Instructional Design:

Basic Needs of Living Things

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**Rationale**

Having new content standards implemented poses a problem for many school districts. In 2014, Ohio fully adopted a new science curriculum and the district did not have the funding necessary to purchase a new curriculum to meet the needs of the standards. Therefore, content in current science books did not match what was required of the new curriculum. As with most of the early elementary years, students are building the foundation for future learning and science is no exception. A science curriculum that meets the needs of the students and meets the necessary science model curriculum is necessary.

This design will meet the needs of the new Life Science standards as well as meet the needs of the learners with little cost to the district. The lessons will be presented through engaging hands-on activities and learning opportunities. The students learning styles will be addressed through group work and self-exploration, visual and auditory examples and discussions, songs, and kinesthetic movements. While not all are included in each lesson, many of the students learn through multiple intelligences so their needs will be met through various activities.

Many of the lessons will be presented using the 5-E Learning Cycle Model. Chiarelott describes the 5-E Learning Cycle Model as incorporating five steps into a lesson: engagement, exploration, explanation, extension, and evaluation (p. 91). This model works well for a science lesson because it allows students to become interested in what they are going to learn, allows them to explore, and create explanations for what they have learned. Evaluation can then be based on a discussion or quick activity to determine if learning was successful.

The students will be learning through the inquiry model (Chiarelott, 2006). The students will introduced to a topic, through books and videos, and be given questions to guide their learning. They will then investigate and explore materials and pictures to answer the questions. They will finally hypothesize why animals live in the habitat that they do through reasoning and their current knowledge of Ohio animals. Using this model will allow the first graders the ability to explore while still having guidance as to what they are supposed to be learning from each lesson.

**Learning Outcomes**

By the end of the “Basic Needs of Living Things” unit, students will be able to:

SC.1.LS.1:

* Describe what “environment” means (Bloom’s: Knowledge)
* Identify and Explain what living things need to survive (Bloom’s: Knowledge, Comprehension)
* Describe how living things use their environment to survive (Bloom’s: Knowledge, Comprehension)
* Describe how plants and animals get their energy (Bloom’s: Knowledge, Comprehension)
* Identify what living things require to grow and reproduce in their environment (Bloom’s Knowledge)
* Describe and model the ethical treatment of animals (Bloom’s: Knowledge, Analysis)

SC.1.LS.2

* Understand how living things interact with their physical environment
* Define habitat and Identify Ohio’s habitats (Bloom’s: Knowledge)
* Describe why animals only live in habitats that fit their needs and evaluate why they do not live in other habitats (Bloom’s: Knowledge, Application)
* Identify plants and animals in each of Ohio’s major habitats (Bloom’s: Knowledge)
* Find the relationship between resources and the seasons (Bloom’s: Analysis)
* Explain how and conclude why seasons change plants (Bloom’s: Comprehension, Evaluation)
* Compare and Contrast Ohio Habitats (Bloom’s: Comprehension, Analysis)
* Create a habitat for an Ohio animal (Bloom’s: Knowledge, Comprehend, Application, Synthesis)

P**re-Assessment**

Since not all first graders’ incoming knowledge is the same on many topics, including animal needs and habitats, a pre-assessment will be given. To assess current knowledge and ideas, the class will fill out a KWL column chart. This chart asks students to write down what they currently KNOW in the first column, what they WANT to know in the middle column, and what they LEARNED in the final column. This asks students to consider what they already know and what they want to know so they can build information on their current knowledge.

This assessment will be given prior to the unit so lessons can be adjusted as needed to add or remove portions of lessons as needed. As a class, the teacher will write down what the students currently know about animal needs and types of Ohio habitats through a group discussion. When finished, the teacher will ask the students what they want to know. They can then write down their own questions on a sticky note and sticky it to the W column of the KWL chart. This will be displayed and used throughout the unit to help focus the lessons and have students look for the answers while learning.

**Lesson Plans**

**Introduction to Ohio Habitats**

**Day 1**

**Topic:** Ohio Habitats **Grade:** First

**Time Frame:** 40 minutes

1. **OHIO ACADEMIC CONTENT STANDARD**

1.LS.1: Living things have basic needs , which are met by obtaining materials from their physical environment.

