

# 6-Day Lesson Plan: Wonderful World of Habitats

## Overall Learning Objectives

By the end of these six lessons, Mirabelle will be able to:

- Define the word 'habitat' in her own words.
- Name at least four different habitats (forest, desert, ocean, tundra, rainforest, pond).
- Match at least one animal to its correct habitat.
- Create a simple project showing her understanding of different habitats.

## Master Materials List for the Week

- **Books & Media:**
  - 'My Encyclopedia of Very Important Things' by DK
  - Children's Dictionary
  - Computer or tablet for showing the North American Habitat PowerPoint and YouTube videos
  - Access to library for optional books
- **Art & Craft Supplies:**
  - Drawing paper and plain white paper
  - Construction paper (especially green, blue, brown, yellow)
  - Crayons, markers, and colored pencils
  - Child-safe scissors
  - Glue stick
  - Play-Doh (optional, for Day 4)
  - A small tray or box lid (for Day 4 or a potential diorama project)
  - Stapler (for adult use)
- **Provided Worksheets & Resources:**
  - Woodland and Ocean animal sorting activity (cut and paste)
- **Project for Proof of Work ("My Habitat Book"):**
  - 4 sheets of plain paper per book

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## Day 1: What is a Habitat? & The Forest

### Materials Needed:

- Device to show North American Habitat PowerPoint
- 'My Encyclopedia of Very Important Things' by DK
- Paper and crayons/markers
- Materials for the "My Habitat Book" project (4 sheets of paper, stapler)

### Lesson Plan (15-20 minutes)

#### 1. Introduction: The Hook (3 minutes)

- **What to say:** "Mirabelle, where do we live? (In our house!) Right! Our house is our home. It gives us a safe place to sleep, food to eat from our kitchen, and water to drink. It's our special place. Did you know animals have special homes, too? We call an animal's special

home a **habitat**. Can you say habitat?"

- **What to do:** As you talk, point to your kitchen, a bed, and a faucet to connect the concepts of food, shelter, and water to her own home.

## 2. **Body: I Do, We Do, You Do (12 minutes)**

### ◦ **I Do - Tell Her (4 mins):**

- **What to say:** "A habitat is a home for a plant or animal that gives it four important things: food, water, shelter (a safe place), and space to grow. Let's learn about our first habitat: the **forest!**"
- **What to do:** Show the first few slides of the PowerPoint about what a habitat is. Then, show the slide about the Forest habitat. Point out the tall trees, the animals like bears, deer, and squirrels.

### ◦ **We Do - Show Her Together (4 mins):**

- **What to say:** "Let's be detectives and find the forest in our big book of important things! What animals do you see living in this forest habitat?"
- **What to do:** Open the 'My Encyclopedia of Very Important Things' to the section on habitats or forests. Look at the pictures together and name the animals you see. Ask questions like, "Where do you think the squirrel finds shelter?" (In a tree!).

### ◦ **You Do - Let Her Try (Independent Work, 4 mins + extra time):**

- **What to say:** "Great job! Now it's time to start our big project for the week: we're going to make a 'My Habitat Book'! Today, we'll make the cover and the first page. First, let's make a cover that says 'Mirabelle's Book of Habitats'. Then, on the first page, can you draw a picture of a forest and one animal that lives there, like a big brown bear or a clever fox?"
- **What to do:** Staple 4 sheets of paper together to form a booklet. Help her write the title. Then let her draw independently while you step away if needed.

## 3. **Conclusion: Recap (2 minutes)**

- **What to say:** "Awesome work today! Tell me, what is a habitat? And what is one animal that lives in a forest?"
- **What to do:** Look at her drawing together and praise her work. Keep the book safe for tomorrow.

### **Resource Suggestions:**

- **Book:** *We're Going on a Bear Hunt* by Michael Rosen
- **YouTube:** Search for "Forest Sounds for Kids" to play in the background during drawing time.

## **Day 2: The Hot, Dry Desert**

### **Materials Needed:**

- Device for PowerPoint and YouTube
- 'My Encyclopedia of Very Important Things' by DK
- Her "My Habitat Book" project
- Crayons/markers

### **Lesson Plan (15-20 minutes)**

#### 1. **Introduction: The Hook (2 minutes)**

- **What to say:** "Yesterday we visited the shady forest. Today, let's imagine we are going somewhere very, very different. It's super sunny, very hot, and there isn't much water. What

do you think that habitat is called? It's the **desert!**"

- **What to do:** Fan yourself as if you are very hot to make it playful.

## 2. **Body: I Do, We Do, You Do (13 minutes)**

### ◦ **I Do - Tell Her (4 mins):**

- **What to say:** "The desert is a habitat that gets very little rain. It can be sandy or rocky. The plants that grow here, like cactuses, are special because they can store water inside them to survive!"
- **What to do:** Show the Desert slide from the PowerPoint. Point out the camel and lizard.

### ◦ **We Do - Show Her Together (5 mins):**

- **What to say:** "Not many animals can live in the hot desert, but some are experts! Let's watch a quick video about amazing desert animals and see how they stay cool."
- **What to do:** Watch a short (2-3 minute) YouTube video from a source like National Geographic Kids about desert animals. Afterward, talk about one animal you saw. "Wow, that lizard was fast! How do you think a camel can go so long without water?" (It stores it!).

### ◦ **You Do - Let Her Try (Independent Work, 4 mins + extra time):**

- **What to say:** "Time to add to our Habitat Book! Let's turn to a new page. Can you draw the desert habitat? You can draw yellow sand, a big bright sun, and a cactus. Then, add a desert animal, like a camel with a big hump or a slithery snake."
- **What to do:** Get out her book and art supplies. Let her work independently.

## 3. **Conclusion: Recap (2 minutes)**

- **What to say:** "Great drawing! Tell me one thing that makes the desert different from the forest. Is it rainy or dry?"
- **What to do:** Admire her work and ask her to point to the cactus she drew.

### **Resource Suggestions:**

- **Book:** *The Magic School Bus Gets All Dried Up* by Joanna Cole
- **YouTube:** "Desert Animals for Kids" by Socratica Kids

## **Day 3: The Deep Blue Ocean**

### **Materials Needed:**

- Device for YouTube
- Small slips of paper and a marker
- The Woodland and Ocean sorting worksheet
- Scissors and glue stick

### **Lesson Plan (15-20 minutes)**

#### 1. **Introduction: The Hook (2 minutes)**

- **What to say:** "Hello, student(s)! (Acknowledge any family visiting). Today we are exploring the biggest habitat on the whole planet! It's full of salty water and amazing creatures. Any guesses? It's the **ocean!**"
- **What to do:** Make a "whoosh" sound like a big wave.

#### 2. **Body: I Do, We Do, You Do (13 minutes)**

##### ◦ **I Do - Tell Her (3 mins):**

- **What to say:** "The ocean is a huge, deep body of saltwater. So many incredible

animals live there, from tiny little fish to the biggest animal in the world, the blue whale! Let's take a peek under the water."

- **What to do:** Play a short, vibrant video of a coral reef with lots of fish. A clip from "Finding Nemo" or "Octonauts" works perfectly.
  - **We Do - Show Her Together (Family Activity!) (6 mins):**
    - **What to say:** "Now for a super fun game that everyone can play: Ocean Animal Charades! I'll have a bowl of secret ocean animals. Each of you will pick one and act it out without making any noise, and the rest of us will guess what you are!"
    - **What to do:** Before the lesson, write or draw simple ocean animals (crab, fish, shark, octopus, starfish) on slips of paper. Put them in a bowl. Let Mirabelle, family members, and yourself take turns acting them out. This is easy for guests to join and is full of laughs.
  - **You Do - Let Her Try (Independent Work, 4 mins + extra time):**
    - **What to say:** "That was so much fun! Now you have a special mission. Here is a worksheet with ocean animals and woodland (forest) animals. Your job is to cut out the animals and glue them into their correct habitat home."
    - **What to do:** Give her the sorting worksheet, scissors, and glue. The cutting and pasting is great fine-motor practice and can be done independently.
3. **Conclusion: Recap (2 minutes)**
- **What to say:** "What was your favorite animal to act out today? The ocean is an amazing habitat, isn't it?"
  - **What to do:** Let everyone share their favorite part of the game.

#### Resource Suggestions:

- **Movie Clip:** The opening scene of Disney's *Finding Nemo*.
- **Twinkl.com Search:** "Ocean coloring page" for extra independent work.

## Day 4: The Calm Pond & Lake

#### Materials Needed:

- Blue construction paper or a small tray
- Green and brown construction paper, or play-doh
- Small animal toys (optional, like a toy frog or duck)
- Her "My Habitat Book" project and crayons

#### Lesson Plan (15-20 minutes)

##### 1. Introduction: The Hook (2 minutes)

- **What to say:** "Welcome back, scientists! Yesterday we explored the giant, salty ocean. Today, we're going to visit a much smaller, calmer water habitat that has fresh water, not salty water. We're visiting a **pond!**"
- **What to do:** Speak in a calm, quiet voice to imitate the feeling of a peaceful pond.

##### 2. Body: I Do, We Do, You Do (13 minutes)

- **I Do - Tell Her (3 mins):**
  - **What to say:** "A pond is a small area of fresh, still water. It's not deep like the ocean. You can find cool things like lily pads that float on top, tall reeds growing on the sides, and animals like frogs, ducks, and turtles!"
  - **What to do:** Use your hands to show the difference between a big, wavy ocean and a

small, still pond. Show the freshwater slide on the PowerPoint.

- **We Do - Show Her Together (Family Activity!) (6 mins):**
    - **What to say:** "Let's all build a pond habitat together! This blue paper (or tray) is our water. What should we add to our pond? Everyone gets to add one thing!"
    - **What to do:** Place the blue paper/tray in the middle of the table. Let each person (Mirabelle and any family present) suggest and add an item. Example: Mirabelle wants a frog, so she makes a green play-doh frog. Mom adds a brown construction paper log. Grandma cuts out a green lily pad. Grandpa adds a toy duck. Everyone contributes to the collaborative habitat.
  - **You Do - Let Her Try (Independent Work, 4 mins + extra time):**
    - **What to say:** "Our pond looks amazing! Let's draw it in our Habitat Book so we can remember it. On a new page, can you draw a pond with a frog on a lily pad, just like the one we made?"
    - **What to do:** Give her the Habitat Book and drawing supplies. She can use the model you all just built as inspiration.
3. **Conclusion: Recap (2 minutes)**
- **What to say:** "Look at the pond we built and the pond you drew! How is a pond different from an ocean? (It's smaller, it's not salty)."
  - **What to do:** Point to the different elements everyone added to the model pond.

### Resource Suggestions:

- **Book:** *In the Small, Small Pond* by Denise Fleming.
- **YouTube:** Search "Peaceful Pond Ambience" for background sounds.

## Day 5: The Lush Rainforest

### Materials Needed:

- Device for YouTube
- 'My Encyclopedia of Very Important Things' by DK
- Her "My Habitat Book" project and crayons

### Lesson Plan (15-20 minutes)

1. **Introduction: The Hook (2 minutes)**
  - **What to say:** "Get your raincoats ready! Today's habitat is warm, but it gets a LOT of rain. It's full of super tall trees, colorful flowers, and more animals than almost anywhere else! We're flying to the **rainforest!**"
  - **What to do:** Pretend to put on a raincoat and open an umbrella.
2. **Body: I Do, We Do, You Do (13 minutes)**
  - **I Do - Tell Her (4 mins):**
    - **What to say:** "A rainforest has so many trees that their tops create a roof, called a canopy. It's like a big green umbrella over the whole forest! Monkeys, colorful birds like parrots, and bright green tree frogs all call the rainforest their habitat."
    - **What to do:** Show a picture or short video clip of a rainforest, pointing out the canopy and the different layers of trees.
  - **We Do - Show Her Together (5 mins):**
    - **What to say:** "The rainforest is a very noisy place. Let's close our eyes and be sound explorers. I'm going to play the sounds of the rainforest, and I want you to raise your

hand when you think you hear an animal."

