Lesson 1: Habitats and their inhabitants	Introduction	Main	Plenary / Reflection

Learning Intentions:
 	
Biology SC04-BIO01 4Be1
 	
Score 2.0:
<u>*WALT*</u>*: 1) Describe the features of an environment or habitat 2) identify common animals / plants as belonging in specific habitats*
 	
<u>*TIB*</u>*: It's important to understand that different animals are found in different habitats and are suited to the environment in which they are found*
 	
SC: By the end of the lesson I can:
   - *Define a habitat*
   - *Give examples of habitats and their features*
   - *Name some animals that belong to specific habitats*
	Explain that the book you're about to read explores different habitats at night. Recap what a habitat is:
	
	A habitat is the home of an animal or a plant. Almost every place on **Earth**—from the hottest desert to the coldest ice pack—is a habitat for some kinds of animals and plants. Most habitats include a community of animals and plants along with water, oxygen, soil or sand, and rocks.
	https://kids.britannica.com/kids/article/habitat/399492
	
	Can students think of any habitats and name some animals that might live there? (*as well as the usual ones, like ocean, students might say their backyard, or a local park, or even a shed - and they would be right!*)
	
	<u>Extension Question</u>: Can students think about how a habitat might be different at night to during the day? (*eg some animals are nocturnal, meaning they sleep during the*
		As the teacher reads **MOON**, students are to use the <u>**See, Think, Wonder**</u> routine (*see resource*), with these prompts written on the board:
		
		What do you **see**?
		What do you **think** about that?
		What does it make you **wonder**?
		
		Begin by using the routine with the front cover.
		
		Some students may be ready to use the routine in one go, ie respond to all the prompts at once. Others may answer just one prompt as a starting point.
		
		Read book to the class. At the end of the reading, talk about the book - what did they see? Think? Wonder? Make a note on the flipchart.
		(*For example, I see lots of different animals awake at night, so I think that some animals must be able to see well in the dark. This makes me wonder what animals sleep in the day and which ones sleep at night.*)
			Ask students to share with the class what they learned while working at their habitat centre.
			
			And / or,
			
			students could share anything that puzzled them, that they weren't sure about, and how they figured it out.
			----- 	
			In preparation for next lesson, ask students to think about:
			
			What features do the animals have that help it live successfully in its environment?
			
			And would it survive in another habitat?
			
			Why / why not?
			
			(could be written on the board as a something to refer to before the next lesson)

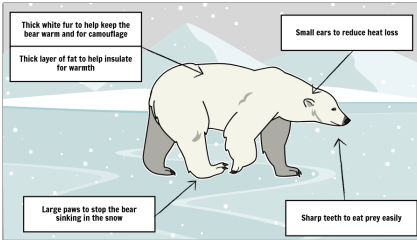|			
	day and come out at night. Sometimes it is cooler at night, as there is no sun)	------- Explain that students are going to be moving around <u>habitat centres</u>, looking at - and learning about - different habitats and animals. *(opportunity for formative assessment)* **These could include:** Animal/Habitat Match Up *(see resources provided) -* can students then name the animals? Habitat Riddles (example..*I am a habitat that is made up of mostly water and plants..*) Virtual Habitat Walkthrough - eg. zoos that have webcams for students to observe animals in their habitats e.g https://www.taronga.org.au/taronga-tv *Other example websites:* *https://www.upmforestlife.com/path/p1* *https://virtualfieldtrips.org/the-amazon-rainforest/* (*center will work if students have their chromebooks*) Complete a group See / Think / Wonder chart, using the copies of **MOON**	

