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Habitats [3rd grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Habitats

Grade Level: 3 – special education

Subject/Topic Area(s): Science

Designed By: Leslie Davenport

Time Frame: 10 days

School District: NEISD

School: Larkspur Elementary

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1802 Larkspur

San Antonio, TX 78213

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Brief Summary of Unit (Including curricular context and unit goals):

This is a unit focused on a TEK from the Curriculum Framework for the STAAR Alternate. Students will understand that animals live in specific environments called habitats and that each habitat has its own characteristics. Throughout the unit, students will learn about five different habitats that animals live in. At the end of the unit, students will create a mural of a habitat of their choosing, including at least three elements. Students will then have to describe the elements of the mural.

Unit: Habitats
Grade: 3rd Grade – Special Education

Stage 1: Desired Results

Established Goals (Standards)

TEKS (Curriculum Framework for STAAR Alternate)

3.9A) The student is expected to observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem.

Understandings

Students will understand that...

- Animals live in specific environments called habitats
- Every habitat has its own characteristics

Essential Questions

How do animals decide where to live?
What is a habitat?

Knowledge

Students will know...

- The physical characteristics of a habitat
- That the elements of a habitat work together
- That animals and people live in different environments

Skills

Students will be able to...

- Describe the physical characteristics of a habitat
- Identify which an environment an animal lives in

Stage 2: Assessment Evidence

Performance Task:

- Students will create a mural of a habitat with at least three elements (including at least one animal). They will then write a description about their mural and how the animals survive in the habitat. These will be posted in the hall for others to look at.

Other evidence:

- Pre/Post-assessment – what is a habitat? (Students will be provided three picture choices and have to select the correct one)
- Matching test – students will place animal cards into pictures of the correct habitat
- Matching test – students will place environmental element cards into pictures of the correct habitat
- Checking in – students will sort or place images of animals and elements into the correct environment

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- Day 1: Overview of habitats
 - Pre-assessment – ask students what is a habitat? (Provide three picture choices for students to choose from, one being correct) --- See attached power point
 - Students will draw a picture of the habitat they live in (their house/apartment) --- have visual choices for level 1 students to glue onto a house/apartment. “Today, I want you to draw a picture of the place that you live in. I want you to add as many details as possible to show me exactly where you live.”
 - “You just drew a picture about where you live. There’s actually a fancy name for a place where someone lives. It’s called a habitat. We are going to read a book about the different habitats that people and animals live in.” Read Crinkleroot’s Guide to Knowing Animal Habitats by Jim Arnosky
 - Closing: “Over the next two weeks, we are going to look at some of the different habitats that animals live in. After we have learned about some of them, you are going to get to pick one and create a mural of it for people to look at.”
- Day 2: Focus on land vs. water animals

- “Yesterday we talked about where we live. Today we are going to focus on the different places that animals live in. Do you have any ideas about where animals live? Most animals either live in the water, or live on land. Today we are going to think about which animals live where.”
- Read aloud: I See a Kookaburra by Steve Jenkins and Robin Page
- Ask students about where different animals would live. “Is the jungle a good place for a fish to live? Why can’t a fish live in the jungle? Can a fox live in the ocean? Why can’t a fox live in the jungle? etc.”
- Have students do animal sort (power point slide 2) – what lives on land, and what lives in the water. Students will cut images and glue them into the appropriate box.
- Day 3: Focus on desert habitat
 - Read aloud about the desert: Baby Animals in Desert Habitats by Bobbie Kalman
 - Show power point (slides 3-7) – “what do you notice about the desert?” After showing the pictures of the dessert, explain the different elements and animals that live in the desert.
 - Show youtube video about the desert and animals.
<http://www.youtube.com/watch?v=5scAt0hasIg&feature=autoplay&list=PL9E79643809DDDD75&playnext=2>
 - Have students cut and paste the animals and elements onto the desert back ground.
- Day 4: Focus on jungle habitat
 - Read aloud about the jungle: Baby Animals in Rainforest Habitats by Bobbie Kalman
 - Show power point (slides 8-12) – “what do you notice about the jungle? How is it different than the desert?”
 - Show clip from Disney Nature’s *Chimpanzee* Movie. Website with images and other facts:
<http://disney.go.com/disneynature/chimpanzee/#/movies/chimpanzee>
 - After discussing the elements of a jungle, have students cut out and place the animal and element images onto the jungle background.
 - Formative assessment: Students will do the jungle vs. desert sort.
- Day 5: Focus on ocean habitat
 - Read aloud about the ocean: Baby Animals in Ocean Habitats by Bobbie Kalman
 - Show power point (slides 13-17) – “what do you notice about the ocean? How is it different that the jungle or the desert?”
 - Show clip from Disney Nature’s *Oceans* Movie. Website with images and other facts:
<http://disney.go.com/disneynature/chimpanzee/#/movies/oceans/trailer>
 - Formative assessment: Students will do the jungle vs. ocean sort.
- Day 6: Focus on pond/ lake habitat
 - Read aloud about a pond or lake: What’s in the Pond? by Anne Hunter
 - Show power point (slides 18-21) – “what do you notice about a pond? How is it different from the other habitats?”
 - Show video clip on pond habitats: http://www.youtube.com/watch?v=kMBGd9FL9_A
 - As a class, draw/color a mural of a pond--- have the outline of a pond already on the paper and provide images of animals for students to color, cut and glue onto the mural. “At the end of the week, you are going to work on drawing your own mural, so today we are going to practice as a class. I have already drawn an outline of a pond, but we need to add the animals and other things that you would find at a pond. What are some of the things you can find?”
- Day 7: Focus on arctic habitat
 - Read aloud about the arctic: Amazing Arctic Animals by Jackie Glassman
 - Show power point (slides 22-24) – “what do you notice about the arctic? How is it different from the other habitats?”
 - Frozen Planet video – <http://dsc.discovery.com/tv-shows/frozen-planet/videos/on-thin-ice.htm>
 - After discussing the elements of an arctic, have students cut out and place the animal and element images onto the arctic background.
- Day 8:
 - Matching tests. Students will place animal and environmental cards into pictures of the correct habitat. “Today I want to see what you have learned. Who remembers the five different habitats that we learned about this week? What you are going to do it cut out the pictures of animals and match it to the right habitat. Once you have finished that, you are going to do one with the different elements in a habitat.”

