

Animal Habitats 5E Lesson Plan

2nd Grade Lesson
3-4 Class Periods
190 Minutes Total

Standards:

Science Standard 2: Life Science

1. Organisms depend on their habitat's nonliving parts to satisfy their needs.
 - a. Use evidence to develop a scientific explanation about how organisms depend on their habitat. (DOK 2-3)
 - b. Analyze and interpret data about nonliving components of a habitat (DOK 1-2)
 - c. Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat (DOK 1-3)

Reading, Writing, and Communicating Standards 1: Oral Expression and Listening

1. Discussions contribute and expand on the ideas of self and others.
 - b. Contribute knowledge to a small group or class discussion to develop a topic.
2. New information can be learned, and better dialogue created by listening actively.
 - a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)

Reading, Writing, and Communicating Standard 4: Research and Reasoning

1. Reference materials help us locate information and answer questions.
 - a. Identify a variety of resources and the information they might contain (dictionary, trade book, library database, internet web page)
 - b. Identify a specific question and gather information for purposeful investigation and inquiry
 - c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)
 - d. Use a variety of multimedia sources to answer questions of interest

- e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)
2. Questions are essential to analyze and evaluate the quality of thinking.
 - a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS: W.2.7)

Math Standard 3: Data Analysis, Statistics, Probability

1. Visual displays of data can be constructed in a variety of formats to solve problems.

Math Standard 4: Shape, Dimension, and Geometric Relationships

2. Some attributes of objects are measurable and can be quantified using different tools.

Objectives: Students will be able to....

- Identify a variety of different habitats. (knowledge)
- Describe how organisms depend on their habitat for survival. (comprehension)
- Express ideas and thoughts during class discussions about organisms and habitats. (comprehension)
- Write a habitat report. (application)
- Use reference materials to collect and categorize new habitat/organism information. (synthesis)
- Create a habitat using makerspace materials. (synthesis)
- Compare an animal's habitat to student's own habitat. (evaluation)

Vocabulary Words:

- habitat
- shelter
- basic needs
- survive
- diorama

Inquiry Questions

1. What are the basic needs of plants and animals?
2. How are the basic needs of all living things similar and different?

3. How do living things depend on their environment?
4. How does an organism respond when basic needs are not met?
5. What makes a habitat a home?
6. How are other living organisms' habitats similar and/or different from ours?

Students will Need:

- Science journals
- Sticky Notes
- Shoe box or similar box
- Supplemental Materials (Papers)
- Makerspace Materials

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<p>Engage The purpose for the ENGAGE stage is to pique student interest and get them personally involved in the lesson, while pre-assessing prior understanding.</p>	<p>Show the following YouTube video to introduce the vocabulary word “habitat” and to engage students in thinking about different habitats: https://www.youtube.com/watch?v=H_CSILiuVZs (Happy Habitat Song) Have students pal-pair-share (with partner-talk partners) what they think a habitat is. Give students think and share time and then ask 2-3 students their ideas about what they think the definition of “habitat” might be. Write a quick habitat definition on chart paper that can be saved for the lesson (an organism’s home or environment). Next, give each student two sticky notes and read them the two questions written on the chart paper (pre-written questions below habitat definition).</p> <ol style="list-style-type: none"> 1. How do animals depend on their environments? 2. What are the basic needs of all living things? <p>Give students a minute or two to talk to their peers about these questions. Then, ask students to write one sentence answers for each question on the provided sticky notes. Have students stick their sticky notes on the cart paper under the correct question. When students are back, read through some of the answers and look for trends or repetitive answers. Discuss repeated answers and write the most common answers on the chart paper.</p> <p>**Formative Assessment- Teacher can look through sticky notes to assess what students already</p>

