

Lesson Plan

Lesson: Habitats

Length: 3 Hours (Field Trip)

Age or Group level intended: 1st Grade Science

Academic Standard(s): 1.4.4 Explain that most living things need water, food, and air.

Performance Objective(s):

Given one of the following; food, water, or shelter, the student will state why it is necessary for animals to survive with 100% accuracy.

Given an overview on how oxygen works, the student will state what creates oxygen with 100% accuracy.

Assessment: Provide a field trip for the students to be able to go out into a natural environment such as a woods and have the students observe animals in their habitats. (Bird, Raccoon, Squirrel, etc) Students will provide an answer either verbally or mechanically of what those animals eat, drink, and how they get their air. Have each student participate in explaining what a certain animal does, so you can see if they learned about the subject. When the students are explaining what they learned, place a check by their name to show they knew the subject.

Advance Preparation by Teacher:

Create and hand out permission slips/collect slips

Notify parents through a newsletter

Arrange transportation to the woods

Supply children with a clipboard, writing utensil, and paper

Bring a digital camera to record images of children

Procedure:

Introduction/Motivation:

When the students enter the classroom ask them if they know what they need to survive in this world. Allow students to collaborate with one another and then present them with the essential components for their survival. Inform them that they need food, water, air, and shelter. Share with them that if one of these elements were to be taken away, it would be almost impossible for them to survive. After they have grasped the concept of this, share with the children that today we will be learning about animals and their habitats. Tell them to get their jackets because we are going on an adventure in the wild. (**Gardner: Naturalist**)

Step-by-Step Plan:

1. While in the classroom give the students a handout on the different animals they might see in the woods, along with a brief background on what type of food they eat.
2. Explain to the class how leaves on a tree and plants produce oxygen by giving them a diagram to show that. (**Gardner: Visual/Spatial; Bloom: Application**)
3. When we arrive to the woods give students a clipboard with a pencil and paper.
4. Have students choose their own groups of 4.
5. Once the groups are divided have them walk around the woods to investigate different animals. (**Gardner: Interpersonal; Bloom: Analysis**)
6. Have the students write down any signs that prove that an animal lives there. Provide the animals. (**Gardner: Verbal/Linguistic**)
7. Bring the students back into a whole and have each student present one piece of information that they found about an animal and how it survives. (**Bloom: Knowledge**)
8. After they are done playing their game have everyone get onto the bus to go back to school.

Closure:

Today we discussed not only how we survive, but also how animals survive. Now that you know what animals need to survive, go home and share with your parents what you have learned. Also explain to them how we need these components as well.

Adaptations/Enrichment:

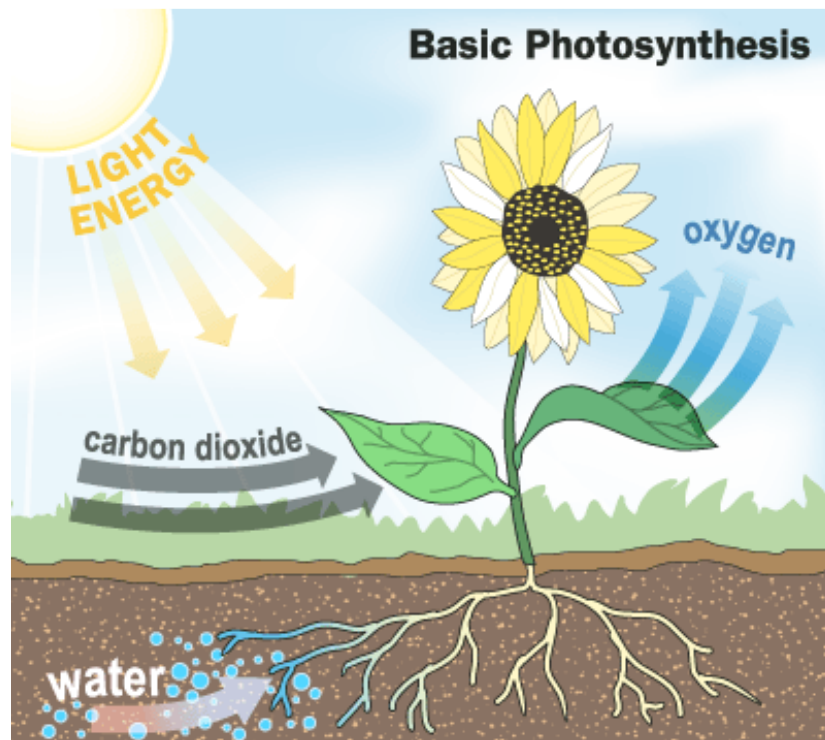
Boy who is blind: Have the student walk around with you so you can explain to him his surroundings. Let him feel different items that are in the woods and allow him to explain what species might use them. Example - Finding an acorn might mean a squirrel is near.

Girl with ADHD-Hyperactivity: Once you arrive at the woods allow her to wonder around with a group to burn off her stored up energy. Try and put her with students that can control her and keep her on task.

Boy with Autism: Have the boy with autism walk around with your group. That way a close eye can be kept on him and so he does not run off or cause harm to anyone else in the class.

Self Reflection: After we arrive back to the school and everyone goes home, I will need to sit down and review how the day went and whether or not I believe the students truly learned about how animals survive. I will go back to my sheet with a checklist to see who all understood what we were learning about today. If some students do not have a check by their name, I will think back and see if there were any other signs of that student learning something about the subject. If I cannot think of a situation, then I will have a teacher assistant take that child and review what we learned from the woods.

Diagram of Plants Creating Oxygen



Animals and Their Food

Deer: Food that they eat is twigs, green plants, and nuts



Birds: Food that they eat is nuts, berries, worms, and other insects



Raccoon: Food that they eat is fish, grains, and acorns



Squirrel: Food that they eat is nuts, green plants, and grains



