

Teaching Notes	Habitats & Ecosystems
Lesson 1: Habitats around the world	Session 1
<p>Introduction</p> <p>Begin the lesson explaining briefly the unit's content, what pupils will work on throughout the unit and what they will learn at the end of the process.</p> <p>Activity 1</p> <p>Tell pupils that they are going to see a power point presentation and that they while have to do some work at the same time. Hand out copies of worksheet "Habitats" (see student's worksheets page 1). Show pupils the first slide of the power point presentation "Habitats around the world" (see support teaching resources). Ask them to read the title, observe the photograph and then answer the following questions:</p> <p><i>What can you see in this picture?</i> <i>What does the blue colour mean?</i> <i>What does the green and brown colour mean?</i></p> <p>Then, show slide number 2 and encourage pupils to guess what a habitat can be. Write the possible answers on the blackboard and at the end of the power point check if their responses were correct.</p> <p>Show slide number 3 and ask pupils if they know the name of our planet. Then tell them to do exercise 1 of the worksheet. After that, read the question and ask pupils to guess which the correct answer is and mark it on exercise 2. Show them the correct answer. Finally, explain that they are going to see some pictures of land and aquatic habitats. Ask pupils to predict the names of the different habitats and to number them as they appear on exercise 3. When showing the different habitats' pictures, ask the following questions:</p> <p><i>Can you see any plants?</i> <i>Can you see any animals?</i> <i>What kind of animals can you see?</i> <i>What other things can you see?</i> <i>Where are these animals and plants?</i> <i>What are these animals doing?</i> <i>What are the differences between a land and an aquatic habitat?</i></p> <p>Establish what a habitat is by showing the definition on slide 19 of the power point presentation.</p>	

Activity 2

Hand out copies of worksheet "What is a habitat?" (See student's worksheets page 2). Read activity 1 and ask pupils to complete the definition. Ask one pupil to read activity 2. Explain that they have to classify the names of the different habitats into three different groups: land, freshwater and marine. They can work in pairs. Check the answers using slide 20 of the power point.

Activity 3

Pupils get in groups of 4 or 5. Give each group a set of cards to play "Habitats memory game" (See support teaching resources). Before starting the game, read together the definitions on the cards and help children with the vocabulary. Explain the rules of the game: Cards are laid out in a grid face down, and players take turns flipping pairs of cards over. On each turn, the player will first turn one card over, then a second. If the two cards match, the player scores one point, the two cards are removed from the game, and the player gets another turn. If they do not match, the cards are turned back over. These cards will be used in the next session.

Pupils may use the following language:

It's my turn.

Whose turn is it?

These cards match, I have a pair.

These cards don't match.

This habitat is called ...

This is a land / freshwater / marine habitat.

I've won!

Monitor around the classroom in order to help pupils. Encourage them to speak in English. The language pupils may use to play this game should be written down on cards and displayed on the classroom's walls as frames.

Activity 4

Tell pupils that, in the same groups, each of them has to choose a different habitat. Explain that they will have to look for some specific information about the habitats they have chosen. They will need this information for the next session. Give them a copy of "Habitat Information sheet" (See student's worksheets page 3) and tell them to bring it back completed next day.