1.LS.2: Living things survive only in areas that meet their needs.

1. **OBJECTIVES**

Students will be able to:

1. Define habitat
2. List the four major types of habitats in Ohio

**3**. **LESSON SUMMARY**

Students will be introduced to habitats. They will learn about what a habitat is and the names of the major habitats in Ohio. Students will explore their book and work in groups to learn one type of habitat. The group will then create a poster with animals and plants in their habitat. When done, each group will present what they learned.

**4. RESOURCES/MATERIALS**

* KWL Chart made previously
* Book: The ABC’s of Habitats by Bobbie Kalman
* Student science textbooks
* 4 sheets of chart paper
* Markers/Crayons/Pencil
* Flip Book

**5. ACADEMIC LANGUAGE**

Habitat: Where plants and animals live

Grassland: A grassy area without many trees

Wetland: A swampy wet area

Forest: An area with a lot of trees

Lake/River: Bodies of water where plants and animals live

**6. PROCEDURES**

**Engagement (5-10 Min):**

* T: Today’s target says, “I can describe a habitat.” So today, we are going to investigate habitats that we see in Ohio. Can anyone tell me what they already know about habitats?
* S: Allow them to answer
* T: We are going to read The ABC’s of Habitats to help us learn what a habitat is.
* Read book

**Explore/Explain/Extend (25 Min):**

* T:Pass out student science books and open to page 66.
* T: Put students into groups of 4 and assign each group a habitat (grassland on pg. 67; forests on pg. 68; rivers and lakes on pg. 69; wetlands on pg. 70).
* T: I want you and your team to read about your habitat. When you are reading, I want you to pay attention to what is in the habitat. What animals are you reading about? What plants do you see in the picture? What kind of water is there?
* T: When you are done reading, I want each group to take a piece of chart paper that has your habitat written on it. You and your team are going to write down what animals are in your habitat, what plants you see and the water you see. Any questions?
* Allow students to work with their groups for about **15 minutes**. Walk around and assist with reading, writing, and other questions students have while working.
* When done, call the class back together.
* Allow the groups to present what they have learned about their habitats.

**Closure (5 Min)**

* T: We are going to be talking about these four habitats that are in our state of Ohio. Who can tell me what the four habitats are?
* S: Grassland, wetland, forest, river/lake
* T: Does anyone want to add anything we learned to our KWL Chart?
* Add as needed
* T: We are going to start our flipbooks about each habitat as we learn about them. It seems like many of you are now experts on your one habitat, but we need to be experts on all of them. (hand out flip book, add names to back)
* Have students write the definition of habitat on the first flap of the book.
* T: When you are done, I want you to put your flip book into your keep at school folder.
* T: Today we learned about the habitats, tomorrow we are going to talk more about grasslands. When you are on your way home this afternoon, I want you to see if you can spot any grasslands!

**7. EVALUATION**

Students will receive a 1-4 grade based on what they wrote as the definition of habitat.

4: A habitat is the home of plants and animals

3: A habitat is the home of plants OR animals

2: A habitat is a home

1: Student cannot describe what a habitat is

**Ohio Habitats: Grasslands**

**Day 2**

**Topic:** Ohio’s Habitats: Grassland **Grade:** First

**Time Frame:** 40 minutes

1. **OHIO ACADEMIC CONTENT STANDARD**

1.LS.1: Living things have basic needs , which are met by obtaining materials from their physical environment.

1.LS.2: Living things survive only in areas that meet their needs.

1. **OBJECTIVES**

Students will be able to:

* 1. Describe a grassland habitat
  2. Know 3 animals that live in the habitat and how they get their food and water

**3**. **LESSON SUMMARY**

Yesterday, students were introduced to habitats that are in Ohio. After a review, students will explore the grassy area by the school to see if they can find any plants or animals that live in the area. When finished, we will return to the classroom and compare what we saw verses what was on the chart the “grassland” group created yesterday. When done, students will draw a picture of what they saw in their flipbooks.

