

# LESSON *plan*

Grade: Standard 3

Subject: Science

Cycle 3

Week 2 of 3

Lesson #2

Duration: 60 Minutes

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Lesson Standard: SC 6.05: Show how a variety of local animals require different habitats during their growth cycle and discuss how habitats provide animals with their basic needs.

## Learning objective/s:

- Identify different types of habitats found on Ambergris Caye.
- Identify how specific animals need different habitats as they grow.
- Explain how habitats meet basic survival needs like food, shelter, air, and space.
- Match animal life stages to their specific habitat needs.
- Understand how preserving habitats helps animals survive.

## Materials needed:

- Chart paper or whiteboard
- Baby Animal Picture Cards Visual
- Habitat Handouts (7 Different Species: 1 copy for every 7 students)
- Scissors and Glue Stick
- Color pencils
- Ambergris Caye Habitat Map Visual
- Computer per animal group

## Local Habitats of Ambergris Caye:

Habitats:  
Mangroves  
Seagrass beds  
Beaches  
Coastal Vegetation  
Coral reefs  
Tropical forests

## Hook/intro: (10 min) Continued

We have learned about the life cycles of animals found on Ambergris Caye. What do all animals need to live? List answers.  
(food, water, shelter, space)

Lead into: Today, we will learn about the habitats animals need in order to grow and survive.

## Direct Instruction:

### Teacher Talking Points:

- "Different stages of an animal's lives may need different places to live."
- "What does a turtle hatchling need that an adult turtle doesn't?"
- "Just like we need different things when we are babies than when we are older, animals need different spaces as they grow."
- "Ambergris Caye has many types of habitats – each one is important."
- Ask: "What is a habitat? A place that provides food, water, shelter and space for an animal to survive."

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## Direct Instruction (Continued)

- Habitat refers to a natural environment in which a species lives. A habitat is created where there is the availability of food, shelter, protection, and mates for reproduction. Habitats mainly depend on both physical and biological features. The physical factors include soil, moisture, temperature range, and light intensity. Biological factors include the availability of food and the presence or absence of predators.”
- Explain that a habitat is the animal’s home. The **environment** includes everything around a habitat.
- “A habitat can be the size of the ocean or as small as a mud puddle. Each provides a habitat for different creatures to live. We know what lives in the sea, but a puddle can provide a habitat for aquatic snails grazing on algae, worms, crustaceans, tadpoles, salamanders, butterflies, and bees collecting mud to build nests.”
- “If we damage even one habitat, the animal may not survive its full life cycle.”
- “The five main habitats found around the world are forests, grasslands, deserts, mountains, polar regions, and aquatic.”

Watch the YouTube video: [“Habitat Science for Kids”](#) (4:07 minutes) or search: Little school habitat science for kids

Which habitats do we have on Ambergris Caye?

Show and discuss the Ambergris Caye Habitat Map

- Tropical forests
- Coastal vegetation (palmettos, sea grape trees)
- Beaches
- Lagoons
- Seagrass beds
- Coral reefs on the Belize Barrier Reef

## Guided Practice:

After watching the animal video, the students will cut out and paste the animal and its food on an “Animal Habitat” Handout. Students who have difficulties with this could choose to work together.

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## Guided Practice (Continued):

- Each stage of the animal's life cycle must be represented. Show students how to cut out the animal, leaving space around the actual picture for easier handling.
- Glue stick works better than white glue.
- Food sources for the animal will also be represented.
- Use colored pencils to color the animal's habitat.

## Independent Practice:

Put the students in the same animal group as they were in the previous lesson. Each group will watch the assigned video from the "Target Animals of Ambergris Caye Videos". The list is located at the end of the lesson plans. (The search cues are also listed on the "Habitat Handout" for students)

Once the video is completed, hand out the "Habitat Handout" Students will cut out and paste the animal in each stage of development and the food it eats on the "Habitat Handout". When they are finished glueing, they will color the habitat using colored pencils.

## Closure:

1. Review: Shuffle animal groups so there is a representation of each animal per group. Students share what they learned about their animal's habitat with the group.

## Assessment:

- Habitat includes each stage of the animal's life placed in the correct area and shows multiple examples of food.
- Student can explain their animal's habitat.
- Active participation in discussion and activity.

## Target Animals Ambergris Caye Videos:

### **Facts: The Hawksbill Sea Turtle (4:09 Minutes)**

Search: YouTube Facts The Hawksbill Sea Turtles Deep Marine Scenes

### **Facts: The American Crocodile (4:09 Minutes)**

Search: YouTube Facts The American Crocodile Deep Marine Scenes

### **Frigate Bird Facts: The Bird with the Red Pouch | Animal (4:53 Minutes)**

Search: YouTube Facts: Frigate Bird Facts: The Bird with the Red Pouch Animal

### **How to Find a Spiny Lobster (3:31 Minutes)**

Search: YouTube How to find a Spiny Lobster

### **Green Iguana - Leo The Wildlife Ranger Animal Diaries (2:57 Minutes)**

Search: You Tube Green Iguana - Leo The Wildlife Ranger Animal Diaries

### **Species Spotlight: Julia butterfly (3:57 Minutes)**

Search: You Tube Species Spotlight: Julia butterfly Key West  
Tropical Forest & Botanical Garden

### **World Famous Red Eye Tree Frog! (7:57 Minutes)**

Search: You Tube World Famous Red Eye Tree Frog Coyote Peterson

# HABITATS OF AMBERGRIS CAYE

