



UNIT 10: FOOD CHAINS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- identify the parts of food chains: *producer*, *consumer*.
- know what a food chain is.
- talk with a partner about the food chains.

Vocabulary: *producer*, *consumer*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

WARMER

- Greet the class. Wave and say *Hello* and *Hi*. Then ask students how they are feeling: *How are you today? Why are you happy?*
- Energy the class with a warm-up game – Guessing the animal.
- Call one student to come to the board. Give him/her a flashcard of an animal. Then ask him/her to talk about this animal without saying its name.
- Ask the other students to guess what animal he/she is talking about.

LEAD IN

- Use flashcards related to food chains.
- Raise the flashcards up to elicit the vocabulary for this lesson.
- Point and ask, "What is it?"
- Model any words that students do not know.

MAIN CONTENT


WE LEARN


1. Listen, point and repeat. 40

- Point to the pictures to elicit the vocabulary for this lesson.
- Point and ask, "What's this?" Give names to each picture.
- Tell the students to look at the pictures.
- Play the audio and say the new words in time with the recording.
- Play this part again for students to repeat the words and sentences. Point to each picture to practice the words and sentences.

UNIT 10
FOOD CHAINS
LESSON 1


WE LEARN

1. Listen, point and repeat.  40




producer

Grass makes its food.




consumer

The grasshopper eats the grass.




consumer

The frog eats the grasshopper.



consumer

The snake eats the frog.

2. Listen and read.  41


A **food chain** shows how each living thing gets its food.


A food chain has **producers** and **consumers**.


- > Plants are producers. They can make their own food.
- > Animals are consumers. They eat plants or other animals.


3. Look at the pictures. Put the names in the correct order of the food chain.

Food chain 1:


rabbit



fox



carrot



lion


(a) _____ → (b) _____ → (c) _____ → (d) _____

Food chain 2:


seaweed


shark


fish


seal

(a) _____ → (b) _____ → (c) _____ → (d) _____

Track 40

producer producer
consumer consumer

Grass makes its food.

The grasshopper eats the grass.

The frog eats the grasshopper.

The snake eats the frog.

2. Listen and read. 41

- Play the recording for students to listen to.
- Play the recording a second time for students to know the components of the air.
- Repeat more than once if necessary.

Track 41

A food chain shows how each living thing gets its food.

A food chain has producers and consumers.

- Plants are producers. They can make their own food.
- Animals are consumers. They eat plants or other animals.

Extra practice

Have students find some examples of producers and consumers. Call them to give their examples and a reason for their choice.

3. Look at the pictures. Put the names in the correct order of the food chain.

- Point to the picture and have students read the name for each picture.
- Ask students if there are any new words.
- Let students put the names in the correct order of each food chain.
- Call students to read their food chains.
- Give feedback.

WE PRACTICE

4. Choose the words from the box and write them down in the correct column.

- Have students read the words in the box.
- Explain any new words that students don't know.
- Ask students to write the words in the correct column.
- Call students to give their answers and encourage them to give reasons for their choices.
- Correct the answers.

Answer

Producers	Consumers
grass	grasshopper
corn	frog
seaweed	mouse
tomato plant	bird
mango tree	sea lion
	snake

5. Make 3 food chains using the words in exercise 4. Then describe them.

- Explain how to do the exercise.
- Ask students to do the exercise in groups.
- Let each group give their food chains and describe them.
- Have students read complete sentences in front of the class.

Suggested answer

- corn → mouse → snake → owl: This food chain starts with the corn – a producer because it can make its food. The mouse eats the corn. Next, the snake eats the mouse. Finally, the owl eats the snake.
- tomato plant → grasshopper → frog → snake: This food chain starts with the tomato plant – a producer because it can make its food. The grasshopper eats the tomato plant. Next, the frog eats the grasshopper. Finally, the snake eats the frog.

WE PRACTICE

4. Choose the words from the box and write them down in the correct column.

frog	mouse	bird	sea lion	grass
owl	corn	snake	grasshopper	seaweed
tomato plant		mango tree		

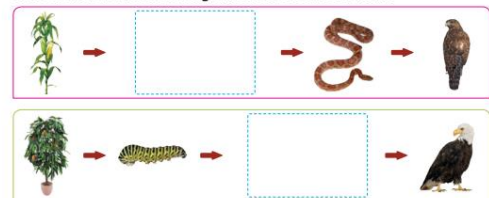
Producers	Consumers
grass	grasshopper

5. Make 3 food chains using the words in exercise 4. Then describe them.

Example: grass → grasshopper → bird → owl



6. Look and draw the missing animal in each food chain.

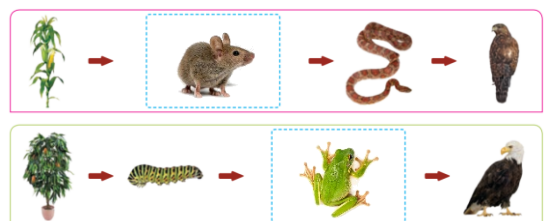


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6. Look and draw the missing animal in each food chain.

- Ask students to look at the food chains.
- Have students find out the missing animal for each food chain and draw it in the correct box.
- Go around to help if needed.
- Let students show their drawings and give feedback.

Suggested answer



Mixed ability

- With weaker students, ask them to choose one food chain and write down the description for the food chain. Then try to say the description.
- With stronger students, let them work in pairs and take turns describing the food chains.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- listen, speak, read, and write about food chains.
- understand a short story and act it out.
- review and consolidate language introduced in the unit.

