# *Animal Habitats* **Teacher background notes**

**In this investigation, living things that live in particular habitats are investigated in the context of habitats being places that provide for the many needs of living things and their survival.**

## [Australian Curriculum: Science links](https://assist.asta.edu.au/resource/4099/animal-habitats-year-1-cle)

## Learning intentions

Students will be able to:

* describe the features of a habitat in the local environment that meets the needs of living things;
* understand that living things thrive and survive in habitats that meet the needs of those living things;
* pose questions and make predictions about the habitats of living things;
* participate in a guided investigation of the habitats of living things;
* follow instructions to record and sort their observations about the habitats of living things.

## Suggested time for this CLE

The time needed to complete the *Animal Habitats* CLE will depend on the depth of the prior knowledge of the students and the time taken to perform the introductory activities and three investigations—‘Walk, explore, record’, ‘Find and collect’, ‘Home away from home’—and follow up with further extension activities. Allow 3–4 hours.

## New concepts to be introduced

* **Living things thrive and survive in habitats that provide for their needs.**

**Students describe how the different places meet the needs of living things**. A living thing thrives and survives in a habitat that provides for its needs. Shelter, food, air and water are basic needs for land animals. A habitat can be defined as: ‘a place where plants or animals live which provides for all their needs’. A habitat includes all the living and non-living things in a location. Most habitats are home to many different plants and animals.

* **There are many different types of habitats that meet the needs of living things.**

Students need opportunities that allow and encourage them to study plants and animals in a range of locations and investigate the features of each environment and habitat. Students are expected to identify a habitat that would be suitable for a given creature and describe the main features of that habitat. A tree, a rock, a cave, a concrete path, a cliff face, a small coral within a reef, a desert, a rock pool, a schoolyard, a vegetable garden, a local park, a bush, a forest, a freshwater wetland, a pond, a compost pile are all examples of habitats.

* **Investigations can be conducted to predict, observe and record information on a range of habitats.**

**Students respond to questions, make predictions, and participate in guided investigations** of local environments that contain a range of habitats that meet the needs of living things. Students predict, observe, record and discuss the results of their investigations. **They follow instructions to record and sort their observations and share them with others.** Using an inquiry approach offers an opportunity for students to investigate living things and the habitats that meet their needs. Purposeful and effective teaching interventions will assist and support student understandings and skill development.

## Possible misconceptions

|  |  |
| --- | --- |
| **STUDENTS MAY THINK…** | **INSTEAD OF THINKING…** |
| An animal species can live in any habitat. | An animal species has a particular set of needs that need to be met if it is to survive in a habitat. |
| A habitat refers to bush and forest environments. | A habitat is a place where species of plants and animals live which provides for their needs. |
| Habitats are mostly homes to given species of plants or animals. | Most habitats are complex homes to many species of plants and animals that may depend on each other. |
| All animals on land have the same needs and are mostly mammals. | The animal kingdom consists, in part, of a range of animals that live on land and have a range of differing needs that must be met if they are to survive and thrive. |
| The term animal refers to cows, dogs, cats and kangaroos. | The animal kingdom includes vertebrates, namely, birds, mammals, reptiles, amphibians, fish and invertebrates, namely, insects, spiders, crustaceans, molluscs and worms. |

## Links to further information

Further teaching and learning discussions on investigating the needs of living things can be found using the following links:

‘Needs of living things’, *ScienceWeb* website (Australian Science Teachers Association) <http://scienceweb.asta.edu.au/years-f-2/unit1/overview/yrf2-unit1-overview.html> (2013). Unit of work covering five lessons.

‘Schoolyard safari, Year 1 Biological sciences’, *PrimaryConnections*, Australian Academy of Science <https://primaryconnections.org.au/resources-and-pedagogies/curriculum-units/schoolyard-safari>