- Day 9:
 - Work on performance task. Students will create a mural of a habitat with at least three elements (including at least one animal). “We have learned all about five different habitats. Today, you are going to create your very own mural about your favorite habitat. We will then hang it in the hall so that people can see what we learned about and they can learn about it also. After you have colored it the way you want, we are going to write a few sentences that describe the habitat and say how the animals live there. I have big pieces of paper for you, and crayons to draw with. I also have a few print outs of animals and different elements that you can color in and cut out for your mural.”
- Day 10:
 - Students will finish creating their mural and writing their describing sentences.
 - Post-assessment – ask students what is a habitat? (Provide three picture choices for students to choose from, one being correct) --- See attached power point
- Other read aloud options:
 - Baby Animals in Land Habitats by Bobbie Kalman
 - Cactus Hotel by Brenda Guiberson
 - Coyote Raid in Cactus Canyon by Jim Arnosky
 - Watching Desert Wildlife by Jim Arnosky
 - Nature’s Green Umbrella by Gail Gibbons
 - Welcome to the Green House by Jane Yolen
 - Pond Walk by Nancy Wallace
 - Coral Reefs by Sylvia Earle
 - Magic School Bus on the Ocean Floor by Joanna Cole

Performance Task Rubric:

Level 3: Student is able to apply knowledge. Requires student to make decisions “on his or her own” without the aid of choices.

| Task | - | √ | + |
|---|--|---|---|
| Choose a habitat to create | Student does not choose a habitat | Student chooses a habitat that animals do not live in | Student chooses an appropriate habitat |
| Elements in habitat | Student includes less than 3 elements in habitat | Student includes 3 elements in habitat | Student includes 4 elements in habitat |
| Describe the elements included in the habitat | Student does not provide explanation of habitat | Student gives explanation for some elements included | Student gives full explanation of all elements included |

Level 2: Student is able to recall basic facts Requires the student to make decisions or choices based on information that has just been recently presented or is right in front of the student.

| Task | - | √ | + |
|---|--|---|---|
| Choose a habitat to create | Student does not choose a habitat | Student chooses a habitat from visual choices that animals do not live in | Student chooses an appropriate habitat from visual choices |
| Elements in habitat | Student includes less than 3 elements in habitat | Student includes 3 elements in habitat | Student includes 4 elements in habitat |
| Describe the elements included in the habitat | Student does not provide explanation of habitat | Student selects a visual of elements in the habitat | Student selects a visual of the elements included in the habitat and describes them |

Level 1: Student has beginning awareness. Requires students to show an awareness of a task and show that he or she knows that an activity is occurring or that a stimulus is being presented.

| Task | - | √ | + |
|----------------------------|-----------------------------------|---|---|
| Choose a habitat to create | Student does not choose a habitat | Student chooses from visual choices a habitat | Student chooses an appropriate habitat with |

| | | | |
|---|---|--|--|
| | | that animals do not live in with assistance | assistance |
| Elements in habitat | Student does not explore materials | Student explores at least 3 elements with assistance | Student explores at least 4 elements and includes them in habitat with assistance |
| Describe the elements included in the habitat | Student does not provide explanation of habitat | Student selects a visual of some elements in the habitat with assistance | Student selects a visual of all the elements included in the habitat with assistance |