

Project FOCUS
Best Lessons
FIRST GRADE

Title of Lesson: Animals and Ecosystems

Theme: Earth/Life Science

Unit Number: 3 **Unit Title:** Animals and Landforms

Performance Standard(s) Covered (enter code):

S1E1

S1E2

S1L1

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Animal needs, types of animals, landforms, climate, temperature, ecosystems

Learning Activity (description in steps)

Abstract (limit 100 characters): Students will learn what an animal needs to survive and which types of ecosystems animals occupy.

Details:

Before class, make poster board necklaces. Glue pictures of five different types of ecosystems on five sections of poster board: desert, mountains, rainforests, plains, and rivers/oceans. Next, glue pictures of different types of animals corresponding to these different landforms onto pieces of poster board. For example, use fish for the river and deer for the forest. Finally, punch two holes in the top of each poster board and loop ribbon through the holes to make necklaces.

Open the lesson by showing a short video on ecosystems. Then show students pictures of water, air, food, and shelter, explaining that these are the necessary components for animal survival. Show the students the poster board necklaces containing the pictures of ecosystems and describe the weather and climate of each place. Ask the class where animals might find the substances they need to survive in each of these ecosystems. Finally, review where different types of animals may live on our earth.

In the next part of the lesson, ask for five volunteers. Give these five students one of the five ecosystem necklaces and have them stand in different locations around the classroom. Pass

the rest of the animal necklaces to the remainder of the class and instruct them to walk to the ecosystem where they think their particular animal would find food, shelter, and water.

Lastly, as a closing, ask each group of students why they chose their ecosystem they did. Ask them where they would find water and shelter and food around that particular landform.

Materials Needed (type and quantity):

Poster Board (Four or Five)

Ribbon

Pictures of animals and landforms for each student

Notes and Tips (general changes, alternative methods, cautions): The only complication was arguing over which animal each student was given.

Sources/References:

1) <http://www.brainpop.com/science/ecologyandbehavior/ecosystems/>