Habitats-S3L1a

Students will investigate the habitats of different organisms and the dependence of the organisms on their habitat.

a. Differentiate between habitats of Georgia (mountains marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

Big Ideas: Habitats in Georgia

Enduring Understanding: Students will understand that

-Different organisms live in different habitats
-Georgia has several different habitats
-Different characteristics of a habitat determine what can live there

Essential Questions:

-Why don't alligators usually live on a mountain?
-Why are there different habitats in Georgia?
-What is in a habitat that supports life?
-Why do we have habitats?
-Can there be more than one habitat in a region? If so, why?

Skills	Knowledge
*Correlate the animals to specific types of habitats in Georgia *Correlate the plants to specific types of habitats in Georgia *Determine which types of habitats are not in Georgia	*Georgia has different types of habitats *Know the different types of habitats and the characteristics of each one: mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean *Know the types of organisms that live in specific habitats

Characteristics of Science:

S3CS3: Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

b.Use computers, cameras, and recording devices for capturing inforation.

S3CS5 Students will communicate scientific ideas and activities clearly.

b. Make sketches to aid in explaining scientific procedures or ideas.

S3CS7. Students will question scientific claims and arguments effectively.

a. Support statements with facts found in books, articles, and databases, and identify the sources used.

S3CS8. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientific investigations may take many different forms, including observing what things like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and

stay informed about scientific discoveries around the world.

Where's George?

Or where in Georgia would you live if you were a …..?

Key Vocabulary

*Foundational Vocabulary-
- Habitat
- Animal
- Plant

*New Vocabulary-
- Organism
- Piedmont
- Coast
- Marsh
- Swamp
- Mountain

*Enrichment Vocabulary-
- Classify
- Compare
- Catagorize

*Review-
- Living
- Non-living

Tools

Magnifying glasses
Clipboards
Pencils
Map of playground

Common Misconceptions

*Animals can live everywhere.
*That all of Georgia is like where we live.
*The same fish that live in lakes can live in the ocean.
*Insects are not animals.
*People are not animals.

Performance Tasks

G- (Goal)- To understand different regions/habitats found in Georgia
R- (Role)-You are a game designer. It is your job to create a new board/card game.
A (Audience)-Classmates
S-(Situations)-Your classmates have been learning about the habitats of Georgia. Your game should test their knowledge of those habitats.
P-(Product/Purpose)-Use what you have learned about habitats to design a board or card game. Remember your classmates will be playing your game.
S-(Standard/criteria for success) Your game: 1) Must contain accurate information of habitats and plants/animals within those habitats; 2) Game must be complete with an objective and a goal; 3) Must provide clear, simple instructions.

Test items

(insert sample test items)

Monday	Tuesday	Wednesday	Thursday	Friday
1 Hook Activity Habitat Grab Bag- In one bag, have pictures of habitats.Habitat pictures.doc In another bag, pictures of animals in those habitats. Georgia animal pictures.doc Hold up one picture from each Ask: Does this animal live here? Why? Have children make a graph of habitats/animals/plants	**2 What is a habitat?** Introduce vocabulary: Habitat, plant, animal Mountain, coastal, marsh/swamp, piedmont, ocean Graphic organizer-word web	**3 Playground plotting** Students will be assigned different areas of the playground to observe and record features of a small area. Students work in pairs. A small area is roped off. They use magnifying glasses to observe plants/animals. From Field Detectives by AIMS	4 Playground Plotting Continue activity	5 Class Share time Students share their findings Vocabulary check Add new understandings to word web
6 Where is George? Introduce George. Tell story of his traveling plans Introduce class big book to journal George's travels. Class will create a big book for types of habitats in Georgia. This is a year-long project. .	7 Introduce ocean & coastal regions Refer to GA map. Locate nearest ocean. Name it. KWL chart Move George to ocean.	8 Oceans	9 http://www.mbayaq.org/lc/activities/bird_bingo.asp	10 Add oceans & coastal regions to class big book
11	12 Students select a region. Teams will be formed to be responsible for reporting/recording data for that region in the book. Create a title page	13 Marsh/swamp	14	15

16	17	18 Piedmont region	19	20
21 Mountains	22	23	24	25
26	27	28	29	30
31	32	33	34	35