

Animal Homes

Students will understand that all animals live in a habitat and identify the four basic resources all animals need in their habitat to survive: food, water, shelter, and space.

Grade Level: Kindergarten

Phenomena: Where do animals live and why do they live there?

Objectives:

- Students will identify the four basic resources animals need for survival: food, water, shelter, and space.
- Students will define habitat and give examples of different animal habitats.
- Students will create an animal's habitat and label the resources within it.

Materials:

- Drawing paper
- Crayons
- Pencils
- Play-dough

Appendixes:

- Habitat Song: page 5
- Animal Pictures: pages 6-9

Time Considerations:

- Preparations: 10 minutes
- Lesson Time: 50—55 minutes
 - Activity 1: 8 minutes
 - Activity 2: 15 minutes
 - Activity 3: 8 minutes
 - Activity 4: 10 minutes
 - Activity 5: 10 minutes

Related Lesson Plans:

Animal Tracks, Worms, Plant Parts, Skins and Skulls, Owl Pellets, Checks and Balances



Nevada Academic Content Standards—Science

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Science and Engineering Practices:

Developing and Using Models
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas:

ESS2.E Biogeology
ESS3.A Natural Resources
ESS3.C Human Impacts on Earth Systems
ETS1.B Developing Possible Solutions

Crosscutting Concepts: Patterns

Excellence in Environmental Education Guidelines

Cause and Effect
Systems and System Models

Strand 2.2—The Living Environment

- A. Learners understand basic similarities and differences among a wide variety of living organisms and understand the concept of habitat.
- C. Learners understand basic ways in which organisms are related to their environments and to other organisms.

Background

All animals need a home. An animal's home, or habitat, can be compared to a neighborhood in which people live. A habitat provides an animal with all four necessities of survival (food, shelter, water, and space). In their habitats, animals need to have enough space to find adequate food and water to stay nourished, as well as enough space to find shelter, or protection from unpleasant elements.

People build different types of shelters to live in. A house,

apartment, or trailer are all types of shelters that a person may inhabit. An animal's "house" or shelter may be different from a type of house that we live in, and may also be different than other animals' shelters. Animal shelters can be underground, in a tree, in a bush, in a cave, or even underneath rocks or leaves. Not only do animals live in different types of shelters, they also live in different parts of the world. They can be found in many different habitats all over. While all animals have to have a habitat, they are all unique in the way they acquire

Preparation

their four basic necessities for survival.

(SEP: Engaging in Argument from Evidence)

Write the word habitat on the board next to several animal pictures. Ask the class if they know what the word habitat means.

Encourage students to look at the pictures as clues to help summarize their ideas as to what the word may mean.

When all students are finished making their animals, ask students to think to themselves about what their animal needs to survive.

Then have students turn to their neighbor and share these needs with each other.

Activity 3: Habitats!

(SEP: Analyzing and Interpreting Data)

Bring the students back together and ask them to share some of their animals' survival needs with the class. List all student responses on the board.

Turn the class's attention to the list on the board. Ask students if they feel some of their ideas can be grouped together (i.e. meat, food, grass)? By working with students, group their ideas together into the following main ideas: food, water, and shelter.

Ask students if they believe all animals absolutely need these main ideas in their habitat to survive? (YES!)

If the class agrees, write these words beneath the word habitat on the whiteboard. If any students disagree, ask him or her to share their thoughts. Use their Play-Doh animal to help the student understand how these resources indeed are vital to it's survival.

Doing the Activity

Gather all the appropriate materials.

Make a poster of the Habitat Song lyrics.

Create an animal from Play-Doh to share with students in Activity Two. In addition to this animal, draw it's habitat to share with students in Activity Five.

Tape pictures of animals around the classroom or on the white board.

Activity 1: Habitat Introduction



Image 1: A Black Bear in its habitat
<http://www.grandfather.com/animal-birthday-party-june-13-at-grandfather-mountain/>

Allow a couple students to share their thoughts. In summary, explain that the word habitat describes the place that an animal lives.

Tell students there are four things that all animals need to survive in their habitat. The goal for the lesson is to discover what these four things are.

Activity 2: Play-Doh Animals!

(SEP: Developing and Using Models)

Like scientists, today students will use a tool to help complete the lesson's goal. Students will use a ball of Play-Doh to create an animal to study during the lesson.

Show students an example of an animal you made prior to the class. Tell students they can create any animal they wish from the Play-Doh. When students are finished, they are to set their animal on their name tag and wait for their classmates to finish.

Pass out a ball of Play-Doh to each student and begin!

Activity 4: Space Exercise

(SEP: Developing and Using Models)

Typically, students will not list space as a need for survival. Therefore, instruct students to place all their animals in a small area (the top of a desk) then, as a class, stand in a circle around the desk.

Ask students to imagine that all their animals are real. Would these animals be able to live comfortably in this area? What is it that animals need to have between one another?

At this point if students continue to struggle with this thought, have students experience the feeling of lack of space. Tell all the students to move in as close as possible to one another. Again



Image 2: <http://www.chiptaylor.com/ttlmnp3516-.cfm>

ask students if they feel they could live comfortably together like this? (No!)

