

KS2

Animal habitats

The background of the cover is a stylized illustration of a savanna landscape. In the foreground, there are several tall, golden-brown stalks of grass. In the middle ground, a lion and a lioness are lying down on the grass. The lion is on the right, facing left, and the lioness is on the left, facing right. In the background, there are several acacia trees with flat, umbrella-like canopies. The sky is a light blue gradient. A large, semi-transparent watermark reading 'teachit sample' is overlaid diagonally across the center of the image.

TEACHING
PACK

- Research and learn about animal habitats
- Explore or observe a biome
- Write a persuasive habitat advert

Animal habitats

Section A: Lesson plans

About this project-based lesson

This project-based learning unit is designed to teach and reinforce the concepts in a primary science unit on biomes and animal habitats. It can be used in conjunction with existing curriculum materials.

The project is divided into 5 Milestones; each Milestone includes a self-contained pupil project activity. Done in sequence, the milestones connect to enable pupils to produce a comprehensive project.

The minimum suggested duration for completing this project is 5 hours of lesson time. However, it is completely flexible and can be lengthened or shortened as necessary, based on available lesson time and interest level.

How to use this teaching guide

Each Milestone for this project-based learning unit includes detailed daily activities presented in step-by-step order, with teaching notes, instructional guidance and page references to resources and materials included in the Teacher pack and Pupil pack.

Daily activities are organized for you as follows:

- **Prepare (bell-ringer/starter activity)**

Use these short opening activities at the beginning of class.

- **Present (teach/model)**

Use this portion of the lesson to deliver new subject material and project information, and to model any instructions or activity required for the Produce or Participate elements.

- **Produce (pupil project work)**

Use this portion of the lesson to allow pupils to work independently or in small groups on activities and other project elements.

- **Participate (pupil/group share)**

Use this portion of the lesson to allow pupils to share any project, research, or presentation materials.

- **Practise (homework/assessment/independent)**

Use this optional portion of the lesson, if desired, to give pupils homework activities.

Habitat cards

Teacher notes: Cut the cards out and put them into a hat or bag. Ask each group to choose one card to determine the habitat that they will research.

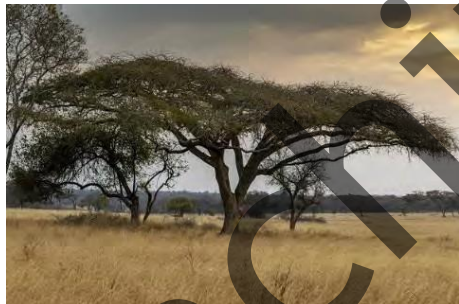
Desert



Rain forest



Grassland



Ocean



Polar



River



Find my home animal cards

Teacher notes: Cut out the animal cards. Mix them up and give one to each pupil. Ask them to match the animals with their habitats.



Camel



Fennec fox



Roadrunner



Lizard



Monkey



Toucan



Sloth



Leopard



Elephant



Lion



Giraffe



Zebra

Habitat clues

Teacher notes: Read the clues to your pupils. Ask them to try to guess the habitat.

<p style="text-align: center;">Rain forest</p> <ul style="list-style-type: none"> • I have lots of trees. • I get at least 79 inches of precipitation each year. • I am the home of many monkeys and colourful birds. <p style="text-align: center;">What habitat am I?</p>	<p style="text-align: center;">Desert</p> <ul style="list-style-type: none"> • I get less than 10 inches of rain each year. • I am usually hot and filled with sand. • I am home to lizards and cacti. <p style="text-align: center;">What habitat am I?</p>
<p style="text-align: center;">River</p> <ul style="list-style-type: none"> • I am a body of water that cuts through land. • I am always moving. • I am home to otters and many types of fish. <p style="text-align: center;">What habitat am I?</p>	<p style="text-align: center;">Ocean</p> <ul style="list-style-type: none"> • I make up most of Earth's surface. • I am home to the largest aquatic animal in the world. • Dolphins and stingrays call me home. <p style="text-align: center;">What habitat am I?</p>
<p style="text-align: center;">Polar</p> <ul style="list-style-type: none"> • I am located at the Northern and Southern regions of the globe. • I am covered with snow and ice. • I am home to bears and reindeer. <p style="text-align: center;">What habitat am I?</p>	<p style="text-align: center;">Grassland</p> <ul style="list-style-type: none"> • I have lots of wide open land. • I am sometimes called a savannah or prairie. • I am home to many animals, like elephants and zebras. <p style="text-align: center;">What habitat am I?</p>

Name: date:

Habitats quick quiz

Directions: Read each question. Circle the best answer. Use information from your research to complete the sentences.

1. Which of these is **not** a non-living thing that an animal needs to survive?

- A. Shelter
- B. Water source
- C. Plants for food
- D. Temperature

One non-living thing my animal needs is

2. What is a living thing an animal needs to survive?

- A. Water to drink
- B. Another animal for food
- C. A cave for shelter
- D. The sun to stay warm

One living thing my animal needs to survive is

3. How does pollution affect the animals in a habitat?

- A. It helps the animals stay healthy.
- B. It gives the animals something to eat.
- C. It is a place for the animals to live.
- D. It can make the animals ill.

One thing in my animal's habitat that harms it is

4. Which of these could harm an animal in its habitat?

- A. Rain
- B. Another animal that's an enemy
- C. Grass
- D. A tree

One of my animal's enemies is

Name: date:

Animal habitats summative assessment

Part A

Directions: Put the letter of the animal in front of the habitat where it lives.

..... Ocean

A.



..... Desert

B.



..... Forest

C.



..... Polar

D.



..... Rain forest

E.



Part B

Directions: Choose one of the animals from Part A. Write a paragraph stating why the animal lives in that habitat. Explain about how the living and non-living things in that habitat help it to survive.

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Animal habitats group presentations assessment sheet

	4	3	2	1
Hook	The hook was very creative and included a song, rap, poem or shout-out that grabbed the audience’s attention.	The hook was interesting and grabbed the audience’s attention.	There was a hook, but it did not grab the audience’s attention.	The presentation did not have a hook.
Reasons	There were 4 or more reasons as to why the animal should come to the habitat.	There were 3 reasons the animal should come to the habitat.	There were 2 reasons the animal should come to the habitat.	There was only 1 reason the animal should come to the habitat.
Call to action	The presentation ended with a persuasive call to action that made the animal want to move to the habitat immediately.	The presentation ended with a good call to action that made the animal want to move to the habitat.	There was a call to action, but it did not make the animal want to move to the habitat.	The presentation did not end with a call to action.
Visual aids	There were multiple, well-designed visual aids that helped to convince the audience.	There was one well-designed visual aid that helped to convince the audience.	There was a visual aid, but it did not add value to the presentation.	There were not any visual aids.

Teacher’s comments:

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