

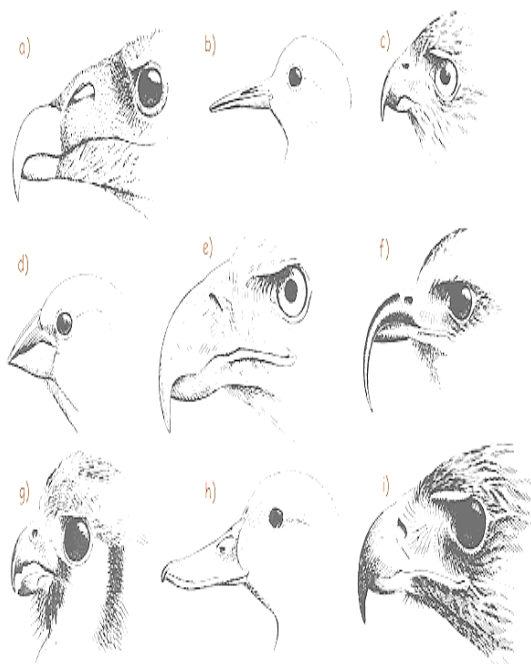
# Bonkers about Beaks

**Purpose:** The students will use a variety of foods to represent different type of food in an ecosystem, and different items to represent types of fish mouths or beaks.

**TEKS:** 7.11C and 8.11 C

## Directions:

- Use different types of foods or items to represent the different types of food in an ecosystem.
  - EX: nerds, whoppers, marshmallows, sunflower seeds, fennel seeds, marbles, small water balloons, etc.
- Give the students tweezers, salad tongs, a ladle, and a clothes pin to represent different types of beaks or fish mouths.
- Have them try to pick up as much food as they can in 30 seconds with the type of "mouth" they have and repeat with each type of "mouth".
- Students should record how many pieces of each type of food they were able to pick up in 30 seconds in a data table.
- Students should be able to explain which type of mouth was best suited to pick-up each type of food.
- Discuss the importance of natural selection of traits in organisms.



a) Eel-like, greatly elongated, attenuated



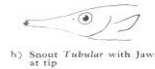
b) Elongate, fusiform, baslike



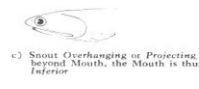
c) Ovate, truncated



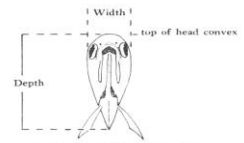
d) Lower Jaw Projecting beyond Upper Jaw



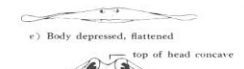
e) Snout Tubular with Jaws at tip



f) Snout Overhanging or Projecting beyond Mouth, the Mouth is thus Interior



d) Compressed, thin, narrow, deep, or perchlike



e) Body depressed, flattened



f) Body subcircular, hemispherical

Some body forms of fishes.



d) Upper Jaw is Prolonged into a swordlike beak



e) Jaws (and Lips) are Terminal, i.e., at end of body



f) The Upper Jaw is Extended and the Lower Lip is Inferior or Included

Terminology of mouth and snout forms.