

Grade Level: Second
Unit: Life Science
Lesson 2 Title: Animal Habitats

NGSSstandard- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Learning Target: Based on evidence collected, describe how different plants and animals, in diverse habitats, use resources to help them survive.

Success Criteria:

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Disciplinary Core Ideas:

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and water.

Science and Engineering Practices:

- Asking Questions
- Constructing Explanations
- Arguing from Evidence
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts:

- Patterns
- Structure and Function
- Cause and Effect

Performance Expectations:

- LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats.

Materials:

For the Teacher:

Picture Packet “Habitats”
Animal Habitats by Michelle Kramer (National Geographic)
Chart paper

For the Student:

Science Journal

Sand, Leaf, or Coral Reef a Capstone eBook may be an additional resource.

Procedure:

1. Begin the module by allowing students time to share and explain their journal responses illustrating an animal, its surrounding habitat, and evidence that indicates its presence.

2. Post the following questions for students to see, “Why do animals live in different habitats?” Give students time to discuss their ideas within their groups then ask for responses. Accept all reasonable suggestions and add them to the chart labeled “Habitat”.

3. Use CCRS to introduce and read the book Animal Habitats. Tell students to listen for the kinds of animals that live in the different habitats and reasons why the animals live there.

4. After reading, ask students to look at the charts of the different habitats created in module one. Ask students what additional information we learned and can add to the charts. Revisit the book and add information to the charts. Create charts for the two additional habitats, Rainforest and Prairie. Ask students to share what they know and add it to the chart along with information gathered from the text.

5. Go back to the question, “Why do animals live in different habitats?” Revisit the text as needed to facilitate a discussion about the reasons animals live in a specific habitat. Help students conclude that animals live in places that meet their needs for food, water, and shelter. Add to the chart “A habitat is a place that provides the food, water, and shelter an animal needs to survive.”

6. Show the Teacher Tube “Animal Habitats” video (Less than 2 minutes in length) at the link below to show other animals in their habitats. Reinforce the idea that there are many different animals living in the same habitat.

<http://www.teachertube.com/video/animal-habitats-81306>



7. Have students use their journal to draw two illustrations, each one depicting a different habitat. Have students also draw an animal that lives in the habitat and label three things in the picture that help the animal survive.

2RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2RI.2.7 Explain how specific images contribute to and clarify the text.

Teacher Tip: The trade book My River by Shari Halpern (from the Houghton Mifflin reading series) may be used as an additional resource.

Evaluation:

Opportunities for evaluation in this model include:

1. Students' drawings in their journal of animals in two different habitats and their ability to identify 3 things in each habitat that the animals use to help them survive.