Lesson 2: Animal adaptations	Introduction	Main	Plenary / Reflection
Learning Intentions: Biology SC04-BIO01 4Be1 Score 3.0: _WALT_: 1) Describe the features of a plant / animal that make it suited to this environment 2) Describe how these features help the plant / animal survive _TIB_: It's important to understand that different animals are found in different habitats and are suited to the environment in which they are found. _SC_: By the end of the lesson I can: - _Explain what adaptation means_ - _Describe the different ways an animal has adapted to its environment_ **_2 x 30 mins lessons_**	Last lesson we looked at different habitats and the animals that live in them. What did we learn? As scientists, we are going to investigate how animals are suited to the environment in which they are found. We call this adaptation - how animals have adapted to where they live. Here is an example (or two!): [NatGeo Wild clips](#) _(these videos are amazing! Each one is less than 2mins on an adaptation an animal has made to help it survive)._ _Possible idea: Could show one at the end of each day, if there is time, or before recess or lunch._	Explain that students are going to pick an animal from the book **MOON**, look it up on the computer (or use the book illustrations) and draw it very carefully in its habitat. Make sure the picture is quite large so that it can include the details. Then, label the different ways the animal has adapted to its environment. _(see resource pack provided for information on each animal)._ Could be a research lesson _You can do this in a number of ways, whichever suits your students and their needs, eg._ - Enlarge the resource and have students do a gallery walk: this ties in with grammar - summarising, note-taking etc. - Put students in groups according to their choice of animal, and together make large information posters _It is important that the teacher has an example they have done to show the class._	Students can do a pair share or the teacher can gather animal groups together and build on the learning. Possible homework activity (20 minute video from BBC Earth): [Top 5 animal adaptations](#) **Extension activity:** Advertise your habitat! As if you were trying to sell your home - how would you describe it?

Lesson 3: Descriptive language	Introduction	Main	Plenary / Reflection
Learning Intentions: EL04-WRI02 3a: _WALT_: _Use a range of specific, powerful verbs and adjectives to help the reader better visualize and enhance meaning_ _TIB_: _It's important to look for alternatives for overused words and expressions_ _SC_: _By the end of the lesson I can:_ - _Identify interesting verbs and adjectives in 'Moon'_ - _Describe animals from 'Moon' using interesting verbs and adjectives_	Explain that as the teacher reads MOON again, students are to think about the effect of descriptive language (powerful verbs and adjectives). Teacher can stop at the first double page spread and after reading '_How every creature, plant and tree Is subject to its mystery…_'. Why doesn't the author just say that the creatures, plants and trees are affected by the moon? The word 'mystery' draws in the reader… What are some sparkling sentences? What makes them sparkle? - _A breeze blows softly…_ - _A scorpion scuttles…_ _We can really imagine these events, because of the pictures created vividly in our minds by the powerful verbs and adjectives._	Take an example of work from the last lesson - a picture of an animal and the labels outlining its adaptations to the habitat in which it lives. Using inspiration from the book, as a class, write one or two sparkling sentences about the animal and how it has adapted to its environment. _Eg. The field mouse scampers here and there, its large, cup-shaped ears help it to hear sounds travelling across the quiet grass._ Students write their own sparkling sentences underneath their picture of their animal in its habitat. See if they can write more than one sentence, and experiment with their verbs and adjectives! _You could use dictionaries and thesauruses to help._	Students read out their work, but leave out the animal. Can other students guess what animal they are talking about? How were they able to guess? What adaptations has this animal made to its environment?

Lesson 4: Caring for the Environment	Introduction	Main	Plenary / Reflection

Learning Intentions:
 	
SC04-BIO02
 	
4Be3:
<u>*WALT:*</u> *Recognize ways that human activity affects the environment*
 	
<u>*TIB*</u>*: We need to understand how reducing our carbon footprint can help our environment.*
 	
SC: By the end of the lesson I can:
   - *Identify what the 3 R's are*
   - *Explain why the 3 R's are important*
	Watch the clip of Neal reading his book 'Planet Full of Plastic' and talk about it as a class.
	
	Planet Full of Plastic
	
	Talk about the 3R's - reduce, reuse, recycle, and what they mean.
	
	<u>*Reduce*</u> *- cut back on the amount of trash we generate*
	
	<u>*Reuse*</u> *- find new ways to use things that otherwise would have been thrown out*
	
	<u>*Recycle*</u> *- turn something old and useless (like a plastic milk jug) into something new and useful (like picnic benches, playground equipment, recycling bins)*
		Create a 3 column poster using anchor chart paper and label each column: reduce, reuse, recycle.
		
		Students will take turns adding to the anchor chart their ideas of things they can reduce, reuse, or recycle.
		
		For example, a student might decide to put plastic forks and knives in the reduce column
		
		At home project:
		
		Have students 'calculate their impact' (cross curricular with math) Calculate how much trash your household generates in a week/month (teacher can make a chart for this)
		OR
		can make it an in school project: Calculate how much trash the school generates in a day. How can we *reduce* our food waste? How does our food waste affect the environment/ certain animal habitats?
			Projects can be displayed on a board for all students to see, or even perhaps shared at an assembly?
			
			Make a plan for how the school can reduce waste - turning off lights, reusing paper, having an efficient lost property system (!) and think of ways to promote it. Could have a school environmental mascot that gets awarded to a different class each week.