# Food chain

| Year | Field of study, subject | Subject connections |
|:---:|:---:|:---:|
| 3 | **Human and natural knowledge Environmental knowledge** | **Informatics, Drawing and visual culture, Technology** |

## The purpose and didactic tasks of the lesson

Characteristics of insects, birds, mammals; Importance of habitats: concepts of food source, hiding place, nesting place;
Understanding the interdependence between aquatic plants and animals; Concept of food chain

## The effect of the clock

Establishing scientific literacy. The child observes and protects the environment in his immediate surroundings. Relationships between living things and the environment, interdependence; (ability to cooperate with others) objective knowledge, recording experiences.
The robotics task promotes the development of fine motor skills, sense of direction, and digital competencies.

## Tools and resources used

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|:---:|:---|
| 👍 | *State curriculum, local curriculum, textbooks* |
| 👍 | *VINU robot and worksheet* |
| 👍 | *VINU robot track (A3 size)* |

## Occupation plan

| 5 minutes | Tuning in | <ul><li>Comparison of habitat diagrams made in previous or technical classes, placement of animals. Presentation of the works of the impressionist painter (Monet) on the aquatic world</li><li>Concept of habitat, hiding place, breeding place, characteristics of mammal, insect, bird</li><li>Group work, conversation, debate, argument</li></ul> |
|---|---|---|
| 15 minutes | Making food chain strips | <ul><li>In groups, create food chain strips with drawings and important information! Then, have the teams switch habitats! Read the information on the strips and then glue them together in the correct order, according to the food chain!</li><li>Concept of food chain, mutual dependence. Relationship between living things and the environment.</li><li>Observation, recalling learned knowledge, taking action, cooperation skills</li><li>Group work</li><li>Equipment: blank paper strips, textbook, colored pencils, glue</li></ul> |
| 10 minutes | Food chain with robot | <ul><li>Task discussion. Discussion of using the VINU robot</li><li>Food chain concept, wetland food chain</li><li>Recalling learned knowledge, putting it into action, developing algorithmic knowledge, and spatial orientation</li><li>Equipment: Robot track in A3 size, VINU robot, worksheet</li></ul> |
| 10 minutes | Creating a robot track | <ul><li>Creating and testing a new robot track for the food chain of another habitat</li><li>Concept of food chain, mutual dependence. Relationship between living things and the environment.</li><li>Practicing knowledge, developing algorithmic thinking</li><li>Equipment: Empty robot track in A3 size, colored pencils, VINU robot</li></ul> |
| 3 minutes | Hourly work and game evaluation | <ul><li>Evaluation, self-evaluation. Development of social competencies</li><li>guided conversation, frontal work</li></ul> |

## Methodological advice

### Go through the food chain in the correct order with VINU!

**Task description**

Guide VINU through the food chain from the lowest organism to the top of the food chain!

**You will need:**

1 robot track sheet
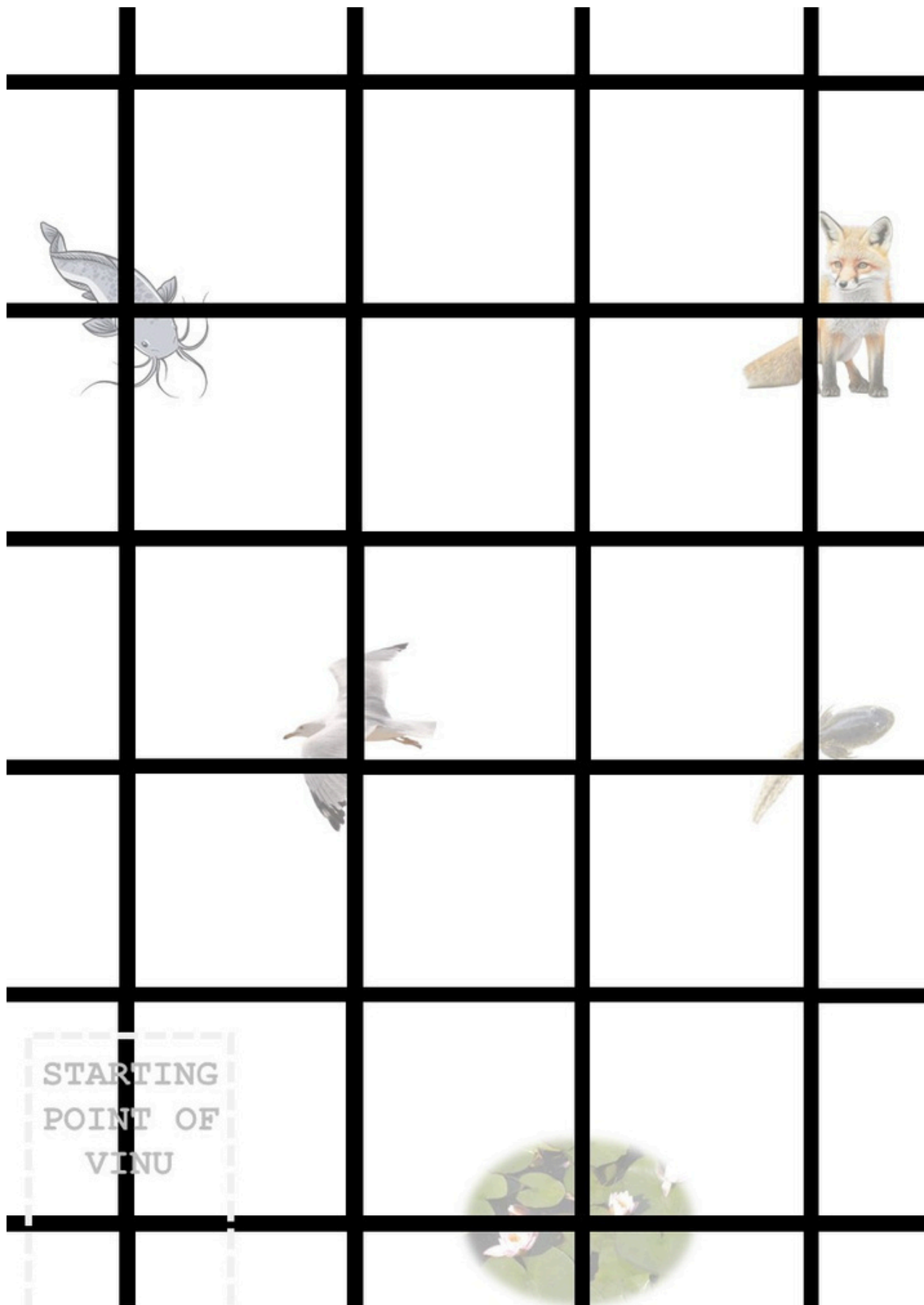
**How to use VINU:**

