











Topic: Habitats and living things

Exploring habitats of living things

Lesson concepts

-   Living things live in different places where their needs are met
-  Science involves asking questions
-   People use science in their daily lives
-  Questions can be responded to and posed
-   Ideas can be represented and communicated

Today students will:

- ▶ understand that habitats provide for the needs of living things.

Resources

Digital

Slideshow — What is a habitat?

Sheets

Sheet 9 — Finding habitats

Sheet 10 — Features of habitats

Key terms

environment, habitat

For definitions and explanations of terms, please see the [Glossary](#).

Learning alerts

Be aware of students confusing *habitat* with *environment*.

Suggested next steps for learning

Explain that the *environment* is the whole area, whereas the *habitat* is a place within the environment where a living thing lives.

Lesson

Identify a range of habitats

Say to students

“ In this lesson, you will learn about habitats that living things live in. ”

Focus questions

Q. *What are living things?*

A. For example: animals and plants

Q. *Where do plants live?*

A. For example: in soil, in the garden, in pots

Q. *What are their basic needs to stay alive?*

A. For example: food, water, air and light

Q. *What animals do you know about?*

A. For example: dog, fish, cow

Q. *Where do they live?*

A. For example: on a farm, in the ocean

Q. *What are their basic needs to stay alive?*

A. For example: food, water, air, light and shelter

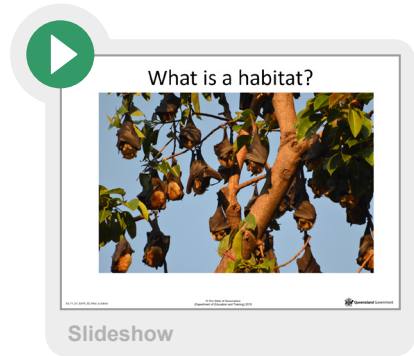
Explain and discuss the terms **environment** and **habitat**.

The **environment** is the whole area around, indoors or outdoors.

A **habitat** is a place within an environment where a living thing usually lives.

1. Click on the image to view the **Slideshow — What is a habitat?**

Read and discuss the information on each slide.



<https://morguefile.com/p/980946>

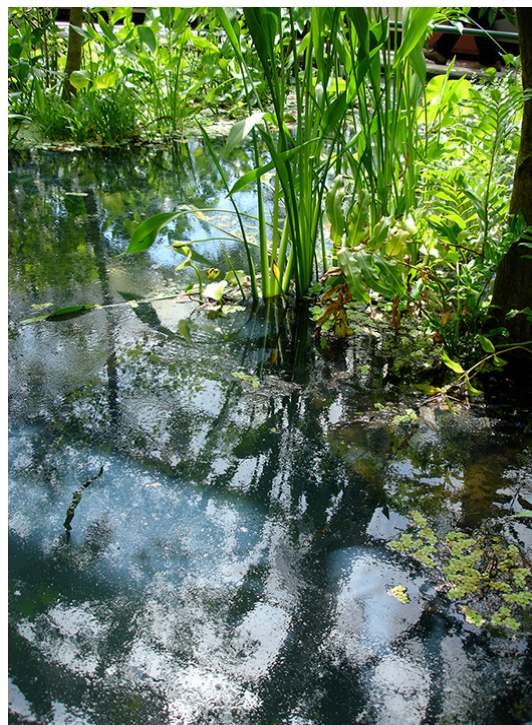
2. Display **Sheet 9 — Finding habitats**, and explain that these are some examples of environments.

Say to students

- ‘ Within each of these environments, we can find many habitats for living things.

Find some habitats within the pictures, and predict or suggest what living things may live there.

For example: *In the pond environment, some plants grow best in or around the water; the soil is a habitat where lizards or ants may live; the pond is a habitat where fish or tadpoles or frogs may live; trees are habitats where birds, lizards, ants, insects or spiders may live.* ’



<http://www.morguefile.com/archive/display/12351>

Focus questions

Q. *What sort of environment do you think this is?*

A. For example: farm

Q. *What living things might live there?*

A. For example: sheep, pigs, ants, birds

Q. *Where in this farm environment would they live?*

A. For example: sheep in the paddock, pigs in the shed; ants in the dirt; birds in trees

Q. *The places in the environment in which animals live are called habitats. What habitats do the animals live in?*

A. For example: paddock, shed, dirt, trees

Discuss how a familiar habitat meets the needs of living things

3. Ask students to recall a habitat observed in the local area.
 - a. Ask students to review the basic needs of living things and to predict how these needs could be met by living things in that habitat.

Focus questions

Q. *What are the basic needs of sheep?*

A. For example: food, water, air

Q. *How would sheep have their needs met on the farm?*

A. For example: They eat grass; the sun provides light; trees provide shade for shelter; there is water in the dam to drink from; the farmer feeds them and makes sure they have water.

Q. *What are the basic needs of grass, as a plant?*

A. For example: water, air, light

Q. *How does the grass have its needs met?*

A. For example: Rain provides water; soil provides nutrients (food); sun provides light; there is air all around.

Say to students

‘ Scientists ask ‘What could happen if ...?’ questions to help them find out about how living things have their needs met.

They ask questions such as ‘What could happen if a habitat did not meet the needs of living things?’

- b. Encourage students to ask their own questions about habitats not meeting the needs of living things, for example:
- What could happen if the habitat was destroyed? (For example: Animals and plants would lose their homes.)
 - What could happen if the habitat was polluted? (For example: The animals would get sick.)
 - What could happen if the tree was cut down? (For example: Animals would lose their homes.)

Explain to students that people use science in their daily lives when caring for the environment and living things.

- c. Ask students to suggest reasons why it is important to care for the environment and living things.

Focus question

Q. *Why is it important to care for the environment and living things?*

A. For example: If all the plants died, the animals wouldn't have anything to eat; if all the plants died, we wouldn't have anything to eat.

Share understanding of features of habitats

4. Display **Sheet 10** — [Features of habitats](#) and ask students to draw a picture of a habitat, including the resources available to meet the needs of living things, for example: water, food, sun and shelter.

Ask student to write labels to identify the features of the habitat, including resources, for example: water, trees for shade, grass to eat.