Animal Homes Near and Far

Renee Benefield

Description

Students work in cooperative groups to list animal habitats. They conclude the lesson by selecting one of the habitats and writing about some of its characteristics and listing a few animals that live in that environment.

Standards

Florida Sunshine State Standards

SC.G.1.1.3.1.1
The student knows some characteristics of different environments and some plants and animals found there.

Florida Process Standards

Critical and Creative Thinkers
04 Florida students use creative thinking skills to generate new ideas, make the best decision, recognize

and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.

Materials

-Large chart paper or chalkboard (The chart paper is easy to relocate to a bulletin board or science center.)
-Pencils, crayons, markers for student use
-Paper for each cooperative group to list their habitats
-Paper for each student to write about one environment of their choice
-Copy of Animal Homes Near and Far worksheet for each student (See Associated File)

Preparations

1. Put up chart paper.
2. Gather paper for group project.

3. Provide pencils, crayons and markers for student use.
4. Make copies of the Animal Homes Near and Far student worksheet. (See Associated File)

Procedures

NOTE: This lesson does not address the plants in a habitat.

1. Introduce the lesson with a lead-in question to provoke a student brainstorming session of habitats from around the world. Ask the students if they were an animal, where would they live and why.

2. Explain that there are many different places all over the world that are homes to animals. Many animals have special characteristics to help them survive in their home environment.

3. Introduce the term habitat. Habitat is an animal home. An example of the previous concept would be a polar bear lives where it is very cold, like the North Pole, and it has a thick, furry coat. Ask the students if they think a polar bear could survive at the beach. Talk about their responses.

4. Tell the students that today they will work together to list as many places animals can live as they can. Explain that they will be working in a group. Go over group rules: One person needs to be the recorder and write down all of the items for the group. All of the other members take turns giving items one at a time. They are not to shout out answers; suggest that they go around the circle to keep things orderly. Allow 20 minutes for the students to work in

their small groups.

5. Call the class together again and ask them to bring their lists of habitats.

6. Record the habitats on the chart paper, having each group call out things they listed. Explain that it is ok for groups to have many of the same habitats.

7. Review the list and ask questions to evoke some of the habitats that may not have been listed.

8. Discuss some of the different animals, large and small, that live in some of the habitats listed.

9. Have the students discuss some of the characteristics that make habitats different from each other. For

example, a desert is hot and dry. A cave is dark and damp.

10. Go over independent directions with the students. Tell them they will pick one habitat from the list and write down 3 characteristics of that habitat. They will also write down some of the animals that would live in that habitat. Pass out the copy of the Animal Homes Near and Far student worksheet (See Associated File) on which they will record their answers.

11. Collect papers at the end of independent work time.

Assessments

NOTE: This lesson does not assess the plants in a habitat.

At the conclusion of the lesson, the students complete the Animal Homes Near and Far student worksheet as

an assessment to show their understanding of the characteristics for a selected habitat and animals that inhabit that particular habitat. Students should receive formative feedback as they are working and should be allowed to correct and add to their papers.

Extensions

Assign students to draw a mural of a habitat that includes some of the animals that live there. This lesson may be taught over 2 days.

Attached Files

This file contains the Animal Homes Near and Far student worksheet. File Extension: pdf

The Lorax

Objective: To inform children of the current environmental issues through a metaphor in which they can understand.

Materials: The Lorax (book) by Dr. Seuss, The Lorax (video), drawing paper, colored pencils

Procedure: Read The Lorax to children, show the video, ask them what they think it means, any similarities they see in the world today, what they think would happen in a sequel, and draw their reimagined Lorax world.

"Oh Deer!"

OVERVIEW: This lesson in environmental education is necessary to show children the interdependence of animal life with their environment.

PURPOSE: With our planet in the serious condition it exists today, children need to see the plan of nature so that they can understand the need to preserve and protect our resources.

OBJECTIVES: Students will be able to:

1) Identify and describe food, water and shelter as three essential components of habitat.
2) Describe the importance of good habitat for animals.
3) Define "limiting factors" and give examples.
4) Recognize that some fluctuations in wildlife populations are natural as ecological systems undergo a constant change.

