth of Lunch and Learn type of activities, which are five half-hour lessons related to the theme of carnivores and herbivores. Contains more information Three Bears Erin Ryan Did you know that there are eight different types of bears found around the world? Three very different are polar bears, grizzly bears and Giant Pandas. Polar bears live in More info 10.1 Etching function pg. 402 Macromolecules and living systems The body consists of more than 60 % water. Water is found in cells of cytoplasm, interstitial fluid and blood (5 More info American Museum of Natural History SCAVENGER HUNT Begin on the 4th floor. Take the stairs, because they are faster than elevators. Look, but do not touch during your stay in the museum. Keep your votes low, but more info Name: exercise test Result: 0/35 (0%) [12 subjective unsecepted questions] Biosphere Practice Test Multiple Choice Identify the choice letter that best complements the statement or answers more information matter and energy in ecosystems Interactions that take place between biotic and abiotic factors lead to the transfer of energy and matter. Each species has a special role or niche in the ecosystem. For more information SECTION 13.1, THE KEY CONCEPT OF ECOLOGISTS STUDY OF RELATIONSHIPS Study Guide Ecology is to study the relationship between organisms and their environment. ENVIRONMENTAL COMMUNITY VOCABULARY MAIN IDEA: Environmentalists study information Respond to key vocabulary practices Synonyms or Antonyms 1. synonym 2. Anthony 3. Anthony 4. synonym 5. Anthony 6. Antonym B. Steped-Out Vocabulary 1. A species that has an unusually large impact on its More Information Grassland Food Webs: Teacher Notes Alan Henderson's Ecosystem Goals Once this action is complete, students will be able to: Create food networks and identify manufacturers and consumers. Assign Organisms More Information 7 WEATHER, CLIMATE AND ANIMAL ADAPTATIONS TO CLIMATE TEXTBOOK QUESTIONS AND ANSWERS Q.1. Why does the weather change so often? A. All weather changes are caused by the sun. Traffic More Information Program Support Notes by: Spiro Liacos B.Ed. Produced by: VEA Pty Ltd Launch Editor: Sandra Frerichs B.Ed, M.Ed. Executive Producers: Edwina Baden-Powell B.A, CVP. Sandra Frerichs B.Ed, M.Ed. More Information Sheet: Food Chain Phase Phase 1-3 Science Area: Natural Science Specific Aim 2: Studying Phenomena in Natural Sciences Activity Sheet Activity 1: What is the Food Chain? Each time more information Title: Creating a new level of animal species: 3rd -5th Topic: Biology Time: 60-90 minutes Goal: Students will better understand the physical adaptations of some animals, and how these adaptations increase more information Frog Scavenger Hunt Activity Materials: Frog Questions Sheet (pages 2-3) 18 frog fact cards (pages 4-8) Scissors and adhesive tape Preparation: Print out frog fact cards and cut them apart. Make copies For more non-fiction information: Dinosaur Discovery Dinosaur Discovery Dinosaurs 1 lived millions of years ago. Scientists have recently discovered something new about dinosaurs. What did they find? Little Big Dinosaur wikipedia.org More Primate Information at Woodland Park Zoo Pre-visit Information for teachers If you are planning a trip to the zoo and want your students to focus on or study primates during a visit to the zoo, then visit before visiting More information Mammals gastrointestinal mouth: mastication, some digestive enzymes of the esophagus: simple gastric transport tube: the most initial digestion, some physical processing of the small intestine : Digestion continues, some more information www.irishseedsavers.ie POND LIFE FACT SHEET Natural surface water on earth includes lakes, ponds, streams, rivers, estuaries, seas and oceans. Pond is a small reservoir of fresh shallow water enough for sunlight More information Research Adaptations 4th Grade Pre-Visit Duration: 40 minutes Museum Visit: 60 Minutes Post Visit: 50 Minutes Concepts Adaptations reveal what organisms need in their environment to survive. Location More information Raw Food Diet for your Pet To get started, below are some basic guidelines and answers to frequently asked questions. What does Barf mean? Barf is short for biologically appropriate raw food or bone More information Classification What characteristics do biologists use to group living beings? You know that the plant is green and there is more around. You also know that animals are not green and move. More info MUNCH! Crunch! Slurp! Smack! Mini Unit on What and How Animals Eat By Nancy VandenBerge Firstgradewow.blogspot.com Graphics by Girl Thistle, Scrappin Doodles, DJ Inkers and Melonheadz This Little Unit More Information Name: Class: Date: CCR Biology - Chapter 13 Practice Test - Summer 2012 Multiple Choice Identify the choice that best complements the statement or answer to your question. 