

Lesson plan – Science and Nature

Topic: Animal Habitats

Level: 9-11 year-olds

Time: 3 x 45 minutes (long version)

Teacher: Krzysztof Hołodyński

1. The pupils will learn to:

- describe an animal's habitat in regard to: water source, temperature, climate, food sources and members of the animal community.
- compare two diverse habitats in regard to: water source, temperature, climate, food sources and members of the animal community.

2. The pupils will be given opportunity to:

- Use English to describe and/or illustrate the key features of an animal's habitat
- Use key sentence frames to orally compare two diverse habitats

3. The pupils will demonstrate understanding by:

- Categorizing information by topic on a chart (e.g. water source, temperature, climate, food sources and members of the animal community)
- Illustrating and labelling the key features of different habitats
- Creating and using a Venn diagram to compare the key features of two diverse habitats.

4. Vocabulary to be pre/taught:

- | | | |
|--------------------|-----------------------|-------------|
| • habitat | • source | • climate |
| • deciduous forest | • food sources | • temperate |
| • ocean | • temperature degrees | • dry |
| • desert | • pond | • wet |
| • grassland | • stream | • etc. |
| • rainforest | • rainfall | |
| • water | • oasis | |

5. Structures to be practised:

___ is drier/wetter than ___
___ is colder/warmer than ___
___ obtains water from ___
___ eats ___

Stage 1: Preparation/Activation of Prior Knowledge

- The children explore the forest area near the school to locate animals and insects in their habitat (or watch feature film about animals habitats and take notes). They work in pairs and record their sightings on a teacher-prepared handout responding to the questions:
 - What did you see? (record and draw)
 - What was the animal doing? (record and/or draw)

While in the area, the teacher models target vocabulary by referring to the “habitat”, pointing to water sources, establishing temperature (using a thermometer) and gathering examples of food to bring back to the classroom.

2. Back in the classroom, a classroom chart is created and the teacher leads the group in completing the chart to define a deciduous forest habitat.

Pictures and realia are used to explain each entry:

Habitat name	Water source	Food sources	Temperature	Climate	Animals
Deciduous forest	Pond Stream Rainfall	Insects Moss Grass Worms Berries	30-36 degrees	Temperate	Rabbits Deer Moles Squirrels Mice Snakes

The teacher then models sentences from the chart:

- “The water source in the habitat is a small pond and a stream.”
- “The food sources in the habitat include insects, berries, grass and worms.”
- “The temperature of the habitat is between 25 and 30 degrees.”
- “Animals found in the habitat include squirrels, birds and insects.”

These sentence structures are written on the board as key sentence frames so that students will use them to support their oral retellings.

Pupils then complete small copies of the chart with the information and tell each other about the different aspects of a deciduous forest habitat. In order to differentiate for lower language proficiencies, ask less proficient pupils to draw a picture of the habitat and label key features with buddy support.

Stage 2: Guided Practice

1. Introduce four new habitats to the pupils using short videos: Ocean, Desert, Grassland and Rainforest. Preview each video with a review of the deciduous forest chart. Ask pupils to look and listen for information to fill in a similar chart for each of the new habitats. Pupils draw and label key features of each of the new habitats.

2. On chart paper draw a large Venn diagram and provide pupils with small copies. Demonstrate how to orally compare two habitats on the diagram and model the charting of similar information on the left side with similar information on the right side. Use the deciduous forest chart as a guide to the key features to include in the diagrams. Model language to make comparisons when orally retelling the information from the Venn diagram:

- “The desert is hotter than the deciduous forest.”
- “Animals in the desert obtain water from an oasis, but animals in the forest obtain water from rainfall, a stream or a pond.”
- “Snakes and insects are food sources in the forest and in the desert.”

