







VARIETY OF ANIMALS

- Introduce the lesson by asking students to think about what kinds of things animals might need to survive.
- Write "What Animals Need" on the board.
 Encourage students to think about similarities between people and animals.
- Prompt students as needed by asking: Where do animals (e.g. dog/cat) like to rest? What do animals eat? Do animals need anything to stay safe from predators?
- Instruct students to Think-Pair-Share.
 Have students sit knee to knee with a
 partner. Allow a minute of silent think to
 consider each prompt.





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- Record student ideas under the heading "What Animals Need."
- Explain that animals all live in something called a habitat, which is what we call the most ideal or natural home of that animal.

Land Animals	Animals that live on land	Horse, dog, cow, rabbit, etc.
Water Animals	Animals that live in water	Fish, octopus, whale, dolphin
Amphibians	Animals that live both on land and in water	Tortoise, frog, crocodile
Wild Animals	Animals that live in forests	Lion, Giraffe, Zebra, Tiger
Pet Animals	Animals that are kept as pets	Dogs, cats
Birds	 Animals that can fly All birds have two wings and two legs Their wings help them to fly All birds have a beak to eat with Some birds also swim in water (duck, swan) 	Pigeon, sparrow, Eagle
Insects	These are small <u>creatures</u> , they have 6 legs. They may have 2, 4 or no wings	Housefly, butterfly, ant



OBJECTIVES



• Students will know various facts and information on variety of animals







PRE-ASSESSMENT



- Name some animals that you see around you
- Are all these animals the same?
- How are these animals different?
 (appearance, size, where they live, etc)



PRE-REQUISITES



Printout of worksheets







ACTIVITY 1:

- Ask students to think about some of the different kinds of habitats in the world by naming some of the most common (desert, forest, ocean, jungle, home for domestic/pet animals).
- Write Desert, Forest, Ocean, and Jungle on the board and ask students to think about each habitat and what animals might see in that habitat
- Create small groups of students.
- Assign each group a habitat.
- Groups will work together to draw pictures of animals that would live in each habitat.



ACTIVITY 2:

- Explain that students will now get to choose an animal who lives in one of the habitats we discussed (and are listed on the board) and get to draw a picture of their animal in its habitat.
- Pass out a copy of the My Animal Habitat worksheet to each student.





My Animal Habitat Circle a habitat. Choose an animal who lives in that habitat. Draw a picture of your animal in their habitat. Jungle **Forest** Ocean Desert I chose a _____ animal to live in the _____.

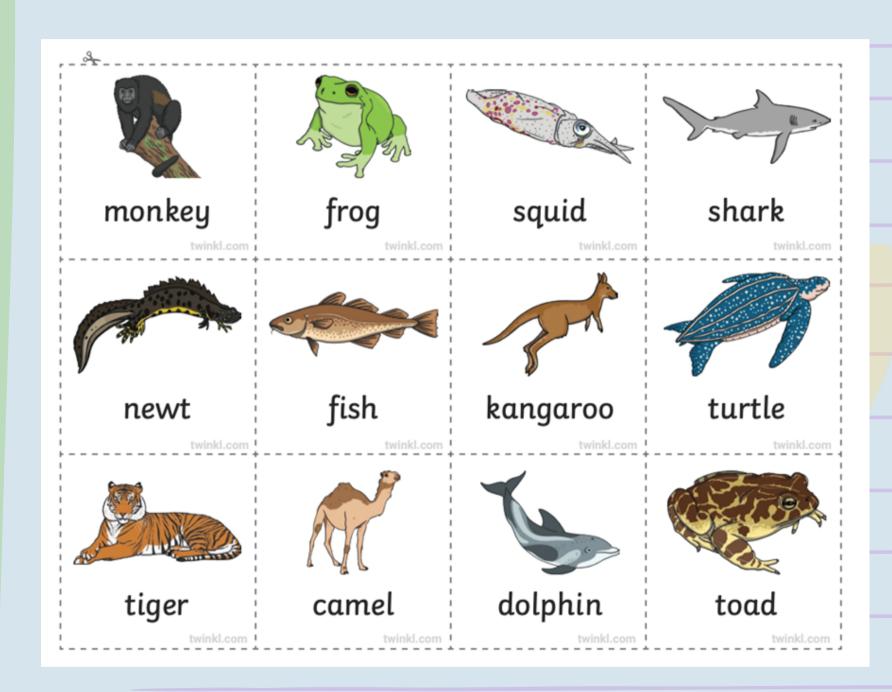


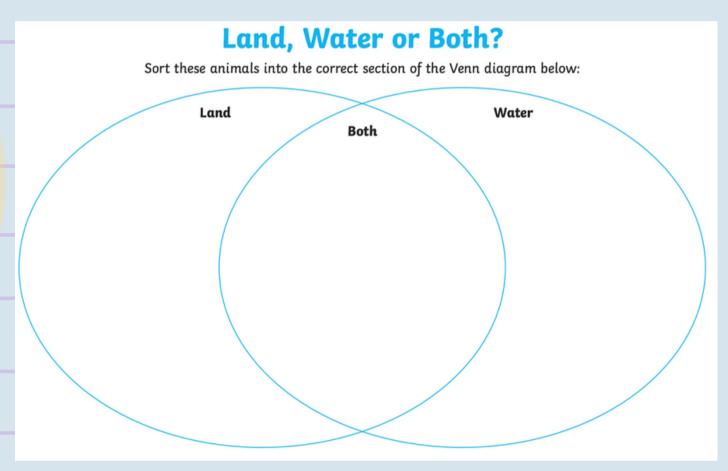


ACTIVITY 3:

- Teacher divides the students into groups
- Each group is given a worksheet. They discuss among themselves to complete the given sheet (worksheet attached)
- In case students are stuck with a particular animal, they
 may be encouraged to visit the library and try to research
- Teacher must discuss the answers at the end
- Their work can be displayed in class later

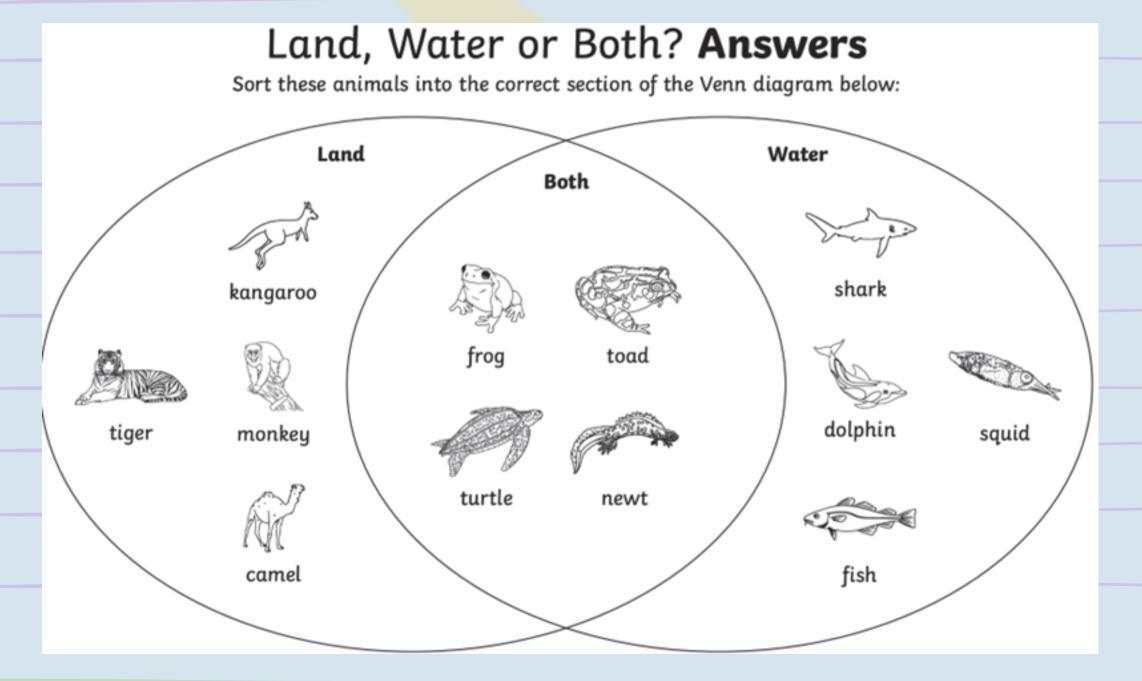






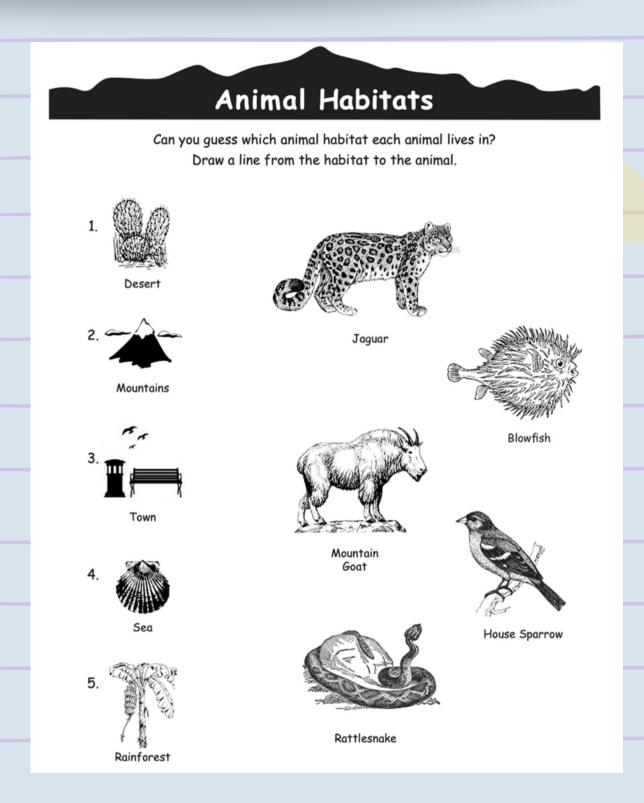


(For Teacher's Reference. Do not share the answers directly, encourage students to research)





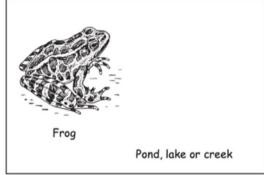
POST-ASSESSMENT

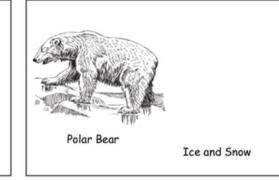


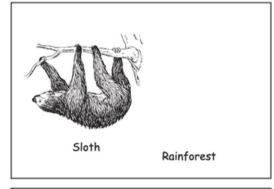


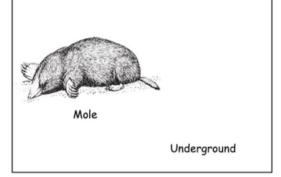
Animals are all different and need different habitats to survive.

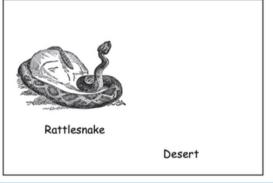
Draw a picture of each animal's habitat

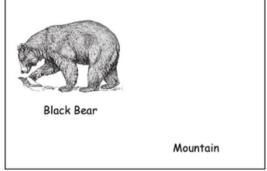
















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