

# ANIMALS & HABITATS

## Research Unit

### PRINT VERSION



# Unit Outline & Lesson Plans for Easy Planning

| Sample Unit Outline   |   |   |   |  |
|---|---|---|---|--|
| Here is a sample unit calendar that you can use as a guide during the unit. Your unit may differ depending on your own schedule and which journal version you choose to use (the older one is slightly different). Have students focus on 1-2 questions per day in their journals as you see fit. |   |   |   |  |
| M   | T   | W   | Th                                      | F  |
| Assign partners   | Using Table of Contents and Index Lesson or | Using Titles and Headings Lesson or               | Students put together journals          | What do I already know about my habitat? |
| Draw habitats   | Using the Internet for Research Lesson      | Finding Credible & Reliable Sources Online Lesson | Catch up/review text features           |  |
| Send parent letter  |   |   |   |  |
| What does my habitat look like?   | What is the weather like in my habitat?     | Where in the world can I find my habitat?         | What are some landforms in my habitat?  | What animals live in my habitat?         |
| Favorite Thing About My Habitat   | Catch up day                                | Assign animals                                    | What do I already know about my animal? | What does my animal look like?           |
| What does my animal like to eat?  | Where does my animal live?                  | How does my animal fit in the food chain?         | What does my animal like to do?         | Favorite Thing About My animal           |
| Report work day   | Report & terrarium work day                 | Report & terrarium work day                       | Report & terrarium work day             | Present to class<br>Habitats Fair        |

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| Unit Preparation  |
|---|
| <p><b>Pages to Copy:</b></p> <ul style="list-style-type: none"> <li><b>Habitats Cards:</b> These will be put in a basket and drawn out by the students to assign each pair of students a habitat. Seven habitats are included with a picture of each one.</li> <li><b>Parent Letter:</b> This letter will be sent home on the first day of the unit. It will inform parents on the unit and ask them to send their student to school with informational texts about animals and habitats. It will also inform them about the Habitats Fair.</li> <li><b>Habitats Fair Invitation:</b> This is an invitation that will be sent home with students at the end of the unit to invite their parents to the Habitats Fair.</li> <li><b>Table of Contents &amp; Index Worksheet:</b> To be used with the Table of Contents &amp; Index Mini Lesson.</li> <li><b>Other Text Features Worksheet:</b> To be used with the Other Text Features Mini Lesson.</li> <li><b>Using the Internet for Research Worksheet:</b> To be used with the Using the Internet for Research Mini Lesson.</li> <li><b>Finding Credible &amp; Reliable Sources Worksheet:</b> To be used with the Finding Credible &amp; Reliable Sources and Citing the Source Mini Lesson.</li> <li><b>My Habitat &amp; Animal Research Journal:</b> Each student will need a copy of this journal. There is a half-page option that will need to be cut and stapled in order, or a full-page option that will need to be stapled in order.</li> </ul> <p><b>Informational Texts for Animals and Habitats:</b></p> <ul style="list-style-type: none"> <li>While parents will be asked to send their students with assigned books, not all students may bring them. Ensure that the students have access to books about animals and habitats. If you'd like to encourage students to bring books, you may give them an incentive for doing so!</li> </ul> <p><b>Shoe Boxes for Terrarium:</b></p> <ul style="list-style-type: none"> <li>For the final project, the students will need one shoe box for every 2 students. Encourage students to bring shoeboxes from home. However, if you notice there are not enough, make sure you track down enough boxes!</li> </ul> |

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The unit sample outline gives you an idea of how you could implement the unit into your schedule. (However, feel free to implement the activities however you see fit!) We have included lesson plans to prep your students for their research projects.



# Parent Letter and Invitation to Keep Parents Involved

## Dear Parent/Guardian,

We are starting a new unit about habitats and animals. Students will begin researching an assigned habitat using informational text. Your child's habitat is \_\_\_\_\_. If possible, please send your student with a book about this habitat. These books could be from the public library, the school library, or from home. We will begin using the texts on \_\_\_\_\_. If you are unable to help them find a book, we will make sure there are still texts available for your student to use.

After students have finished their research, the students will create a terrarium of their habitat in a shoe box. We will need one shoe box for every 2 students. If you have any shoe boxes we can use, please send them to school by \_\_\_\_\_. We will be displaying these at our Habitat Fair on \_\_\_\_\_.

Please let me know if you have any questions!



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## YOU'RE INVITED!

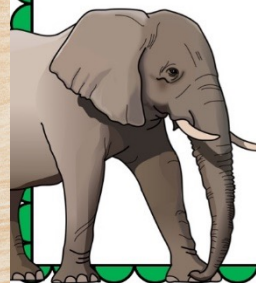
You are invited to our Habitats Fair! Students will be showcasing their own terrariums of their habitat created using their research. Information is below!

