

Human Habitats

TEACHER'S GUIDE

Humans have found ways to adapt and survive in most of Earth's many diverse habitats. The *Human Habitats* book series showcases six human habitats: ocean, mountain, city, river, forest, and island. Each book in the series shows how people use the resources around them in each of these habitats to build homes, grow food, and do work that suits their environment and climate. The *Human Habitats* Teacher's Guide provides interactive lessons that help students learn more about how humans have adapted for survival in a variety of different habitats.

The lesson plans in the *Human Habitats* Teacher's Guide are tailored towards students in grades 2 to 4. These lessons require students to work independently as well as collaboratively, and to think critically about human needs in the world around them. Students will learn how humans survive in different habitats, and how the lifestyle and experiences of human beings may vary based on the habitat they live in. In each lesson in this Teacher's Guide, students will be able to share their new learning with their classmates in different ways.

Each lesson plan in this guide follows a sequential order that works to scaffold understanding. Although they could be taught as stand-alone lessons, it is recommended that they are taught together in sequence. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Human Habitats* include:

Life by the Ocean
Life in the Mountains
Life in the City
Life by the River
Life in the Forest
Life on an Island

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
What are Human Habitats?	1 class period*	adapt behavior city forest habitat island mountains ocean river
Adapting to Habitats	2-3 class periods	adapt behavior climate cultures goods habitat natural resources settled survive
Exploring New Habitats	3-5 class periods	adapt behavior city climate cultures forest goods habitat island mountains natural resources ocean river settled survive

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

What are Human Habitats?

Curriculum Correlations

Common Core State Standards

CCSS.ELA-Literacy.RI.2.4
CCSS.ELA-Literacy.RI.2.9
CCSS.ELA-Literacy.RI.3.4
CCSS.ELA-Literacy.RI.4.1

C3 Framework

D2.Geo.4.K-2; D2.Geo.5.K-2; D2.Geo.6.K-2; D2.Geo.4.3-5;
D2.Geo.5.3-5.

D2.Geo.8.K-2; D2.Geo.9.K-2; D2.Geo.8.3-5; D2.Geo.9.3-5

D2.Geo.6.K-2; D2.Geo.12.K-2

Ontario Social Studies

Grade 2, B1.1, B1.2, B2.1
Grade 3, B1.1, B2.4, B2.6
Grade 4, B2.4

Ontario Language Arts

Grade 2, Oral Communication: 1.4, 2.2; Reading: 1.4
Grade 3, Oral Communication: 1.2, 1.6, 1.7; Reading: 1.6
Grade 4, Oral Communication: 1.1, 1.4; Reading: 1.4, 1.6

Materials

- Chart paper
- Markers
- *What are Human Habitats Checkbrick*
- Paper for 3-2-1 Exit Ticket
- Human Habitats books: *Life by the Ocean*, pg. 4-7;
Life in the Mountains, pg. 4-7; *Life in the City*, pg. 4-7;
Life by the River, pg. 4-7; *Life in the Forest*, pg. 4-7;
Life on an Island, pg. 4-7

Objectives

Students will:

- Understand what a habitat is.
- Identify six different types of human habitats.

Setting the Stage

Begin the lesson by writing the word *habitat* on a piece of chart paper at the front of the classroom. Ask students to take a minute or two to independently brainstorm what the word *habitat* means.

Once students have had time to brainstorm, ask them to raise their hand if they would like to share an idea. On the chart paper, create a word web around the word *habitat* by recording the responses shared by students.

Once students have had the opportunity to share their ideas, explain that **a habitat is somewhere humans and animals live, that provides food, water, and shelter.**

Explain to students that we will explore six different types of human habitats together. Ask students to raise their hand if they think they know the name of any of these habitats. On a separate piece of chart paper, record responses that indicate one of the six human habitats.