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	know/do not know.
<p>Explore The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding.</p>	<p>Teacher will set up three stations (but there will be three of each station to reduce group size). Students will rotate in groups of two or three students through the three stations to gather habitat information. Students will work with peers and will write any learned information in their science journals. Ask students to take notes on different habitats, the animals that live there, what habitats provide for living things to survive, and the similarities/differences between different animals and different habitats.</p> <p>Station One: Technology- Students will be given a few websites to explore and videos to watch on the iPads. Students can choose which ones to explore and write any new information learned in science journals. https://kids.nationalgeographic.com/explore/nature/habitats/ https://www.kidzone.ws/habitats/ https://jr.brainpop.com/search/?keyword=habitats</p> <p>Station Two: Books- Teacher will have several books for the school library checked out and available for students to look through. Students will write down the different habitats they see, animals they see using the habitats, and how the animals may be depending on those habitats.</p> <p>Station Three: Habitat Sort- Students will be given a set of animals and a set of habitats (six habitats and five animals per habitat). They will have to decide which animal belongs in which habitat. They will then be asked to choose an animal that was not in the sort and draw that animal in their habitat in their science journals. Teacher will be paying special attention to this station and will be asking questions such as: How does _____ use their habitat to survive? What is _____ getting out of their habitat?</p>

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	<p>What if that habitat was taken away? Would _____ be able to survive in another habitat? Explain your answer.</p> <p>*Materials for this sort may not be copied on this page due to copyright violations but I have provided the reference and link below to access the habitat sort through Teachers Pay Teachers.</p> <p>At the end of stations, have 3-4 students share the animal they drew in their science journal and have them explain which habitat they believe that animal lives in. If appropriate, ask students how the habitat can support that animal.</p>
<p>Explain The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means.</p>	<p>In partners, students will choose an animal they found during EXPLORE and will write a report on that animal. The report should respond to and answer the following:</p> <ul style="list-style-type: none"> • Animals name and general description. • A general description of the animal's habitat. • How does the animal get its basic needs from its habitat? • How does the animal depend on its habitat to survive? • How is your animal's habitat similar to your own? • What would happen if your animal was removed from the natural habitat? • Write at least one interesting fact about your animal and their habitat. <p>*Students will be scored using the rubric provided.</p>
<p>Elaborate/Extend The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications.</p>	<p>Students will build a habitat for their animal in makerspace (the next day) using several material choices. Students will work with the same partner from the explain portion of the lesson. Students will be allowed to bring materials in from home or use the given makerspace materials. We will provide paper, tape, glue, stapler, tissue paper, rocks, string, ribbon, pipe cleaners, popsicle sticks, toilet paper rolls, sticks, paint, and markers.</p> <p>Criteria for habitat building is as follows:</p> <ul style="list-style-type: none"> • Students have to use a shoebox or a box similar in shape. • Habitat is neat.

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	<ul style="list-style-type: none"> • Habitat is accurate. • Habitat shows the animal. • Habitat shows the animals basic needs (food, water, shelter). • Students use creativity. • Habitat Scale (to incorporate recently learned math skills) <p>*Students will be scored using the rubric provided.</p> <p>EXTEND: In partners, students will present their habitats and animal reports to the class. This is included in the rubric. These presentations will also be recorded to share with parents at the next conference night or family night.</p>
<p>Evaluate The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place.</p>	<p>We will reference the engage piece of our lesson. We will re-read our habitat definition and re-read the most common answers to our two questions:</p> <ol style="list-style-type: none"> 1. How do animals depend on their environments? 2. What are the basic needs of all living things? <p>We will discuss if student's answers might be different now that we have learned so much about animals and habitats. Student's will have the opportunity to share new answers. We will write new answers on our chart paper.</p> <p>Students will then be asked to compare and contrast an animal's habitat to their own habitat in paragraph format as their final assessment.</p> <p>*Students will be scored using the rubric provided.</p> <p>We will wrap up this mini unit by coming back together to answer the question: What makes a habitat a home? Teacher will allow students to pal-pair-share their answers and then will provide each student with a sticky note to write their answer. Students will post answers on our chart paper. Teacher will read through answers and look for trends. We will write a few sentences together as a class to answer the</p>

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	final question.

References:

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Retrieved from <https://kids.nationalgeographic.com/explore/nature/habitats/>

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Animal Habitat Report

Name _____

Date: _____

Animal Name _____

Write a description of your animal:

Write a description of your animal's habitat:

How does your animal get its basic needs from its habitat (food, shelter, water)?	How does your animal depend on its habitat to survive?
How is your animal's habitat similar to your own?	
What would happen if your animal was removed from the natural habitat?	
Write at least one interesting fact about your animal and their habitat.	
Total Points _____ / _____	

Student's Name: _____

Animal Report Rubric

Project: Students will write an animal report including any information obtained about the animal and the animal's habitat. Student's will be expected to give descriptions as well as provide other details such as the animal's shelter, food, and water sources.

