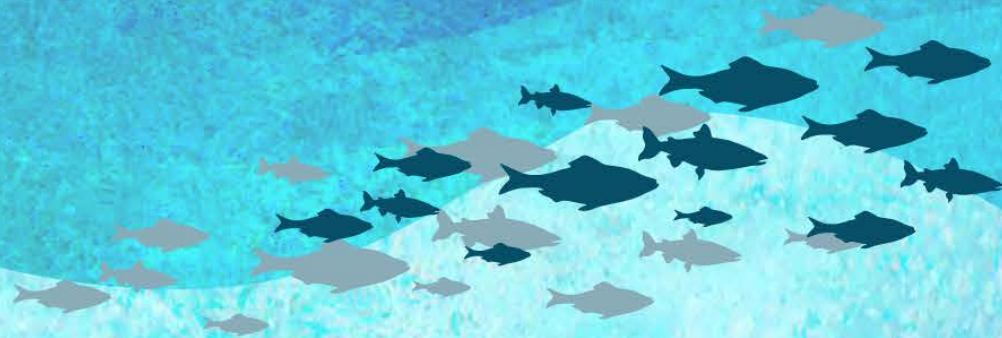




Level 2



Life Science: Habitats

Student Worksheets

Sample!





Contents

Note to the tutor, Page 3

Course overview, Page 4

Assessment brief 1: Plants and animals, Page 5

- Plant or animal, Page 6
- Types of plants and animals, Page 11
- Vertebrates and invertebrates, Page 16
- Sorting animals, Page 23
- Flowering and non-flowering plants, Page 30
- Living or not living, Page 38



Assessment brief 2: Habitats

- Types of habitats, Page 40
- At the pond, Page 47
- In the ocean, Page 50
- In the desert, Page 52
- In the rainforest, Page 55
- In the mountains, Page 57
- In the polar regions, Page 59
- On the farm, Page 61
- In and near the river, Page 62
- In the African savannah, Page 63
- In an urban environment, Page 65
- General habitats, Page 67



Appendix 1: Invertebrates and vertebrates, Page 75

Appendix 2: Puzzles, Page 76

Mapping of learning outcomes, Page 78

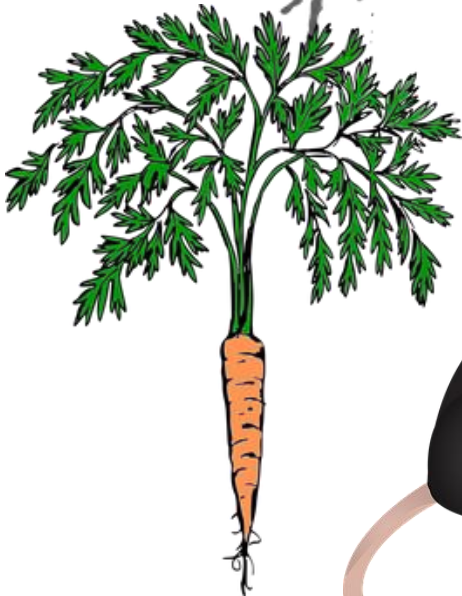
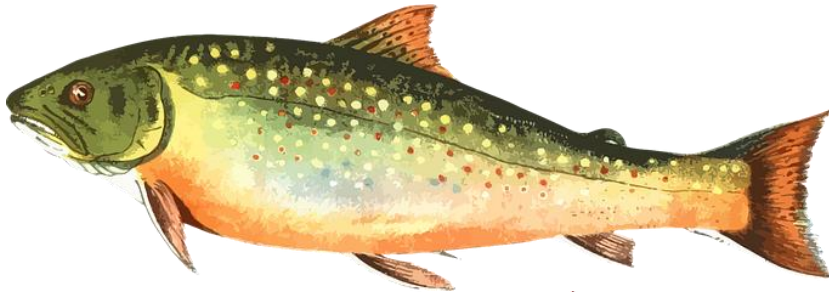


Copyright © 2019 Janna Tiarney, Educoot. All Rights Reserved.