1. Open this application!

2. Select the following settings. BE CAREFUL: the green button in the upper left corner determines whether you can follow a previous route (cross it) or not. In the form shown in the picture (default setting), you cannot. If you click on it, it will switch and a circle will appear in the upper corner of the button. This allows you to cross a route multiple times.

3. By clicking on the dots, you can specify how far to go to the intersection, when to turn, etc. Set the route so that it follows the correct order in the food chain. You can cross your route twice, but you can only pass through a living creature once!

4. Once you have entered all the commands for the correct route, click on the blue play button at the top and VINU will set off.
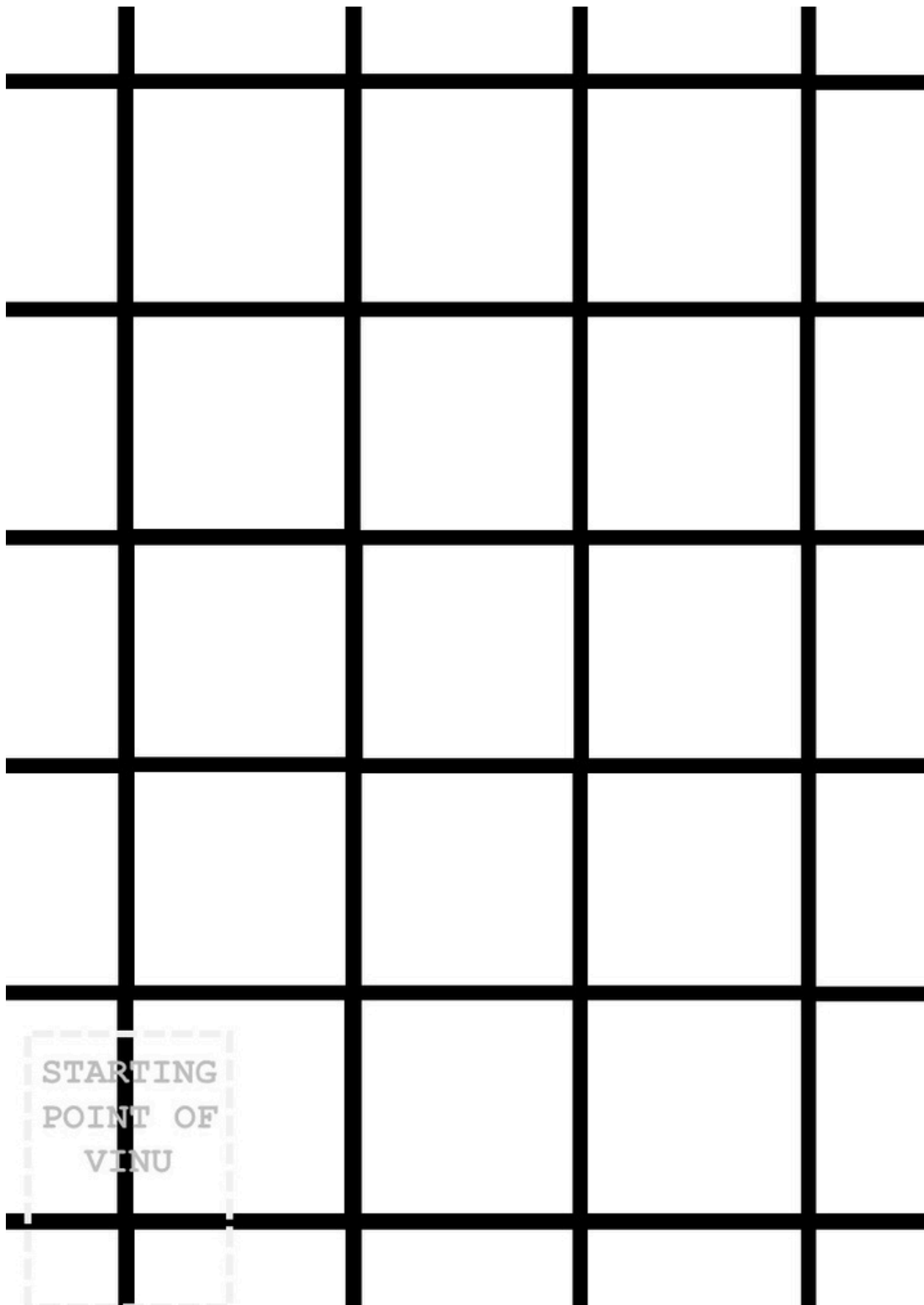
**The track:**

Differentiation options:
While making the food chain, the children formulate the sentences written on the strips together, and non-native students should have their peers help them understand unfamiliar words!

- When creating a new level, create and try out several levels, always switching roles!

STARTING
POINT OF
VINU