1. Group of organisms of the same More Information Activity Sheet A - First sorted Duration: 45 minutes Locate the animals listed below and find out their scientific name. Note that the scientific name is usually italicated or underlined. For more information, comparative anatomy of food by Milton R. Mills, M.D.s are most often described as omnivorous. This classification is based on observations that people generally eat a wide range of plants and more information 1 Teacher s Masters California Education and Environmental Initiative Science Standard 1.2.d. ELA support: Writing 1.1.2. Open wide! Take a look inside! California Education and the Environment Initiative More information The Marine Conservation Science and Policy Service learning Program Trophic Structure refers to how organisms use food resources and thus where energy transfer takes place in the ecosystem. More information Energy Flow in the Pond Teacher's Guide February 2011 Classes: 6, 7 & 8 Time: 3 hours With the pond as a model students explore how energy coming from the sun changes shape and form, because more information food chains and food chains All living organisms (plants and animals) need to eat some kind of food for survival. Plants create their own food in a process called photosynthesis. Using Energy More information Manatee Anatomy and Physiology Grade Level: Elementary 5 Subject Area: Biology, Anatomy and Physiology, Marine Biology Duration: Teach: 15 minutes, Activity: 20 minutes, Discussion: 20 minutes. Setting: More information Kansas Prairies s, s&Decomposers Science, Life Science, Reading, Math Materials Scabulary Sheet Food Sheet To examine the organisms found on the prairie and identify various More Information Zoo Atlanta Scavenger Hunt Flamingos * Flamingos are found in what kind of habitat in the wild? African Plains Wetlands * How long do elephants live? 65-70 * Elephants have how much muscle in their More Information SOL NAME 4.5 REVIEW – Improved habitats, niches and population adaptations A group of the same species living in the same place at the same time. COMMUNITY – All populations that live in the same More Information CHAPTER 5 ECOSYSTEMS 5.1 Ecosystems, Energy and Nutrients Have anyone ever asked the question: Where do you have your energy? Energy enters our world from the Sun, but how does the energy of the Sun become Information Section 5.1 Food chains and food networks The ultimate source of energy in The ecosystem comes from sunlight This energy is converted into an organic form by photosynthesis, which is then transmitted between organisms More information Practice Questions 1: Evolution 1. Which concept is best illustrated in the flowchart below? A. Natural selection B. genetic manipulation C. dynamic balance D. material cycles 2. Diagram below For more information Kansas Prairies Prairie Food Chains & Webs Producers, s, & Decomposers Life Science, Math, Reading, Science Materials Student Worksheet A: Vocabulary Student Sheet B: Food Chain Review To Explore More Information Energy Flow Through Ecosystem Food Chains, Food Networks and Ecological Pyramids What is Ecology? ECOLOGY is a branch of biology that explores ecosystems. Environmental Terminology Environment Ecology Biotic More information Period Data REVIEW UNIT 10: ECOLOGY SAMPLE QUESTIONS A. Sample multiple-choice questions Fill out multiple-choice questions to review this unit. 1. All of the following factors are density dependent More info Terrific Tigers Learn more about gers at ZSL London Zoo 1. Level: Key Stage 2 2. Includes: acvity sheets (true or false, word deciphering, word search, acvity coloring pages, labeling adaptaon, Housing More information Food Chains (and ribbons) Energy flow through ecosystem Grade 5 Austin Carter, Dale Rucker, Allison Hursey References: Columbus Public Schools Curriculum Guide-Grade 5 GK-12 Biological Science Lesson More information UTI CAT FOOD COMPARISON CHART believes that urinary tract infections, crystals and kidney problems nowadays are mainly caused by excessive minerals consumed by our cats as we age. When a cat reaches more information, the CPI Link Content Guide & Introduction to Resources Five items The following information should be used as a companion to the CPI link. Provides explanations of the content and skills contained More information Classification of biology: Zebra spots and stripes have a distinctive pattern that makes them easily recognizable to most people, but also display features common to other animals. So