



## Engage: Teacher Guide

### Habitats Module

Use this guide to facilitate a discussion to introduce the concept of habitats.

This teacher support document can be completed in conjunction with the online Engage.

#### **Why Engage?**

The purpose of the Engage phase is to provide students with an opportunity to make connections between past and present learning experiences as they access prior knowledge.

In this activity, students watch an animated video that introduces habitats by following a group of friends during their visit to a zoo. This activity illustrates that animals need different types of habitats to meet their needs for survival through the kids' discussion of the environments they see.

**Prior Knowledge Questions:** Students will use these questions to activate prior knowledge of habitats as they draw and write responses in the Notebook. Student responses should not be assessed as "right" or "wrong."

- Pre-activity Notebook question: Draw a picture of where you live.

*Students may write about or draw pictures of their home or their neighborhood. Their work may depict their home from either inside or outside but should show a shelter of some sort. Encourage students to label the different elements of their drawing.*

- Post-activity Notebook question: Circle one of the habitats and draw what you would need to live there.

*Students may circle either the tundra, the jungle or the ocean. The items they would need to survive there should be appropriate to the location. For example, the tundra would require a heavy coat, the jungle might require light clothing, and the ocean would require scuba gear.*

**Follow-up Discussion Questions:** At the conclusion of the Habitats Engage, use these discussion questions to facilitate a class conversation about habitats. Each follow-up question has a hint to help students recall information from the animated video. Student responses should not be assessed, only reviewed and discussed.

These follow-up discussion questions can be accessed after completion of the online Engage.

- 1 Habitats can be very different. Describe how the penguins' habitat was different from the snake's habitat. Hint: Think about the temperature and colors in each habitat.

*Student responses should indicate that the environments and temperatures of the habitats were very different. For example, the penguin habitat was hilly, cold and icy. It had no plants and a pool of water because penguins like to swim. On the other hand, the snake habitat was hot, sweaty and steamy with lots of plants.*



- 2 Why couldn't the penguin and the snake swap habitats? Hint: Think about the different needs of each animal.

*Student responses should indicate that penguins have adaptations that allow them to survive in cold, arctic temperatures. They need to have water (the ocean) available because that is where they find the fish they eat. A snake has adaptations that allow it to survive in the jungle. Since a snake is cold-blooded, the warm jungle temperature regulates its body temperature. The jungle also has trees and roots for the snake to live in, and the animals it eats live there.*

**Accommodations:** If the online Engage activity is completed as a whole class, a variety of accommodations can be employed to provide each student with the opportunity to complete the Engage Notebook activities, including the following:

- During implementation of the online Engage activity, students complete the attached printable Notebook template. (See the end of this document.)
- Students complete the online Engage Notebook activities independently in the media center or on the classroom computer.
- Students complete the online Engage Notebook activities as homework.



Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.