

6. Show students the overhead transparency of the rabbit. Ask students where the rabbit gets its energy. (They get their energy from plants.)
7. Ask students to give a descriptive title for the group that would include rabbits. (For example, organisms or animals that get their energy from plants.)
8. Give each group 20 cards from “Into the Forest” and a copy of Activity One.
9. Give students time to classify the organisms. Remind them to give each group a title that can be clearly understood.
10. As groups complete their classification systems, allow them to discuss their classification scheme with another group that has also completed the activity.

## Explain

1. Have one group share the categories (descriptive titles) it used to classify the organisms. Record their ideas on the overhead or board. Have each remaining group share a category that was not previously mentioned.
2. Explain that there are many ways to classify living organisms and that different groups had different classification systems.
3. Explain that scientists classify living organisms in specific ways.
4. Give each student a copy of Activity Two. Have students read the article that describes how scientists classify organisms based on how they obtain their energy.
5. Once they have completed the reading, each group should reclassify the “Into the Forest” consumers into herbivores, carnivores, omnivores, and decomposers and complete the data table on the activity sheet.
6. **Optional:** You may wish to have students classify the organisms as primary, secondary, and tertiary consumers.
7. Discuss the reading and the activity. Discuss any differences in classification schemes.
8. Explain that although we refer to the organisms that consumers eat as “food”, these organisms actually provide the energy that consumers need for movement, growth, reproduction, and other life processes. Students will examine this concept more completely in the next inquiry.

## Extend

1. Draw the following simple food chain on the board:

herbs → grasshoppers → shrew → hawk