

TEACHING IDEAS AND INFORMATION

Teaching is an art and there really is no one way to teach and reach all students. It takes your unique and creative approach, this packet will enhance and augment your approach. Hence,—*this is not a 'no prep' type resource*. Many of the activities included will be suitable for small group, whole group and center based learning. There are many inquiry opportunities within the activities included. The printables can also be glued into student interactive books.

1. Brainstorm what a habitat is. (*a place where animals and humans live*).
2. Ask what a habitat is made of. (*food, water, vegetation, shelter, space*.)
3. Ask students how we interact with the non living elements of the our habitats. (*Non living elements we interact with include—soil, water, temperature, sun.....*)
4. Discuss interdependency — or put it on chart paper/board and discuss the following:
 - Where are the plants and animals located in our habitat?
 - What do the plants need to survive? (*soil, bees for pollination, sunlight, water*)
 - What do the animals need to survive (*shelter, food, water, sun*)
 - How to plants and animals depend on each other? (*shelter, food...*)
 - What might happen if a plant or animal no longer existed in our habitat? (*impacts other plants and animal survival...*)
 - How can we respect the animals and plants in our habitat?
5. Discuss survival and needs of the various plants and animals both locally and in other habitats—have students work on projects—“Whale Survival” or “bird” survival. It is important to have them think about how land/air and water is used by all living things.
6. Discuss the food chain (*how every plant and animal gets food—consumer/producers*) Remind them of our own food chain—we eat meat (cow) that eats vegetation which is powered by the sun, we eat plants that are also powered by the sun.
7. Ask them to think about how animals and vegetation all interact in a habitat. (*animals use vegetation for shelter, vegetation is used for food and shelter, some animals eat vegetables and some eat animals, some eat both like some humans.*) Brainstorm all the food chains.
8. Use a world map to locate the various habitats. Polars, Deserts, Rainforests, Forests, Oceans, Grasslands, Wetlands.
9. Compare and contrast the various habitats.
10. Brainstorm the habitat you live in providing reasons why it must be that habitat. (*Remind children that there may be development or urban sprawl so it is necessary to look at where you live beyond the 'bricks' and 'mortar'.*)
11. Do a nature walk (if possible) and determine the types of insects, animals and vegetation that occurs in your habitat.
12. Discuss the biggest human impacts on the habitats and how they might be prevented.
13. Have children make mobiles with the habitat or food chains—the mobile can be made with strings and a hanger and could have pictures of the habitat, animals and plants that are found in that habitat.
14. Have students make a shoebox diorama of the habitats and or food chains.
15. If available, use pavement chalk in the playground to draw the various habitats showing vegetation and animals.