

5º DE PRIMARIA SALIDA FUERA DEL AULA

# El escarabajo pelotero

PREPARA TU SALIDA

## Guía bilingüismo

Queremos orientarte y facilitar tu aplicación en el aula de nuestra propuesta didáctica si eliges la opción bilingüe.

En esta guía recopilamos información complementaria a los contenidos en castellano y recursos didácticos en inglés que puedes consultar y/o descargar en la sección "Salida fuera del aula" dentro de "EN EL AULA". Incluimos, según corresponda en cada caso, modificaciones de las propuestas didácticas, apoyo a las reflexiones que tengas que realizar con el alumnado en torno a los contenidos ambientales y vocabulario técnico.

Y si tienes cualquier duda... te ofrecemos atención personalizada a través de la **Oficina de atención al docente** con contacto telefónico 917459351 y correo electrónico [naturaliza@ecoembes.com](mailto:naturaliza@ecoembes.com) (de lunes a viernes)

## 1. Activity by activity indications

### PREVIOUS ACTIVITIES

#### 1. Letter from Gastón and Gastona and letter from the dung beetle

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The students have to find out what the beetle's scientific name is.

- Why do you think we and the beetle carry an umbrella?

We will listen to their ideas without giving a definitive answer. (We carry an umbrella to "protect" us from the sun or the rain.) The beetle also carries its umbrella to protect or help to conserve other species and the habitats in which it lives. But they will find out this answer later.

### OUTDOOR CLASS | STAGE 1

#### 2. Introduction and initial investigation

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Questions for the investigation:

- Date and time of observation

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- Do you know its name?
- Where have you seen it?
- What was it doing? (if it is an animal)
- Total number of individuals observed
- Number of beetle species observed and number of individuals of each species
- Number of species of plants observed and number of individuals of each species
- Number of species of animals observed and number of individuals of each species
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- At the end of this activity we will ask the following question:
- Which is the main characteristic that determines that two living beings belong to the same species?

### 3. "Russian boxes" game

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After the game the students will be able to answer:

- What does individual mean?
- What does population mean?
- What does community mean?

### 5. "Food chain" game: Eagles and rabbits and 6. Field notebook

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This game is an example of a food chain: the eagles feed on rabbits; the rabbits feed on grass. We will ask the following question:

- Do you know who is responsible for closing the food chain and for guaranteeing a fertile soil for the producers (grass)?

The students will find out that we are talking about the decomposers.

### 7. Spider's web

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To play this game the students will think about this:

- Who does your animal feed on?
- By whom could your animal be eaten?

### 8. Field notebook: food web

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To understand the food web correctly it is important that the students know that fungi are related to all living beings, since they decompose their organic waste into inorganic matter. This

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relationship is shown by an arrow of entry and exit into and out of an ellipse that represents the whole food web):

### 9. Crossword: Umbrella, flagship and keystone species

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We explain the definition of umbrella, flagship and keystone species. After this, the students may be able to answer to this question:

- Do you know the meaning of the beetle's image holding an umbrella under which there are several species?

We remember the functions of the beetles and raise these questions to help the students to answer the first question.

- Who benefits from the soil cleaning function?
- Who benefits from the fertilizing and moisture maintenance function?

After having answered to these two questions they can probably guess the meaning of the umbrella: All the organisms that benefit from the beetle's functions (cattle, cattle farmers, plants, farmers, microorganisms, etc.) are protected in some way by the beetle. And that is why they are represented under their umbrella.

These are the question after the crossword:

- Why is the fig wasp considered a keystone species?
- What benefits does nature get from beetles eating and burying manure?
- Why is the humpback whale considered an umbrella species?
- What characteristic makes the starfish be considered a keystone species?
- What are the functions of the lynx in the ecosystem?
- Why is it important that the imperial eagle is considered a flagship species?
- Why is the brown bear known as a flagship and an umbrella species?

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## OUTDOOR CLASS | STAGE 2

### 10. Closure and conclusion

As final conclusion the students will answer to these questions:

- Are there "bad" species and "good" species?
- Are the protected species the only important ones?

## 2. Glossary

To aerate: airear

Aleppo pine: pino carrasco

Ant: hormiga

Antennae: plural de antena

Awareness campaign: campaña de sensibilización /concienciación

Bark: corteza

To bear: en este contexto, dar fruto

Beetle: escarabajo

Blackbird: mirlo

Bird of prey: rapaz

Bristle worm: poliqueto

To bury: enterrar

Carrion: carroña

Cattle: ganado

Cattle farmer: ganadero/a

Cattle pasture: campo de ganado /pasto

Chitin: quitina

Chitin plate: placa de quitina

Common hawthorn: majuelo

Consumer: consumidor

Cosy: acogedor/a

Decomposer: descomponedor

Den: guarida

Distracted: distraído/a

Drought: sequía

Dung beetle: escarabajo pelotero

Dung: estiércol

Eagle: águila

Earthworm: lombriz

Earthy: terroso/a

Endangered species: especie en vías de extinción

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To entrust: encomendar

To expel: expulsar

Fallen leaves: hojarasca

Farmer: agricultor/a

To fertilise: fertilizar

Field researcher card: carnet de investigador/a

Fig: higo

Fig wasp: avispa del higo

Fin: aleta

Flagship species: especie bandera

To flower: florecer

To flutter: revolotear

Food chain: cadena trófica

Food web: red trófica

Fox: zorro

Goose barnacle: percebe

Grub: larva

Gum rockrose: jara pringosa

Heritage: patrimonio

Holm oak: encina

Honey comb: panal de miel

Hump: joroba

Humpback whale: ballena jorobada

Humpback: jorobado/a

Hunting preserve: coto de caza

In short: en resumen

Keystone species: especie clave

Krill: krill, camarón antártico

Ladybird: mariquita

Larvae: plural de larva (larvas)

To leap: saltar

To lift up: levantar

Lizard: lagartija o lagarto

Lynx: lince

Mammal: mamífero

Manure: estiércol

Meadow: pradera

Moisture: humedad

Mole: topo

Mountain pine beetle: escarabajo de corteza

Mussel: mejillón

Newt: tritón

Nickname: apodo, mote

Non-stick: antiadherente

Ochre: ocre

Pine cone: piña (del pino)

Paintbrush: pincel

Plague: plaga

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Poaching: caza furtiva

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Pod: vaina

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To poison: envenenar

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Polychaete: poliqueto

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Poop: caca

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Power line: tendido eléctrico

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Prey: presa

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Producer: productor

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Pyrenean oak: roble melojo

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Raccoon: mapache

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Relative: familiar

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To ripen: madurar

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Robin: petirrojo

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Rodent: roedor

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Rotten: podrido/a

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Runoff: escorrentía

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Scarce: escaso/a

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School of fish: banco de peces

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School yard: patio de la escuela

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Sea lion: lobo de mar

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Seabed: fondo marino

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Seagull: gaviota

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