A.Plant or animal?

1. Is it a plant or an animal? Write **P** for **plant** or **A** for **animal**.





2. Write these words in the right column:

cow, goat, tree, sheep, potato, moss, pig, rose	
Plant	Animal

3. Write a plant and animal.

a) Write a plant and an animal that is taller than a pen.

b) Write a plant and an animal found in Ireland.

c) Write a plant and an animal that is red.

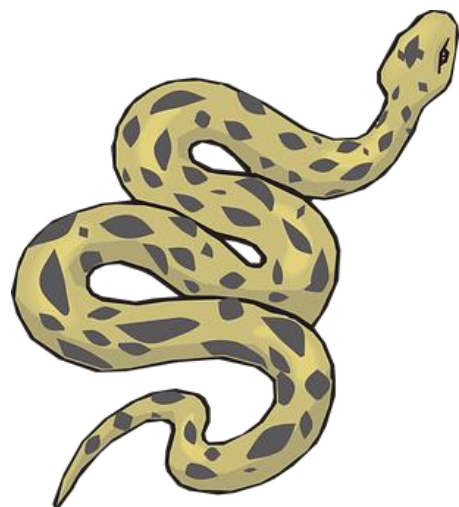
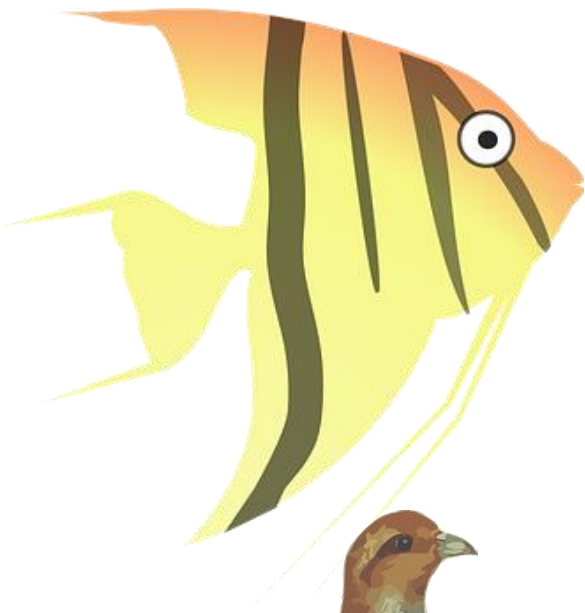
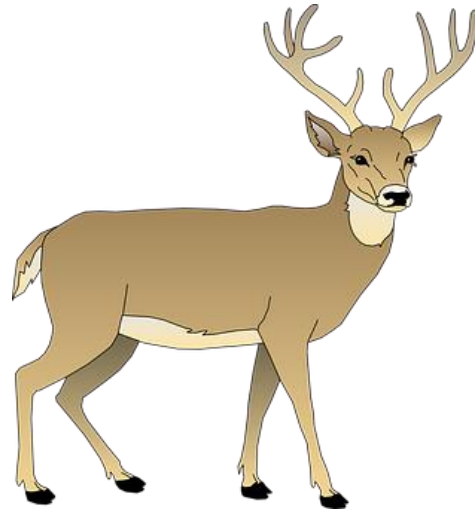
d) Write a plant and an animal that lives in water.