- *"The climate in the forest is drier than the climate in the desert."*

3. Students work in pairs to complete Venn diagrams comparing two out of the three habitats.

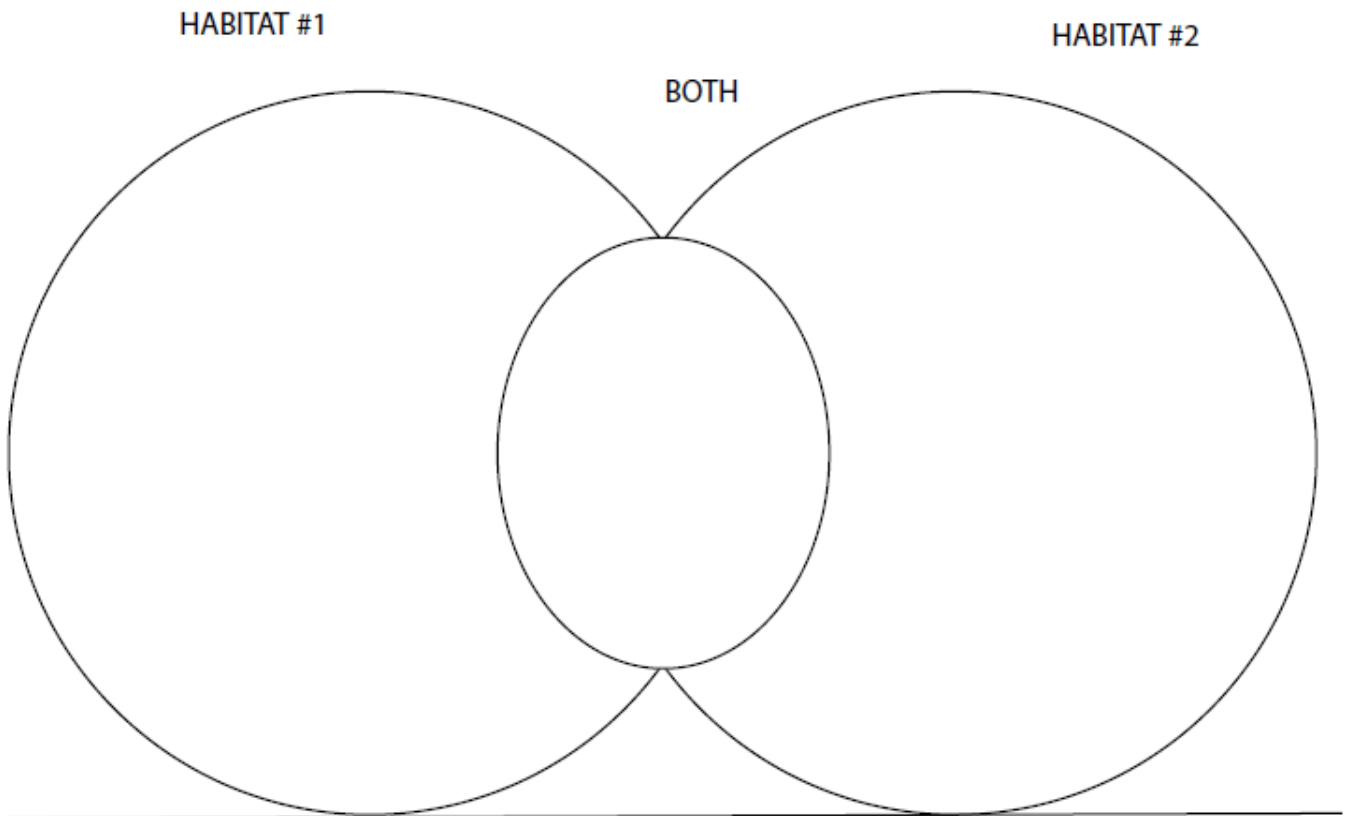
4. Students practice retelling this information in pairs before retelling to the whole class.

Stage 3: Independent Practice

Pupils write a comparative report on the two habitats they have described on their Venn diagrams. Provide more proficient students with a series of questions to create their essay. For limited proficiency students, provide a scaffolded outline to help them complete an essay about two different habitats.

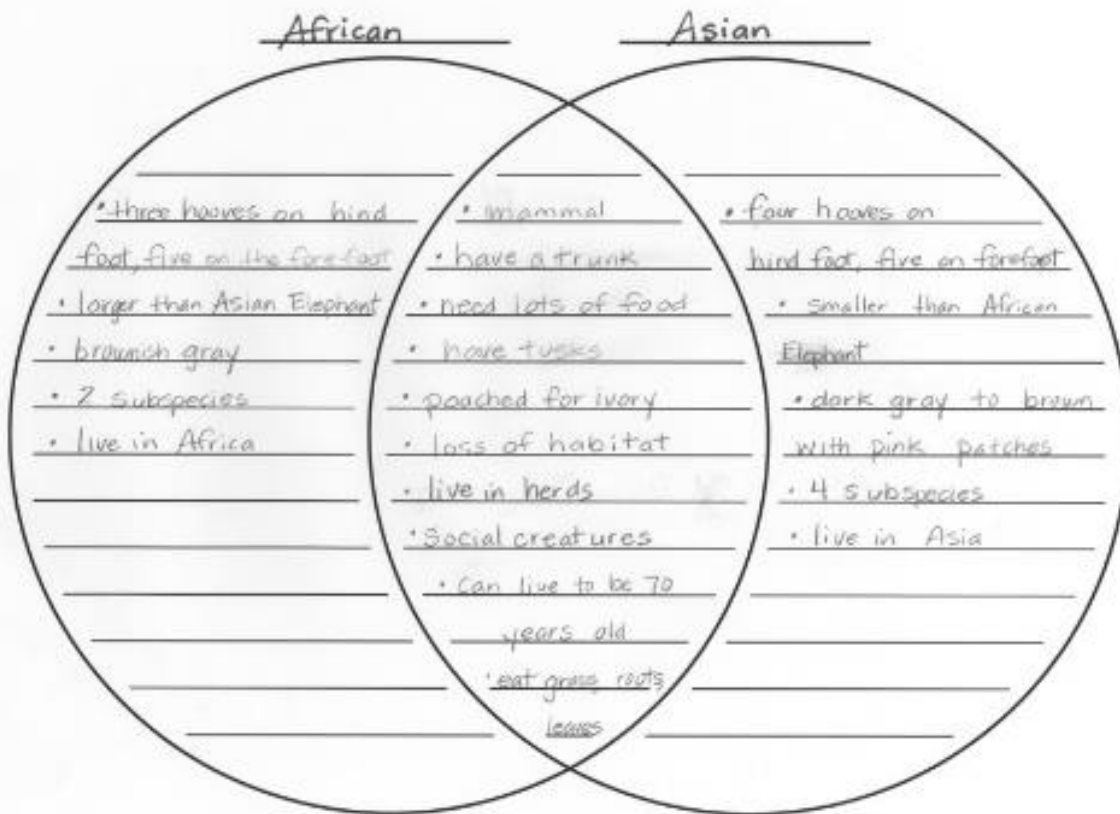
Appendix:

Venn Diagram:

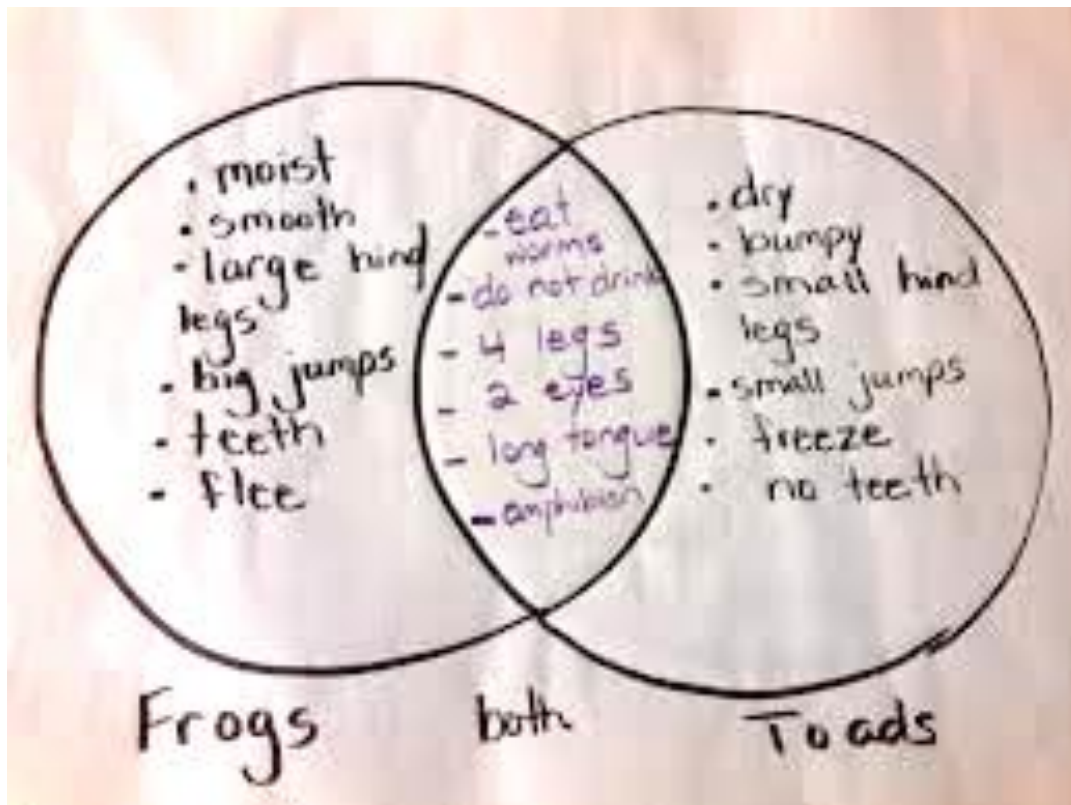


Example 1:

Name : Elephants Venn Diagram



Example 2:



Example 3:

