













Living Things and Their Habitats: Microhabitats

<p>Aim: To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p> <p>I can identify animals in their habitats.</p> <p>To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</p> <p>I can use information I have gathered to answer a question.</p>	<p>Success Criteria: I can find microhabitats.</p> <p>I can identify and name the minibeasts I find there.</p> <p>I can record information about minibeasts in a table.</p> <p>I can present my results in a pictogram.</p> <p>I can use my findings to compare 2 microhabitats</p>	<p>Resources: Lesson Pack</p> <p>Magnifying glasses</p> <p>Clipboards</p>
	<p>Key/New Words: Minibeast, microhabitat, enquiry, survey, pictogram.</p>	<p>Preparation: Microhabitats Enquiry-Location Activity Sheet -1 per child</p> <p>Microhabitats Enquiry-Survey Activity Sheet -1 per pair</p> <p>Minibeast Enquiry-Pictogram Activity Sheet - 1 per child</p> <p>Make preparations for a visit to the local habitat that was explored in the previous lesson.</p>

Prior Learning: Children will have mapped the local habitat in Lesson 2.

Learning Sequence

	<p>Microhabitats and Minibeasts: Using the Lesson Presentation, introduce children to the key vocabulary and to a number of common minibeasts.</p>	
	<p>Microhabitats Enquiry: Do all minibeasts like living in the same microhabitats? In pairs, give children time to consider how they could find out the answer to this question, before feeding back to the rest of the class. Explain that the children are going to investigate the answer to the question by finding two different microhabitats in the local environment and counting the different minibeasts they find there. Give children their maps from the previous lesson and allow them time to look over them in order to identify possible microhabitats.</p>	
	<p>Microhabitats Enquiry - Location: In a suitable outdoor location, children work in mixed ability pairs to identify two different microhabitats, draw them on their own Microhabitats Enquiry-Location Activity Sheets, and write a sentence to describe the habitat using the words bank for support.</p>	
	<p>Microhabitats Enquiry - Survey: Using magnifying glasses, children work in pairs to survey their microhabitats together and count up the number of each minibeast they find there, recording the number on the Microhabitats Enquiry-Survey Activity Sheet.</p>	
	<p>Microhabitats Enquiry - Pictogram: Working in their pairs, each child uses the Microhabitat Enquiry-Pictogram Activity Sheet to make a pictogram to show the number of bugs in one of the two microhabitats that were surveyed, so that each pair produce a pictogram for both of their surveyed locations. (It may be helpful to photocopy the survey sheet and highlight the column that the child is working from.)</p>	
	<p>Microhabitats Enquiry- Conclusion: Working in their pairs, children discuss the questions on the Lesson Presentation before feeding back their ideas to the rest of the class. Looking closely at their pictograms, children should be able to establish that different kinds of microhabitat encourage different kinds of minibeasts, and to suggest some reasons why this might be the case.</p>	

Taskit

Make it: **Make a Bug Hotel!** Create your own microhabitat to encourage minibeasts into the playground.

Practice it: Reinforce learning on microhabitats with this fu

Classify it: Practise using simple keys with this excellent