**4. RESOURCES/MATERIALS**

* Grassy area by the soccer fields
* Clip boards
* Worksheet for documenting plants and animals
* Charts from yesterday
* Markers/Crayons/Pencil
* Flip Book
* KWL Chart

**5. ACADEMIC LANGUAGE**

Grassland: A grassy area without many trees

Investigating: Exploring or discovering

Shelter: A place where an animal lives

**6. PROCEDURES**

**Engagement (5 Min):**

* T: Who can tell me about what we learned yesterday?
* S: Habitats are a place where plants and animals live.
* T: Who can tell me the types of habitats that we have in Ohio?
* S: Grassland, wetland, forest, lake/rivers
* T: Great job remembering our target from yesterday! Today we are going to learn more about one of our habitats by going on a short walk. I will give you a clue: there is a lot of grass.
* S: Grassland!
* T: Did anyone see a grassland on their way to school today.
* S: Yes and location, or no.
* T: By going on this walk, we are going to see many of the plants and animals that live on a grassland. You are going to take your clipboards and a worksheet (show worksheet). When you are investigating, I want you to quickly draw pictures of all the plants and animals you see. I want you to also look to see if you can find water for the plants and animals to drink. You are not allowed to pick up any of the animals you see or pull up any of the plants. Leave them as they are. Any questions? (Answer any questions, then get on coats to go outside).

**Explore/Explain/Extend (25 - 30 Min):**

* Take students to grassy field beside the school (call office to let them know where you will be). Tell students to walk together as a group.
* T: Explain where they are allowed to look: cannot go past the gravel drive, down the hill to the ditch, and the two fences.
* T: Tell them when the whistle blows, they are to return to where we are currently standing.
* Give students **15 - 20 minutes** to explore the grassland to find plants, animals, and water. Encourage them to remember to draw or write what they find.
* Blow whistle to gather everyone together as a group, then return to the building.
* Ask: What did you see?
* S: ladybugs, grasshoppers, beetles, grass, tall grass, dandelions, other weeds, small creek
* T: How does this compare to what the grassland group showed us yesterday?
* S: They both have bugs and grass. The book didn’t show pictures of beetles.
* T: Why do these animals live in the grassland?
* S: They have water and food to eat (seeds, other insects) and shelter.

**Closure (5 - 10 Min)**

* T: Today we investigated the grassland. Is there anything we need to add to our KWL chart?
* Add as needed
* (Get out flipbooks from keep at school folder). I want you to use your paper from our walk to help you fill out the “Grassland” flap of our flipbook. What things are you going to include in your book?
* S: Bugs, plants, ditch
* Give students time to complete the grassland flap of their flipbooks.
* T: When you are done, I want you to put your flip book into your keep at school folder.
* T: Today we learned about the grasslands. Tomorrow we are going to learn about another cool habitat in Ohio called “forests.” On your way home I want you to see if you see any forests!

**7. EVALUATION**

Students will receive a 1-4 grade based on what was included in their flipbook.

4: The grassland habitat picture includes: animals, plants, and water source.

3: The grassland habitat includes 2 of the above

2: The grassland habitat includes 1 of the above

1: The grassland habitat does not include the above or the picture is not legible.

**We’re going on a hunt!**

We are going to explore the grassland in the schoolyard. Write OR draw the animals that you see!





**Ohio Habitats: Forest**

**Day 3**

**Topic:** Ohio’s Habitats **Grade:** First

**Time Frame:** 40 minutes

1. **OHIO ACADEMIC CONTENT STANDARD**

1.LS.1: Living things have basic needs , which are met by obtaining materials from their physical environment.

1.LS.2: Living things survive only in areas that meet their needs.

1. **OBJECTIVES**

Students will be able to:

1. Describe a forest habitat
2. Know 3 animals that live in the habitat and how they get their food and water

**3**. **LESSON SUMMARY**

We have learned about habitats and grasslands. Today we are going to review the forest habitat by thinking back to our field trip last fall. We will review some of the animals and plants we saw as well as think of things in the habitat that they may eat and how they may get their water. After a review, the park ranger will discuss forest animals and plants with the students. When finished, they will add animals and plants to their flipbook.

**4. RESOURCES/MATERIALS**

* Charts from Monday
* Markers/Crayons/Pencil
* Flip Book
* Wood Co. Park Ranger/Presenter
* KWL Chart

**5. ACADEMIC LANGUAGE**

Forest: An area that has many trees

**6. PROCEDURES**

**Engagement (5 Min):**

* (on carpet)
* T: Yesterday we talked about one habitat in Ohio. Can someone tell me what you remember about the grassland habitat?
* S: There are not many trees. Animals such as insects live in the habitat. They can get water from rain and plants. There are many weeds and grasses in the habitat.
* T: Good! Today we are going to think back to our field trip we took in the fall. What habitat did we go to visit at Oak Openings?
* S: Forest.
* T: Can anyone tell me what plants and animals you saw there?
* S: Bugs, ducks, worms, birds, trees, ferns, etc.
* T: I am so glad you have great memories! Today we have a visitor from the Wood County Parks to show you some of the animals that live in the forest that we did not see. (Introduce park ranger).

**Explore/Explain/Extend (25 - 30 Min):**

* The ranger will present to the students. The students will be able to ask questions about the habitat, food, animals, what happens to the animals in the winter, and plants.

**Closure (5 - 10 Min)**

* T: It looks like there were many cool animals in the forest! Can anyone share one that they really liked and why?
* S: Owl, groundhog, mink, birds, or other forest animal.
* T: We are going to add these cool animals and plants to our flipbook. Please return to your seats and get your book out of your keep at school folder. Choose your favorite animals and plants to add to the forest page of your flipbook.
* T: When done, return your book to your folder. Can anyone tell me something you learned from today’s visitor?
* S: (Share what they learned and add to KWL chart as needed)
* T: Tomorrow is another great habitat. You can see this one in Grand Rapids and Waterville, so go home tonight and ask your parents if you don’t already know!

**7. EVALUATION**

Students will receive a 1-4 grade based on what was included in their flipbook.

4: The forest habitat picture includes: animals, plants, and water source.

3: The forest habitat includes 2 of the above

2: The forest habitat includes 1 of the above

1: The forest habitat does not include the above or the picture is not legible.

**Ohio Habitats: Freshwater**

**Day 4**

**Topic:** Ohio’s Habitats: Freshwater **Grade:** First

**Time Frame:** 40 minutes

1. **OHIO ACADEMIC CONTENT STANDARD**

1.LS.1: Living things have basic needs , which are met by obtaining materials from their physical environment.

1.LS.2: Living things survive only in areas that meet their needs.

1. **OBJECTIVES**

Students will be able to:

* 1. Describe a water habitat
  2. Know 3 animals that live in the habitat and how they get their food and water

**3**. **LESSON SUMMARY**

We are adding to our knowledge of habitats by including the water habitat. Students will be watching a short video to explore some of the plants and animals they see in a freshwater habitat. They will also be listening to a story to further explore ponds. When done, students will add to their flipbooks and participate in a song about pond animals.

**4. RESOURCES/MATERIALS**

* Charts from Monday
* Smartboard
* Computer: <https://jr.brainpop.com/science/habitats/freshwaterhabitats/preview.weml>
* Book: All Eyes on the Pond by Michael Rosen
* Flip Book
* About the Pond song (attached at back)
* KWL Chart

**5. ACADEMIC LANGUAGE**

Freshwater: area that has water that does not have salt, such as rivers, lakes, streams, and ponds

**6. PROCEDURES**

**Engagement (10 Min):**

* (on carpet)
* T: We have been learning a lot about Ohio’s habitats! Yesterday was so much fun with the park ranger! Let’s review quickly, what habitats have we learned about?
* S: Grassland and Forest
* T: And what have we learned?
* S: (Name facts about plants and animals they have learned to help review).
* T: Yesterday I told you to think about a habitat that we see in Grand Rapids and Waterville. Did anyone figure it out?
* S: Maumee River!
* T: Yes! The river! That’s a habitat! That is a freshwater habitat. That means it is not salt water. Let’s see what our group wrote about the water habitats. (Review student made posters). Can you name other freshwater habitats in Ohio?
* S: Lakes, streams, ponds
* T: Yes, all of those! Now we are going to watch a short video about ponds. I know some of you already know about the animals that live there, but I want you to look to see if there were any that you didn’t think about. Also, look to see what plants are there.
* Play video by going to listed website. Username: OES Password: \*\*\*\*\*\*\*

