Grade : 2nd
Strategy : Predicting
Technique : Story Mapping
Text Type : Science

Animals and their Habitats

Aims of the lesson:

- To help students develop their predicting skills while reading about animals and their habitats.
- To engage students with the narrative through critical thinking and connections to real-world environments.
- To foster a deeper understanding of animal adaptations and their significance in various ecosystems.

Text for the lesson:

Once upon a time, in a land filled with diverse habitats, there lived four animal friends - Sammy the Squirrel, Danny the Dolphin, Oscar the Owl, and Penny the Penguin. Each of them had a unique home in different parts of the world.

Sammy the Squirrel called the forest his home. Among the tall, majestic trees, Sammy would scamper and leap from branch to branch, collecting acorns and making cozy nests. His bushy tail helped him balance as he jumped, and his sharp claws allowed him to grip onto the tree trunks like a champion climber.

Danny the Dolphin was the fastest swimmer in the deep blue ocean. His sleek body glided effortlessly through the waves, leaping high and playing in the sparkling water. Danny's streamlined shape and fins made him the perfect swimmer, diving deep to explore coral reefs and playing tag with his dolphin friends.

Oscar the Owl hooted from his tree hollow in the quiet woodland. He watched over the forest at night, his large, round eyes piercing through the darkness. Oscar's soft feathers and sharp talons enabled him to fly silently to catch his prey and swoop gracefully through the nighttime sky.

Penny the Penguin waddled on the icy terrain of the Antarctic. She huddled with her penguin pals, braving the freezing temperatures. Penny's thick, waterproof feathers and layer of blubber kept her warm in the frigid weather. She used her short wings as flippers, gracefully gliding through the chilly waters to catch tasty fish.

These four friends admired each other's habitats and often met up to share stories about their adventures. They marveled at how each of them had unique features and adaptations that allowed them to thrive in their habitats.

Whenever they got together, they would play games, teaching each other how to climb trees, swim with grace, soar silently through the night, and even slide on the ice. Through

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

their friendship and exploration, they learned that animals and their habitats are incredibly diverse and fascinating.

And so, Sammy, Danny, Oscar, and Penny continued living in their respective habitats, always respecting and appreciating the incredible variety of homes found in nature. They knew that every creature, whether in the forest, ocean, woodland, or icy Antarctic, had a special place to call home and be the best version of themselves.

Process Phase 1: Planning (Teachers' perspective)
During this stage, the teacher prepares:

- The text "The Amazing World of Animal Habitats" for reading.
- Prediction activities and corresponding questions.
- Materials for student journaling and group discussions.

Cognitive Stage 1 (Students' perspective)
Step 1: Initial Predictions
Activity:

- Show pictures of various animal habitats (e.g., forest, ocean, desert, pond).
- Ask students to predict which kinds of animals might live in each habitat and explain their reasoning based on the features they observe.
- Encourage them to document their predictions in their journals.

Cognitive Stage 2 (Students' perspective)
Step 2: Vocabulary Exploration
Activity:

- Provide the vocabulary list: majestic, scamper, leap, acorns, hollow, talons, waddled, huddled, frigid.
- Have students discuss the meanings of these words, prompting them to think about how these terms apply to the text about animal habitats and behaviors.

Process Phase 2: Engaging with the Text
Step 3: Habitat and Animal Matching
Activity:

- Provide descriptions of different animal habitats and a list of animals.
- Ask the students to match each animal to its correct habitat based on their understanding of where the animal is best adapted to live.
- Discuss their choices collectively, providing explanations for the correct matches and encouraging students to justify their reasoning.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade : 2nd
Strategy : Predicting
Technique : Story Mapping
Text Type : Science

Cognitive Stage 3 (Students' perspective)
Step 4: Predicting Adaptations
Activity:

- Explain the concept of animal adaptations that help them survive in their habitats.
- Describe a specific adaptation (e.g., webbed feet for swimming or camouflage for hiding).
- Ask students to predict which habitat the animal with that adaptation might live in and how it would be useful in that habitat.

Process Phase 3: Exploring Environmental Impact
Step 5: Predicting Consequences
Activity:

- Discuss how human activities can affect animal habitats.
- Ask students to predict what might happen to animals if their habitats are destroyed or altered due to deforestation or pollution.
- Encourage them to think of potential consequences, considering how animals might need to adapt to these changes.

Ways of Communication:

- **Interpretive** - Students interpret the significance of animal adaptations and their relationships to various habitats.
- **Interpersonal** - Students engage in discussions, sharing reflections and predictions in pairs or small groups.
- **Presentational** - Students present their predictions, reflections, and research about animal habitats to the class.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.