By the end of the exercise, the following habitats should be noted on the chart paper: Ocean, Mountains, City, River, Forest, and Island. If students do not come to these answers as a class, ask probing questions to guide them to the correct responses using relevant examples (i.e. what type of habitat is full of many buildings built close together?).

Activity

Divide the class into six equal groups, and assign one of the six habitat types to each of the groups. Provide each student with a copy of the Human Habitats book associated with their assigned habitat type (one of *Life by the Ocean*, *Life in the Mountains*, *Life in the City*, *Life by the River*, *Life in the Forest*, or *Life on an Island*).

Each small group should be provided with a piece of chart paper and a marker. In their groups, students will read pages 4-7 of their assigned book. Using the chart paper and marker provided, each group will be responsible for recording key information about their habitat type on the chart paper.

Instruct each group to group record the following information: type of human habitat, description of the habitat, and list at least 3 examples of the habitat type. Display these expectations for students.

Extensions

- ▶ Students can research additional examples of their human habitat outside of what is included in the *Human Habitats* series. Students can create short graphic presentation (i.e. PowerPoint) to share the information on their chart paper.

Wrap-Up

Once complete, each group will be asked to present their findings to the rest of the class. After each group has had the opportunity to share their findings, display the chart paper outlining each type of human habitat in the classroom.

These charts can be used as anchor charts that students can reference throughout the unit. Explain to students that they can add examples of places that can be classified as one of the six types of Human Habitats to the charts around the room if they think of any to add.

Ask students to return their books, and complete a 3-2-1 exit card to be submitted before the end of the class. The 3-2-1 card should be structured as follows:

- List 3 things you learned today.
- List 2 things you found interesting.
- List 1 question you still have.

Have students hand in their exit cards, and check them for understanding.

Assessment

Assess student understanding during group work task through observation. Travel around the classroom to each group to ensure students are on task, and that students understand the content being addressed. Clarify misunderstandings as needed.

Once students have completed their group work, use the *What are Human Habitats Checkbrick* to ensure presentation covers the required information outlined. Review student work to clarify misunderstandings as needed.

Date: _____

What are Human Habitats Checkbrick

Group 1		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

Group 2		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

Group 3		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

Group 4		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

Group 5		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

Group 6		
Names:		
	Yes	No
Indicated type of human habitat		
Described human habitat with sufficient detail		
Provided at least 3 examples of human habitat type		

LESSON 2 Adapting to Habitats

Curriculum Correlations

Common Core State Standards

CCSS.ELA-Literacy.RI.2.4
 CCSS.ELA-Literacy.RI.2.9
 CCSS.ELA-Literacy.RI.3.4
 CCSS.ELA-Literacy.RI.4.1

C3 Framework

D2.Geo.4.K-2; D2.Geo.5.K-2; D2.Geo.6.K-2; D2.Geo.4.3-5;
 D2.Geo.5.3-5.
 D2.Geo.8.K-2; D2.Geo.9.K-2; D2.Geo.8.3-5; D2.Geo.9.3-5
 D2.Geo.6.K-2; D2.Geo.12.K-2

Ontario Social Studies

Grade 2, B1.1, B1.2, B2.1, 3.6
 Grade 3, B2.4, B2.6
 Grade 4, B1.1, B1.3

Ontario Language Arts

Grade 2, Oral Communication: 2.2; Reading: 1.4, 1.7
 Grade 3, Oral Communication: 2.2; Reading: 1.6
 Grade 4, Oral Communication: 1.1, 1.4; Reading: 1.4, 1.6

Materials

- Chart Paper
- Markers
- *Human Habitats* books: *Life by the Ocean*, pg. 8-23; *Life in the Mountains*, pg. 8-23; *Life in the City*, pg. 8-23; *Life by the River*, pg. 8-23; *Life in the Forest*, pg. 8-23; *Life on an Island*, pg. 8-23
- *Adapting to Habitats – Key Words Handout* (1 word bank per group)
- *Amazing Adaptations Handout*

Setting the Stage

Begin the lesson by asking students what a habitat is. Allow students to share responses, ensuring they understand that a **habitat is somewhere humans and animals live, that provides food, water, and shelter.**

Ask students if they remember what the six different human habitats are. As students share each type, post the chart paper from previous lesson somewhere visible in the classroom. These will be used as anchor charts for the rest of the lesson.

