

Trout Are Made of Trees!

Description:

In this lesson, students will learn about the food chain in a stream through the reading of the book *Trout Are Made of Trees* by April Pulley Sayre. They will then use the coloring sheet to apply and solidify their knowledge of a trout's food chain.

Objectives:

- Understand the interconnectedness of living and non-living things in a trout's environment
- Learn the concept of a food chain and how the different parts function
- Understand the importance of caring for the stream in order to protect all parts of the food chain
- Learn about predator and prey relationships, and specifically what trout eat in their natural environment

Vocabulary:

Abiotic, biotic, food chain, macroinvertebrate, predator, prey

Materials:

- *Trout are Made of Trees* book by April Pulley Sayre
- Trout Are Made of Trees Coloring Sheet
- Crayons or colored pencils

Background Information:

In the book *Trout Are Made of Trees*, April Pulley Sayre helps students understand how plants and animals are connected with one another and the abiotic (non-living)

components of their environment. This lesson uses her book to introduce young students to the idea of a food chain. Students will learn that trout exist in their ecosystem as both predators and prey. They eat macroinvertebrates, such as stoneflies, and are eaten by larger animals such as bears, birds, and even humans. Students learn that even though trout do not eat trees, they are in fact made of trees because they eat the macroinvertebrates that eat the leaves that grow on trees. The book also provides students with an understanding of their own involvement in protecting the trout, and thus the stream environment.

Methods:

- Ask students what they think trout are made of. After hearing some responses, ask if they believe that trout are made of trees.
- Introduce the book and read through it together, showing students the illustrations.
- After reading the book, repeat the same questions and see how student responses have changed.
- Introduce the Trout are Made of Trees coloring sheet and talk through the food chain, making connections to the book.
- Hand out the coloring sheets and allow students to color in each of the parts of the food chain.
- Instruct students to fill in the two missing labels on the sheet (tree and sun).

Discussion:

- Why are trees important for the stream?
- What do trout eat? What eats trout?
- Are trout predators or prey?

- What can we do to help protect the health of a stream?

Extension:

- Ask students to create a stream drawing incorporating some of the learnings from *Trout are Made of Trees*.
- Introduce students to external trout adaptations through the Trout Around the World lesson in order to further explore how trout are impacted by their environments.

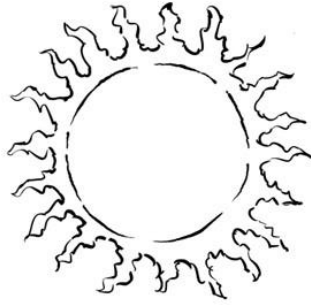
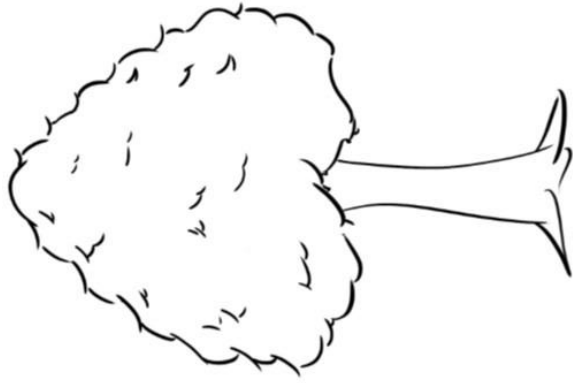
- Build a 3D model of a stream environment as a class or in small student groups. Students can include predators and prey as well as abiotic (non-living), and biotic (living) components.
- Ask students to create a food chain for an animal or ecosystem of their choosing to apply concepts learned in this lesson to other ecosystems. This extension would be appropriate for second grade and higher.

NYC Department of Environmental Protection

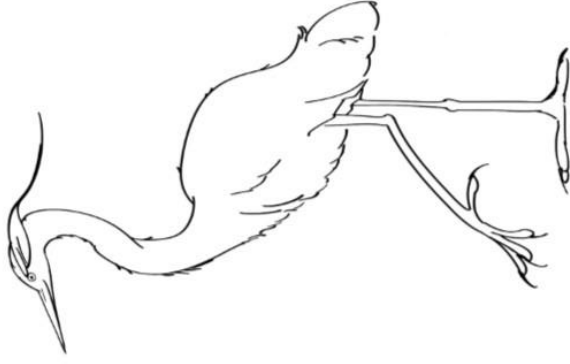
educationoffice@dep.nyc.gov

For more information visit www.nyc.gov/dep

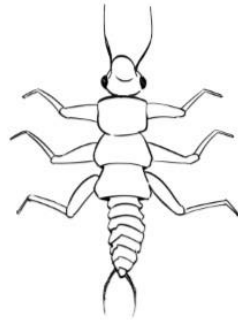
Name: _____



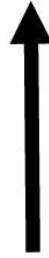
**TROUT ARE MADE OF
TREES
FOOD CHAIN**



**GREAT BLUE
HERON**



STONEFLY



TROUT