B.Types of plants and animals

I. Label these:

fish, amphibian, bacteria, reptile, bird, mammal

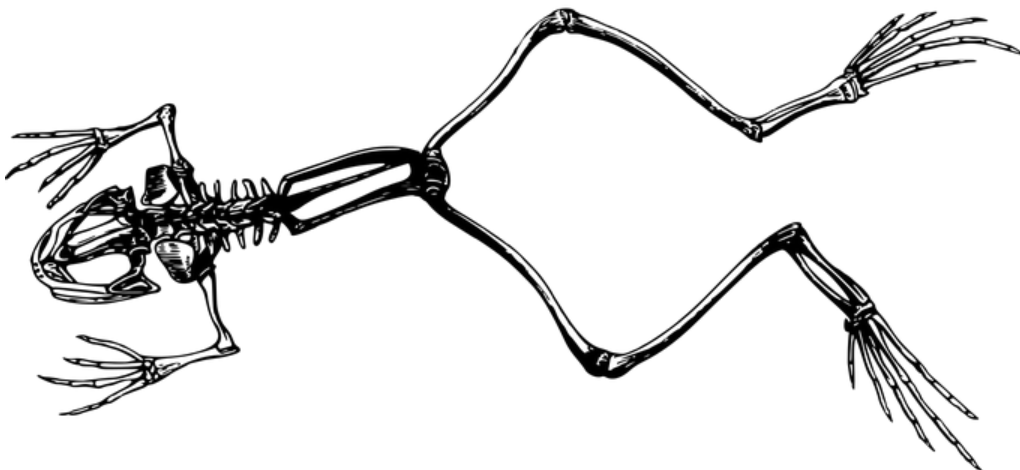




I. Complete the sentences.

Vertebrates, nerve, beings, small, worms, skull, birds, backbone

- a) Invertebrates have no _____.
- b) _____ have an internal skeleton of cartilage and bone.
- c) Vertebrates have a highly developed brain that is enclosed by a _____.
- d) A _____ cord is enclosed by vertebrae – individual bones that make up a vertebrate's spine.
- e) The majority of invertebrates are _____.
- f) Human _____ are vertebrates.
- g) Vertebrates are classified into fish, amphibians, reptiles, _____, and mammals.
- h) Invertebrates include sponges, coral animals, true jellies, sea anemones, sea pens, echinoderms, _____, molluscs (squid, octopus, snails, etc.), and arthropods (insects).





C. Sorting animals

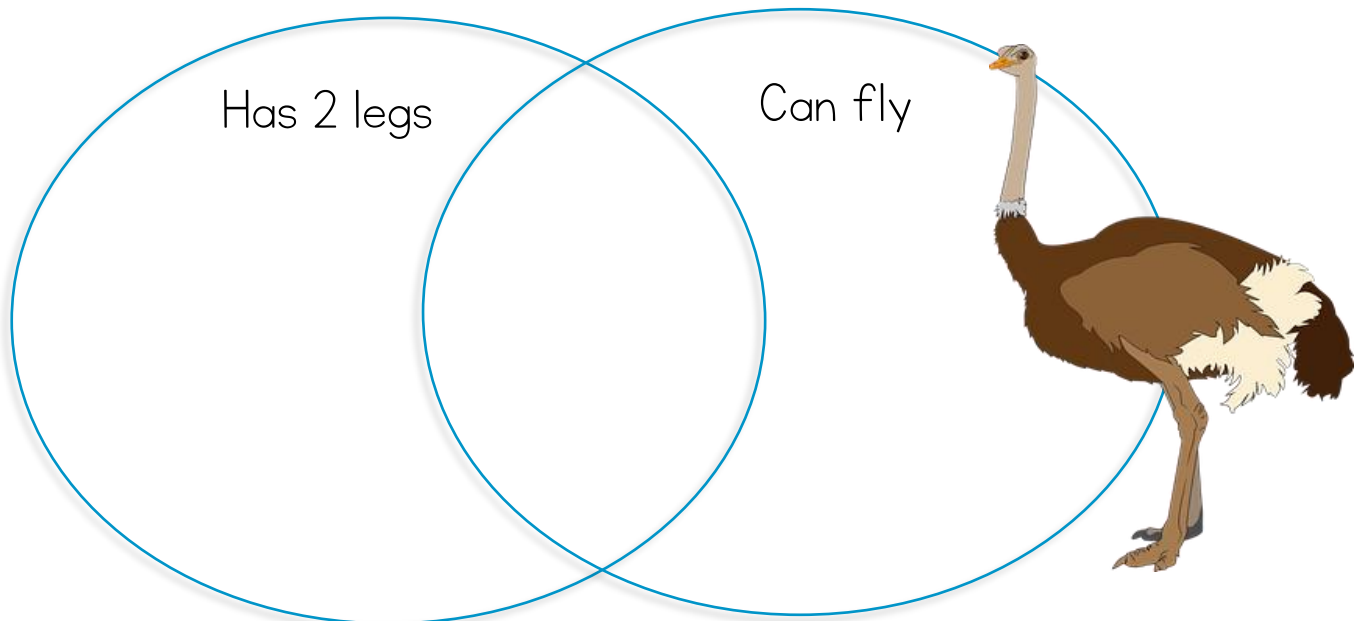
1. Group the animals.