Ask students what type of human habitat their school is located in, and what clues support their guesses. Depending on where your school is located, guide students to the correct human habitat that houses your school.

Choose one of the remaining five human habitats and ask students what might be different if their school was located there, and any changes they may have to make (i.e. if your school is in the city, ask students what would change if their school was on an island).

Give students 1-2 minutes to think independently, 3-4 minutes to discuss their ideas with a partner, and then allow 5-7 minutes for partners to share their ideas with the class.

As students share their responses, guide them to understand how their suggestions show different ways they could adapt if the human habitat of their school changed. Define this term with students by reinforcing that **adapting means that people have changed over time to suit an environment.**

Objectives

Students will:

- Identify six types of human habitats.
- Understand what it means to adapt.
- Identify how humans adapt to survive in different habitat types.

Activity

Divide the class into six equal groups, and assign one of the six habitat types to each of the groups.

Provide each student with a copy of the Human Habitats book associated with their assigned habitat type (one of *Life by the Ocean*, *Life in the Mountains*, *Life in the City*, *Life by the River*, *Life in the Forest*, or *Life on an Island*). Note that students should be assigned to a different human habitat than they were for the last lesson.

In their small groups, students will read pages 8-23 of their assigned book. You can decide if you would like to further divide each group and assign sections, or if each group can tackle the pages together.

Explain to students that they will use the chart paper about the habitat from the previous lesson. They will add examples of human adaptations to the chart paper.

Provide students with the *Adapting to Habitats - Key Words Handout*. As they read through the assigned pages of their book, have them pay close attention to the key words on the handout and find those adaptations in the book. The words are meant to guide students as they read, and give them ideas to place on the chart.

Students should be provided time to finalize their display using colored paper, markers, and to add visuals as they see fit.

Extensions

- ▶ Students can brainstorm other ways that people adapt to live in the human habitat they are researching. Students can include their own insights or use other books or the internet to search other adaptations.

Wrap-Up

Once each group has had an opportunity to complete their chart by recording the different adaptations humans have made to survive in their habitat, display each piece of chart paper around the room.

Provide each student with one copy of the *Amazing Adaptations Handout*. In their groups, students will participate in a gallery walk around the classroom. Allow students approximately 5-7 minutes at each station with their groups so they can read each chart and discuss the adaptations. At each station, students will identify one adaptation that amazed them. They will write the adaptation on the worksheet and explain why it is amazing.


Once the gallery walk is completed, students will submit their completed *Amazing Adaptations Handout*. As a class, have students share a few of the adaptations that surprised them.


Assessment


Assess student understanding during lessons using observational and anecdotal notes. Review *Amazing Adaptations Handout* for completion and understanding. Give a mark for completion. Review student work to clarify misunderstandings as needed.

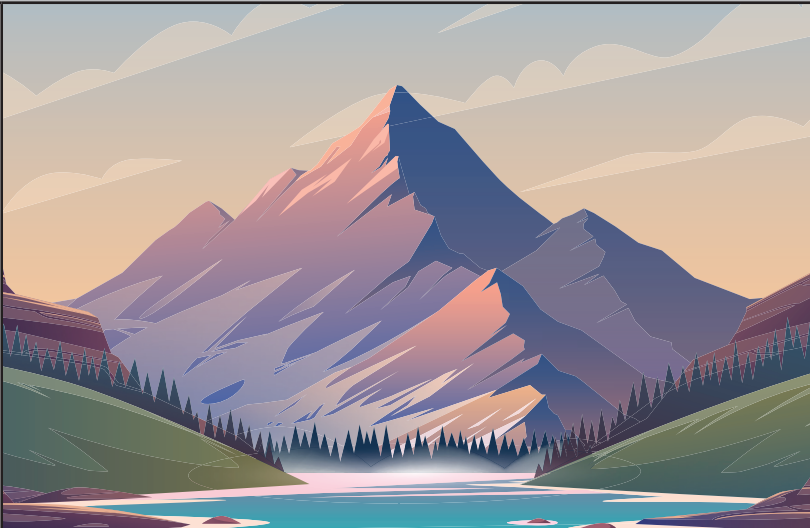
Adapting to Habitats – Key Words Handout


