

Life Systems: Habitats and Communities Grade 4 SCIENCE



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Timeframe of activity: 120 min

Tags: Science, STEM, AR

Grade Level: Grade 4

App/Tech Tools: Cleverbooks Geography, Google Expeditions, QuiverVision Colouring Pages,

Additional material: iPad or Tablet

Learning Objectives:

Working in small groups students will create a habitat including a collection of plants and animals that would be able to successfully live there. They will work together to determine the basic essentials of their environment (climate, landforms, plantlife, access to water, etc..) and describe specific adaptations that the plant and animal life would require to live and survive in their habitat.

Lesson Activity:

1. Using the information students have gathered throughout this unit, they will work in small groups to create a unique habitat of their own
2. Collectively, the group will determine the basic essentials of their environment (climate, landforms, plantlife, access to water, etc..) and describe general adaptations that the plant and animal life would require to live and survive in their habitat.
3. Students will then identify individual plants and animals that will live in their habitat with a particular focus on ensuring their habitat meets the basic needs of their plants and animals. References to course content (food chains, pollination, environmental factors, etc.) will be expected

Individually, each student will use [Quiver Colouring Packs](#) to create a minimum of one animal from their habitat in addition to a drawn out plant by hand.

5. Students will then record their Augmented animal and plant while describing its key features and how it fits into their habitat.
6. With their groups, students will use google drawings or paper and pencils to draw their habitat and will use QR codes to add the videos they created

Questions outline:

How do plants and animals in a community depend on features of their habitat and one another to meet their needs?

How do changes to habitats affect plants and animals and their interdependent relationships?

How do these relationships affect the functioning ability of the greater environment?

Additional Ideas (optional):

Example 1: Students could draw a habitat and gather AR animals and trees using the 3D Google Search or Google Expeditions to include in their environment. Students could take short videos of their animals and plants describing how they fit into their habitat. Videos could be uploaded to their Google Drive and then QR codes created using [The QR Code Extension](#) from Chrome Web Store.

Example 2: Students could use [Quiver Masks](#) and present their animals/plants in first person describing their key features that allow them to exist in their habitat