- **What to do:** Play a "Rainforest Sounds" video from YouTube. Listen for a minute together with eyes closed. Then ask, "What did you hear? I think I heard a monkey! Did you hear a bird squawking?" Look at the rainforest pages in the encyclopedia together to see pictures of the animals you might have heard.

○ **You Do - Let Her Try (Independent Work, 4 mins + extra time):**

- **What to say:** "Time for our Habitat Book! On the next page, can you draw the rainforest? Make sure to draw very tall trees, maybe some hanging vines, and a colorful animal like a red parrot or a monkey swinging from a branch."

- **What to do:** Provide the book and supplies for her independent drawing time.

3. **Conclusion: Recap (2 minutes)**

- **What to say:** "Your rainforest looks so lush and green! What is the 'roof' of the rainforest called? (The canopy!) What's one animal you drew in your rainforest?"
- **What to do:** Praise the details in her drawing.

**Resource Suggestions:**

- **Book:** *The Great Kapok Tree* by Lynne Cherry.
- **YouTube:** "A Walk in the Rainforest for Kids" by Nat Geo Kids.

## Day 6: The Icy Tundra & Review

**Materials Needed:**

- Device for PowerPoint and YouTube
- Her completed "My Habitat Book" project
- Crayons/markers

**Lesson Plan (15-20 minutes)**

1. **Introduction: The Hook (2 minutes)**

- **What to say:** "Brrrr! It's chilly in here! For our last habitat adventure, we are going to the coldest place of all. There's lots of snow and ice, and not many trees can grow there. Welcome to the arctic **tundra**!"
- **What to do:** Shiver and hug yourself like you're cold.

2. **Body: I Do, We Do, You Do (13 minutes)**

○ **I Do - Tell Her (4 mins):**

- **What to say:** "The tundra is a flat, treeless habitat in the very cold north. It's covered in snow for most of the year. The animals that live here need to be tough to stay warm! They have special features, like thick, white fur to blend in with the snow."
- **What to do:** Show the Tundra slide from the PowerPoint. Point to the polar bear and arctic fox.

○ **We Do - Show Her Together (5 mins):**

- **What to say:** "Let's see some of these amazing cold-weather animals in action. How does a polar bear stay so warm in all that snow and ice?"
- **What to do:** Watch a short YouTube video about an arctic animal, like a polar bear or an arctic fox. Talk about their thick fur and how they find food.

○ **You Do - Let Her Try (Independent Work, 4 mins + extra time):**

- **What to say:** "This is the very last page for our Habitat Book! Let's make it a great one. Can you draw the cold tundra? You can draw white snow on the ground, a pale

blue sky, and a big, fluffy polar bear."

- **What to do:** Provide the book and supplies for her final habitat drawing.

### 3. **Conclusion: Recap & Review (5 minutes)**

- **What to say:** "You did it! Your Habitat Book is finished! It looks incredible. Let's look through it together. Tell me about each page."
- **What to do:** Go through the book page by page, letting her be the teacher and explain each habitat. Ask a final question from the PowerPoint: "Which habitat was the most interesting to you, and why?" This is your summative assessment and a great way to wrap up the week.

### **Resource Suggestions:**

- **Book:** *Over in the Arctic: Where the Cold Winds Blow* by Marianne Berkes.
- **YouTube:** "Polar Animals for Kids" by All Things Animals TV.