Cut out each table and give one list to each group, based on the Human Habitats book they have been assigned.


Life by the Ocean – Key Words		
Habitat	Ocean Floor	
Adapt	Oxygen	
Behavior	Pressure	
Drill	Stilts	
Erosion	Superstorm Sandy	
Native Alaskans	Tsunami	

Life in the City – Key Words		
Habitat	Populated	
Adapt	Port	
Behavior	Public Transportation	
Air Conditioning	Recorded	
Apartments	Settled	
Behaviors	Suit	
Natural Resources	Traffic	

Life by the River – Key Words		
Habitat	Holy	
Adapt	Polluted	
Behavior	Survive	
Canals	Technology	
Chambers	Trade	
Crops	Weaving	
Goods		

Life in the Mountains – Key Words		
Habitat	Native	
Adapt	Oxygen	
Behavior	Plateau	
Base	Pollute	
Canyon	Solar Power	
Climate	Trade	
Electricity	Waste	
Felt	Weave	
Mountain Range	Worship	

Life in the Forest – Key Words		
Habitat	Forage	
Adapt	Hibernate	
Behavior	Isolated	
Contacted	Larvae	
Crops	Natural Resources	
Debris	Rain Forest	
Deforestation	Tribes	
Evacuation	Wildfire	

Life on an Island - Key Words		
Habitat	Ethnic	
Adapt	Evacuation	
Behavior	Goods	
Climate	Mainland	
Continents	Pollution	
Cultures	Polynesians	
Earth	Suit	
Eruption		

Name: _____ Date: _____

Amazing Adaptations

As you travel around to each station, please fill in the worksheet below.

/12

One adaptation for ***Life by the Ocean*** that amazed me was _____

because _____

One adaptation for ***Life in the Mountains*** that amazed me was _____

because _____

One adaptation for ***Life in the City*** that amazed me was _____

because _____

One adaptation for *Life by the River* that amazed me was _____

because _____

One adaptation for *Life in the Forest* that amazed me was _____

because _____

One adaptation for *Life on an Island* that amazed me was _____

because _____

LESSON 3

Exploring New Habitats

Curriculum Correlations

Common Core State Standards

CCSS.ELA-Literacy.RI.2.4
CCSS.ELA-Literacy.RI.2.9
CCSS.ELA-Literacy.RI.3.4
CCSS.ELA-Literacy.RI.4.1

C3 Framework

D2.Geo.4.K-2; D2.Geo.5.K-2; D2.Geo.6.K-2; D2.Geo.4.3-5;
D2.Geo.5.3-5.

D2.Geo.8.K-2; D2.Geo.9.K-2; D2.Geo.8.3-5; D2.Geo.9.3-5

D2.Geo.6.K-2; D2.Geo.12.K-2

Ontario Social Studies

Grade 2, B1.1, B1.2, B2.1, 3.6
Grade 3, B2.4, B2.6
Grade 4, B1.1, B1.3, B2.6

Ontario Language Arts

Grade 2, Oral Communication: 1.2; Reading: 1.6
Grade 3, Oral Communication: 1.2, 1.6, 2.2; Reading: 1.4, 1.6
Grade 4, Oral Communication: 1.1, 1.2, 2.2, 2.3, 2.4;
Reading: 1.4, 1.6; Writing: 1.4, 1.6

