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| **Kindergarten Science: Animal Habitats**  **March 25-29, 2019** | | | | | | |
| Standards:  K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-2: Construct an argument supported by evidence for how pants and animals (including humans) can change the environment to meet their needs.  K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. | | | | Essential Question:  How are animals affected by their environment? | | |
| Epic Books:  https://www.getepic.com/app/user-collection/2219791 | | |
|  | Monday (1.14) | Tuesday (1.15) | Wednesday (1.16) | | Thursday (1.17) | Friday (1.18) |
| Learning Target | I can describe characteristics of a desert habitat and the animals that live there. | I can describe characteristics of a wetlands habitat and the animals that live there. | I can describe characteristics of a grasslands habitat and the animals that live there. | | I can describe characteristics of different habitats and the animals that live there. | I can describe characteristics of the habitats that they have learned about and the animals that live there. |
| Science Lesson | \* Students will read Desert Biome by *Grace Hansen* (Get Epic Book) and discuss the different plants and animals that live in the desert.\* Students will describe the habitat, including which plants and animals they would find living there.\* Students will draw and write about what they have learned about desert habitats on their information sheet.\*Students will read their Science reader about deserts and answer questions from the text. | \* Students will read Life in a Wetland (Biomes Alive!) by Laura Hamilton Waxman(Get Epic Book) and discuss the different plants and animals that live in the wetlands.\* Students will describe the habitat, including which plants and animals they would find living there.\* Students will draw and write about what they have learned about wetlands habitats on their information sheet.\*Students will read their Science reader about wetlands and answer questions from the text. \*Students will cut and paste pictures of animals that live in either desert or wetlands habitats. (for a grade) | \* Students will read Seasons Of The Grassland Biome by Shirley Duke  (Get Epic Book) and discuss the different plants and animals that live in the grasslands  \* Students will describe the habitat, including which plants and animals they would find living there. \* Students will draw and write about what they have learned about grassland habitats on their information sheet.\*Students will read their Science reader about grassland habitats and answer questions from the text. | | Project:  \* Students will work in small groups of 3 or 4 to create a physical representation of a habitat assigned by the teacher (Desert, Arctic, Forest, Ocean, Wetlands, and Rainforest).  \* Students will use construction paper and a variety od art materials (paint, string, crayons, markers, collage materials, nature items, etc..) to show what each habitat looks like and the animals that live there.  \*Students will label the habitat, physical features (trees, ice, water, sand, etc…) and the animals that live there.  \* Students will present their habitat to the rest of the class and explain what they added and why. (students will be assessed for a participation grade, using a rubric) | Continue Animal Habitat Project Presentations.  Review and assess animal habitats. |