

## REINFORCEMENT ACTIVITIES

**Subject:** Natural Sciences

**Grade:** 5<sup>th</sup>

**Period:** II

**Year:** 2019

### SUGGESTION

*Each period, the teacher formulates a problematizing question or situation related to the learning goals that help the student to train him/herself and get ready to prove his/her knowledge and proficiency levels in each area. This process is scheduled on Friday, March 24<sup>th</sup>. The student should consult the bibliographic references cited by the teacher and turn in three academic products for the period written with basic standards to give account for the skills acquired.*

#### 1. Problematizing question:

Which is the role of each of the participants in the food chain and the food web, taking into account the ecosystem they grow?

#### 2. Learning Goals:

- I am able to identify structures of living beings and analyze their development in the environment.
- I am able to classify living beings according to their participation within a given ecosystem.
- I am able to value each one of the components of my environment and propose alternative care for the environment.

#### 3. Academic products:

- Make a model of the digestive system explaining each of its parts.
- Make a healthy and appropriate dish drawing for a 10-year-old boy or girl and explain why it should be consumed.
- Create a poster that graphically shows how energy is transferred within ecosystems.
- Make charts # 1 and # 2 and describe the functions and characteristics of them.

#### 4. Bibliographic references:

- Harcourt science. (2006). Orlando, Fla: Harcourt School Publishers.
- (Student's notebook, 2019)
- YouTube. (2019). Nutrition In Plants And Animals. [online] Available at: <https://www.youtube.com/watch?v=it3sCUktxUU> [Accessed 10 Apr. 2019].

Chart #1

| Omnivores        | Carnivores       | Decomposers      |
|------------------|------------------|------------------|
| Characteristics: | Characteristics: | Characteristics: |

Chart #2

| Producers  | Consumers  | Decomposers |
|------------|------------|-------------|
| Functions: | Functions: | Functions:  |