Materials

- Paper (1 piece per student)
- Computer/iPad for research (with Internet and printer access)
- Markers, pens, pencil crayons, construction paper, poster board
- Projector and screen (as needed)
- *Human Habitats* books: *Life by the Ocean*, *Life in the Mountains*, *Life in the City*, *Life by the River*, *Life in the Forest*, *Life on an Island*
- *Exploring New Habitats Rubric*

Objectives

Students will:

- Research one type of human habitat and identify adaptations for survival
- Create an informative brochure or pamphlet about the human habitat of their choice

Setting the Stage

Ask students to recall the human habitat that their school is located in. Once this has been identified, ask students to identify the adaptations that have been made in their community for survival in their human habitat. Allow students to share their responses with the class.

Remind students of the six types of human habitats: ocean, mountains, city, river, forest, and island. Hand out one piece of blank paper to each student in the class. Have them write down their top three travel destinations. Beside the name of each destination, have students indicate what human habitat it can be found in. Allow students to collaborate with a partner if they are having difficulties.

Activity

Explain to students that for this activity, they will be using what they have learned in the last two lessons.

Students will choose one of their dream destinations to research. Explain that they will be responsible for creating a visual display of the information collected about the community that they have chosen. Their display must:

- indicate the type of human habitat it is,
- Identify three of the adaptations humans have made to be able to survive in that community.

Students can share the information with their classmates however they choose: presentation, brochure, video, etc. They will be required to present this information in a gallery walk format (to individuals or a small group).

Review *Exploring New Habitats Rubric* with students so that they are aware of the expectations for the assignment. Once students have completed their research, ensure they run their display idea by you before moving forward.

Exploring New Habitats Rubric

Student Name: _____ Date: _____

Destination/Community: _____

Human Habitat Type: _____

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Student demonstrates little understanding of their chosen human habitat and the adaptations made by humans to survive there	Student demonstrates some understanding of their chosen human habitat and the adaptations made by humans to survive there	Student demonstrates good understanding of their chosen human habitat and the adaptations made by humans to survive there	Student demonstrates thorough understanding of their chosen human habitat and the adaptations made by humans to survive there
Application	Student does not identify why adaptations are necessary for survival in their chosen human habitat	Student identifies why some adaptations are necessary for survival in their chosen human habitat	Student identifies why most adaptations are necessary for survival in their chosen human habitat	Student identifies why all adaptations are necessary for survival in their chosen human habitat
Organization	Presentation/display of information is disorganized and difficult to follow	Presentation/display of information is somewhat disorganized and difficult to follow	Presentation/display of information is well organized and easy to follow	Presentation/display of information is very well organized and easy to follow, with a high level of attention to detail
Communication	Student does not present information on their topic in a clear and concise manner	Student presents some information on their topic in a clear and concise manner	Student presents most information on their topic in a clear and concise manner	Student presents information on their topic in a clear and concise manner
Thinking	Student is unable to respond to questions posed by audience about their topic	Student responds to some questions posed by audience about their topic	Student responds to most questions posed by audience about their topic	Student responds to most questions posed by audience about their topic

Additional notes:

Extensions

- ▶ Depending on your group of students, you may want to allow them the opportunity to work with a partner. For younger grades, you may want to provide students with a list of destinations to choose from if you feel they may have difficulty choosing for themselves.
- ▶ Once students have seen the presentations of their peers, they could connect with students who chose destinations within the same human habitat type, and work together to debate or complete a persuasive piece to try and convince a panel (made up of other teachers, administration, and/or students at the school) which human habitat is the best to live in and why.

Wrap-Up

Once students have completed their research and their visual display is completed, students will share their presentations in the format of a gallery walk.

To do this, you will need to split the class in half, designated as Group 1 and Group 2. Group 1 will set up their displays for the first period, and Group 2 will view the displays. During the next period, Group 2 will set up, and Group 1 will view.

Assessment

Assess visual displays with the *Exploring New Habitats Rubric*.