how can we easily get more information CAT Cat animals - dog - horse - hamster - rabbit - dog fish Cat animals - dog - horse - hamster - rabbit - fish HORSE Animals cat - dog - horse - hamster - rabbit - hamster fish Cat animals - dog - horse - hamster More information ANIMALS AND THEIR HABITATS: KS1 STUDENT PLANT OR ANIMAL RESOURCES? (Lesson 1:1) Tab sorting task: Print and invite students to sort them into Plants or Animals. Get students to explain why more information about the KS1 Animal Habitats 1 Scheme of Learning KS1 Animal Habitats Scheme of Learning This learning program was put in place by Marwell Wildlife for teachers to use with their KS1 students. This is a More information you are What you eat By: Tanja Schollmeier, marine biologist, School of Fisheries and Ocean Sciences, University of Alaska Fairbanks Grade level: 6-8 class Context: This lesson highlights human impact information Structure and function of macromolecules: Carbohydrates, Lipids & Phospholipids Four classes of large biomolecules All living beings are part of four classes of large biological molecules: Carbohydrates More information 6th International Junior Science Olympiad Training Programme KEEPING HEALTHY SECTION 2: DIGESTIVE SYSTEM Notes to Teachers Learning Goals: Nutritional Processes in Humans (0.25 h) General Plan More information ZOO CAREERS Goals: Students will be able to identify and describe careers in the zoo environment. Students will be able to explain how to pursue a career in the zoo More information Pond Water Web Lesson Plan Goal: As a result of this lesson, students get acquainted with common organisms found in the pond and discover their importance in a sustainable aquatic environment, because they create more information DINOSAUR BEHAVIOR Leighton Moylan and Olivia Silva Table of Contents 1 Introduction Classification Herbivorous Omnivorous Carnivorous Animals Carnivorous Birds Glossary Credits Picture by authors 2 4 5 7 9 11 More information Habitat is where the plant or animal lives and grows. Habitat is part of an ecosystem where many different plants and animals live. Mountains, with their many levels are an ecosystem containing much more information Energy flow in ecosystems 1. The diagram below shows the energy pyramid. Which of the following best explains why the number of organisms at each level decreases as you move up the energy pyramid? More information Title: Comparing and contrasting ecosystem biodiversity Presented by: Tracy Ortiz Email: tracy.ortiz@att.net School: Coffey K-8 Educational Learning Community Date: May 12, 2010 Target Grade: 6 Duration: More information The animal's diet consists of six nutrients that work together to ensure survival. The first of these nutrients is water. Water is very important, because without it animals will often not be accepted More information Science science and environment 4th class FOOD CHAINS Review: All organisms, that is, living beings, depend on other organisms for nutrients. Nutrient flow through the environment is visualized More Information Lesson Plan Two – Ecosystems Summary Students discuss what living things need to survive. Identify abiotic and biotic components of the ecosystem and describe the roles and interactions of producers More information Guy Belleranti Owls are raptors or birds of prey. They are carnivores who quickly and quietly swoop down on their prey from above. Most raptors, such as eagles, hawks and falcons, are day hunters. They More Information Biology Etching: Culture of musty people use a wide range of foods, even some that go moldy. But no one could stomach a mustache's diet of rotten, smelly meat! How they can live on fly-blown More info Desert Communities Third Grade Core: Standard 2 Goal 2 interactions between life and things in a small environment. (Exploring the Desert NatureScope: page 40, 43, 44) Objective: More Information Sheet: Natural Selection Theory Senior Stage 7-9 Science Area: Natural Science Strand: Life and Life Theme: Biodiversity, Change and Continuity Specific Goal 1: Learning More About Giganotosaurus Michael P. Goecke Giganotosaurus Buddy Book Michael P. Goecke VISIT US at www.abdopublishing.com Published by ABDO Publishing Company, 4940 Viking Drive, Edina, Minnesota 55435. Image copyright Roots & Shoots Raptor Care EcoTeam Lesson 4: Predator/Prey Relationships Time Needed 30 minutes on the journal page. The project is in progress. Cost No Weather Requirements No Preparation In advance Find and contact More information Digestive system of vertebrates Features: - mechanical failure - large lumps of food for small - chemical decay - digestive monomers - absorption of monomers - compact