

Topic: Applying knowledge of living things and habitats

Examining living things and habitats

Lesson concepts

- Living things have a variety of external features
- Living things live in different places where their needs are met
- People use science in their daily lives
- Questions can be responded to and posed
- Observations can be compared with others
- Observations and ideas can be represented and communicated

Today students will:

- ▶ understand that not all plants are green
- ▶ understand that the needs and external features of living things are suited to their habitat.

Resources

Digital

Slideshow — External features of plants
Slideshow — Are all plants green?
Slideshow — Which habitat is right for me?

Find and prepare

A set of plastic or wooden toy animals
A healthy plant in a pot
Exercise book or scrapbook

Key terms

external features, habitat

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

Learning alerts

Be aware of:

- students not combining their knowledge of external features and needs when determining if a habitat is suitable for a living thing
- students generalising when describing plant colours (for example: all leaves are green).

Suggested next steps for learning

- Explain the strong connection between habitats and external features by giving examples.
- Show students a variety of colours of plants/leaves to encourage them to recognise the diversity of shades of colour. (Consider vision needs of individual students, for example: colour blindness.)

Lesson

How we observe

Say to students

“ You have been learning about living things and the habitats in which they live.
You have used your senses to observe the external features of living things.
Science involves using the senses to make observations, not just what you think something may look like. ”

1. Display a healthy plant in a pot, or find a picture of one on the internet if you don't have one. Tell students to identify the external features of the plant.

Focus questions

Q. *What external features of the plant can you see?*

A. For example: leaves, stem, flower

Q. *What else do you observe about those external features?*

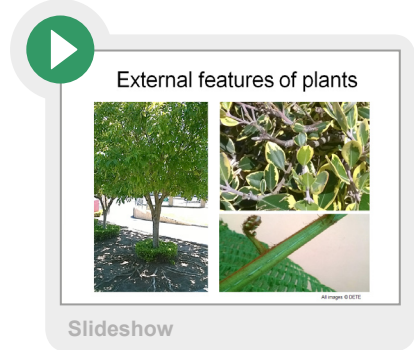
A. For example: The leaves are green and rough; the flower is yellow and it smells nice; the stem is hard and brown.

Say to students

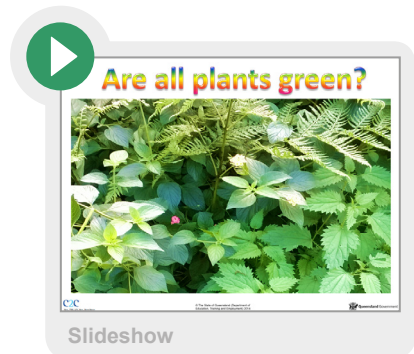
“ You have used your senses to observe and identify the external features of the plant. ”

External features of living things

- Review what is meant by the term 'external features'.
- Display a set of plastic or wooden toy animals. Ask students to list the external features of animals in their exercise books or scrapbooks.
- Display the **Slideshow — External features of plants**. Ask students to identify and list the external features of plants observed in the slideshow.



- Display the title slide of the **Slideshow — Are all plants green?**



Focus questions

Q. *You have observed the external features of many different plants. Are all plants green?*

A. For example: Most plants are green.

Q. *What other colours of plants have you seen?*

A. For example: One of the plants in our garden has yellow leaves.

Say to students

“ We are going to view this slideshow now. You are to use your senses to observe all the different colours of plants shown. ”

Focus questions

Q. *What do you think now — are all plants green?*

A. For example: There are many different colours of plants.

Q. *What other colours of plants have you seen?*

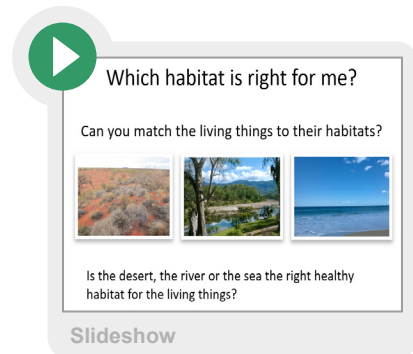
A. For example: Some plants are red, purple, yellow or grey.

Say to students

‘ In science, it is important to use our senses to observe what is actually there, rather than to rely on what we think is there. ’

Living things and their habitat

6. Display the title slide of the **Slideshow — Which habitat is right for me?** ⁱ.



- a. Ask students to share ideas about how the needs of living things would be provided for by each habitat pictured on slide 1 (desert), slide 2 (river) and slide 3 (sea).
- b. View Slide 5: ‘Where could these plants live?’ and ask students to:
 - describe the external features of each plant
 - suggest which habitat would be a suitable place for each plant to live
 - explain reasons to support thinking.
- c. View Slide 6: ‘Where could these animals live?’ **and** ask students to:
 - describe the external features of each animal
 - suggest which habitat would be a suitable place for each animal to live
 - explain reasons to support thinking.

Say to students

‘ You have used your knowledge of the external features of living things to match them to the habitat that is most suited to their needs. People use science in their daily lives when they are caring for the environment and living things, including knowing which habitat is most suited to which living things. ’

ⁱ. Images courtesy of morguefile.com