

Wartburg College Lesson Plan Outline

Candidate:		Date:		Subject(s):	Habitats
School:		Grade Level:	2nd	Student #:	
Cooperating Teacher:	Abby Staebell				
Lesson Title:	One Classroom, Multiple Homes!				
Standard(s):	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.				
NGSS:	2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.				
Objective (cognitive):	At the end of this lesson, students will be able to describe the characteristics of different habitats for animals.				
(affective):	Students will demonstrate their understanding of basic needs for survival and necessities for various animals by creating habitats.				
(psychomotor):	Students are able to create a safe and healthy environment for animals.				

Book(s) or Supported Reading(s):

- *Who Lives Here?*

Materials & Supplies LISTED:

- Frog
- Bearded Dragon
- Fish
- Rabbit
- Rocks
- Plastic or glass enclosure for animals (5)
- Water
- Sand
- Branches
- Plants (*Dracaena, Ficus benjamina, hibiscus*)
- Dirt/ soil
- Leaves
- Grass
- Plastic coral reefs
- Plastic burrows

Anticipatory Set/ **Enticement** (Pre-reading & Prerequisite Skills):

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-Students will be split into groups to brainstorm and discuss where they live, what they need to be healthy, and how they keep themselves safe.

Modeling/ Explanation (I can):

- Individual students will write down a grocery list of things they would need if they got their dream pet. Students will be allowed to use iPads, computers, and other resources to research the necessities of the animal.

Guided Practice/ Engagement & Exploration (We can):

- As a class, we will discuss the five major habitats: forest, desert, water, grassland, and tundra. Students will be shown a picture of 15 different animals on a slideshow presentation and will group the animals into the different habitats.

-Basic needs are a necessity to survival. As a class, we will discuss the importance of food, shelter, water.

-As a class, students will evaluate a map of the world and will identify where in the world these different types of habitat pertain to.

Independent Practice/ Elaboration (You can):

-In groups of 3-4, students will be assigned an animal. Out of the materials provided, students will design a habitat for the animal based on the living necessities of the animal. The animals provided will be: frogs, bearded dragons, rabbits, and fish.

Assessment/ Evaluation

- Student groups will present their animal and habitat to the class. Based on the habitats the students created, students will be graded based off of a rubric. The rubric will focus on participation, accuracy of the habitat, providing basic needs of the animal, and creativity.

Enrichment/ Extension

-Students will monitor these animals in the habitats over the course of the school year. They will record observations. Students will also be responsible for keeping the habitat healthy and safe for the animals.

Modification/ Differentiation:

- Students will be asked to create two different types of habitats for the same animal using different materials.

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-Students with disabilities will have the option of voice recording their habitat. Students could also create a presentation of a habitat.

Sources:

<https://www.nationalgeographic.com/environment/earth-habitats/>