whale, beetle, squid, badger

	Has legs	Does not have legs
Invertebrate		
Vertebrate		

2. Group the animals.

ladybug, ostrich, eagle





D. Flowering and non-flowering plants

I. Complete the sentences:

sunflower, pollen, moss, cones, plants, flowers, carry

Flowering plants are categorised as high-class plants.

- a) At the adult stage, the plant produces _____
which can develop into fruits and seeds after being pollinated
and fertilized.
- b) Many flowering plants use animals to carry -
_____, from one plant to the other.
- c) Rose, hibiscus, _____, mango, mango, and banana
are flowering plants.
- d) Non-flowering plants reproduce using spores as they do not -
_____ flowers.
- e) They produce spores, fungi or _____ that are
used for propagation (reproduction).
- f) Non-flowering _____ plants use the wind and, in
some cases, the water to pollinate.
- g) Algae, _____, fern and conifer are non-flowering
plants.





2. Compare these plants. You can use these words:

leaves, flowers, fruit, size, colour






primrose



conifer

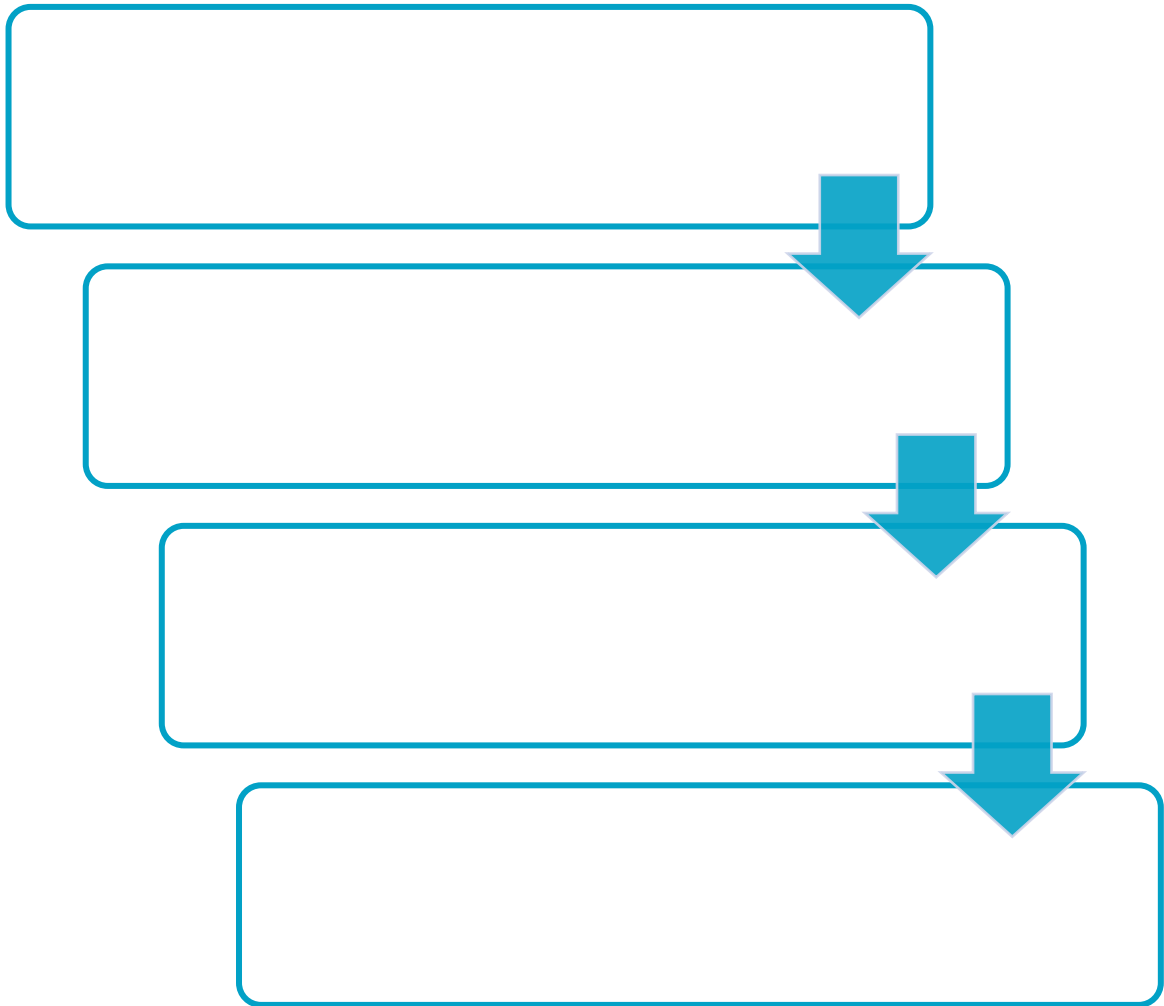
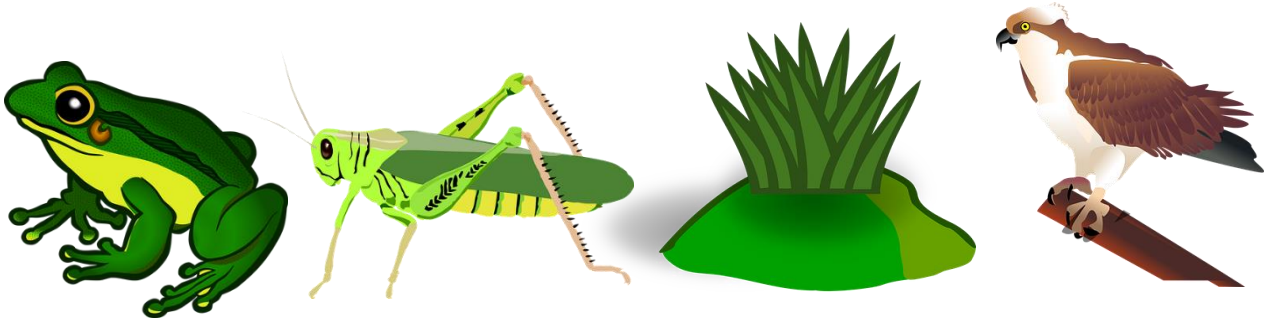
3. Complete the table:

Describe the animals and explain using the features below:			
leaves			
flowers			
fruit			
size			
colour			



