

# THE TRUE STORY OF THE **3 LITTLE PIGS!**

## Think of It as a Hamburger – For Wolves!

**Grade Level(s):** 4th

**Subject:** Science STEM

**Florida Standards: Big Idea 16: Heredity and Reproduction**

-SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

-SC.4.L.16.3 Recognize animal behaviors may be shaped by heredity and learning.

**Big Idea 17: Interdependence**

-SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

-SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

-SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.

**Description:** Students will identify which parts of the story include learned traits (learning to bake a cake, talking, hunting, etc.) vs. inherited traits (sneezing, pig's hair, wolf traits, etc.). Then, they would diagram a food chain from the straw to the pig to the wolf (possibly other animals wolves eat, like rabbits, etc.), tracing the energy flow from Sun to producer to consumer.

**Objectives:**

- Identify learned and inherited traits.
- Describe the flow of energy through a food chain.

# THE TRUE STORY OF THE **3 LITTLE PIGS!**

## Matter Matters - The True Story of Substances!

### Materials:

- Data recording sheet.
- Food chain cards.
- Pencil

### Procedures:

1. Pass out the data recording sheet.
2. Describe the differences between learned and inherited physical traits and behaviors.
3. Have students identify which traits/behaviors from “The True Story of the Three Little Pigs” are inherited vs. learned on the data recording sheet.
4. Describe the role of the Sun, producers, and consumers in a food chain.
5. Cut out and hand out food chain cards.
6. Have students arrange the cards and labels in the correct order.
7. Review the order and have students revise their thinking.
8. Have students record their food chains on the data recording sheet.

Name: \_\_\_\_\_

Think of It As a Hamburger – For Wolves!  
Data Recording Sheet

**Directions:** Put an x in the box if the physical trait or behavior is learned or inherited. Add other physical traits or behaviors to the chart and identify if it is inherited or learned!

Physical Trait or Behavior	Inherited	Learned
Baking a cake		
Talking		
Pig's hair		
Wolf's fur color		
Hunting		
Sneezing		
Sharpness of a wolf's teeth		
1.		
2.		
3.		
4.		

**Question:**

What is the difference between an inherited and a learned physical trait or behavior?

---



---



---

**Directions:** Draw and label a diagram of your food chain.






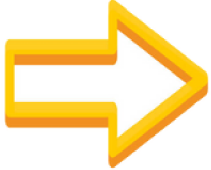



**Question:**

Describe the flow of energy from the sun to the wolf.






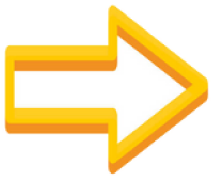

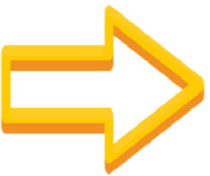

---



Food Chain Cards

Energy Source	Producer	Consumer	Consumer
Consumer	Herbivore	Omnivore	Carnivore
<p>Sun</p> 	<p>Corn</p> 	<p>Pig</p> 	<p>Rabbit</p> 
<p>Wolf</p> 	<p>Energy</p> 	<p>Energy</p> 	<p>Energy</p> 
<p>Energy</p> 			

# ANSWER KEY

Energy Source	Producer	Consumer	Consumer
Consumer	Herbivore	Omnivore	Carnivore
<p>Sun</p> 	<p>Corn</p> 	<p>Pig</p> 	<p>Rabbit</p> 
<p>Wolf</p> 	<p>Energy</p> 	<p>Energy</p> 	<p>Energy</p> 
<p>Energy</p> 			

## Answer Key

Sun (Energy Source) -Energy-> Corn (Producer) -Energy-> Rabbit (Consumer, Herbivore) -Energy-> Wolf (Consumer, Carnivore)

OR

Sun (Energy Source) -Energy-> Corn (Producer) -Energy-> Pig (Consumer, Omnivore) -Energy-> Wolf (Consumer, Carnivore)