

## OSP Interactive Educational Programming

<b>Lesson Title: Whose Habitat is it?</b>	<b>Grade Level: 3rd</b>
<b>Teacher: Kathi Murray</b>	<b>Duration: 50 minutes</b>
<b>Essential Question(s)/Objective(s):</b> What is a habitat? What basic needs do fish have? What basic needs do toads have? Can fish survive in a toad's habitat? Can toads survive in a fish's habitat?	
<b>Science Georgia Standards of Excellence</b> <b>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats between plants, animals, and habitats found within geographic regions (blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</b> <ol style="list-style-type: none"> <li>a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic range.</li> <li>b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.</li> <li>c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.</li> </ol> <b>S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, water) and humans on the environment.</b> <ol style="list-style-type: none"> <li>a. Ask questions to collect information and create records of sources and effects of pollution on plants and animals.</li> <li>b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.</li> </ol>	
<b>Key Vocabulary</b>	<b>Organisms, Habitat, Freshwater/Aquatic, Land/Terrestrial, Adaptations, Survival, Characteristics, Abiotic Factors, Biotic Factors, Dependence</b>
<b>Teacher Materials</b>	Aquarium with a toad habitat Aquarium with a fish habitat Lab sheet Whose habitat is it? Activity sheet
<b>Student Materials</b>	Pencil, Pen
<b>Teaching Strategy/Procedures</b>	Inquiry – students observe both habitats listing all the abiotic and biotic factors. Once the students have documented their initial observations, they will explain how the biotic factors are dependent on the abiotic factors. The students should also observe and explain the different adaptations of each group that allows them to survive in their particular habitats.

<b>Differentiation</b>	<p>Pictures and information sheets of different organisms could be used instead of live organisms</p> <p>References like <i>Zoobooks</i> could be used or students could choose their own organisms and research them on the internet</p>
<b>Summarizing Strategy</b>	<p>The teacher will explain why the toads live in a terrestrial/land habitat and fish live in aquatic habitats and how both groups' needs for food, water, and shelter are met. Afterwards, the class would compare adaptations. For example, toads have dry skin, lungs and the ability to burrow which allows them to survive on land. Minnows have scales, gills, and streamlined bodies which allows them to survive in water.</p>
<b>Assignment(s)</b>	<p>Complete the lab sheet</p>
<b>Assessment For and/or Of Learning</b>	<p>Whose habitat is it? Activity sheet</p>