**Explore/Explain/Extend (25 Min):**

* T: What did we see?
* While students respond, write down plants and animals that they noticed in the video on the board.
* T: These are all things we see in the pond. Now I am going to read a book called All Eyes on the Pond. Let’s listen closely to see if there are any other plants and animals that we missed! There are a few in the book that were not in the video. Let’s see if you can find them!
* Read the story with the students.
* T: Did anyone find the animals the video missed?
* S: Raccoons, snails, bats, owls, woodpeckers, cattails, lily pads, etc. (Add to list on board)
* T: WOW! That is a LOT of animals and plants that live in freshwater! Why do all of the animals live there?
* S: They have the water and the food they need.
* T: What does the frog have that it needs?
* S: Bugs to eat, water to keep wet, water and rocks to hide in so they cannot be found
* T: Great job! Now let’s go back to our seats and get out our crayons and our flip books.

**Closure (5 - 10 Min)**

* T: Open to the page that says “Freshwater” and please add 3 animals, plants, and add details to your habitat.
* When done, teach students the song: About the Pond to review what they learned about ponds
* T: Now, let’s see if we reached our target for the day. “I can name the freshwater habitats in Ohio.”
* S: Lakes, rivers, ponds and streams
* Add any new information to KWL chart

**7. EVALUATION**

Students will receive a 1-4 grade based on what was included in their flipbook.

4: The freshwater habitat picture includes: animals, plants, and water source.

3: The freshwater habitat includes 2 of the above

2: The freshwater habitat includes 1 of the above

1: The freshwater habitat does not include the above or the picture is not legible.

**8**. **RESOURCES**

Prokash. (2015). http://onederfulfirstgrade.weebly.com/pond-habitats.html.

**About the Pond**  
  
Do you know about a pond,   
About a pond, about a pond?   
Do you know about a pond  
Where things go plip, plot, plat?   
  
Ponds are home to animals,   
For animals, for animals.    
Ponds are home for animals.   
Can you imagine that?  
  
Tadpoles, fish, and dragonflies,   
And dragonflies, and dragonflies.   
Tadpoles, fish, and dragonflies   
Live in this habitat.   
  
Ponds are homes for lots of plants,   
Lots of plants, lots of plants.   
Ponds are homes for lots of plants.   
What do you think of that?  
  
Algae, reeds, and cattails too,   
And cattails too, and cattails too.    
Algae, reeds, and cattails too,   
Grow in this habitat.[[1]](#footnote-1)

**Ohio Habitats: Wetlands**

**Day 5**

**Topic:** Ohio’s Habitats: Wetlands **Grade:** First

**Time Frame:** 40 minutes

1. **OHIO ACADEMIC CONTENT STANDARD**

1.LS.1: Living things have basic needs , which are met by obtaining materials from their physical environment.

1.LS.2: Living things survive only in areas that meet their needs.

1. **OBJECTIVES**

Students will be able to:

* 1. Describe a wetland habitat
  2. Know 3 animals that live in the habitat and how they get their food and water

**3**. **LESSON SUMMARY**

Students will explore the wetland habitat. First students will participate in an activity where they can see what a wetland actually looks like. After, the will listen to animals that live in the wetland. After discussing the animals, students will explore wetland photographs to learn about the plants that live in this habitat. Finally, we will review the habitat and complete the flipbook about habitats.