1. Create a food chain with the following:

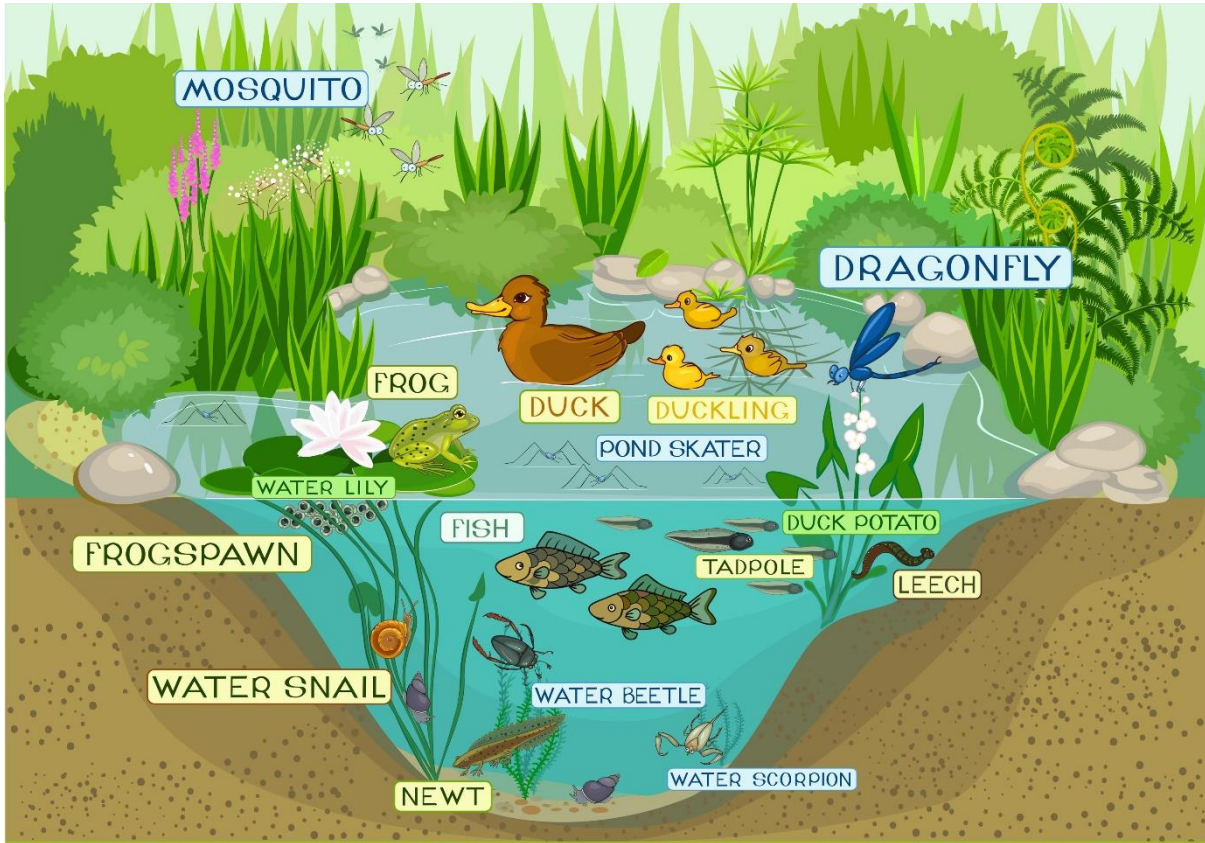
frog grasshopper grass hawk





A. At the pond

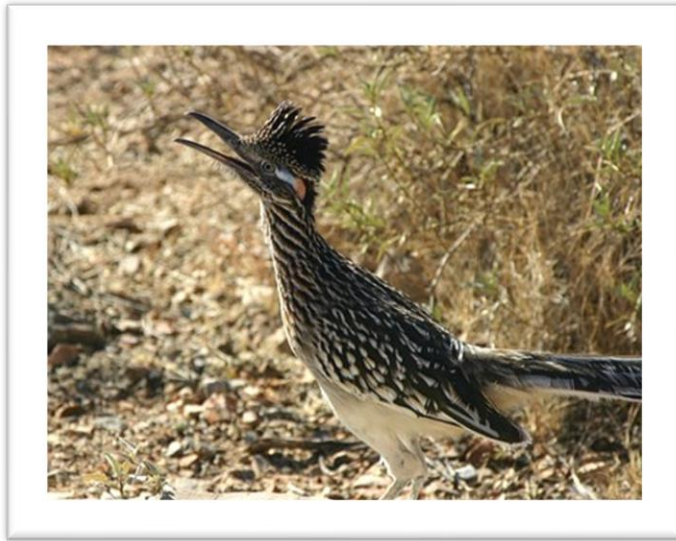
1. Look at this pond. Write down some living things you can see in this habitat. Write them in the correct columns.