RESOURCES/MATERIALS: Project Wild, Western Regional Environmental Education Council

ACTIVITIES AND PROCEDURES:

1. Describe the fundamental necessities of animals: food, water, shelter and space in a suitable arrangement.
2. Demonstrate to students that without these essential components, animals cannot survive. Do this by playing "Oh Deer!"
3. Have students count off in fours, with all those sharing the same number gathering in certain corners of the classroom. (This game is best played outdoors but may be adapted to inside play.)
4. Mark off two parallel lines on the playground or floor that are about ten to twenty yards apart.
5. Have all the "ones" behind one line and all the rest behind the other line. The "ones" will become the deer.
6. The other students will become the components of habitat: food, water, shelter and space.
7. When a deer is looking for food, it should clamp its hands over its stomach. When it's looking for water, it puts its hands over its mouth. When it is looking for shelter, it holds its hands together over its head. When it is looking for space, it should hold its arms straight out at its sides. A deer can choose to look for any of these needs during each round, but it cannot change what it is looking for in that round. It can change in the next round if it survives.
8. The students who are the components of habitat may choose which they will be at the beginning of each round. They will depict that component in the same manner as the deer.
9. The game starts with all players lined up on their respective lines and with their backs to the students at the other side. The teacher asks all students to pick their sign. When they are ready,

count: "One...two...three." At the count of three, the students turn and face each other showing their signs.

10. The deer run to the habitat component they are looking for and take that component back to the deer side of the line. (This represents the deer's successfully meeting its needs and reproducing as a result.) Any deer that fails to find the component it was seeking dies and becomes part of the habitat, joining the students on the habitat side.
11. The teacher keeps track of the number of deer at the beginning and ending of each round. Continue play for fifteen rounds.
12. At the end of fifteen rounds discuss the activity; encouraging the students to talk about what they experienced and saw. The herd grows in the beginning, and then some must die as the habitat is depleted. This fluctuation is a natural process unless factors which limit population become excessive.
13. Discuss what excessive limiting factors are: drought, fires, deforestation, uncontrolled hunting.
14. The teacher should make a line graph of the number of deer alive at the end of each round to show that it is naturally cyclical.
15. Have the students summarize what they have learned from the activity.
16. If the game is played again, be sure to include the limiting factors. For example, if there is a drought no student on the habitat side can choose water as their symbol.
17. A new graph can be made to show the difference made in the natural cycles.

TYING IT ALL TOGETHER: When students have played the "Oh Deer" game it helps them to understand the interdependence of animals on their environment. Hopefully, they will see that as human beings they can be a part of the limiting factors which affect our environment. With this knowledge they may become more responsible in taking care of our ecological systems.

Lesson Plan: Making Paper

Science, level: Pre-School

Materials Required: scrap paper, water, blender, large mixing bowl, screen
Activity Time: 30-45 minutes
Concepts Taught: conservation, changing physical states, recycling

Procedures:

1. Save classroom paper scraps for several days. Children may also want to bring in some from home. (This should be encouraged, so they can feel they have provided something personal to the project & they can inform parents about the need for recycling.)
2. Set up blender (or can use a food processor).
3. Explain blender safety: a. only an adult can use the blender because of sharp blades. b. The lid must always be on the blender until all motion of the blades has stopped.
4. Have students begin to add a few small scraps of paper into the blender pitcher.
5. Add just enought water to thoroughly soak paper.
6. Place lid on the pitcher and begin blending.
7. After a few seconds, check the mixture. Add water and paper as needed.
8. Empty the pulpy mixture into a bowl.
9. Repeat steps 4 through 8 until bowl is nearly full or until each student has had a turn helping create the mixture.
10. Outside, or over a large basin (a water table is ideal!)pour and spread the pulp in the bowl over the screen.
11. Place the screen outside or in a warm, dry area for several hours. (overnight is best!)
12. After several hours, touch the screen to see if the pulp is dry.
13. When pulp is dry, slowly peel the paper off the screen.
14. Out the paper into small squares for each student.

Discussion:

1. talk about what happened to the paper when water was added to

it. What happened to it in the blender?
2. why did it go back to being like paper?
3. how is this paper different from the paper we use to write and draw on?

Find The Toxins with Toxie the cat!

- This is a very fun site that teaches children some of the hazardous toxins that can be found in an average home.
- This fun and educational game comes with a printable letter of congratulations at the end of the game when all the toxins have been found.
- Follow this site and you too can experience the fun games that come with this great lesson plan.

http://toxmystery.nlm.nih.gov/