**Title:** Habitats

**Subject Matter Emphasis and Level:** Science/Social Studies Grade 3

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**Brief Description of the Lesson/Unit:**

Students will demonstrate an understanding of habitats by creating dioramas. Each student will decide which habitat to illustrate. Each student will research his/her habitat, gather and organize the material, and work independently to construct the diorama. Each student will write a summary of the habitat chosen and present it to the class.

**SD Content Standards:**

3.L.2.1 – Students are able to explain how animals instinctively meet basic needs in their environment.
3.L.3.1 – Students are able to describe how species depend on one another and on the environment for survival.
3.L.3.2 – Students are able to explain how environments support a diversity of plants and animals.

**Stage 1: Identify Desired Results**

1. **What enduring understandings are desired?**

   Students will demonstrate an understanding of habitats.
2. What essential questions will guide this unit and focus teaching/learning?

What are different habitats? What are the living and nonliving parts of a habitat? How do animals and plants meet their basic needs in their environment and how do they depend on each other?

3. What key knowledge and skills will students acquire as a result of this unit?

What are the habitats and how do they support the plants and animals found there?

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

The students will bring a prior knowledge of the habitats in the area and interests in exploring those that are elsewhere. They could have difficulty gathering and organizing information.

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**Stage 2: Determine Acceptable Evidence**

1. What evidence will show that students understand?

**Performance Tasks:**

Completed diorama, written summary, and the 2-3 minute oral presentation.

**Other Evidence:**

*Quizzes, Tests, Prompts, Work Samples (summarized):*

Criteria:
1. Illustrate habitat.
2. Use different materials.
4. Quality writing. (Length will depend on the level.)
5. Oral presentation.
Rubric:
1. A – All five criteria met
2. B – Four of the criteria met
3. C – Three of the criteria met

Unprompted Evidence: (observations, dialogues, etc.)

Teacher observation
Student dialogue

Student Self-Assessment

Finished product meeting criteria

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

   Major Learning Activities:

   Habitats
   Research Skills
   Organizing information and application
   Identify local habitats

   Materials & Resources (technology & print):

   1. Shoe boxes, magazines, scissors, tape, glue, twigs, bark, grass, pebbles, paint, plastic wrap, moss, shells, sand, plastic animals, material scraps, etc.

   Management:

   Teacher supervision and assistance. Parent assistance.

   Support Services and Special Teacher Notes:
   Help with the research.
**Extensions and Adaptation:**

If some of the habitats have not been chose, some students might continue on their own to illustrate those. Students could also do a power point presentation, poster, reports. Students could find more books on habitats for independent reading.

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**Stage 4: Plan Differentiation**

2. **What differentiated instruction strategies are being used in this lesson/unit?**

**Differentiated Process:**

Students will use various methods of acquiring information.

**Differentiated Content:**

Select habitat of choice..

**Differentiated Product:**

Dioramas with written summaries and oral presentations.