

Year 4- Multicultural integration activities - Story Telling and Questions.

Multicultural integration activities

- Robot comes from outer space. Children have to help integrate it.
- Students: 3 “small” groups with large diversity
- 5 sessions of 1 hour (50 minutes)
- Ideally, embedded integration activities
- Different activities (Dancing, Customising the robot, collaborative storytelling...)
- How to measure:
 - Validations tests (questions about activity)
 - Number of interactions
 - Comparative feedback from teachers
 - Global/local appreciation survey
 - Integrations reports/surveys

Year 4-

Inclusion of Year 4 classes:

Activities include storytelling. It would be just a little bit different from the activity with children will be the ones asking the questions to the robot at the Q&A part.

questions to test our intelligence programming.

Unit overview

Summary

In this unit children will work towards answering the Quest question ‘How can changes to the environment affect the things that live there?’ They will construct and interpret food chains, identifying producer, prey, consumer and predator. They will realise that the availability of food is an important factor when considering how animals respond to change in the environment. Children will investigate the effect of a small change to an environment by placing carpet or other covering on the ground, and will consider the impact of larger changes to the environment such as fire and flood. They will consider how humans can reduce the impact of some environmental changes. They will finish by answering the Quest about the effects on pond life of diverting a river to build new houses, when the original course of the river feeds into the pond.

Example:

Once upon a time, in the charming village of Greenfields, a group of young friends – Harper the rabbit, Sammy the squirrel, and Lilly the deer - enjoyed playing and exploring the lush surroundings. One day, they noticed strange changes in their beloved forest; some trees were disappearing, and the usual food sources were getting scarce. Concerned, they sought the guidance of Wise Old Owl, who explained how environmental changes affect their habitat. The friends decided to investigate further by adding a carpet to a small area in the forest, witnessing firsthand the impact on their food chain. As they learned about the delicate balance of nature, a sudden flood hit the village, challenging them to work together and find solutions. With newfound knowledge and teamwork, they protected their home and cherished pond, realizing the importance of preserving their environment for all creatures to thrive. The friends felt proud, knowing they could make a difference by caring for their world.

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Expectations

By the end of this unit:

On Track

Children who are working at the expected standard will have constructed and interpreted a variety of food chains and will have identified the producer, predator and prey. They will have recognised that plants are at the start of all food chains because they make their own food. They will have considered different plans for investigating the effect of placing carpet on the ground and will have decided a way of getting good evidence. They will have stated how flood and fire affect living things including the availability of food, and how humans can reduce the effects of changes to the environment. They will have used evidence to describe the effects on a variety of living things of placing carpet on the ground. They will have given examples of human impact on environments and will have recognised the effect of diverting a river that feeds a pond. They will have suggested ways of reducing human impact on environments and the living things within them.

Exceeding

Children who have exceeded will have researched and constructed a food chain with many links. They will have explained why their chosen plan for investigating the effect of placing carpet on the ground will give them good evidence. They will have compared the different effects of flood and fire on living things. They will have considered the effectiveness of different human interventions to reduce impact on an environment, and will have evaluated ways of reducing the change to pond life from a house building.

Working Towards

Children who are emerging will have constructed simple food chains. They will have identified what different animals eat. They will have offered simple responses about the way flood, fire and other changes affect specific living things. They will have described some changes before and after placing the carpet on the ground. Given a human intervention to reduce the impact of change, they will have given simple examples of what might happen to specific plants or animals as a consequence.

Lesson Objectives

MONDAY- Dangers to Living Things 1:

Children sort statements about food chains under 'True', 'False' and 'Not sure'. They turn conflicting statements into questions to ask the robot.

STORY REQUEST: Robot could tell the students a story about the impact of environmental change on living things, thinking specifically about the availability of food as an important factor when considering how animals respond to environmental change.

Dangers to Living Things LESSON 1

NC Objective

- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Asking relevant questions and using different types of scientific enquiries to answer them

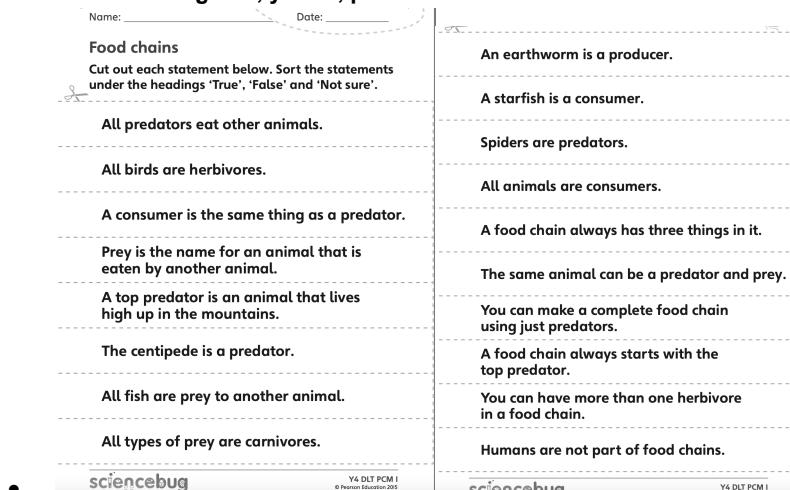
Learning Outcome

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- Children will have recognised what they know and what they need to find out about food chains.
- Children will have identified questions to be answered about food chains and will have decided how to answer them.

Activity: Thinking about food chains

- As a class look at the statements about food chains on [Food chains true or false](#) (Y4 DLT PCM 1). They sort the statements under three headings: 'True', 'False' and 'Not sure'. **Kids could colour code the statements green, yellow, pink. So to have their own individual worksheet.**



- sciencebug
- Y4 DLT PCM I
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- Read each statement on [Food chains true or false](#) (Y4 DLT PCM 1) out loud, asking the class to vote on whether they think it is true or false, or if they're not sure. It can help to turn your back on the children in case they feel hesitant about getting the wrong answer. You will also be able to hear when there are differences of opinion.
- **(AO)** Draw together responses, e.g. *We all agreed that one was true / A few of us thought this one was true, some thought it was false and quite a lot of us weren't sure.* Discuss their reasoning.
- **(E)** Collect together the statements about which there are differences of opinion. Ask the children to turn the statements into questions to which the class will need to find answers. For example, the statement 'All fish are prey to another animal' becomes 'Are all fish prey to another animal?'.
- **How will you answer these questions?** Students can ask the robot questions regarding the statements and to explore their learning.

Possible Story Telling- **STORY REQUEST:** Robot could tell the students a story about the impact of environmental change on living things, thinking specifically about the availability of food as an important factor when considering how animals respond to environmental change.

TUESDAY-Dangers to Living Things 2:

Children research two food chains; one about living things in the UK and one in another part of the world. They create and display their food chains and look at similarities. They think about why plants are the start of all food chains.

Dangers to Living Things Lesson 2

NC Objective

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Learning Outcome

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- Children will have researched food chains and described features shared by all food chains.

Activity: Researching food chains

- Read pages 8 and 9 of the Topic book ([Food chains](#)) and introduce the vocabulary of producer, consumer, prey, predator and top predator. Explain that the children are going to make diagrams of food chains by finding out what animals eat.



- Divide children into small groups or pairs. Explain that each group or pair will create some questions about predators to ask the robot.
- Show Screen 1 of [Top predators](#) (Y4 DLT ITR 2). Explain that a top predator is an animal that isn't eaten by another animal (e.g. sparrow hawk, fox, otter etc). Assign a top predator from the UK to each group or pair, asking children to write its name on a sticky note. Students then devise questions to ask the robot about the predator.
- Example What animals does _____ (the predator I picked) eat?* Allow children time to ask questions in their own language to the robot. Children write the name of one animal that the predator eats on another sticky note. They repeat this process for various animals.
- STORY REQUEST- Robot could tell a story about food chains, identifying producers, predators and prey.**

THURSDAY -Dangers to Living Things 4:

Children explore the impact of environmental change on people and on living things, looking particularly at the [impact of fire and flooding](#). They ask questions to suggest how different living things can be affected by fires and flooding and how environments can change. (Where, how, when, what?)