People, like animals need space in their habitats. Have students again look at their Play-Doh animals to make this connection.

Return students to their desk and add space to the list of habitat needs.

Activity 5: Habitat Drawings

Conclusion

(SEP: Obtaining, Evaluating, and Communicating Information)

After creating the list of the basic needs, introduce students to the following rhyme: "With food, water, shelter, and space, a habitat is a wonderful place" Explain to the class, they will have the opportunity to apply their new found knowledge, by drawing their animal's habitat.

Assessment

Share your Play-Doh animal's habitat with the class. Students are to draw and label their animal's habitat including the resources needed for survival (food, water, shelter, and space).

Those who finish early are to turn their paper over and draw

Extensions

an animal's habitat from another part of the world (i.e. Polar bears, elephants, tiger).

When students are finished, have students pair share their pictures with their neighbors. Review the four basic needs that all animals have to have in their habitats to survive.

Challenge students to go home and discover animal

habitats in their backyard or in their homes (spider webs, ant hills, birds' nest).

Assess students on their habitat drawings. Does their habitat have everything an animal would need to survive? In the habitat does the animal have a shelter, access to water and food, and enough space to live?

Assess students on their contribution to class discussions.

Wild Animal Investigation

Divide the class into groups of two or three.

Choose either animal books, magazines, pictures, or National Geographic for students to investigate.

Explain to students their goal is to look through their animal books, magazines, etc. and discover the following about their animals:

1. What type of food does it eat?
2. Where does it get its water from?
3. What type of shelter does it use?
4. How much space does it need?

Have students orally present the information found to the class.

Students can also draw a picture of their findings or construct a shoe box diorama.

Habitat Hunt!

Take the students outside to a local park or the playground and have the class search for habitats. Scatter a few small feathers and leaves inside the nest to make it look realistic.

Ask the students to compare different types of habitats. How is the habitat of a fish the same as a bear's habitat? How is it different?

Read a book

Hoberman, Mary Ann. *A House Is a House for Me*. New York : Random House, 1978.

Make a Nest

Materials: Paint brush, glue, plastic bowl, dried grass, moss, feathers, leaves and candy wrappers.

Using a paintbrush, spread glue all around outside of the bowl. Pick up small handfuls of dried grass and stick them onto the bowl.

Spread glue around the inside of the bowl. Then stick on a layer of more dried grass and moss in order to make a soft cozy center.

Vocabulary

Endangered Species: a species or type of plant or animal that is in danger of becoming extinct.

Habitat: the place and natural conditions in which a plant or an animal lives.

Needs: something you have to have.

Shelter: a place where you can keep covered in bad weather or stay safe and protected from danger.

Survival: the act or process of remaining alive.

Sources

- The American Heritage® Science Dictionary Copyright © 2002 Published by Houghton Mifflin Company.
- Project Wild K-12 Activity Guide® Copyright © 2002 by Council for Environmental Education.
- Wilkes, Angela. *Animal Homes*. Boston: Kingfisher, 2003.

Images:

1. <http://www.grandfather.com/animal-birthday-party-june-13-at-grandfather-mountain/>
2. <http://www.chiptaylor.com/tlmp3516-.cfm>
3. <http://animals.nationalgeographic.com/animals/mammals/african-elephant/>
4. <http://animals.nationalgeographic.com/animals/mammals/gray-kangaroo/>
5. <http://zooexplorer.files.wordpress.com/2012/02/polar-bear-stock.jpg>
6. <http://www.naturephoto-cz.com/american-alligator-photo-9232.html>

Habitat ©1980 by Bill Oliver

C Am F G
The ocean is a habitat, a very special habitat,
C Am F G
It's where the deepest waters at, & where the biggest mammals at,
C Am F G
It's where our future food is at, it keeps the atmosphere intact,
C Am G C
The ocean is a habitat that we depend on.

Chorus

C Am F G
Habitat, habitat, have to have a habitat,
C Am F G
Habitat, habitat, have to have a habitat,
C Am F G
Habitat, habitat, have to have a habitat,
C Am G C
You have to have a habitat to carry on!!

Second Verse

The forest is a habitat, a very special habitat,
It's where the biggest trees are at, it's where a bear can scratch his back,
It keeps the ground from rolling back, renews the aquifers in fact,
The forest is a habitat that we depend on.

(Repeat Chorus)

Third Verse

The river is a habitat, a very special habitat,
It's where the freshest waters at, for people, fish, and muskrats,
But when the people dump their trash the river takes the biggest rap,
The river is a habitat that we depend on.

(Repeat Chorus)

Bridge:

People are different from foxes and rabbits,
Effect the whole earth with their bad habits,
Better to love it, while we still have it,
Or rat-a-tat-tat, our habitats gone.

(Repeat Final Chorus)



Image 3: <http://animals.nationalgeographic.com/animals/mammals/african-elephant/>



Image 4: <http://animals.nationalgeographic.com/animals/mammals/gray-kangaroo/>



Image 5: <http://zooexplorer.files.wordpress.com/2012/02/polar-bear-stock.jpg>



Image 6: <http://www.naturephoto-cz.com/american-alligator-photo-9232.html>