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| Subject/Grade: 3/4 Lesson Title: Lesson 2 - A World of Habitats Teacher: Robyn Jones | |
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| **Outcome(s)/Indicator(s):**  **Science:**  **HC4.1: Investigate the interdependence of plants and animals, including humans, within habitats and communities.**  **c)** Predict and research the populations of plants and animals that exist in various habitats (eg. Desert, farmland, meadow, tree, forest, rain, puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains)  d) Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.  **Language Arts:**  **CC4.3: Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.**  **g)** Follow multi-step directions and instructions independently.  **h)** Draw conclusions supported by ideas presented.  **CR3.3: Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.**  **d)** Follow multi-step directions and instructions independently.  **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 own experiences.**  **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.  **Treaty Outcomes and Indicators:**  **SI32: Examine the historical reasons why people entered treaty.** | |
| Prerequisite Learning: The student should understand that a habitat is the home of a plant or animal.  **After today, the students should understand that there is more then one kind of habitat, and that different kinds of habitats have different organisms (or living creatures) living in them.** | |
| Development | |
| **Set (Engagement): Length of Time: 10 minutes**  **Have the plan for the lesson written on the board.**  **1.** The students will watch the video [The Legend of Weesakayjack](https://youtu.be/1RYByws56TQ) (Cree) (2.36)  **2.** The students will watch the video [Introduction to Biomes](https://youtu.be/hIy0ZlyPPDg) (3.09)  **Development: Length of Time: 40 minutes**  **3.** The teacher will go through the [Habitat Slides](https://docs.google.com/presentation/d/1Yv_b9Ig7kPKJhmNB7K6IkT8P-YSnTfjs1SxLPanang4/edit?usp=sharing).  Add the word Biome to the word chart-  Biome: a region that has a certain climate and type of living things  **4.**  Students will work in pairs and chose a habitat from the website. Each person will get an information sheet to fill in about their habitat. The students will fill out their own personal sheet, and use their own computer, however they may collaborate on the information, and they will do the same habitat. Students will need their devices to get onto Seesaw and retrieve the link to [National Geographic Kids](https://kids.nationalgeographic.com/nature/habitats)  Allow the students about twenty to twenty-five minutes to look at the website and check out the information regarding their habitat. There are videos and photos there as well. | **Materials/Resources:**  **1.** [The Legend of Weesakayjack](https://youtu.be/1RYByws56TQ) video  **2.** [Introduction to Biomes](https://youtu.be/hIy0ZlyPPDg)  **3.**[Habitat Slides](https://docs.google.com/presentation/d/1Yv_b9Ig7kPKJhmNB7K6IkT8P-YSnTfjs1SxLPanang4/edit?usp=sharing)  **4.** Work Sheet  **5.** [National Geographic Kids](https://kids.nationalgeographic.com/nature/habitats)  **5.** Exit Slip  **Possible Adaptations/**  **Differentiation:**  **1.** Students may require help with scribing  **2.** Word Wall for visual Learners  **3.** Give written directions along with oral instructions whenever possible.  **4.** Reading with students who have difficulties  **5.** Pre-warn students of what the plan for the lesson is.  **Possible Assessments:**  **Formative:** Habitat worksheets |
| **Learning Closure:** Different kinds of Habitats exit slip **Length of Time: 10 minutes**  **Reflections** | |