Dangers to Living Things 4

NC Objective

- Recognise that environments can change and that this can sometimes pose dangers to living things.

Learning Outcome

- Children will have recognised how changes to the environment through fire and flooding can affect living things.

Activity: Recognising the effects of fire and flooding

- Read page 12 of the Topic book ([Using food chains](#)) and discuss how scientists can predict what will happen when environments change by studying food chains to see what animals eat. Talk about how changes to the environment, such as forest fires and flooding can affect animals and plants in the food chain.

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Using Food Chains

When environments change, the number and type of plants and animals within a habitat may change. Scientists predict what will happen when environments change by studying food chains to see what animals eat.

Word box
predict

Forest fires
Forest fires can spread quickly and burn large areas of dry trees, bushes, and grass.

Quest
1 What happens to plants and animals in the food chain if there is a forest fire?

A flood happens when water overflows onto land that is usually dry. This can change the environment for a short or long time. Many floods are caused by heavy rain.

2 What will happen to plants and animals in the food chain if there is a flood?

Quest
Wildfires can spread quickly, burning dry trees, bushes, and grass. They can be caused by natural things like lightning, but they can also be caused by human activity, such as campfires.

Quest
A flood happens when water overflows onto land that is not normally underwater. This can change the environment for a short or long time. Living things may die or be swept away.

Many floods occur naturally from heavy rain. Sometimes people build homes in areas that flood naturally.

How would a flood affect your environment?

- Show slides and Discuss the points raised.
- Encourage them to think about the particular effects on a food chain of forest plants and animals.
- **Have students ask robot questions about** historical local floods or fires. Ask about floods or fires from countries they are from. Invite children to ask about how wildlife or plants would have been affected. How food chains would be affected by floods or fires.
- (e.g. the insects who live on the ground would have been drowned; birds would have had less to eat because the insects had drowned).
- **STORY SUGGESTION- A Story of Fire, Flood, and Food Chains appropriate for 8 year olds.**

FRIDAY- Dangers to Living Things 5:

Children explore different ways people try to reduce the impact of change on an environment and then research the effects of droughts, volcanoes etc. on living things.

NC Objective

- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Using straightforward scientific evidence to answer questions or to support their findings.

Learning Outcome

- Children will have considered how humans can reduce the effects of changes to the environment.

Activity: Reducing the effects of change on an environment

- Read pages 14 and 15 of the Topic book ([Helping the environment](#)) and discuss how people can do positive things to help the environment.



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Show Screen 1 of [Reducing the impact of change](#) (Y4 DLT ITR 7), exploring some different ways that people try to reduce the impact of change on an environment.

The screenshot shows a digital interface titled "Response to environmental change". On the left, there is a text box with information about deforestation and how people try to reduce their impact. In the center, there is a large image of a forest fire with two firefighters in the foreground. To the right, there is a research section with a search bar and two input fields for "Effects" and "Reduce the impact".

- Encourage children to ask robot questions about the effects on living things of droughts, volcanoes, oil spills or deforestation. *How can humans reduce the impact of these changes? Maybe children could record their findings on a table like the one on Screen 2 of [Reducing the impact of change](#) (Y4 DLT ITR 7).*

Differentiation

Support

- Ask children to draw annotated pictures in their table to show changes to the environment and ways of reducing their impact.

Extending questioning

- Students could question the robot with what they think will be the most effective way of reducing the impact of change on the environment.

Possible STORY suggestion- Protectors of Nature