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| **"The world of words in the ecosystem"** |
| SECTION A – IDENTIFICATION |
| Name of the organization/Institutionimplementing practice | Upesleju primary school |
| Place of implementation | Classroom  |
| **SECTION B – DESCRIPTION** |
| Target group / Beneficiaries | 3rd–4th grade student |
| The main objectives | Goal is to enrich our language skills and learn to create exciting texts about the environment.* Vocabulary building: We will learn new words related to ecosystems.
* Text creation: We will practice writing engaging descriptions about nature and its diversity.
* Teamwork skills: We will work in groups to create interesting texts together.
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| Experts/staff | Teacher |
| The description of the practice  | **1. Introduction and Warm-up (5 min)*** Greeting and presentation of the lesson topic
* Mind map: *"What is an ecosystem?"* – students name words related to ecosystems
* Write the words on the board, grouping them by topic (animals, plants, natural elements

2. **Vocabulary Expansion (10 min)*** Work with pictures showing different ecosystems
* Learning new words:

*Nouns:ecosystem, moss, fern, conifer, deciduous tree, root, bark, lizard, badger, squirrel, woodpecker, dragonfly, spring, stream, cliff**Adjectives:wet, green, diverse, interconnected**Verbs:grow, feed, adapt, pollination, germination, decomposition***Vocabulary Game: “Find the Match!”**Game Rules:* Students work in groups of 3–4
* Each group gets a set of cards with words and pictures
* The goal is to match the correct word with its picture
* One point for each correct match

Objective of the task:* Strengthen new vocabulary
* Practice teamwork and sharing knowledge

**Results*** Quiz: Quick quiz about the word-picture pairs
* Discussion: Talk about the most interesting new words

**3. Practical Work with Text (10 min)**Sentence Building Workshop:* Start simple:Create short sentences about nature.*"The squirrel jumps into the tree."*
* Add details:Use adverbs and adjectives.*"The brown squirrel quickly jumps into the tall pine tree."*
* Connect ideas:Make compound sentences.*"The squirrel jumps into the tree, and the woodpecker pecks the pine trunk."*
* Use the board to build sentences together.When a student says a sentence, they choose the next speaker.

**4. Creative Activity: "Describe the Ecosystem!" (10 min)**Forest Group:Choose a picture of a forest.Write three interesting sentences about the forest.Use at least three new words from the lesson.Meadow Group:Describe a colorful meadow.Add words about insects and flowers.Create sentences that show the diversity of life.Water Ecosystem Group:Make a short story about a river or lake.Mention fish, water plants, and birds.Use words that describe water movement.Descriptive Writing Structure:* Introduction:Introduce the ecosystem.*"A Latvian forest is home to many animals."*
* Description:Describe what you see and hear.*"Sunlight shines through the green spruce needles."*
* Connections:Show how things are connected.*"Pinecones feed squirrels and birds."*
* Conclusion:Share your feeling or opinion.*"The forest is a magical place that we must protect."*

**5. Conclusion and Reflection (5 min)*** Presentations:Each group reads their text. Others listen and prepare questions.
* Feedback:Share what you liked in each other’s work.Highlight interesting words.Exchange ideas and talk about future topics.*"What else would you like to explore?"*

**Assessment:*** Student participation and engagement
* Use of new vocabulary in speech and writing
* Text creation skills
* Teamwork in group activities
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| Methodology/Didactic tools | The lesson uses a **student-centered and interactive approach**, focusing on communication, creativity, and collaboration. Key methodological and didactic elements include:* **Talking Wall:**A visual and interactive space where students can share ideas, vocabulary, and reflections. It supports language development and collective thinking.
* **Presentations:**Students practice public speaking and summarizing their thoughts in a structured way, which enhances confidence and clarity in communication.
* **Group Tasks:**Small group activities foster peer learning, critical thinking, and responsibility within a team setting.
* **Collaborative Learning:**Emphasis is placed on cooperation, knowledge sharing, and problem-solving together. Students learn from each other and build a shared understanding of the topic.

These methods support **active learning**, help develop **21st-century skills** (communication, collaboration, creativity, and critical thinking), and make the learning process more **engaging and meaningful** for young learners. |
| Additional materials /Equipment needed | * Pictures
* Word cards
* Poster paper or large sheets of paper
* Pencils and crayons
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| **SECTION C – CONCLUCION** |
| Conclusion | * What a great journey!

Together, we learned lots of new words and explored the forest, the meadow, and water habitats. |
| Recommendation and guidelines | * To strengthen and develop students’ knowledge about the importance of water and its processes in nature.
* To continue improving teachers’ ability to organize purposeful educational processes by incorporating a wider variety of methods and techniques.
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