

Animal World: Animals at Home

Grade Level: K - 5

Content Areas: Life Science, Geography, Music, Technology and Language Arts

Time Frame: 120 minutes

MATERIALS

Animal World: Animals at Home Books

Research materials on habitats

Computer with Internet access

Materials needed by groups for their projects

OBJECTIVES

Students will:

- Learn how earth supports many different animal habitats, each of which has distinct features and distinct plant and animal populations.
 - Learn how animals and plants are adapted to the conditions of the habitats in which they live.
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VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Habitat - The natural home or environment of an animal, plant, or other organism.

Grasslands - A large open area of country covered with grass, especially one used for grazing.

Temperate forest - Woodland of a usually rather mild climatic area within the temperate zone that receives heavy rainfall

Tropical rain forest - Usually of tall, densely growing, broad-leaved evergreen trees in an area of high annual rainfall.

Desert - A region so arid because of little rainfall that it supports only sparse and widely spaced vegetation or no vegetation at all

Polar ice - A high-latitude region of a planet, dwarf planet, or natural satellite that is covered in ice.

Tidepools - An area of water that is left on a beach after

PROCEDURES/ACTIVITIES

Preparation:

Read students the *Animal World: Animals At Home* books.

Divide students into six groups to research different habitats of the world. Each group will produce a report on its habitat including the following information:

-A physical description of the habitat

-Examples of the habitat (geographical locations)

-Examples of animals and plants that live in the habitat

-In addition, each group will be given a specific assignment that will require the group to show how the animals in the assigned habitat

Lesson Procedure:

1. Tell students the different habitats students will investigate are grasslands, temperate forest, tropical rain forest, desert, polar ice and tidepools. Assigning each group a habitats to research.
2. Here are the specific assignments for each group.
3. The groups with grasslands will research the speeds of animals that live in the African grasslands. The project is to create a display that compares the different speeds of these animals. Write an explanation for why speed is important for survival in the grasslands.
4. Tell the group with temperate forest that Coniferous trees do not lose nearly as much water through their needles as deciduous trees lose through their leaves. The project will be to put a twig from a coniferous tree in a cup of water, and tightly fasten a clear plastic bag around its needles. Put a twig from a deciduous tree in a cup of water, and tightly fasten a clear plastic bag around the leaves. Observe what happens. Draw pictures and write an explanation for what you observed.
5. Tell the group with tropical rain forest that there are three main levels of the rainforest—canopy, understory, and forest floor. The project will be to make a diagram or model showing examples of animals and plants that live on each level. Choose an animal or plant from each level and explain how it is adapted to its particular place in the tropical rain forest.
6. Tell the group with desert to choose a desert animal or plant. The project is to make a model of it, draw it, or describe it. Explain how it is particularly well adapted to survive in a place where there is very little water.
7. Tell the group with polar ice to research both the polar bear and the penguin. The project is to draw or make a model of each animal. For each animal, explain at least three ways—physical or behavioral characteristics—in which it is well adapted for life in a very cold and snowy climate.
8. Tell the group with tidepool how a tidepool is formed, and describe several animals that are found in tidepools. The project is to make two models of a tidepool—one at high tide and one at low tide. Use sand, rocks, salt water, and other materials for your models. Draw at least three tidepool animals and explain how they survive in a constantly changing habitat.
9. When students have completed their assignments, have each group present its project to the class.

FREE SONG

[Click here](#) to download or stream the Animal World: Animals at Home songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

Language Extension:

As a Language Extension that ties into this series and the Technology/Art/Music Extensions, have the students also write a story about their animal in the habitat they have created.

This story can be added to the pages with Buncee with the Text tool or Drawing tool. They can also read their story aloud and add this as a recording over the top of the pages too.

They could also write their story out to add to the display or classroom area.

Music and Art Extension:

Divide students into groups. Have each group choose an unusual or unfamiliar animal from the habitat it has been assigned and prepare a card with the name of the animal, a description of the animal's physical and behavioral characteristics, and a picture of the animal. Mix up the cards and give one to each group, making sure that no group gets its own card. Then challenge each group to figure out, on the basis of the animal's physical and behavioral characteristics, whether the animal it has been given belongs in the habitat the group was assigned.

Students can use Buncee, as discussed in the Technology Extension, to create their own illustrations using Buncee, a digital storytelling tool. As a little background knowledge, you can show them how illustrations now use digital tools and technology to create their illustrations in books they read too.

The Professor Garfield website has a great video that shows their artists drawing animals and other things. You can access [Art Bot here](#).

Students can also create habitats within a shoe box or even turn different parts of their classroom or library in various habitats. They can invite other students, teachers and parents into their habitats. You can make it very interactive and fun by having the Cantata Learning Animals at Home Series songs and stories playing when they are walking through and looking at the habitats. This would be a wonderful tie in for a music concert or school play too.

Standards:

CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.4.1, and CCSS.ELA-LITERACY.SL.5.1

Technology Extension:

You can use the digital storytelling tool [buncee Edu](#) to create an interactive, collaborate eBook about habitats with your students. Each student can create their own or use the Stitching feature in Buncee to bring all of their pages into one.

The students can be assigned or choose an animal of their choice. It could be one animal or a group, like in the Cantata Learning series, Animals at Home. Within Buncee, students can put together how their home or habitat looks by pulling in images, interactive stickers, videos, etc... They can even create original artwork which can be uploaded into the Buncee pages or use the drawing tools to create digital illustrations too.

This is a wonderful extension for art and a video, Art Bot, is included under Music and Art Extensions to show artists drawing too.