	3	2	1	0
Box One on Student Report	Students provide animal name and detailed description of animal.	Students provide animal name and general description of animal.	Students provide animal name and writes a few descriptive words.	Students do not provide animal name or animal description
Box Two on Student Report	Students provide a detailed description of the animal's habitat.	Students provide a general description of the animal's habitat.	Students provide a few description words describing the animal's habitat.	Students do not describe the animal's habitat.
Box Three on Student Report	Students write how the animal gets all three basic needs (food, shelter, water).	Students write how the animal gets two of the three basic needs.	Students write how the animal gets one of the three basic needs.	Students do not write how the animal gets its basic needs.
Box Four on Student Report	Students provide detailed description on how the animal depends on its habitat to survive.	Students provide general description on how the animal depends on its habitat to survive.	Students provide a few words about how the animal depends on its habitat to survive.	Students do not describe how the animal depends on its habitat to survive.
Box Five on Student Report	Students provide a response including three details about how the animal's habitat is similar to their own.	Students provide a response including two details about how the animal's habitat is similar to their own.	Students provide a response including one detail about how the animal's habitat is similar to their own.	Students do not provide a response about how the animal's habitat is similar to their own.
Box Six on Student Report	Students provide a detailed description about what would happen if the animal were removed from their habitat.	Students provide a general description about what would happen if the animal were removed from their habitat.	Students provide a few descriptive words about what would happen if the animal were removed from their habitat.	Students do not provide a detailed description about what would happen if the animal were removed from their habitat.
Box Seven on Student Report	Students wrote at least one interesting fact using a complete sentence.	Students wrote interesting facts in list form.	Students wrote a few words.	Students did not write an interesting fact.

Total Points _____/21

Student's Name: _____

Animal Habitat Rubric

Project: In partners, students will create diorama modeling an animal's habitat of their choosing using a shoe box or similar shaped box. The habitat must show the animal and the animals basic needs- food, shelter, and water sources.

	3	2	1	0
Neatness	Diorama is very neat.	Diorama is neat.	Student's attempted to create a neat diorama.	Diorama is messy and unorganized.
Accuracy	Diorama is very accurate and uses	Diorama is partially accurate	Diorama has one or two	Diorama is not accurate.

	correct coloring.	and using some correct coloring.	pieces that are accurate.	
Creativity	The students used available materials to construct a diorama that was very creative.	The students constructed a creative diorama.	The students could have put forth more effort in creating the diorama.	The students did not use available materials to construct a creative diorama.
Shows Animal and Basic Needs	Diorama shows the animal and the animal's food, shelter, and water sources.	Diorama shows the animal and is missing one basic need.	Diorama shows the animal and is missing two basic needs.	Diorama is missing all three basic needs.
Habitat Scale	Students measure and lists number of inches the diorama contains. Students also list the number of miles the actual habitat contains. Students ask for help to provide conversion.	Students measure and lists number of inches the diorama contains. Students also list the number of miles the actual habitat contains.	Students measure and list number of inches the diorama contains.	Students do not measure diorama.
Presentation to Class	The students presented their diorama to the class and accurately explained the animal's habitat.	The students presented their diorama to the class but could have explained the animal's habitat more.	The students presented their diorama to the class but did not explain the animal's habitat.	The students did not present their diorama to the class.

Total Points _____/18

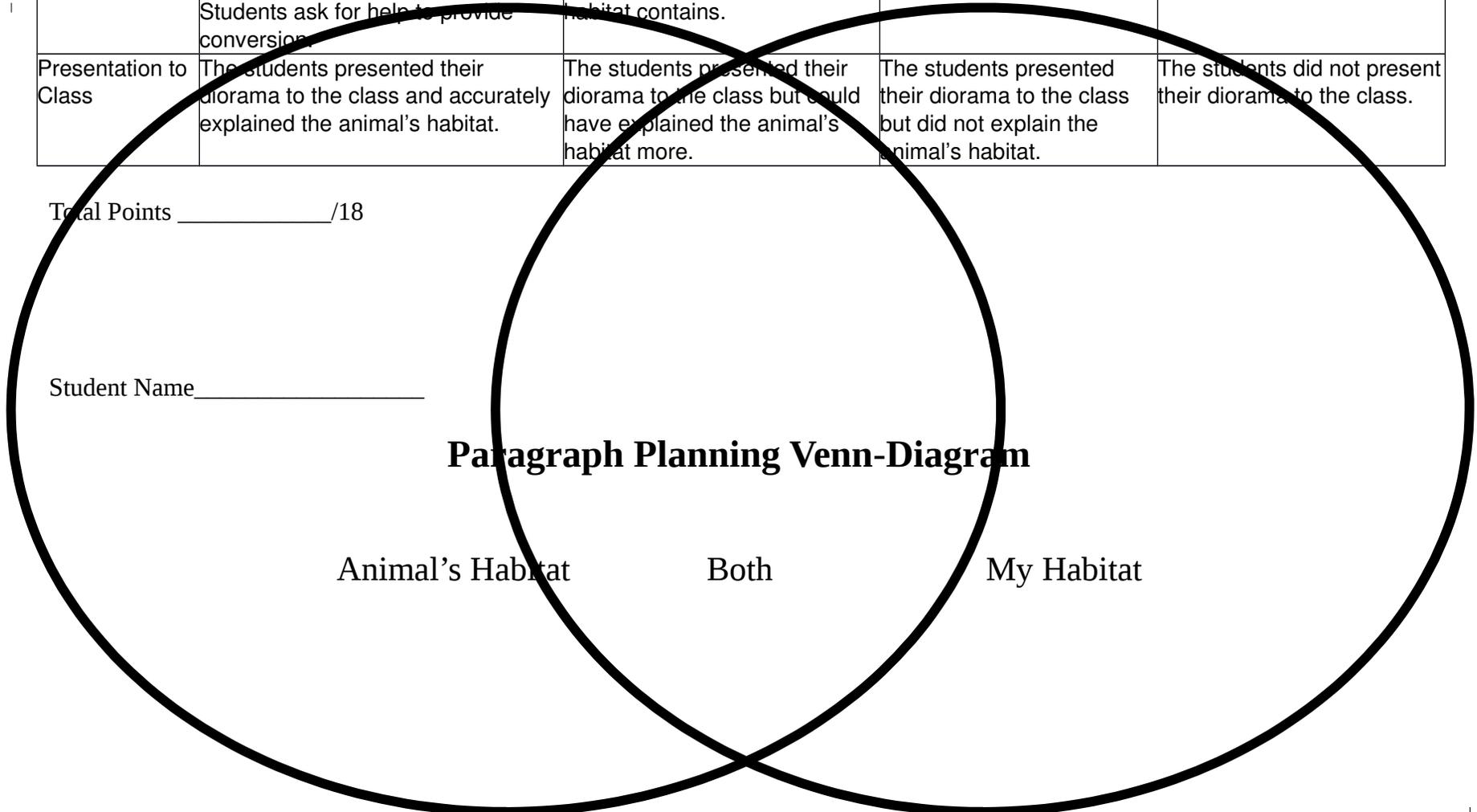
Student Name _____

Paragraph Planning Venn-Diagram

Animal's Habitat

Both

My Habitat



Student's Name _____

Compare your animals' habitat to your own. Make sure you provide three details explaining similarities or differences. Each detail should include an extra sentence providing detail and explanation. Your paragraph also needs a topic sentence and a conclusion.

Topic Sentence	Student's paragraph contains a nicely written topic sentence.	Student's paragraph contains a topic sentence.	Student's paragraph contains part of a topic sentence.	Students paragraph does not contain a topic sentence.
Three Details	Student's paragraph contains three details.	Student's paragraph contains two details.	Student's paragraph contains one detail.	Student's paragraph does not contain details.
Three Descriptive Sentences (one for each detail)	Student's paragraph contains three descriptive sentences.	Student's paragraph contains two descriptive sentences.	Student's paragraph contains one descriptive sentence.	Student's paragraph does not contain any descriptive sentences.
Conclusion	Student's paragraph contains a nicely written conclusion.	Student's paragraph contains a conclusion.	Student's paragraph contains part of a conclusion.	Student's paragraph does not contain a conclusion.
Completed Venn-Diagram	Student completed all portions of the Venn-Diagram.	Student partially completed the Venn-Diagram.	Student only completed one portion of the Venn-Diagram.	Student did not complete the Venn-Diagram.

Total Points _____/15