**4. RESOURCES/MATERIALS**

* Charts from Monday
* Large container for wetland demonstration
* Water
* Soil/turf
* Leaves
* Computer with speakers
* CD with animal noises or YouTube to search for animal noises including:
  + Birds
  + Beavers
  + Mosquito
  + Frogs
  + Any other Wetland animal
* Dry Erase Boards and Markers
* Pictures of wetlands (4-8)
* Markers/Crayons/Pencil
* Flip Book
* KWL Chart

**5. ACADEMIC LANGUAGE**

Wetland: A wet swampy area; like a big puddle on top of grass

**6. PROCEDURES**

**Engagement (10 Min):**

* (on carpet)
* T: We have one Ohio habitat left to learn about. Who can tell me what it is? (point to chart from Day 1)
* S: Wetland
* T: Can anyone tell me what a wetland is?
* S: A wet, swampy area.
* T: Did you know that we live on a wetland? It is called the Black Swamp. Many of you know that it is a swampy area, but you do not really know what it looks like, so we are going to make one! I have some supplies here and I need some help building my swamp. Any helpers? Of course you want to help. Well here are my supplies. (Show dirt, water, leaves). What order should I put them in?
* S: Dirt first. (Allow one or two students to add dirt to the container).
* T: Ok, now what?
* S: Leaves (a student adds leaves)
* T: We know that wetlands are wet. What makes them wet?
* S: Water.
* T: Ok, let’s make it rain!
* S: (Slowly pour water into the container)
* T: Wow, that water is really making big puddle. In our pretend swamp the water cannot go anywhere because it is in the container. Why can’t the water go into the ground in the wetland area?
* S: It’s full of water already or the soil does not drain well.
* T: This is why we have so many ditches. It helps the water drain so we can have roads and fields.

**Explore/Explain/Extend (25 Min):**

* T: Well, now we know what a swamp looks like, now we need to learn about the plants and animals that live in the swamp. I want you to go back to your seats and get out your dry erase boards and markers.
* T: I am going to play sounds of animals that you might hear in the wetlands. If you need help because you do not recognize the animal sound, look at the poster the wetland group made to help you out. When you know the animal you hear, write it down on your dry erase boards.
* Play sounds on the computer so the students can hear animals.
* After each animal, see what the students thought they heard and discuss. Complete for each animal chosen.
* Put boards and markers away.
* T: Now that we know what animals live there, we need to find out what plants we can find. I am going to give each group one or two pictures of a wetland. I want you and your group to see if you can name the plants that you see. When you are done, be ready to tell the class what you saw.
* Give students 5 minutes or so to discuss.
* When done, display pictures in front of the class and discuss the plants the students saw (cattails, grasses, trees, not many flowers).
* T: Where do all of these plants and animals get what they need from their habitat?
* S: Animals can hide in the grasses, get water from the swamp, and eat the bugs they find there. Plants get the water from the swamp and light from the sun.

**Closure (5 - 10 Min)**

* T: Now we have learned about all 4 of Ohio’s habitats! Did you know you lived in a wetland area? Why don’t we have water laying all around?
* S: Creeks/streams and ditches
* Add any new information to the KWL chart
* T: Well, time to add our last page to our book. Please get it out, open to wetlands, and draw what you remembered learning about today. Make sure to include plants and animals that you heard and saw in today’s lesson.
* When done, collect books.
* Review the 4 habitats.

**7. EVALUATION**

Students will receive a 1-4 grade based on what was included in their flipbook.

4: The wetland habitat picture includes: animals, plants, and water source.

3: The wetland habitat includes 2 of the above

2: The wetland habitat includes 1 of the above

1: The wetland habitat does not include the above or the picture is not legible.

**Post-Assessment**

The post assessment will consist of two pieces to help ensure effectiveness of learning and instruction. The first project will be comprised of creating a habitat for an assigned animal. The second assessment will be questions/answered written assessment.

The project will be a hands-on assessment allowing the students to use what they have learned about a specific animal to create a shoebox habitat that meets the animals’ needs. Students will randomly draw an Ohio animal and have to create a replica of the habitat in which it is found. Students will be given a variety of objects and resources to help them make the habitat, including grasses, clay, construction paper, and other crafting supplies. All habitats must include animal, plants, and water in that habitat and be evaluated by the attached rubric. By using a hands-on activity, students will have to creatively demonstrate their retention of what they have learned about Ohio habitats. Students will be graded using a rubric.

