




Living Things and Their Habitats: Field Guide

<p>Aim: To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by grouping organisms found in the local habitat.</p> <p>I can classify organisms found in my local habitat.</p> <p>To give reasons for classifying plants and animals based on specific characteristics by creating a field guide to the organisms found in the local habitat.</p> <p>I can explain the classification of organisms found in my local habitat.</p>	<p>Success Criteria:</p> <p>I can group living things according to whether they are plants or animals.</p> <p>I can classify living things according to their characteristics.</p> <p>I can give reasons for the classification of different organisms.</p> <p>I can identify the characteristics of different groups of organisms.</p>	<p>Resources: Lesson Pack</p> <p>Access to the habitat around school</p> <p>Additional adults to supervise children exploring the habitat, as required</p> <p>An audience for children to present their finished field guides to</p>
	<p>Key/New Words: Classify, organism, species, vertebrates, invertebrates, mammals, birds, amphibians, reptiles, fish, insects, arachnids, molluscs, crustaceans, annelids, plants, flowering, non-flowering.</p>	<p>Preparation: Local Species Activity Sheet - 1 per child Plants and Animals ID Sheets - as required Field Guide Activity Sheet - 1 per child</p>

Prior Learning: The children will have learnt about classification in Lessons 1, 2 and 3, and about microorganisms in Lessons 4 and 5.

Learning Sequence

	<p>Field Guide: Explain the task described on the Lesson Presentation. Explain that children will have chance at the end of the lesson to present their work to an audience. <i>The audience for the children's work may be another class, teaching assistants or parents. You may wish instead to pair the children up and allow them to present their work to one another.</i></p>	
	<p>Explore the Habitat: Children work in pairs to identify living things in the habitat around their school. Remind children not to touch or eat any of the organisms they find. <i>You may wish to have additional adults to supervise the children as they explore the habitat.</i> Children use the Local Species Activity Sheet to keep a list of the plants and animals they find, using the Plants and Animals ID Sheets if required to help them identify some of the species they may find.</p>	
	<p>Create: Children use the differentiated Field Guide Activity Sheet to create their own Field Guide to the habitat around their school. Children should classify the organisms they found and add them to the correct area of the Field Guide. <i>Look for children who can classify living things according to their characteristics.</i></p> <div> <div>  <p>Complete the description of each phylum of living things. Use the images as a prompt when classifying organisms.</p> </div> <div>  <p>Describe each phylum and class of living things. Use the images as a prompt when classifying organisms.</p> </div> <div>  <p>Describe each phylum and class of living things.</p> </div> </div>	
	<p>Test the Field Guide: Children present their Field Guides to their audience, explaining why they classified the organisms into each group. If possible, allow children to use their Field Guide with their audience in the area around school, spotting different organisms and using the Field Guide to identify their classification. <i>Look for children who can give reasons for their classification choices.</i></p>	

Taskit

- Quizit:** Challenge children to create a quiz about the different phyla and classes of animals. Children swap quizzes with a partner and try them out.
- Createit:** Children create a Field Guide to another habitat of the choice, researching the information they need using books or the Internet.
- Extendit:** Children could be challenged to include fungi in their search and their Field Guide, adding new pages to their booklets.