

Grade 2	Lesson: Living Things Day 2	Reference to English Interconnections Lesson Living Things pg. 29
Science Standard(s): Standard 4.2 Life Science		
Content Objective(s):		Language Objective(s):
Students will match animals to their habitat and tell why by matching them in small groups. <i>I can match animals to their habitat and tell why by playing a game in a small group.</i>		Students will be able to orally match animals with their habitat in small groups. <i>I can say and match animals with their habitat using a complete sentence in a small group.</i>
Essential Questions: How does location affect living things?		Academic Vocabulary for Word Wall: Listen: habitat, air, shelter Speak: air, shelter, living things, habitat Read: habitat, food, water, air, shelter, plants, animals Write: Sentence Frames: This is the _____'s habitat. A _____ lives in the _____ because _____.
Materials: <ul style="list-style-type: none">• 6 – 10 pictures or objects of living things (animals)<ul style="list-style-type: none">○ dolphin, star fish, whale, lizard, snake, bear, rabbit, bird, penguin, frog, turtle, goldfish, lion, elephant, monkey...• labels for the animal pictures• pictures of each habitat<ul style="list-style-type: none">○ ocean, desert, forest/mountain, polar/arctic, lake/river/pond, savannah/grassland, rainforest/jungle• labels for the habitat pictures		Additional Lesson Vocabulary: animals, food, water, air, shelter, living things, habitat, dolphin, star fish, whale, lizard, snake, bear, rabbit, bird, penguin, frog, turtle, goldfish, lion, elephant, monkey..., ocean, desert, forest/mountain, polar/arctic, lake/river/pond, savannah/grassland, rainforest/jungle
Lesson: Living Thing Day 2 - Habitat		Instructional Time: 45 minutes
<p>Opening: (5 minutes)</p> <ul style="list-style-type: none"> • Review what animals need to survive with the students. <p>T: “Last time we talked about what animals need to survive. With your neighbor, make a list of simple pictures or words that tell us what animals need to survive.”</p> <ul style="list-style-type: none"> • Make a list with the students what animals need to stay alive/survive and draw/write it on the board. <ul style="list-style-type: none"> ○ Food ○ water ○ air ○ shelter <p>T: “With your neighbor take turns explaining what animals need to survive. Animals need _____.” S: “Animals need food, water, air and shelter to survive.”</p> <p>Introduction to New Material (Direct Instruction): (10 minutes)</p> <p>T: “Animals live in a habitat. Show me with your thumb if that is correct or incorrect?” S: will put thumbs up if correct or thumbs down if incorrect.</p> <p>T: “Yes, animals live in a habitat. Each habitat gives animals what they need to survive.”</p> <p>T: “We don’t all live in the same habitat, neither do animals. Look at this fish, does it have the same habitat as this monkey? Thumbs up if it has the same habitat, thumbs down if it does not have the same habitat.” S: will put their thumb up or down depending on their answer.</p> <p>T: “No, the fish and the monkey have different shelters.” (Do this again with 4 sets of animals.)</p> <p>T: “These animals have different shelters because they have different habitats.”</p> <p>T: “Monkeys live in the rainforest. This is the monkey’s habitat. Dolphins live in the ocean. The ocean is the dolphin’s habitat. Elephants live in the savannah. The savannah is the elephant’s habitat. Snakes live in the desert. The desert is the snakes habitat.”</p> <p>Guided Practice: (10 minutes)</p> <p>T: “In small groups we are going to match animals with their habitats and tell one reason why that animal lives in that habitat..” <i>Use the modeling cycle:</i></p>		

Teacher Does:

- Mix up the animals and habitats. The teacher will think aloud when matching animals to their habitat.

T: "Here is a whale, where does a whale live? Whales live in the ocean. Where is the ocean? Here it is. Whales live in the ocean. Why can a whale live in the ocean? Because it has fins that help it swim."

Student does with Teacher:

T: "Who would like to help me?" (choose one student) **"Pick an animal. Where does that animal live?"**

S: *will put the animal with its habitat.*

T: "This is the ____'s habitat."

- Ask the student to repeat you.

S: *"____ lives in the ____."*

T: "Why can that animal live in that habitat?"

S: *"A ____ lives in the ____ because ____."*

Two Students Do:

T: "I need two students to help me." "You will take turns picking animals and putting them in their habitat. You will also say, '____ lives in the ____ because ____.'"

S: *Students will choose an animal and put it with its habitat and say "____ lives in the ____ because ____." Then the students will switch and the other students will do the same.*

All Students:

T: "I am going to separate you into small groups of 4. You will take turns matching animals with their habitat and telling one reason that animal lives in the habitat. When you match an animal with its habitat you will say '____ lives in the ____ because ____.'" "When I clap my hands you will need to clean up and come back to the front."

- Students will then separate into groups of 4 (determined by the teacher) for the matching game.

Independent Practice: (7 minutes)

T: "I want you to fill out 'Where do I live' paper. Let's do it together first."

T: "1st pick an animal. Think in your mind right now what animal you will choose. I choose a BEAR."

- The teacher will draw a bear in the square.

T: "Where does a bear live? Does a bear lives in the ocean?"

S: *"NO!"*

T: "Why not?"

S: *"Because it can't breathe in water."*

T: "Does a bear lives in the desert?"

S: *"NO!"*

T: "Why not?"

S: *"Because it would be too hot with its fur."*

T: "Does a bear lives in the forest?"

S: *"YES!"*

T: "Why?"

S: *"Because it has food" "Because it's cooler" "Because it can climb trees" "sleeps in a cave" etc.*

- The teacher will draw a forest in the other square.

T: "Let's write at the bottom. Bears live in the forest. Say it with me, Bears live in the forest."

S: *"Bears live in the forest."*

T: "Now I need to write why. I'm going to say 'because it find food there.'"

T: "Now it is your turn. I am giving each of you a "Where do I live?" paper. You need to draw the animal you were thinking of, then the habitat the animal lives in. Then you are going to tell one reason that animal can live there. Finally, fill in the blank at the bottom. When you are done you will present it to the class."

Closing: (10 minutes)

- Students will present their animal and its habitat to the class.

S: *"____ lives in the ____ because ____."*

Assessment:

"Where do I live?" paper and presentation.

Extra Ideas:

Have the students match the animals and habitats with their names.

Where Do I Live?

Name: _____

Draw a picture of your chosen animal and its habitat.

Animal	Habitat

_____ lives in the _____
because _____
_____.

This is the _____'s habitat.