

Subject/Grade: 3/4	Lesson Title: Introduction to Habitats	Teacher: Robyn Jones
<p><b>Outcome(s)/Indicator(s):</b></p> <p><b>Science:</b></p> <p><b>HC4.1: Investigate the interdependence of plants and animals, including humans within habitats and communities.</b></p> <p>c) Predict and research the populations of plants and animals that exist in various habitats (e.g. desert, farmland, meadow, tree, forest, rain, puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains)</p> <p>d) Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.</p> <p><b>Language Arts:</b></p> <p><b>CR4.1: Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts that address Identity (e.g., Expressing Myself) Community (e.g., Building Community) Social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from our own experiences.</b></p> <p>a) View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Metis texts.</p> <p><b>CC4.3: Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.</b></p> <p>a) Ask thoughtful questions that probe deeper thought and respond to questions with elaboration.</p> <p>g) Draw conclusions supported by ideas presented.</p> <p>h) Follow multi-step directions and instructions independently.</p> <p><b>CR4.3: Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.</b></p> <p>d) Follow multi-step directions independently.</p> <p><b>Treaty Outcomes and Indicators:</b></p> <p><b>S132 – Analyze how First Nation peoples’ beliefs guide relationships with the land and natural world.</b></p> <p><b>HC4<sup>3</sup>– Explore the historical reasons why people entered into treaty. Explore how people used the land before the community students are living in were born.</b></p>		
<p><b>Prerequisite Learning:</b></p> <p>Students must understand that animals and other creatures live in diverse locations that meet their different needs.</p> <p>Students may have learned that animals have a sacred place in Indigenous and Metis Communities.</p>		

**The students will be able to explain the basic concept of a habitat. They will be able to identify what needs to be in a habitat for an animal to survive.**

### Development

#### Set (Engagement):

**Length of Time: 20 minutes.**

#### Materials/Resources:

1. KWL Chart
2. [Coyotes Crazy Smart Science Show](#)
3. [Habitats](#)
4. [slide show](#)
5. Word Wall chart
6. Worksheets

1. Introduce students to the topic of habitat. Explain that we will be learning about habitats – or a creature's home. We will talk about where they get their food (called food chains). We will learn about what happens if the food chain is broken. We will find out what some of the dangers are to habitats, and what some of the endangered animals in Saskatchewan are. We will talk about how we can respect animals and take care of their environments.

2. Hand out the KWL Chart and have students fill out the first two sections. Set a timer for 5 minutes.

3. The teacher will introduce two video clips from the video [Coyotes Crazy Smart Science Show](#).

(Clips 2.36 – 8.45) and [Habitats](#)

#### Possible Questions:

1. After watching the video, what do you think a habitat is?
2. In the video, coyote offered a riddle. He said, "In the dirt, in the air, underground, in the sound, If we don't respect them, they disappear." What do you think he meant?
3. Is a habitat home to only one kind of animal? Can it be home to multiple kinds of animals? What else might exist in a habitat other than animals?
4. What does endangered mean?
5. Where did Dr. Ruby Dunstan and her people get their food and medicine from?

#### Development:

4. The teacher will show the [slide presentation](#) Habitats.

5. Word Wall Chart. I will also provide a definition sheet for their binders.

**a) Habitat** – The home of a plant or animal.

**b) Population** – A group of animals or plants (organisms) who live in the same habitat at the same time.

**c) Community** – The animals and plants that live together in a habitat form a community.

6. The teacher will hand out the Plants and Animals Around Us Worksheet, and Habitats all Around us Story.

- Make sure students put their names on the first sheet. They can color that if they have nothing else to do. Worksheets can be put into their science book when completed.

- Plants and Animals around us. Have students fill out five plants and five animals that live in our community. Set a five-minute timer.

7. Separate students into pairs and have them fill out the second half of the worksheet. Set a five-minute timer.

8. If time, have students read Habitats All Around Us. Set timer for 5 minutes  
Answer questions as a group.

#### Possible

#### Adaptations/

#### Differentiation:

1. Word Wall chart for visual learners
2. Help students by scribing
3. Reading for/with students who have difficulties.
4. Give written directions along with oral instructions whenever possible.
5. Letting students know ahead of time what the plan is. Written on board.

#### Possible

#### Assessments:

#### Formative: .

1. Worksheets
2. Discussions

<b>Learning closure</b>  <b>Length of Time: 5 minutes</b>  <b>7. Complete KWL chart.</b>	
<b>Reflections:</b>	