

## Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching about animals and habitats with a pocket chart! (LER 2206)

Pocket Chart Science — Animals and Habitats has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing, and manipulating words and pictures to teach animal and habitat facts. In addition, this book contains 148 ready-to-use cards to aid you in teaching animals and habitats. The cards display illustrated pictures and/or words to use within each lesson, and are color-coded for handy organization. For easy reference, a Cards-At-A-Glance chart is located in the back of the book. It shows the picture and provides labels for the types of living things on each card. Also included is a Reading List to help you build a classroom library filled with animal and habitat concepts.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

# Pocket Chart Science

## Animals and Habitats

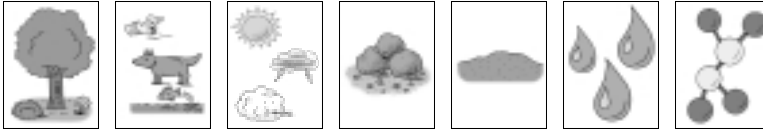


### Introduction Strategies:

- Walk around school property. Identify different natural areas (lawn, woods, pond, and so on). List plants and animals children recognize. Use words to describe each area you visit, such as "grassy," "woody," and "wet."
- Name examples of different animals. For each, suggest the animal might be found in a very unlikely place (e.g., a whale might be found in a forest). As children correct you, challenge them to explain why animals don't just "live anywhere."
- Collect pictures of animals in outdoor settings. After you have completed the unit, challenge children to create a habitat display. They can label pictures, identifying each animal and its habitat. Children can also list ways in which each animal is adapted to its environment.
- Have children talk about their favorite animals and where they are found. Ask them to identify what makes a good home for an animal. You might have them think about the comforts of their own homes to generate ideas.
- As a class, generate a list of ideas and questions children have concerning animal survival. Consider such concepts as getting food, staying safe, and raising families. After you have completed the unit, revisit this list.

# Teaching Notes: Habitat, Sweet Habitat

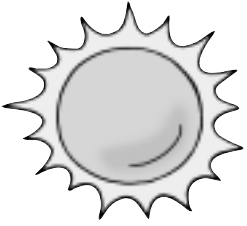
Cards needed: (blue ☀ )



habitat

living things

non-living things



## Background information:

Simply put, "**habitat**" is defined as the place where a particular plant or animal naturally is found. It can be thought of as a combination of living and non-living things, all of which contribute to how the habitat looks and functions. Living things include plants and animals. Non-living things include air, soil, water, and chemicals (minerals and nutrients found in soil and water, for example). Habitats are also shaped by weather patterns, or **climate**. Climate controls which vegetation will grow in a given habitat; plants, in turn, control which animals a habitat can support.

An animal depends on its habitat for energy (in the form of food and water) and shelter. Animals are designed for, or **adapted** to, the habitats where they live. That is, they have bodies and behaviors that help them to survive in their environment. Adaptations help animals get food, protect themselves, and reproduce.



## Presenting the concept:

Point to an area outside the window (or refer to an area students are familiar with, if there is not a natural area visible). Ask students to describe the area. Which kinds of plants grow there? Which animals live there? What would students call this area to describe it to someone else? Tell students the area they just described is what scientists call a habitat. Place this word card in the pocket chart. Explain that habitats look different depending on what you find in them. When scientists study a habitat, they look at all the things that it contains.

Place the *living things* and *non-living things* title cards in the top pocket of the pocket chart. Arrange the picture cards on a table. Help students sort the cards into proper groups under each title card. Once you have finished, help students to explore how one habitat's mixture of living and non-living things compares to that of another habitat (from the woods to a pond, for example, or from a hot place to a cold place).

Complete the activity with a discussion about how animals depend on their habitat, so students recognize that an animal's habitat provides it with food, water, and shelter.

## Extending the activity:

Explain to students that backyards or city parks serve as habitats, too. Ask students to use what they have learned about habitats to describe their yard or a natural area near where they live. If possible, challenge them to take a survey of plants or animals in a chosen area, with an adult's help.



**Activity 2**

# At Home in Biomes

Directions: Use the words in the Word Box to describe each biome. You will use some words more than once. Below, label each picture with its biome name.

**Word List**

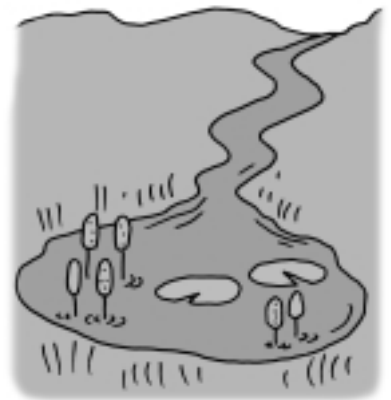
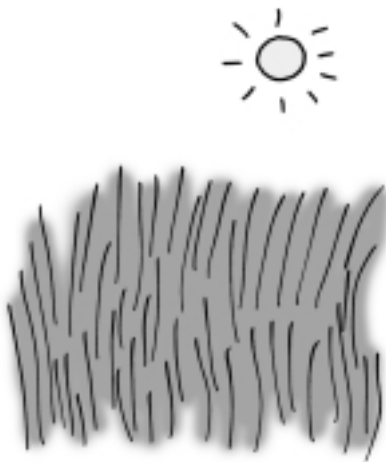
- dry
- wet
- cold
- warm
- hot
- dry-weather plants
- low-growing plants
- tall trees, vines, leafy plants
- snow
- sand/rocks
- soil

**Desert**

**Tundra**

**Rainforest**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



1. Biome \_\_\_\_\_

2. Biome \_\_\_\_\_

3. Biome \_\_\_\_\_

Activity 6

# Animal Homes

Directions: Draw a line from each animal to its home.  
Below, write about how animals find and use homes.



## Animal Home Life

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