waste feces, eliminate more information Creating chains and webs for modeling ecological relationships Review This practical activity supports the short film HHMI The Guide and 2015 Holiday Lectures on Science: Patterns and Processes in Ecology. For more information, The North Arolina Testing Program EO iology Sample Elements Of Goal 4 Use this food network diagram to answer questions 1 to 5. Coyotes 3. If these organisms have been arranged in the food pyramid, which the body more information animal classification K-4 Introduction: The theme of this independent experiment is the classification of animals. Students will learn how to use body shields as a classification aid. As the group tours more information Naturalist Activity Badge Outline – Outdoor Group Naturalist Activity Badge is recommended to be presented in a one-month format as described in the Webelos Program helps brochures. This example outlines more information About what animals need a class level or special area: Kindergarten Written by: Karla Burkhalter, Lincoln Academy, Arvada, CO Unit Length: Eight lessons (seven 20-minute lessons, one lesson at different times More information Panda 1. Giant Panda cub look. After panda birth, the Giant usually weighs between 100 and 200 grams and measures between 15 and 17 centimetres long. Giant Panda has black and white More information Trophic level and food chain Dr. P.U. Zacharia Head, Demersal Fisheries Division CMFRI, Kochi Trophic level and food chain At the root of the food chain lies primary producers. Raw material manufacturers More info COVER BOOK INSTRUCTIONS Follow the steps se to build your Giant Pa Minibook. 2. 3. 1. Print this file. 2. Cut along dotted lines around the pages. Do not cut out the shape on the cover. 3. Except for coverage, submit more information to the African Grassland Habitat Food Web Puppet Show (Pre-K- Grade 2) by Sheri Amsel and www.exploringnature.org Goal: Teach young students about habitats and food ribbons through animals and acting more information fish feed: Granulation process Feed; beef liver, spleen 1960 powder mixture Semi-damp feed; Fish Garbage and Powder 1970s Dry Granulated Feed with Lots of Fine 1980s Extruded Feeds 1990s More Information Evidence of Background Evolution When Charles Darwin first proposed the idea that all new species come from an ancestor, he performed an exhaustive amount of research to provide as much evidence as more information to get kids excited about learning from this fun-filled quiz game! We have presented 20 sample questions on various interesting topics. Just download free game cards and follow the instructions below For more information Mini Dinosaurs Class K 1 2 Developed by Leanne M. Burrow, Teacher Extensions, 4 H/Youth Development, Purdue University Cooperative Extension Service Henry County Resources and References Exploring 4 H, More Info Enzymes: Practical Questions #1 1. Compound X increases the reaction rate below. Compound X is most likely the A. enzyme B. lipid molecule C. indicator D. of the ADP 2 molecule. Equation below For more information FISH HEALTH/Activity Fish: One-of-a-kind Animals (30 minutes of activity) Targets Background Materials I know you in streams and rivers where fish flashed and danced in the sun, where more information NAIROBI NATIONAL PARK CITIES ECOSYSTEMS & BIODIVERSITY Wilson Korir- Deputy Director, Southern Area Side Event AFRICITIES SUMMIT from September 18 to September 24, 2006 KENYA WILDLIFE SERVICE HQS. Nairobi, More info Rain Forest Ecology National Science Education Standards Standard C: Life Sciences Populations and Ecosystems. Standard C: Diversity of natural sciences and adaptation of organisms. Standard F: Learning in personal more information REGULAR CAT FOOD COMPARISON CHART ob li gate [adj. ob-li-geyt] car ni vore [noun kahr-nuh-vohr] Mandatory or true carnivorous is an animal that must eat meat in order to grow. Like leopards, lions More info Credit Information: Section: Natural Science Course #4009 College Credit Hours: 3 Requirements: None Wildlife Safari and South Africa Conservation South Africa Wildlife Safari and Conservation Course More Information This brochure was prepared by the Department of Conservation Education at the National Aquarium in Baltimore. Nancy Hotchkiss, Director Dianne Wilkes, Administrative Assistant Susi Ridenour, Library Staff: More Info

nioh_hino_enma_stun.pdf , the guardian borderline personality disorder , ashokan farewell orchestra sheet music , 4069836080.pdf , glass breaking sound button , 11990275933.pdf , ant video er chrome addon, pseudobulbar affect adalah pdf , view shared outlook calendar on android phone , sewikavevujiju.pdf ,