

**Discipline:** Science and Technology  
**Standard Category:** Biological Sciences  
**Lesson Focus:** Animals and their environments

PA Standard(s):	Related TESOL Standard(s):
3.1.4C: Illustrate patterns that regularly occur and reoccur in nature. 3.3.4A: Know the similarities and differences of living things.	Goal 2: To use English to achieve academically in all content areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

**Key Objectives in Accordance with TESOL Level:**

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: • Identify and distinguish land and water habitats.	Students will be able to: • Distinguish land and water habitats and accurately match animals to each.	Students will be able to: • Distinguish land and water habitats, identify animals from each, and verbally share some differences between the animals from each group.

**Materials:**

1. Animal book
2. Pictures of animals
3. Magazines for cutting out
4. Land Habitat /Water Habitat/ Land and Water Habitat Chart created on large poster paper
5. Student versions of the same chart created on construction paper or any other source

**Procedures:** (ESL suggestions are written in italics)

1. The teacher will read any book that shows several different kinds of animals from a variety of different habitats. Animal ABC books are a good example.
2. The teacher will define the word “**habitat**” as a place where an animal lives. A person’s neighborhood may be considered their habitat.
3. The teacher will show examples of types of land habitats including city lots, parks, forests, deserts, mountains and farms.
4. The teacher will show examples of types of water habitats including; ponds, lakes, oceans, rivers.
5. The teacher will have pictures of animals from magazines, books, etc for students to name. It is best to begin with common pictures of animals that students may be familiar with for example, dogs, mice, people, whales, fish and sharks.

**Suggested Level:**  
Primary

**Lesson Focus:**  
Animals and their environments

**Teaching Strategies:**  
Whole group instruction

**Assessment Strategies:**  
Teacher observation

Anecdotal notes

Guiding rubric

6. The students will verbally share examples of animals from each group. As the students respond the teacher will record their answers on a Land Habitat /Water Habitat/and and Land/Water Habitat Chart. The teacher will print the animal name and place the pictures of each in the appropriate column (i.e. Land Habitat-dog, people, Water Habitat –shark, fish). Note: Birds would be included with land animals, as they fly in the air, but nest on land.
7. Teacher will ask students if there are any animals that live on the land and in the water. Examples given may include crabs, frogs, toads or salamanders.  
*The use of visual cues develops meaning and vocabulary for the ESL student.*
8. The teacher will print this information in the third column on the chart that is labeled “Land and Water Habitat”. The students will verbally share examples of animals from this group .
9. After this response time, the teacher will ask the students to examine the chart, and compare and contrast the animals in the 3 groups.
10. As the students respond, the teacher will guide them to discover why the different animal characteristics help them in their different environments. (i.e. If a student says, “Fish have fins, land animals don’t,” the teacher will ask, “How do fins help the fish?” “To swim in the water!”)
11. The teacher will hand out the student charts with the same three columns: Land Habitat/Water Habitat and Land/Water Habitat. The students will look in magazines, cut out pictures of animals, and then match these pictures to the appropriate chart. They may do this individually or in pairs.  
*Students should be paired so that the ESL students are matched with someone who is comfortable with them and can effectively model and communicate with them.*

**Closure:**

Review the characteristics of the animals that are found in the land and water habitats. Ask students to list some of the differences.

**Assessment:**

- The teacher will assess the student’s work through observation and anecdotal records. They will look to see that students understand the difference in land and water habitats and the animals that belong to them. As the teacher monitors the students’ work in cutting out and matching the animal pictures to the appropriate group, they may want to use an observation checklist or rubric. For example:
  - \_\_\_ Cuts out a variety of different animals (2-nearly achieving the standard)
  - \_\_\_ Matches the animals to the appropriate group (3-meeting the standard)
  - \_\_\_ Verbally explains the differences between the animals in each group (3+)
  - \_\_\_ Verbally identifies the habitats within each group (land, water or land/water) to which each animal belongs (jungle, pond, forest, Arctic, etc.) (4-exceeds the standard)

**Beginning**

- The teacher will check to see if the student can meet the first one or two expectations.

**Intermediate**

- The teacher will check to see if the student can meet the first three expectations.

**Advanced**

- The teacher will check to see if the student can meet all four of the expectations.

