

## Focus on: Animal Habitats

This lesson is meant to support the unit, Structures and Functions of Living Organisms. It can be done during the unit after the lesson on animals living together. How you guide your students will depend on the information you have already taught and the information you want to introduce. Please remember that many gardens run on a yearly cycle and it will be easier to find animals during the peak growing season.

### Clarifying Objectives:

K.L.1.1 Compare different types of the same animal to determine individual differences within a particular type of animal.

K.L.1.2 Compare characteristics of living and nonliving things in terms of their:

- Structure
- Growth
- Changes
- Movement
- Basic needs

### Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

-Compare  
-Individual Differences  
-Characteristics  
-Living Things  
-Nonliving Things  
-Structure  
-Growth  
-Changes  
-Movement  
-Basic Needs

### Focus Question(s):

How is the garden habitat the same or different as the classroom terrarium? How are the needs of the animals met in the garden habitat?

### Materials:

School Garden  
Garden Gloves to wear while exploring the garden especially if touching plants, soil, lifting pots, etc.  
Science Notebooks  
Classroom terrarium housing the earthworm, land snail, and isopod.

### Activities:

1. Have students review their science notebook entries on the needs of animals in creating the classroom terrariums. What animals are in the terrarium? What is in the terrarium that provides for their needs?
2. Take the class to visit the school garden. Review with students that the same animals that are in their classroom terrarium live in their school garden – snails, worms and isopods.
3. Have students explore the garden to look for ways the school garden is the same

### Guiding Questions:

- How is the environment we created in the terrarium the same as the garden habitat?
- How is it different?
- What did the animals in the terrarium need in order to live?

<p>or different from their classroom terrariums. Students can sketch and record their thoughts in their science notebooks.</p> <p>4. Discuss the Guiding Questions with students as they explore.</p> <p>5. (When students are exploring, they may find living things. If that happens, there will be a rush of other students who want to see the animal too. Remind them to walk and take turns looking at the animal without pushing. We don't want to harm the people, the animals or the plants in the garden.)</p> <p>6. Gather the students to discuss their findings. Be sure to answer the focus questions: <i>How is the garden habitat the same or different as the classroom terrarium? How are the needs of the animals met in the garden habitat?</i></p>	<ul style="list-style-type: none"> <li>- Are the things that the animals needed to live found in this garden?</li> <li>- Where do you see those things?</li> <li>- Are the foods the animals need to live found in the garden?</li> <li>- Is the garden wet enough? How do the animals survive if it is not wet enough?</li> <li>- Where do the animals in the garden get their water?</li> </ul>
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