

PREDATORS AND PREY**KEY STAGE(S):** 2-3**SUBJECT(S):** Science**TOPIC:** Animal adaptation**LANGUAGE LEVEL:** New to English - Developing competence**RESOURCE CONTENTS**

- Predators and prey PowerPoint
- Flashcards
- Characteristics
- Predators or prey pictures
- Key words lists
- Substitution tables

CURRICULUM OBJECTIVES

- To be able to identify the specific characteristics and adaptations of predators and prey and explain the reasons for them

Language functions **Useful Language****Describing**

- Simple present: It has... It can... It is... They have...
A camel has... Camels can...

Explaining

- ...so that..., ...in order to..., ...because it needs to...

Vocabulary

- Animals: Shark, sea lion, polar bear, sparrow, chimpanzee, eagle, trout, fox, rabbit, deer, snake, snail, bee, mouse, lion, hedgehog
- Other key words: predator, prey, characteristics, sense of smell, good hearing, armour, shell, camouflaged, sharp, claws, teeth, brightly coloured, poisonous, protect

PREPARATION

You will need to:

- Make the flashcards by printing out the Flashcards PowerPoint as six-to-a-page (or two-to-a page) handouts and cutting them up.
- Print out all documents (other than PowerPoints) – enough for one between two

IDEAS FOR USING THE RESOURCE*Sorting activity: Predators or prey?*

1. Put the New to English learners in pairs or groups with peers who share a first language and/or can provide good models of English
2. Introduce the new vocabulary, specifically the terms 'predator' and 'prey', using the Predators and Prey PowerPoint.
3. Give each pair either the set of flashcards or the 'Predators or prey pictures' handout.
4. Display slide 3 on the PowerPoint and which provides model phrases for the learners to use
5. Learners sort the flashcards into those animals they think are predators, those that are prey and those that are both. If using the handout, they circle the correct word on the sheet.
6. Go through the answers using the PowerPoint.
7. Explain that many animals are both predators and prey and they should use their knowledge about each animal to categorise them. They may not agree with the answers on the PowerPoint, for example they may think of sealions as predators because they eat fish, and they may not be aware that they are also eaten by sharks.

Assessment Opportunities

- ✓ Speaking: Developing Competence Band C/3
- ✓ Listening: New to English Band A/9

Collaborative activity: Characteristics

1. Put the New to English learners in pairs or groups with peers who share a first language and/or can provide good models of English
2. Give each pair a copy of the Characteristics worksheet.
3. Give learners who are New to English or at the Early Acquisition stage a copy of the key words list and ask them to translate the key words and phrases, with the help of their partner and/or a bilingual dictionary, while they are doing the activity.
4. Explain to the learners that they should discuss whether the characteristics on the worksheet are useful for predators, prey or both. When they have discussed their answer, they should circle the appropriate word on the worksheet.
5. Go over the answers using the PowerPoint.

Assessment Opportunities

- ✓ Speaking: Developing Competence Band C/10
- ✓ Reading: Developing Competence Band C/5

Speaking and writing activity: Explaining characteristics

1. Put the New to English learners in pairs or groups with peers who share a first language and/or can provide good models of English
2. Give each pair a copy of the substitution tables to form sentences explaining the adaptations. One person should use the table for predators and one for prey. This is an oral activity in preparation for writing.
3. Go over the answers using the PowerPoint.
4. Finally learners should choose an animal to write about. They can use the substitution table as a model or write more freely if they prefer. Encourage the learners to use the four linking phrases in their writing: so, to, in order to, because it needs to.

Assessment Opportunities

- ✓ Speaking: Early Acquisition B/8
- ✓ Reading: Developing Competence Band C/5

DIFFERENTIATION FOR SUPPORT AND CHALLENGE




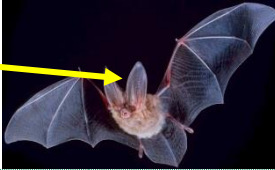






Support

- Allow adequate time for New to English or Early Acquisition EAL learners to translate names of animals and key words using tables provided.
- Encourage learners to use their translated word lists as scaffolding for both oral and written work
- New to English or Early Acquisition EAL learners can use the substitution tables as writing frames for the written task

Challenge







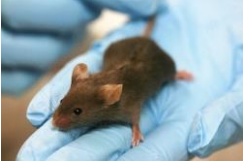









- Learners could find out more about their chosen animal and write more extensively about it.
- Learners can be asked to choose two animals – one predator and one prey – and compare their characteristics and the reasons they are useful to them.
- Learners can research other animals and write similar descriptions of them.

Look at these characteristics and decide if they are for predator or prey or both. Circle the correct answer.

<p>It has forward facing eyes.</p> 	<p>It has eyes on the side of its head.</p> 				
<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>	<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>
<p>It has a good sense of smell</p> 	<p>It has very good hearing.</p> 				
<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>	<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>
<p>It has armour.</p> 	<p>It is well camouflaged.</p> 				
<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>	<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>
<p>It has sharp claws</p> 	<p>It has sharp teeth.</p> 				
<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>	<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>
<p>It can move very quickly</p> 	<p>It is brightly coloured</p> 				
<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>	<p><i>predator</i></p>	<p><i>prey</i></p>	<p><i>both</i></p>

EAL Nexus: Predator or prey

Are these animals predators or prey or both? How do you know?

<p>a shark</p> 	<p>a snake</p> 	<p>a lion</p> 	<p>a sealion</p> 
<p>a deer</p> 	<p>a snail</p> 	<p>a mouse</p> 	<p>a rabbit</p> 
<p>a polar bear</p> 	<p>a hedgehog</p> 	<p>a bee</p> 	<p>a fox</p> 
<p>an eagle</p> 	<p>a trout</p> 	<p>a chimpanzee</p> 	<p>a sparrow</p> 

List of animals

Translate the names of these animals into your first language:

Animal	Translation	Animal	Translation
a snake		a fox	
a lion		a trout	
a shark		a chimpanzee	
a deer		a sparrow	
a bee		an owl	
an eagle		a dog	
a sea lion		a ladybird	
a snail		a cat	
a mouse		a pigeon	
a rabbit		a spider	
a polar bear		a fly	
a hedgehog		a bear	

List of other key words and phrases

Translate key words and phrases into your first language:

English	Translation	English	Translation
predator		teeth	
prey		quickly	
animal		brightly coloured	
species		to hide from	
forward		to catch	
on the side		to smell	
sense of smell		to protect itself	
hearing		poisonous	
armour (shell)		to eat	
camouflaged		to hold tightly	
sharp		to look around	
claws		nearby	

EAL Nexus: Substitution table

Use the information in these tables to explain why predators and prey have particular characteristics.

A predator	can move very quickly	to	see its prey from a long way away.
	has very good hearing		hold its prey tightly.
	has a good sense of smell	so that it can	eat its prey.
	has forward facing eyes		hide from its prey.
	is well camouflaged	in order to	catch its prey.
	has sharp teeth		hear where its prey is hiding.
	has sharp claws	because it needs to	smell if its prey is nearby.

Prey	can move very quickly	to	hear a predator coming.
	has very good hearing		tell predators it is poisonous.
	has a good sense of smell	so that it can	run quickly from a predator.
	has eyes on the side of its head		hide from predators.
	is very brightly coloured	in order to	smell if a predator is nearby.
	is well camouflaged		protect itself from a predator's teeth or claws.
	has armour	because it needs to	look all around to see if any predator is nearby.

Now write a paragraph about two animals (one predator, one prey) using the information from the tables.

Example: *A mouse has a good sense of smell because it needs to smell if a predator is near. It has very good hearing in order to hear a predator coming.*

- Snake: https://en.wikipedia.org/wiki/File:Coast_Garter_Snake.jpg By Steve Jurvetson
<https://www.flickr.com/people/44124348109@N01>. Available under CCO 2.0 via Flickr. For more information see <https://creativecommons.org/licenses/by/2.0/>
- Lion: https://en.wikipedia.org/wiki/File:Lion_waiting_in_Namibia.jpg By Kevin Pluck
<https://www.flickr.com/photos/27109510@N00> Available under CCO 2.0 via Flickr. For more information see <https://creativecommons.org/licenses/by/2.0/>
- Shark: https://en.wikipedia.org/wiki/File:White_shark.jpg By Terry Goss
<https://terrygoss.ifp3.com/#/page/home/> Available under GUN free documentation licence. For more information see https://en.wikipedia.org/wiki/GNU_Free_Documentation_License
- Deer: https://commons.wikimedia.org/wiki/File:White-tailed_deer.jpg By Scott Bauer (USDA photograph)
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- Bee: [https://commons.wikimedia.org/wiki/File:Honey_bee_\(Apis_mellifera\).jpg](https://commons.wikimedia.org/wiki/File:Honey_bee_(Apis_mellifera).jpg) By Charles J Sharp
<https://www.sharpphotography.co.uk/> Available under CCO Share Alik. For more information see <https://creativecommons.org/licenses/by-sa/3.0/deed.en>
- Eagle: <https://pixabay.com/photos/bald-eagle-adler-landskron-4144500/> By Mike_68
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- Polar bear: [https://commons.wikimedia.org/wiki/File:Polar_Bear_-_Alaska_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Polar_Bear_-_Alaska_(cropped).jpg) By Alan Wilson.
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- Tortoise: https://commons.wikimedia.org/wiki/File:A_gigantea_Aldabra_Giant_Tortoise.jpg By Childzy
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- Bat: <https://en.wikipedia.org/wiki/Bat#/media/File:Big-eared-townsend-fledermaus.jpg> By PD-USGov, exact author unknown - <https://www.nps.gov/chis/learn/nature/townsend-bats.htm>, Available under Public Domain. For more information see <https://commons.wikimedia.org/w/index.php?curid=192812>
- Owl: <https://www.flickr.com/photos/rogerlew/28584104112> By Roger Lew. Available under CCO 2.0. For more information see <https://creativecommons.org/licenses/by/2.0/>
- Pigeon's eye: <https://pixnio.com/media/beak-cage-dark-eye-feather> By Bicanski
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- Dog: <https://pixabay.com/photos/dog-animal-nose-smell-915945/> By Cocoparisienne
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- Bear's claws: <https://pixabay.com/photos/bear-medvekarom-bear-paw-claws-1564448/> By Gaborfejes
<https://pixabay.com/users/gaborfejes-174629/> Available under Pixabay licence. For more information see <https://pixabay.com/service/license/>
- Shark's teeth: <https://pxhere.com/en/photo/790611> By pxhere (exact author not given). Available under CCO 1.0. For more information see <https://creativecommons.org/publicdomain/zero/1.0/>
- Cheetah running: <https://www.maxpixel.net/Hunt-Cheetah-Namibia-Africa-Cat-Run-2859581> By MaxPixel (exact author not given). Available under CCO 1.0. For more information see <https://creativecommons.org/publicdomain/zero/1.0/deed.en>
- Coccinella transversalis:
https://en.wikipedia.org/wiki/Coccinellidae#/media/File:Coccinella_transversalis_2.jpg By J J Harrison
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