Teaching Notes	Habitats & Ecosystems
Lesson 1: Habitats around the world	Session 2
<p>Introduction</p> <p>Begin the session with the “Habitats Loop Game” (See support teaching resources) in order to revise the different habitats.</p> <p>Activity 1</p> <p>Pupils will get in the same groups of 4 or 5 from the last session. They will need the cards they used to play the “Habitats memory game” (See support teaching resources).</p> <p>Choose the grassland and the tropical ocean habitats and ask pupils if they can say some similarities and differences. They can have a look at the pictures and the descriptions on the cards of the “Habitat memory game”.</p> <p>For this activity pupils will use the following language:</p> <p><i>The rainforest / tropical ocean is a land / freshwater / marine habitat. The weather in the rainforest / tropical ocean is ... The animals that live in the rainforest / tropical ocean are ... The plants that live in the rainforest / tropical ocean are ...</i></p> <p>Hand out copies of worksheet “Compare two habitats (A)” (See student’s worksheets page 4) and check if what they have said is correct.</p> <p>Activity 2</p> <p>Ask each group to split in two. Each pair will have to compare the habitats they have chosen. For this activity, each pupil should have completed the “Habitat Information sheet”. Hand out copies of worksheet “Compare two habitats (B)” (See student’s worksheets page 5). Read the instructions and check if pupils understood the task. Give them time to work on their own while monitoring around the classroom. Encourage pupils to speak in English.</p> <p>For this activity pupils will use the following language:</p> <p><i>What habitat have you chosen? I have chosen the ... What kind of habitat is it? It’s a land / freshwater / marine habitat. What’s the weather like? The weather is ... What animals live in that habitat? The animals that live in that habitat are ... What plants live in that habitat? The plants that live in that habitat are ...</i></p>	

The language pupils may use to play this game should be written down on cards and displayed on the classroom's walls as frames.

Correct their final texts. Give them the materials needed to make the display (cardboard, scissors, glue, markers). When all groups have finished their displays, tell them to give an oral presentation in front of the class. Give them some time to prepare their talk.

For this activity pupils will use the following language:

We have compared the ... and the ... habitats.

The ... and the ... are different habitats.

The first one is a ... habitat and the second one is a ... habitat.

In both habitats, different animals and plants live.

The animals that live in the ... are

The plants that live in the ... are

The weather in the ... is

In the ... the temperature is

The language pupils may use to play this game should be written down on cards and displayed on the classroom's walls as frames.

It will be a good idea to record their presentations and then have a look at them together. These could also be used as part of another lesson done with a different group.

Teaching Notes	Habitats & Ecosystems									
Lesson 2: What is a community?	Session 1									
<p>Introduction</p> <p>Begin the lesson playing the game “Habitats three in a row” in order to revise the names of the different habitats. Write a table on the blackboard with 9 squares. Inside each square write the first letter of a different habitat.</p> <p>Example:</p> <table border="1" data-bbox="491 801 1168 918"> <tbody> <tr> <td>R</td> <td>TF</td> <td>D</td> </tr> <tr> <td>T</td> <td>W</td> <td>R</td> </tr> <tr> <td>L</td> <td>TO</td> <td>P</td> </tr> </tbody> </table> <p>R: Rainforest T: Tundra L: Lake TO: Temperate Ocean W: Wetland TF: Temperate Forest D: Desert R: River P: Pond</p> <p>Split the group in two. Decide which group is the noughts and which is the crosses. Take it in turns to ask each group to say a letter and give a possible answer for it. If the answer is correct, mark that space with the group’s symbol. The game ends when one of the groups has three in a row. Tell the names of all the habitats again. Have the names written on separated cards ready to stick them on one of the classroom walls. It is important to classify the different habitats into land, freshwater and marine. This chart will be needed for the next session.</p> <p>Activity 1</p> <p>Explain children that they are going to see a power point called “What is a community?” (See support teaching resources). Hand out copies of worksheet “What is a community?” (See student’s worksheets page 6). Tell them that they will have to do some work while seeing the presentation.</p>		R	TF	D	T	W	R	L	TO	P
R	TF	D								
T	W	R								
L	TO	P								

Show slide number 1 and ask pupils to look at the picture and try to answer the question. Do the same with slides number 2 and 3.

Show slide number 4 and ask pupils to tell you the names of the elements they can see on the picture. Go to slide number 5 and read them the definition of community. Tell them to do exercise number 1 on the worksheet.

Then comment on slide number 6 and ask pupils to do exercise number 2 on the worksheet. Finally, comment on slide number 7 and ask pupils to do exercise number 3 on the worksheet.

Ending the session

Finish the lesson checking if pupils understood what a community is. Ask them some questions about the picture of the oak tree community. Point out that the conditions for a habitat to survive are the same for land, freshwater and marine habitats. Give examples of the community that live in a pond.

Teaching Notes	Habitats & Ecosystems
Lesson 2: What is a community?	Session 2
<p>Introduction</p> <p>Begin the lesson asking pupils to tell you what a community is and what the important things for a community to survive are.</p> <p>Activity 1</p> <p>Show pupils slide number 8 of the power point “What is a community?” (See support teaching resources). Ask them to tell you the names of the different animals and the name of the habitat where these animals may live. Show them the title “Adaptations” and ask them if they know its meaning. Then show slides 9 to 15. Ask pupils to describe the different elements they see on each slide. Show slide number 16 and ask different pupils to answer the different questions in order to revise the different types of adaptation. After that, hand out copies of worksheet “Adaptations” (See student’s worksheets page 7). Ask them to complete the activity about the animals’ adaptations they will see on the last slides. It is important to have the classification of habitats on the wall so pupils can look at it when guessing to what habitats these animals have adapted. Finally, hand out copies of worksheet “Adaptations: Pair work” (See student’s worksheets page 8). Tell pupils to get in pairs. Explain that one pupil will be partner A and the other will be partner B. A asks questions as shown in the balloon, changing the name of the animal and the verb. B answers the question with a proper sentence from the table. When they finish, they swap.</p> <p>Activity 2</p> <p>Depending on the time left, choose one, two or three pairs of pupils and ask them to do the role play in front of the classroom. The rest of the class can then decide which pair has done the role play better.</p> <p>Ending the lesson</p> <p>Tell pupils that, for the next session, they have to bring some pictures of them, their house and the food they usually eat.</p>	

Teaching Notes	Habitats & Ecosystems
Lesson 2: What is a community?	Session 3
<p>Introduction</p> <p>Begin the lesson eliciting previous knowledge about the definition of community. Have each word of the definition written on a separate piece of paper. Stick all the words on the blackboard and encourage pupils to order them. Remind them of the word adaptation and its meaning. Show the set of pictures “Animals’ adaptation pictures” (See support teaching resources). Ask pupils if they remember to what habitat these animals have adapted.</p> <p>Activity 1</p> <p>Introduce the idea that humans have also adapted to the different habitats. Show the power point presentation “Children just like you!” (See support teaching resources). Explain the different slides about Esta who is a girl from Africa. There is some information about the place where she lives, her home, the food she eats and the school where she studies.</p> <p>After showing slide number 7, hand out copies of worksheet “Human adaptations pair work” (See student’s worksheets pages 9 to 11). In this activity, pupils have to work in groups of three. Each child must have a different worksheet. They have to ask each other questions in order to complete the empty boxes of their table.</p> <p>Examples of language that pupils may use:</p> <p><i>Who is 8 years old? Levi</i> <i>Where does Levi live? Levi lives in Canada.</i> <i>How old is Celina? Celina is 9 years old.</i> <i>In what habitat does Sabah live? She lives in the desert.</i> <i>What is the ethnic group of Celina? She is a Tembé Indian.</i> <i>What is Levi’s home made of? It is made of made of wood. It is built on stilts to keep it above the deep winter snow.</i> <i>What does Sabah eat? Sabah eats shruba. It’s a soup made from yogurt, rice, onions and pasta. She eats a type of bread called khobz.</i> <i>What does Celina learn at school? Celina learns reading, writing and Tembé language.</i></p> <p>The language pupils may use to play this game should be written down on a piece of paper as frames.</p> <p>When pupils have finished, show them slide number 8 of the power point. There is a table with the correct answers.</p>	

Activity 2

Show pupils slide number 9 of the power point. Tell them that now it is their turn to write about themselves. Hand out copies of worksheet "All about me" (See student's worksheets page 12). Ask one child to read the sentences. Help children understand the task and give them time to work on it. Monitor around the classroom in order to help them write their texts. Correct their work and tell them to make a display with the pictures and the information. Tell pupils to get in pairs and ask each other questions about themselves.

Examples of language that pupils may use:

What food do you usually eat? I usually eat meat and vegetables.

