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Animal Habitats

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Animal Habitats

Grade Level: Pre-Kindergarten

Subject/Topic Area(s): Science

Designed By: Beth Morrow and Anne Peppers

Time Frame: 1 week

School District: East Central Independent School District

School: East Central Development Center

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Brief Summary of Unit:

This unit addresses the Texas Pre-Kindergarten Guideline “Child recognizes, observes, and discusses the relationship of organisms to their environments” (SCVIB3). At the conclusion of this unit, students will know that animals and humans depend on plants and vocabulary related to animal habitats (ie: nest, cave). They will be able to investigate organisms in their natural environments and describe and explain animal behaviors.

Stage 1 – Desired Results		
Established Goals Child recognizes, observes, and discusses the relationship of organisms to their environments. (SCVIB3)	Transfer	
	<i>Students will independently use their learning to...</i> <ul style="list-style-type: none"> - Identify an animal and its habitat - Describe why they are suited to one another 	
	Meaning	
	Understandings <i>Students will understand that....</i> <ul style="list-style-type: none"> - A habitat is a natural home - Animals and their behavior are suited to their habitats 	Essential Questions <ol style="list-style-type: none"> 1. What is a habitat? 2. What is the purpose of a habitat? 3. Why do animals behave in certain ways?
Acquisition		
Knowledge <i>Students will know...</i> <ul style="list-style-type: none"> - Animals and humans depend on plants - Vocabulary related to animal habitats (ie: nest, cave) 	Skills <i>Students will be able to...</i> <ul style="list-style-type: none"> - Investigate organisms in their natural environments - Describe and explain animal behaviors 	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
M M/T	<ul style="list-style-type: none"> - Choice of animal - Identifying habitat - Explanation of illustration 	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> <ol style="list-style-type: none"> 1. Pacing guide assessment: students will place animal cards under their correct habitats. 2. Students will identify and draw their favorite wild animal, then research (in provided books) to discover its natural habitat and draw that habitat. They will then be asked to explain their illustration to their group.
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment	
	Ask students EQ #1, list student answers, and provide guiding questions as they answer.	
	Learning Activities	Progress Monitoring (e.g., formative data)

A/M	1. Pre-assessment. Watch “Animal Neighborhoods” (Discovery Education), introduce some animals and their habitats (vocabulary), then show students a picture of our habitat (home) and discuss how it helps us live. In small groups, ask students to draw a picture of their habitat (home) in their journals and describe how it helps them live.	Journal entry
A/M	2. Watch “Animal Faces, Animal Places” (Discovery Education), then read <u>I See a Kookaburra</u> (Steven Jenkins, Robin Page) and introduce habitats chart (4 habitats: forest, ocean, lake, grasslands) - describe each habitat, then invite students to think about animals that might live in each. Students will each have an opportunity to add an animal to its habitat. In small groups, students will participate in Animal Habitats file folder game (Lakeshore).	Student ideas
A/M	3. Habitats partner game – students will be assigned either an animal or habitat picture card necklace and have to find their partner, then describe why they go together. In small groups, read <u>Over in the Meadow</u> (Ezra Jack Keats) and have students reenact the animal behaviors, explain how they are suited to both the animals and their habitats.	Finding partner/describing pairing
M	4. As a class, go on a nature walk around campus, asking students to remember the animals they saw outside. In the classroom, list these animals and discuss how they are suited to their habitat (behaviors). Performance task 1: Pacing guide assessment: students will place animal cards under their correct habitat (individual).	Student ideas
M/T	5. Performance task 2: during small groups, provide students with several books about different habitats and ask them to choose one animal. After identifying this animal, they will draw it, then research (in provided books) to discover its natural habitat and draw that habitat. They will then be asked to explain their illustration to their group.	

Performance task 1 (Pacing Guide assessment) grading guidelines:

+ 5 animals matched to correct habitat

√ 3-4 animals matched to correct habitat

- 2-0 animals matched to correct habitat

Performance Task 2 rubric:

	-	√	+
Choice of animal	Student does not choose an animal	Student chooses non-animal creature (ie: dragon)	Student chooses appropriate animal
Identifying habitat	Student does not choose a habitat	Student chooses/creates inappropriate habitat	Student chooses and illustrates appropriate habitat
Explanation of illustration	Student does not explain illustration	Student inaccurately explains illustration	Student gives full, accurate explanation of illustration