Values: Know how each living thing gets its food

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

WARMER

Slap the correct picture: Stick the flashcards on the board. Divide the class into groups and call a representative of each group to come to the front. Read a sentence and ask students to race to slap the correct flashcard. Take turns playing until no flashcards are left.

LEAD IN

- Tell the children they are going to do some activities to review what they have learned from lesson 1.
- Use flashcards to introduce food chains again.
- Say the words for the students to repeat to reinforce the meanings of the words.
- Show students the flashcards at random and ask them to say the words and the sentences.

MAIN CONTENT

WE PRACTICE

7. Read the text and fill in the blanks with the words from the box.

- Read the text and words in the box.
- Choose the correct word for each gap.
- Call some students to give the answers.
- Invite some students to give the answers and check.
- Require students to read complete sentences.

Answer

1. food
2. consumers
3. Plants
4. make
5. eat
6. bird

8. Look at the food chain and answer the questions.

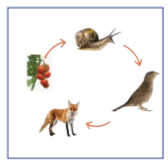
- Have students read the questions and write the answers
- Go around to help students with new vocabulary.
- Let students read their answers.
- Give feedback.

LESSON 2

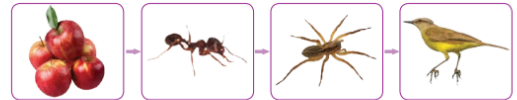
7. Read the text and fill in the blanks with the words from the box.

consumers make bird plants food eat

A food chain shows how each living thing gets its (1) _____. There are producers and (2) _____ in a food chain. (3) _____ are producers. They can (4) _____ their own food. Animals are consumers. They (5) _____ plants or other animals. Let's look at an example of a food chain. The tomato plant is a producer. The snail eats the tomato plant. Then the (6) _____ eats the snail. Finally, the fox eats the bird.



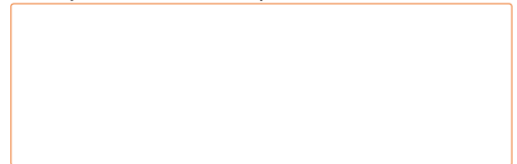
8. Look at the food chain and answer the questions.



1. How many living things are there?
2. Which one is the producer?
3. Which ones are the consumers?
4. Which animal does the spider eat?
5. Which animal does the bird eat?

WE DO

9. Draw your own food chain. Then present it to the class.



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Answer

1. There are 4 living things.
2. The producer is the apple.
3. The consumers are the ant, the spider and the bird.
4. The spider eats the ant.
5. The bird eats the spider.

Extra practice

Let students sit in groups of 5-6 students. Ask them to take turns talking about the food chain in exercise 8. Let some students come to the board and present this food chain in front of the class.

WE DO

9. Draw your own food chain. Then present it to the class.

- Have students look at the food chains in exercises 7 and 8. Remind them to include 4 living things in their food chains.
- Ask students to draw their food chains.
- Let students volunteer to draw their food chains on the board and present it to the class.

WE READ

10. Listen and read the story. Then act it out. 42

- Ask students to look at the story. Point to the characters in the story and ask: "Who's this?"
- Ask students to guess what happens in this story. Encourage students to share their ideas.
- Ask students to listen and follow what they hear in the story.
- Demonstrate the story actions.
- Ask students to work in pairs.
- Encourage students to act out the story with the audio.
- Ask each pair of students to act out in front of the class.

Track 42

MAKING A FOOD CHAIN POSTER

Tim: A food chain shows how each living thing gets its food.

Mia: There are producers and consumers in a food chain.

Tim: Let's choose the producer and consumers for the food chain.

Mia: First, the producer. Can it be grass?

Tim: Yes. The grass is a producer because it can make its food. Then, we have to find the consumer. Which animal eats grass?

Mia: The grasshopper.

Tim: Great. I know the next animal. The bird eats the grasshopper.

Mia: The last one in our food chain is the snake. It eats the bird.

Mixed ability

- In pairs of stronger students, ask them to close their books and let them make a conversation together. For example:
Student A: *What is a food chain?*
Student B: *A food chain shows how each living thing gets its food.*
- The weaker students can take turns to practice reading the whole sentences in pairs. The teacher checks pronunciation carefully.

WE READ

10. Listen and read the story. Then act it out. 42

MAKING A FOOD CHAIN POSTER

VALUES Know how each living thing gets its food

11. Read the story again. Then circle the correct word.

1. Tim and Mia are making a poster / picture of a food chain.
2. The food chain starts with a consumer / producer.
3. Grass / Grasshopper is a producer.
4. The bird eats the grasshopper / snake.
5. The last one in Mia and Tim's food chain is the bird / snake.

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11. Read the story again. Then circle the correct word.

- Allow time for students to do exercise.
- With stronger students, teachers can require them to close the book and do the exercise.
- Call some students to give the answers and check. Encourage students to read the whole sentence.

Answer

1. Tim and Mia are making a poster / picture of a food chain.
2. The food chain starts with a consumer / producer.
3. Grass / Grasshopper is a producer.
4. The bird eats the grasshopper / snake.
5. The last one in Mia and Tim's food chain is the bird / snake.

Extra practice

Repeat if it's true: Teacher sticks a set of flashcards on The teacher points to one of the flashcards and say the functions. If the sentence is correct, repeat it. If the sentence is wrong, stay silent.