Do you live in a house / flat? I live in a flat.

Can you describe your house / flat? My flat has got three rooms, a kitchen, a dining-room and a bathroom.

Make a book with all their work.

Teaching Notes	Habitats & Ecosystems
Lesson 3: What is a food chain?	Session 1
<p>Introduction</p> <p>Begin the lesson asking pupils what a community is. Show them the “Pictures set number 1” (See support teaching resources). Stick the pictures on the blackboard and ask pupils if they know their names.</p> <p>For this activity pupils will use the following language:</p> <p><i>I think this is a</i></p> <p>Get pupils in groups of 4 and give each group a set of cards “Living things to classify” (See support teaching resources). Tell pupils to classify the pictures according to their own criteria. Give them 5-10 minutes to work in groups and then have a discussion around their classification.</p> <p>For this activity pupils will use the following language:</p> <p><i>I think this is a ...</i> <i>I agree. / I don't agree.</i> <i>We have (number) groups.</i> <i>We've classified the pictures into ...</i></p> <p>The language pupils may use to play this game should be written down on cards so they can speak in English while doing the activity.</p> <p>Activity 1</p> <p>Tell them that they are going to read different texts related to the pictures. Hand out copies of “Jigsaw puzzle text” (See student's worksheets pages 13 to 15). Give each pupil a different text. Ask them to read their text and that if they have any problems with the vocabulary they can look it up in a dictionary. Give them 10-15 minutes for this activity.</p> <p>Tell them to get in groups of three. Say that each child in the group must have a different text.</p> <p>For this activity pupils will use the following language:</p> <p><i>What is the title of your text? It's ...</i> <i>We have the same text. We can't work together.</i> <i>We have different texts. Do you want to work with me? Yes, I do / No, I don't</i></p>	

The language pupils may use to play this game should be written down on cards and displayed on the classroom's walls as frames.

Hand out copies of "Jigsaw puzzle questions" (See student's worksheets pages 16 and 17). Tell them to share the information they have read in their texts.

For this activity pupils will use the following language:

*My text is about producers/consumers/decomposers.
Producers/Consumers/Decomposers are ...*

The language pupils may use to play this game should be written down on cards so they can speak in English while doing the activity.

Then ask them to answer the questions on the worksheet. Highlight how important it is that they work in groups. Monitor around the classroom helping pupils answer their questions. Encourage them to speak in English. After 10-15 minutes correct the answers.

Activity 2

Go back to the pictures on the blackboard and the classification. Ask pupils if they would change the way they have classified their set of pictures. Tell them that there are different ways of classifying and that it all depends on the criteria. Ask them to classify the pictures according to the texts they have read. To sum up, tell them that the texts they have read are related to food chains. Introduce the concept by showing them an example of a food chain with some of the pictures from the blackboard. Ask them to name the different elements in a food chain: producer, consumer and decomposer.

Activity 3

Tell that each group will have to do some research on a specific food chain. They will need this information for the next session. Give them a copy of "Research on a food chain" (See student's worksheets page 18) and tell them to bring it back completed next day.

Teaching Notes	Habitats & Ecosystems
Lesson 3: What is a food chain?	Session 2
<p>Introduction</p> <p>Begin the session by eliciting knowledge about what a food chain is and what elements form it.</p> <p>Activity 1</p> <p>Ask pupils to get in groups of three. Tell them that they have to work with the same classmates as in the previous session. Play the game “Happy food chains” using the “Living things to classify” cards (See support teaching resources). There are 36 cards divided into 6 sets of 6. Each set has a producer, 4 consumers and a decomposer. The aim is to collect complete sets by requesting cards from the other players. Either one receives or forfeits a card in each turn. A player’s turn lasts for as long as they are receiving cards. The winner is the person who collects the most sets.</p> <p>For this activity pupils will use the following language:</p> <p><i>Have you got ...? Yes, I have / No, I haven’t</i> <i>I have completed a food chain.</i> <i>The ... is eaten by the</i> <i>The ... is a producer / consumer.</i> <i>The ... is a herbivore / carnivore / omnivore.</i></p> <p>If they have problems completing the different food chains, the teacher can provide each group of pupils with the worksheet “Food chains” (See support teaching resources).</p> <p>The language pupils may use to play this game should be written down on cards so they can speak in English while doing the activity.</p>	

Activity 2

Explain that each group will create a food chain with the different organisms (producers, consumers and decomposers). Ask each group to share the information they found on food chains and to choose one food chain.

