

## **Differentiated Activities**

**Grade Level:** 4

**Subject:** Science

**Topic:** Animal Habitats

### **Learning Goal:**

Help students explain where an animal lives and how it survives in its environment.

### **Step 1: Clear Task Overview**

#### **Main Task :**

Students will learn about an animal and its habitat, then choose how they want to show their learning.

### **Step 2: Student Choice Menu**

How would you like to show what you have learned? Choose one:

| <b>Option</b>  | <b>Description</b>                                   |
|----------------|--|
| <b>Draw</b>    | Make a labelled diagram of an animal in its habitat. |
| <b>Write</b>   | Write 3-5 sentences using sentence starters.         |
| <b>Speak</b>   | Record or present a short oral explanation.          |
| <b>Act out</b> | Show how the animal survives in its habitat.         |

## Step 3: Language Level Supports

### Built-in Scaffolding

1. Beginning ELLs: Use sentence frames like:

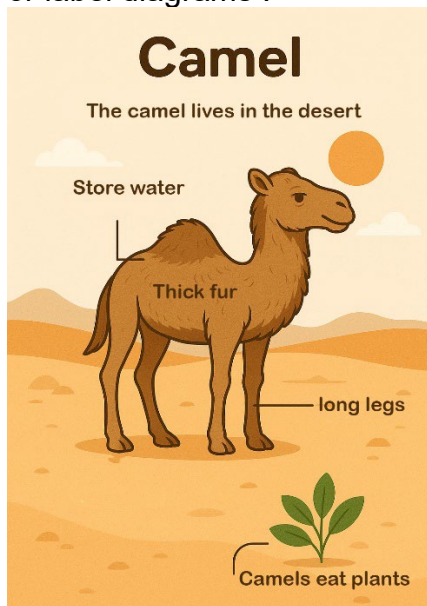
*"The tiger lives in the \_\_\_\_\_. It eats \_\_\_\_\_."*

2. Developing ELLs:

- Write full sentences :

*"The camel lives in the desert. It has long legs and thick fur to stay cool. Camels eat plants and store water in their bodies."*

- or label diagrams :



3. Advanced ELLs: Compare two animals or explain environmental threats

- **Animal comparison:** The polar bear and the fox both live in cold habitats, but they survive in different ways. The polar bear swims and hunts seals in the icy water. It has thick fur and fat to stay warm.
- **Environmental threats:** The Arctic fox has a white coat in winter to hide from predators. Both animals are in danger because their ice homes are melting from climate change.





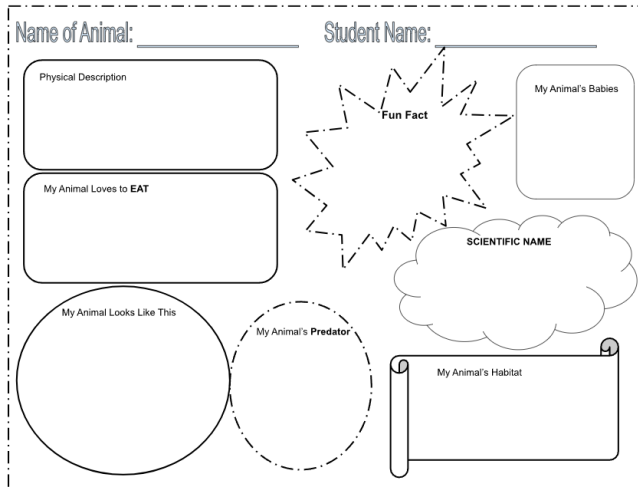
## Step 4: Visual and Hands-On Supports



### To support learning :

- Use picture cards or real photos of animals and habitats.
- Provide a hands-on model station with craft materials.
- Offer a graphic organizer (Animal | Habitat | Survival Needs).

### Teaching Tip:

Let students present their work to a peer or small group before sharing with the whole class. This boosts confidence and oral language development.

| Description                                 | Visual  |
|---|---|
| A sample student choice board               | <p><b>ANIMAL HABITATS</b></p> <p>LEARNING GOAL: Explain where an animal lives and how it survives in its environment.</p> <p><b>Show What You Learned!</b><br/>Choose one way to show your learning:</p> <div> <div> <p><b>DRAW</b></p>  <p>Make a labeled diagram of an animal in its habitat.</p> </div> <div> <p><b>WRITE</b></p>  <p>Write 3-5 sentences using sentence starters</p> </div> <div> <p><b>SPEAK</b></p>  <p>Record or present a short oral explanation</p> </div> <div> <p><b>ACT OUT</b></p>  <p>Show how the animal survives in its habitat</p> </div> </div> |
| A downloadable "Habitat Organizer" template |  <p>The template includes fields for:</p> <ul style="list-style-type: none"> <li>Name of Animal: _____</li> <li>Student Name: _____</li> <li>Physical Description</li> <li>My Animal Loves to EAT</li> <li>My Animal Looks Like This</li> <li>My Animal's Predator</li> <li>Fun Fact</li> <li>My Animal's Babies</li> <li>SCIENTIFIC NAME</li> <li>My Animal's Habitat</li> </ul>   |

| Description  | Visual   |
|--|--|
| Real student examples (photos or anonymized samples) | <div><p><b>REAL STUDENT EXAMPLES</b></p><div><div><p><b>DRAWING</b></p></div><div><p><b>WRITING</b></p><p>A polar bear lives in a cold habitat. There is snow and ice. Penguins wear feathers. Seals have thick skin. The polar bear has thick fur and a layer of fat. He builds a den and takes a nap.</p></div><div><p><b>ACTING</b></p></div></div></div> |