**Date:**

**Location:**

**Time:**

**Details:**



**We Hope  
to See You  
There!**

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We have included a letter to parents and a Habitats Fair invitation to help keep your students' parents and guardians involved and informed. You can type the dates and your name right into the letter.

# Differentiated Student Worksheets to Teach Each Element of the Research Project

Name: \_\_\_\_\_

## Using the Table of Contents and Index

Fill in the information about the Table of Contents and the Index in the boxes below.

The Table of Contents is found at the \_\_\_\_\_ of the book.

It is used to \_\_\_\_\_

The Index is found at the \_\_\_\_\_ of the book.

It is used to \_\_\_\_\_

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Name: \_\_\_\_\_

## Examine the Table of Contents

It is important to understand the text features in order to understand the information within the text. Examine the Table of Contents and answer the questions below.

### All About Bats

|            |   |
|------------|---|
| Bat Food   | 2 |
| Bat Babies | 4 |
| Bat Homes  | 5 |
| Predators  |   |
| Index      |   |

\_\_\_\_\_ will you find \_\_\_\_\_

\_\_\_\_\_ation will you \_\_\_\_\_

\_\_\_\_\_an you find the \_\_\_\_\_

\_\_\_\_\_ndex used for \_\_\_\_\_

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Name: \_\_\_\_\_

## Informational Text Features

Understanding the text features found in informational text is crucial to find the information you'll need about habitats and animals. Write the definition for each text feature below. You will use this as a reference while you're doing your research.

Table of Contents: \_\_\_\_\_

Index: \_\_\_\_\_

Glossary: \_\_\_\_\_

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Name: \_\_\_\_\_

## Using the Internet for Research

Practice coming up with keywords for the following research questions. Remember: be specific! Think about what it is you'd want to know if you were researching.

1. What is the state of Florida like?  
\_\_\_\_\_  
\_\_\_\_\_
2. What are tornados?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the planets in the solar system like?  
\_\_\_\_\_  
\_\_\_\_\_
4. Where are the world's ecosystems?  
\_\_\_\_\_  
\_\_\_\_\_

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Name: \_\_\_\_\_

## Using the Table of Contents and Index

Fill in the information about the Table of Contents and the Index in the boxes below.

The Table of Contents is found at the \_\_\_\_\_ of the book.

The Table of Contents is \_\_\_\_\_ long.

It is used to \_\_\_\_\_

The Index is found at the \_\_\_\_\_ of the book.

The Index is \_\_\_\_\_ long.

It is used to \_\_\_\_\_

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Name: \_\_\_\_\_

## Using the Table of Contents & Index

The table of contents and index are both tools that you will find in informational text. Write each criteria below where it belongs in the Venn Diagram.

found at the beginning of the book  
found at the end of the book  
helps you find information  
1-2 pages long  
lots of pages  
lists topics and where they can be found  
sorted in the order found in the book  
sorted in alphabetical order  
broad topics  
specific topics

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Differentiated student worksheets are included for each mini lesson. We have created these worksheets to help your students of all ages learn each element of a research project in a simple easy to understand way.



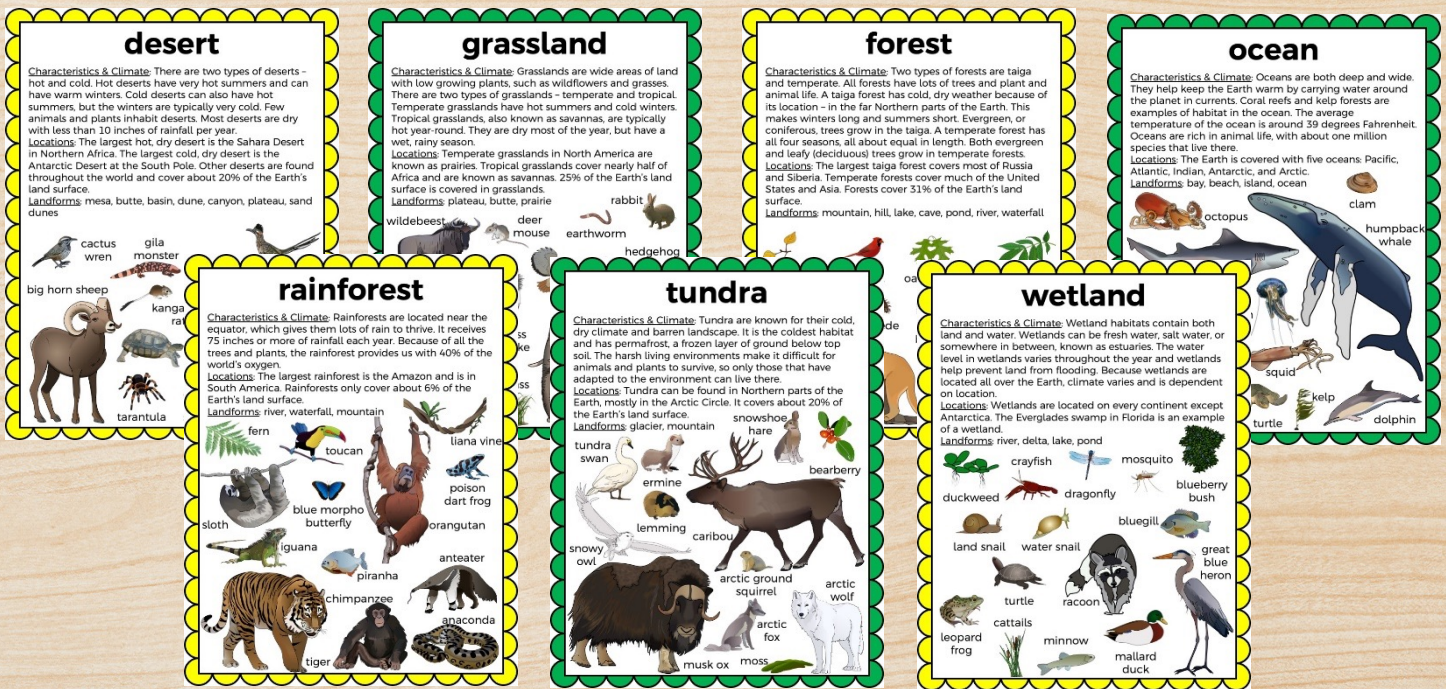
# Habitat Cards to Randomly Assign a Habitat to Each Student



We have selected 7 habitats and have included cards spotlighting each of them for you to print, cut, and mix in a basket. Students will randomly choose which habitat they will research.



# Colorful, Educational, & Easy to Understand Habitat Posters to Help Inspire Your Students



We have created colorful, easy to understand posters to go along with each of the habitats. These can be used to help students think of keywords for their research or to help them with their habitat terrariums.



# Multiple ½ Page and Full Sheet Student Research Journal Pages to Reach all Levels of Learners



The student research journal pages include differentiated pages of research prompts for students covering habitats. We have also included blank pages to create your own prompts.

# Final Project With Grading Rubric for Easy Assessment of Student Understanding

## Terrarium & Habitat & Animal Report

### You Will Need:

- One shoe box for every 2 students
- Colored paper
- Markers
- Any other craft items desired to create terrariums

### Terrarium Directions:

- Students will create a terrarium of their habitat inside of a shoebox. They will create their habitat and include their researched animal, as well as the surroundings of their habitat.
- They should include living things (their animal and plants) as well as non living things (landforms, rocks, water, etc)
- They will use colored paper, markers, or whatever other materials are available to create
- An example of a habitat terrarium page.

### Habitat & Animal Report:

- Students will use the information about their habitat and animal. They will write about their habitat and one animal.
- The habitat paragraph will answer the question: What is the habitat like?
- The animal paragraph will answer the question: What is the animal like?
- Students will write their rough draft.
- Students will peer edit their papers.
- Then they will write their final draft.
- Animal Report page from this document.

## Habitat Terrarium Example



Ocean Habitat

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## Grading Rubric

|                         | 10   | 7  | 5   | 0   |
|-------------------------|--|--|---|---|
| Habitat Research        | The student answers each habitat question thoroughly in their journal.                                       | The student answers most habitat questions in their journal. They may be missing some information.             | The student answers some habitat questions in their journal, but they are missing some. Not enough information.   | The student has very little to none of their habitat questions completed. |
| Animal Research         | The student answers each animal question thoroughly in their journal.  | The student answers most animal questions in their journal. They may be missing some information.              | The student answers some animal questions in their journal, but they are missing some. Not enough information.    | The student has very little to none of their animal questions completed.  |
| Habitat & Animal Report | The student has included information from each page of their journal. They include all required information. | The student has included information from most pages of their journal. They include most required information. | The student has included some information from their journal but left out a lot. There may not be enough writing. | The student has very little to none of their report information.          |

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## Grading Rubric

|                          | 10  | 7  | 5  | 0   |
|--------------------------|---|--|--|---|
| Terrarium                | Terrarium includes at least 2 living things including their animal and at least 3 non-living things. It somewhat resembles habitat. | Terrarium includes the student's animal and 2 or less non-living things. It includes a living and non-living thing. May or may not resemble habitat. | Terrarium may or may not include the student's animal. It includes a living and non-living thing. May or may not resemble habitat. | Terrarium is very bare. Does not resemble habitat.              |
| Participation & Teamwork | The student participated throughout the unit and had no problems with teamwork.   | The student mostly participated throughout the unit with minimal teamwork problems.  | The student had some problems with participation and/or teamwork.  | The student had major problems with participation and teamwork. |

Total Points: \_\_\_\_ / 50 points

Notes:

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Students will complete their final project by writing a report about their assigned habitat and then create a habitat terrarium. We have included an easy-to-follow grading rubric to make assessments quick and easy.