The second assessment will be a question and answer assessment. This can be done by verbal responses or through written work to meet the needs of the learners. Also, assessments can be differentiated to include pictures for the lower-level learners while students on-level or above can provide written responses and more specific questions. The written assessment is attached.

|  |  |  |  |
| --- | --- | --- | --- |
| **Animal Habitat Project** | | | |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| 4 | 3 | 2 | 1 |
| Chosen animal is included in the correct habitat. | Chosen animal is a habitat that is similar to correct habitat. | Chosen animal is not in the correct habitat. | Chosen animal is a clear habitat. |
| There are 3 types of plants included in the habitat and they belong to that habitat. | There are two types of plants included in the habitat and they belong to that habitat. | There is one type of plant included in the habitat OR the plants are not in the correct habitat. | There are no plants included in the habitat. |
| There is food for that the animal eats in the habitat. | There is food for the animal to eat, but it is not the correct food. | There is food for the animal to eat, but student explain what the animal eats. | There is no food in the habitat for the animal to eat and student cannot explain what the animal eats. |
| The correct water source is in the habitat. | Water source is included, but it is not correct. | Water source is not included but student can explain what water belongs in the habitat. | There is no water source in the habitat and student cannot explain what the water source. |
| Animal’s shelter is in the habitat and is correct. | Animal shelter is in the habitat, but it is not correct. | Animal shelter is | Animal shelter is not included. |

Habitat Assessment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List the four major habitats in Ohio.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

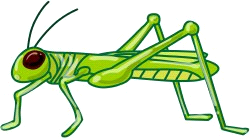
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why is a frog a good fit for the freshwater habitat?

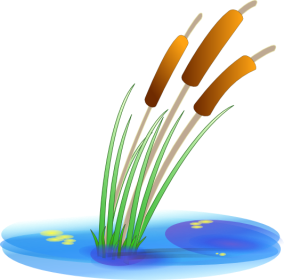
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1. Give two reasons why our class gecko cannot live in a wetland.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which of the following is NOT an animal that lives in the Ohio grasslands?

[[2]](#footnote-2)

1. Match the plant to its habitat.

grassland

forest

wetland



freshwater

Habitat Assessment **ANSWER KEY**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List the four major habitats in Ohio (IN ANY ORDER).

GRASSLAND

WETLAND

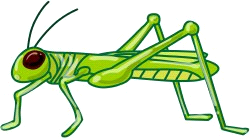
FOREST

FRESHWATER/LAKE/RIVER/POND

1. Why is a frog a good fit for the freshwater habitat?

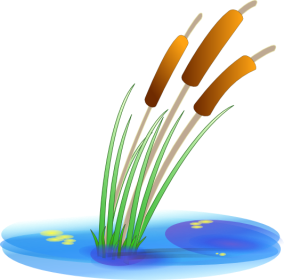
THE FROG HAS THE WATER IT NEEDS TO STAY MOIST AND DRINK. IT CAN ALSO EAT THE BUGS AT THE POND. THE FROG CAN ALSO LIVE IN THE WATER AND MUD.

1. Give two reasons why our class gecko cannot live in a wetland.
2. NOT WARM ENOUGH
3. TOO MUCH WATER

1. Which of the following is NOT an animal that lives in the Ohio grasslands?

[[3]](#footnote-3)

1. Match the plant to its habitat.

grassland

forest

wetland



freshwater

**References**

Chiarelott, L. (2006). Curriculum in Context (6th ed.). Belmont, CA: Wadsworth.

Ohio Department of Education. (2011). *Model Curriculum: K-12 Science.* Columbus, OH: Retrieved from http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science\_Standards.pdf.aspx

1. Prokash. (2015). http://onederfulfirstgrade.weebly.com/pond-habitats.html. [↑](#footnote-ref-1)
2. Image: <http://www.telegraph.co.uk/>

   All other images from Microsoft Clipart [↑](#footnote-ref-2)
3. Image: <http://www.telegraph.co.uk/>

   All other images from Microsoft Clipart [↑](#footnote-ref-3)