

# CONTENTS

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<b>Introduction</b> .....	<b>v</b>
<b>Content Descriptions</b> .....	<b>vii</b>
<b>Planners</b>	
Year planner.....	xi
Earth and space sciences planner .....	xii
Biological sciences planner.....	xiii
Chemical sciences planner.....	xiv
Physical sciences planner .....	xv
<b>Content Description Tables</b> .....	<b>xvi</b>
<b>Using the Lesson Plans</b> .....	<b>xx</b>
<b>Earth and space sciences</b>	
What is a scientist? .....	1
Minerals from the earth .....	5
Weathering .....	9
Weathering and erosion.....	15
Caring for the land 1 .....	19
Caring for the land 2.....	22
Farming the land.....	26
Effects of extreme weather events on Australia and Asia .....	29
<b>Biological sciences</b>	
Life cycles.....	32
The life cycle of a plant 1 .....	40
The life cycle of a plant 2.....	48
Habitats .....	60
Playground habitats .....	63
Habitat research.....	67
Food chains 1 .....	72
Food chains 2 .....	80
Food chains within habitats.....	87
Food chain roles .....	90
<b>Chemical sciences</b>	
Materials: properties and uses.....	95
Houses.....	107
Building a house .....	111
Materials as fuels .....	117
Keeping heat in and keeping heat out.....	121

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Food: keeping heat in and keeping heat out .....	129
Investigating a thermos.....	137
Gold.....	142
Experimenting with gold .....	146

**Physical sciences**

Forces.....	151
Force and movement.....	155
Air and water .....	159
Magnets.....	163
Movement .....	167
Gravity .....	171
Flotation.....	175
Floating and sinking .....	179
Water force.....	184

<b>Certificates and awards .....</b>	<b>189</b>
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## LESSON 7

# FOOD CHAINS 1

<b>CONTENT DESCRIPTIONS</b>	<p><b>Science Understanding</b></p> <p><b>Biological sciences</b></p> <p>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</p> <p><b>Science as a Human Endeavour</b></p> <p><b>Nature and development of science</b></p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p> <p><b>Science Inquiry Skills</b></p> <p><b>Communicating</b></p> <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS071)</p>
<b>RESOURCES</b>	<p>Food chain strips – four sets of three for each student (see pages 76–79)</p> <p>Scissors</p> <p>Glue</p> <p>Paper</p> <p>Magazines</p> <p>Paper strips</p>
<b>SKILLS</b>	<p>Observing</p> <p>Classifying</p> <p>Inferring</p> <p>Communicating</p>

ACTIVITIES

- Ask the students what they understand by the term “food chain”. Record their responses.
- Tell the students that a food chain shows how organisms (both plants and animals) depend on one another for food. Food chains show how organisms are linked for survival.
- Be explicit, telling the students that understanding food chains can help us to understand different organisms, and can help us to grasp the concept of biological interrelatedness and interdependence. Explain that food chains can also help us to understand cause and purpose in nature.
- Have the students complete the cloze activity and write and draw their own definitions of a food chain on their worksheets (“Food chains cloze” and “Food chains”). Use the previous dot point for the cloze activity solution.
- Give each student a set of food chain strips (see pages 76–79).
- Tell the students to place a 1 in the box on the plant strip because a plant is the first step in a food chain: plants make up the food that plant-eating animals need to survive.
- Have the students glue the end of the plant strip to form a ring. This is the first link in their food chain.
- Next, ask the students to find an animal that eats that plant. Place a 2 on this strip, because a plant-eating animal is the second link in this food chain. Have the students link this piece through the first link and glue it.
- Tell the students to put a 3 in the final strip. The third link in the food chain will be a meat-eating animal that eats the plant-eating animal in order to survive. Thread this strip through the second link in the chain.
- Give the students the other three sets and ask them to number and link them. Display the chains around the room.
- Have the students cut pictures from magazines, gluing them onto strips of paper to illustrate other food chains. Tell the students that their food chain must include a human.

Did the students’ definitions of a food chain demonstrate understanding?  
Write comments on each student’s worksheet.

ASSESSMENT

LANGUAGE

Introduce and explain the following terms:

food chain	link
interrelation	depend
interrelated	sequence
interdependent	

## LESSON 10

# FOOD CHAIN ROLES

CONTENT DESCRIPTIONS	<p><b>Science Understanding</b> <b>Biological sciences</b> Living things have life cycles (ACSSU072)</p> <p>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</p> <p><b>Science as a Human Endeavour</b> <b>Nature and development of science</b> Science involves making predictions and describing patterns and relationships (ACSHE061)</p> <p><b>Use and influence of science</b> Science knowledge helps people to understand the effect of their actions (ACSHE062)</p> <p><b>Science Inquiry Skills</b> <b>Communicating</b> Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS071)</p>
RESOURCES	Food chains from the previous lesson
RESOURCES FOR EXTENSION	Research resources on scavengers and parasites
SKILLS	Discussing Identifying Reporting Note-taking