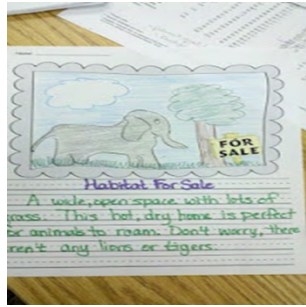


Unit: Life Science	Topic: 2-LS4-1	Lesson Seed Title: Pond Habitat
Performance Expectation(s): 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.		
Brief Lesson Description: Students will discuss different animals that live in a pond through using various texts and websites. Students will work in partners to research an animal collecting information on the animal's habitat. Students will then create the animal's habitat and write an advertisement selling the habitat.		
Materials: <ul style="list-style-type: none"> -Anchor chart -Access to websites -Science Journal -Articles -Animal cards -Materials for habitats such as: sticks, sand, leaves, string, glue, cardboard boxes, etc. <i>(Teacher Choice for completing this part of the lesson.) ** this should be collected by the teacher</i> -Habitat chart 		
Driving/Essential Question: What types of animals live in a pond? Why is a pond a good habitat for them?		
Engage: (gain attention, activate prior knowledge, pose essential question) <ul style="list-style-type: none"> -Ask students what types of animals live in a pond. Create an anchor chart with student responses. -Show students the video- https://www.youtube.com/watch?v=H8EMn_21T4o and add to the anchor chart. (Students should have read or be reading <u>Around the Pond</u> (anthology) during this lesson.) 		
Explore: (use science and engineering practices to investigate the essential questions) Part 1 (partners) <ul style="list-style-type: none"> -Pass out the animal photographs: heron, beaver, terrapin, raccoon, garter snake, sunfish, and duck. -Explain to students that they will be creating their animal's habitat with their partner. Ask students to draw their ideas in their Science Journal. Remind them to think about what the animal needs to survive. Once you have approved the partner's plans, let them begin to create their actual habitat using various materials such as: sticks, leaves, dirt, cardboard, etc. Part 2 Explain that students are now going to sell their habitat by creating an advertisement. Explain that an advertisement sells something. Show the students the various movie and object advertisements. Explain that the advertisement has to be: <ul style="list-style-type: none"> ▶ Visually appealing ▶ Contain information 		
Movie example Cereal examples Example of final student product:		
Explain: (help students organize ideas, add ideas, and attach vocabulary) <ul style="list-style-type: none"> -Review the anchor chart on types of animals that live in a pond habitat. Ask students to share some information they found in the books and articles about their animal's habitat. (Review ideas from articles.) -Show the following site- https://ypte.org.uk/factsheets/ponds/what-is-a-pond and students can read what a pond is and what types of organisms live in a pond. 		

-Students should record the following in their Science Journal: A pond is a small area of still, fresh water. It is different from a river or a stream because it does not have moving water and it differs from a lake because it has a small area and is no more than around 1.8m deep.

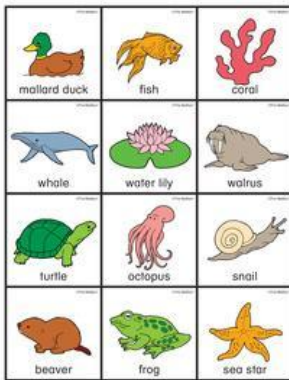
***Students should fill out their Habitat Chart glued in their Science Journal.**

Elaborate: (provide additional examples and non-examples, clarify details)

- *In A Small, Small Pond* (found on Bookflix. Part of reading lesson.) (center activity)

-Ask students to classify the animals (can just write the animals on index cards- see below) and separate them according to their environment.

-Ask students to pick an animal that they classified living in the sea and explain why the animal wouldn't survive in a pond habitat.



- Use the bottom questions on the student chart to discuss why these certain animals fit into this habitat.

Questions can include:

- Where do the plants and animals get their water in this habitat?
- Where do the plants and animals get their shelter in this habitat?
- What is an animal that would not survive here? Why?
- What is a plant that would not survive here? Why?
- What do the animals that live here have in common?

Evaluate: (students demonstrate—to themselves—what they have learned)

-Ask partners to set up their habitat and advertisement in an area of the classroom. (Note: Some students who have the same animal can ask the audience to pick which one they would vote for.)

-Students work with their partner to share their advertisement and habitat with the class.

Curriculum Connections:

ELA-

CCSS.ELA-Literacy.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.5

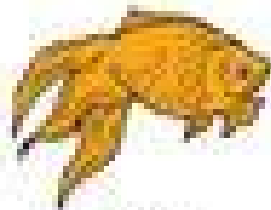
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.SL.2.1.a

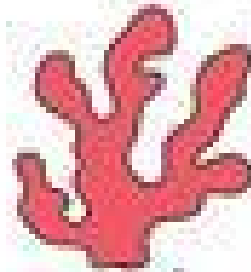
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



mallard duck



fish



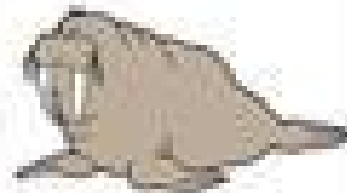
coral



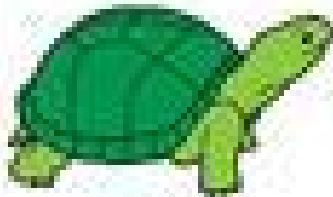
whale



water lily



walrus



turtle



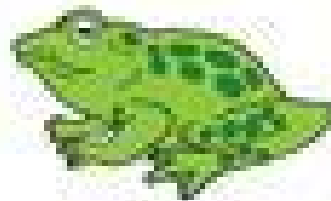
octopus



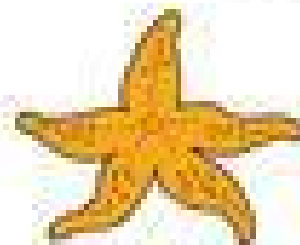
snail



beaver



frog



sea star