



Trees as Habitats

Teacher Page

Students practice FCAT skills while learning about how animals and plants depend on trees.

GRADE LEVEL: 3rd grade

ACADEMIC OUTCOMES/LESSON OBJECTIVES:

- Students will study a table introducing them to the concept of signs of wildlife.
- Students will respond to FCAT-Style questions and prompts in Reading, Writing, Math, and Science.

SUNSHINE STATE STANDARDS ASSESSED:

- LA.3.2.2.2 Use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.3.4.2.3 Writes informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.
- MA.A.3.2.3 Add, subtract, and multiply whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.
- SC.G.1.2.3 Knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
- SC.G.1.2.5 Knows that animals eat plants or other animals to acquire the energy they need for survival.

RESOURCES:

Florida Project Learning Tree Web site - <http://www.sfrc.ufl.edu/plt/>
Florida Department of Education Web site - <http://www.firn.edu/doe/>

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Answer Key:

1. LA.3.4.2.3 Use the 6-point writing rubric.
2. b) MA.A.3.2.3
3. c) SC.G.1.2.3, SC.G.1.2.5
4. d) LA.3.2.2.2



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WRITING

1. A habitat is a place where a plant or animal gets all the things it needs to survive. Think about the ways your home provides a habitat for you. Write to explain how your home habitat provides all the resources you need to survive.

NOTE: Write your response to question 1 on another sheet.

Mr. Alexander took his class into the forest at the edge of the school. Their goal was to search for wildlife and signs of wildlife on trees. The class recorded their observations in the table below.

Our Schoolyard Wildlife

Things the Class Observed	Number of Each Thing They Observed
Animal Signs	
Chewed leaves	5
Bird nests	1
Chewed pinecones	10
Spider webs	12
Holes in the bark	9
Bird feathers	2
Shed snake skin	1
Actual Animals	
Cocoons (Baby moths)	1
Squirrels on the trees	5
Flying birds	15
Ants	25
Dragonflies	2
Plants Growing on Branches	33

Name:

Date:



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MATH

2. Use the table titled, "Our Schoolyard Wildlife," to answer the following question. Which of the following statements describes the class's observations?
- They saw more **Plants Growing on Branches** than **Animal Signs**.
 - They saw more **Actual Animals** than **Plants Growing on Branches**.
 - They saw more **Animal Signs** than **Actual Animals**.
 - They saw more **Plants Growing on Branches** than **Actual Animals**.

SCIENCE

3. Which of the following is the major source of energy for all of the living things?
- fossil fuels
 - oxygen
 - sun
 - water

READING

4. According to the table, "Our Schoolyard Wildlife," which **animal sign** was observed most often?
- ants
 - flying birds
 - holes in the bark
 - spider webs

Name:

Date: