



Living Things & Their Habitats

LEARNING GOAL

Identify basic needs of living things and connect plants/animals with suitable habitats.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Identify basic needs of living things and connect plants/animals with suitable habitats.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Living

Use it in your own sentence or explanation.

Habitat

Use it in your own sentence or explanation.

Need

Use it in your own sentence or explanation.

Shelter

Use it in your own sentence or explanation.

Environment

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to living things.

1

Living things need conditions that support life, such as water, energy/food and suitable surroundings.

2

Habitats provide different combinations of food, water, shelter and space.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Try it together

SCIENCE

Adult: model the first item. Child: explain what you notice or how you know.

1 Sort examples as living, once-living or non-living.

2 Match frog/bee/fox with a suitable habitat clue.

3 List three needs shared by many animals.

4 Explain one way a habitat helps an animal.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Sort examples as living, once-living or non-living.
- 2 Match frog/bee/fox with a suitable habitat clue.
- 3 List three needs shared by many animals.
- 4 Explain one way a habitat helps an animal.
- 5 Would a polar bear thrive in a hot dry desert? Use habitat needs to explain.

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 List three needs shared by many animals.
- 2 Explain one way a habitat helps an animal.
- 3 Would a polar bear thrive in a hot dry desert? Use habitat needs to explain.
- 4 Why is a fallen leaf different from a plastic leaf?
- 5 Sort examples as living, once-living or non-living.

SHOW YOUR THINKING

Talk 1 Would a polar bear thrive in a hot dry desert? Use habitat needs to explain.

Talk 2 Why is a fallen leaf different from a plastic leaf?

Talk 3 What strategy, clue or observation helped you most with living things?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Explore a safe outdoor area with an adult. Look for signs of living things without disturbing them.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a habitat for an imaginary small animal. Label food, water, shelter and space.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Would a polar bear thrive in a hot dry desert? Use habitat needs to explain.
- 2 Why is a fallen leaf different from a plastic leaf?
- 3 Create one new example that would help another Grade 1 learner practise living things.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- The conditions do not match polar-bear adaptations/needs.
- A fallen leaf was once part of a living plant; plastic was not alive.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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