Plant	Animal



1. Read about the roadrunner and answer the questions.



- This bird is found mainly in the American southwest.
- It lives in deserts, grasslands, and woodlands from Missouri to Mexico.
- It can fly but prefers to run at speeds as fast as 18 miles per hour.
- It is well-adapted to

arid habitats. It has glands near its eyes that it uses to secrete excess salt.

- It can survive without drinking water, as long as it eats prey with high water content.
- The roadrunner's diet includes insects, birds, lizards, snakes, mice, and fruit, all of which it finds on the ground.

a) Name one habitat this bird can be found in.

b) Name one way it is suited to its habitat.

c) Name one thing it eats.



B. In an urban habitat

1. Complete the sentences about urban habitats:

adapted, towns, food, invertebrates, animals, people



a) Urban areas (cities and _____) are home to many animals.

b) Some are kept and raised by _____, while others are able to survive in human populated areas.

c) This includes birds, small mammals, and lots of _____ (bugs!).

d) Many species have _____ to urban life successfully. The cities of the world provide a reliable _____ source to animals such as rats and pigeons.

e) The homes of city and suburban areas can offer shelter and warmth for _____ and bugs.

2. Name some creatures you have seen in Ireland's urban areas:



name common pets that people have:



Mapping of learning outcomes

Learners will be able to:

1. Sort familiar living things into groups of plant and animal kingdoms, e.g. fish, amphibians, reptiles, birds, mammals [Pages 6 to 10 \(plant or animal\)](#), [Pages 11 to 15 \(types of plants and animals\)](#)
2. Sort familiar living things into vertebrates/invertebrates, e.g. spiders, worms, insects or fish/amphibian/bird/mammal/reptile. [Pages 16 to 22 \(vertebrates and invertebrates\)](#), [Pages 23 to 29 \(sorting animals\)](#)
3. Identify a flowering and non-flowering plant, e.g. trees, roses, grasses, or ferns, fungi [Pages 30 to 37 \(flowering and non-flowering plants\)](#)
4. List plant and animal life forms in a local habitat. [Page 35 \(plants in a local habitat\)](#), [Page 49 \(pond dipping\)](#), [Page 71 \(animals in local habitats\)](#), [Page 72 \(garden habitat\)](#), [Page 74 \(general habitats\)](#)
5. Name some characteristics that enable living things to thrive in a local habitat. [Page 10 \(differences between plants and animals\)](#), [Page 19 \(invertebrates\)](#), [Page 22 \(vertebrates and invertebrates\)](#), [Page 25 \(animal adaptations\)](#), [Page 26 \(characteristics of different groups\)](#), [Pages 27 and 28 \(birds\)](#), [Page 29 \(eating habits\)](#). [Pages 30 to 32 \(what plants need\)](#), [Page 37 \(plant adaptations\)](#), [Page 38 \(living or not living\)](#), [pages 42 to 44 \(food chains\)](#), [Page 45 \(shelter\)](#), [Page 46 \(animal adaptations\)](#), [Pages 50 to 51 \(how an animal is suited to ocean habitat\)](#), [Pages 52 to 54 \(how an animal is suited to desert habitat\)](#), [Pages 55 and 56 \(how an animal is suited to rainforest habitat\)](#), [Pages 57 and 58 \(how an animal is suited to mountain habitat\)](#), [Pages 59 and 60 \(how an animal is suited to polar habitat\)](#), [Page 61 \(how an animal is suited to farm habitat\)](#), [Page](#)



62 (how an animal is suited to river habitat), Pages 63 and 64
(how an animal is suited to savannah habitat), Pages 65 and 66
(how an animal is suited to urban habitat), Page 73 (animal
study)