For this activity pupils will use the following language:

What information have you got? I have information about ...
What kind of food chain is it? It is a land/freshwater/marine food chain.
Have you got pictures of animals and plants? Yes, I have / No, I haven't
How many elements are there in your food chain? (number) elements.

The language pupils may use to play this game should be written down on cards so they can speak in English while doing the activity.

Then hand out each group a copy of "Our food chain" worksheet (See student's worksheets page 19) and ask them to complete it with their own food chain. Monitor around the classroom helping pupils. Encourage them to speak in English. Correct their texts. Provide each group with cardboard, scissors and markers so they can make a display of their food chain.

Teaching Notes	Habitats & Ecosystems
Lesson 3: What is a food chain?	Session 3
<p>Introduction</p> <p>All groups should have finished their displays. Tell them that they are going to give an oral presentation in front of the class. Give them some time to prepare their talk.</p> <p>For this activity pupils will use the following language:</p> <p><i>This is a land/freshwater/marine food chain.</i> <i>There are (number) elements in this food chain.</i> <i>In this food chain, the producer is ..., the consumer/s is/are ... and the decomposer is</i> <i>This consumer is a herbivore/carnivore/omnivore.</i> <i>The ... is eaten by the</i></p> <p>The language pupils may use to play this game should be written down on cards so they can speak in English while doing the activity.</p> <p>Hang all the displays on one of the school's corridor so the other groups can have a look at them.</p> <p>Activity 1</p> <p>Ask each group to present their display. While one group is presenting their work, the rest of the pupils will have to evaluate them. Give each group a copy of "Evaluation sheet" (See support teaching resources) for this task.</p> <p>Activity 2</p> <p>Choose one of the children's displays and hang it on the blackboard. Ask pupils the following questions:</p> <p><i>What would happen if there were no plants?</i> <i>What would happen if this group of animals disappeared?</i> <i>Does the (name of animal) only eat ... ?</i></p> <p>Make them understand that there has to be a balance between all the elements of a food chain.</p>	

Activity 3

Stand in a circle with all your classmates. One of you names a plant, takes a ball of string and holds the end of it. Then someone names an insect that might eat the plant. He or she takes the ball of string and holds on. Someone else names an animal that might eat the insect, and so on. When someone names a top predator, cut the string and start with a plant again. Can you name more than one creature that might feed on it? How complicated a food web can you make?

Then, explain that most animals eat more than one type of food and so they are usually part of several different food chains that link up to make a food web.

Teaching Notes	Habitats & Ecosystems
Lesson 4: Habitats in danger	Session 1
<p>Introduction</p> <p>Begin the lesson reviewing the names of the different habitats. Show slide number 1 of the power point “Habitats in Danger” (See support teaching resources) and tell pupils to read the title and look at the picture. Ask them if they know its meaning.</p> <p>Activity 1</p> <p>Hand out copies of worksheets “Pollution” (See student’s worksheets pages 20 and 21). Tell pupils that while you show them the power point, they will have to do the different exercises. Show slide number 2 and explain why most habitats are in danger. Ask them to do exercise number 1. Then show slide number 3 and explain why rainforests are being destroyed. Ask pupils to do exercise number 2. Continue showing slide number 4 and explain that some animals and plants are in danger of becoming extinct. If necessary, explain the meaning of extinct. Ask pupils to complete exercise number 3. It can be done in pairs.</p> <p>In order to introduce the different types of pollution, show slide number 5. Ask one pupil to read the question out loud. Tell children to have a look at exercise number 4. There is a list with the different types of pollution. Encourage them to tell you a name of the list for each of the pictures you show on the power point. Pupils can do exercise number 4 when all the pictures of slide 5 are shown.</p> <p>Ending the lesson</p> <p>Review the key vocabulary playing hangman.</p>	

Teaching Notes	Habitats & Ecosystems
Lesson 4: Habitats in Danger	Session 2
<p>Introduction</p> <p>Begin the lesson playing the game “Read my lips” in order to revise the different types of pollution. Say the different types of pollution moving your lips, without noise. Pupils have to guess which word it is.</p> <p>Activity 1</p> <p>Show slides number 6 and 7 of the power point “Habitats in danger” (See support teaching resources). There are different pictures of activities that cause a different type of pollution. Show one picture at a time and ask pupils to guess what type of pollution it causes.</p> <p>Pupils may use the following language:</p> <p><i>Deforestation causes soil pollution.</i> <i>Human waste causes water pollution.</i></p> <p>Hand out copies of worksheet “Causes and effects of pollution” (See student’s worksheets pages 22 and 23). Then tell pupils to do exercise number 1. They have to classify the different activities according to the type of pollution they cause.</p> <p>Move on to slides number 8 and 9. These two slides show the effects of pollution. Pupils have to guess what type of pollution may cause floods, hurricanes, health problems ...</p> <p><i>Floods are the effect of air pollution.</i> <i>Acid rain is an effect of air pollution.</i> <i>The death of fish is and effect of water pollution.</i></p> <p>Tell pupils to do exercise number 2. They have to get in pairs and ask each other questions on the effects of the different types of pollution. Give them some time to practise asking each other and answering. Then choose two or three pairs of students to perform the activity in front of the rest of the class.</p>	

Ending the lesson

Play a memory game in order to revise the different causes of pollution. The first pupil starts saying: *Deforestation causes pollution*. The second pupil repeats what the first one said and adds a new word: *Deforestation and human waste cause pollution*. Continue until all causes of pollution have been said.

Give each pupil a copy of worksheet "Pollution word search" (See student's worksheets page 24). Tell pupils to choose 10 words from the list and to write them on the grid horizontally, vertically or diagonally. Then they have to fill in the empty spaces with letters.

Teaching Notes	Habitats & Ecosystems
Lesson 4: Habitats in Danger	Sessions 3 and 4
<p>Introduction</p> <p>Begin the lesson with the “Pollution word search” activity in order to review key vocabulary. Tell pupils to get in pairs and to exchange their word searches. Each of them has to look for the 10 words that his/her partner has chosen.</p> <p>Activity 1</p> <p>Hand out copies of worksheet “What can we do?” (See student’s worksheets page 25). Read the text on the worksheet and help children understand it. Show slide number 10 of the power point “Habitats in danger” (See support teaching resources). Ask pupils to read the question and think about it. Then show the different pictures on the slide and ask pupils to order them on the worksheet.</p> <p>It is important that pupils understand that it does not matter if they live a long way from the ocean because doing good “green” things at home can make a vast difference to the plants and animals that live in the rainforest, the ocean or any other habitat.</p> <p>Tell them to think about which of these five things they can do and to tick them. Then ask some pupils to tell you their answers.</p> <p>Pupils may use the following language:</p> <p><i>I can ... because it is easy.</i> <i>I can't ... because it is too difficult.</i></p> <p>Activity 2</p> <p>Ask pupils to think about other every day “green things” they can do in order to reduce pollution. Use the pictures “Green things” (See support teaching resources) to help them produce new language. Stick the pictures on the blackboard and ask pupils to name them. Tell pupils to get in pairs. Give each pair one of the “Scrambled sentences cards” (See support teaching resources). Give them some time to rewrite the sentence in the correct order. Then ask each pair to match their card with the correct picture.</p> <p>Each pair of pupils will have to design a poster with the “green” sentence and a picture to illustrate the meaning.</p> <p>All their displays can be put in the school’s website. It can also be printed as a leaflet and given to all the pupils in the school.</p>	