

Habitats & Adaptations

K-2 Pre-Activity

Lesson Summary

Students search for items outdoors in order to explore their surroundings and better understand their habitat. Students then reflect on the things that help them to survive in their habitat.

Objectives

Students will be able to gain an understanding of their own surroundings

Students will be able to define habitat

Students will be able to identify their basic needs and the things they need to survive

Essential Question

What is a habitat?

Materials

- Activity Sheet (or worksheet such as provided at the end of the lesson)
- Scrap paper
- Writing utensils

Prep

1. Week before: Preview and select an area for students to explore outdoors (this can be a sidewalk, a courtyard, or a park). Note good stopping places for students to observe their surroundings.
2. 1 Day before: Print out activity cards as needed (1 for each student)
3. 1 hour before: Reassess the outdoor area to ensure its safety given current availability, weather conditions, and other factors.

Key Terms

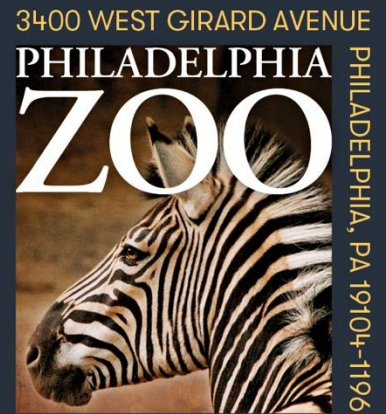
- **Basic needs:** the absolute minimum resources necessary for long-term physical well-being and survival
- **Habitat:** the natural environment of an animal or plant, where that living thing can find their food, water, shelter, and space

Background

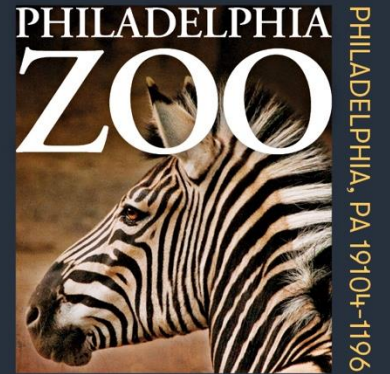
All animals require food, water, shelter, and space in order to survive. Where an animal finds these basic needs are within their habitat. There are many different habitats, and they are characterized by physical and biological features.

Implementation

1. Excite: Ask students to describe their surroundings. This can include the building that they're in, their home, outside, whatever they consider to be their surroundings.
2. Explore: Share with students that they will continue to explore their surroundings by going outdoors, and will be keeping track of some of the items they find. Distribute the activity sheet and instruct students on how they will use it. Then, bring the students outdoors and have students begin their search.



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- a. If you decide to use the BINGO card, give one card and a writing utensil to each student. Demonstrate to the students how to mark an "X" in the appropriate boxes as they find items (and that they can only use something they find to X out one box.) Optionally, make a goal to get 5 "X"s in a row, either vertically, horizontally, or diagonally.
3. Once students have spent some time outside searching for items, bring them back together. Have students to describe in detail some of the things that they found.
4. Explain: Share with the students that by exploring their surroundings, they explored parts of their habitat. Ask students if they are familiar with the word habitat and if they can share what they know about a habitat. Our habitat is where we live, is composed of living and nonliving things, and where we get the things we need to be happy and healthy.
5. Elaborate: Have students share some things that make them happy and healthy, and to describe where some of those things come from. As students share, list the items they share into two untitled columns. Anything related to food, water, shelter, and space should be in one column, and anything else should be listed in the other column.
6. Share with the students that there were some commonalities, and these are the things that all living things need to survive and the things they should be able to get from their habitat: food, water, shelter, and space. (If any of these items were missing from the student-gathered list, provide probing questions that may help them get there). Label this list with the words "Basic needs." Share, however, that even though we all need these things, it may look a little bit different for each of us (we may prefer different foods, we may prefer to drink water in different ways, our shelters may look different, we may prefer different amounts of space from people, etc.)
7. Evaluate: Have students share some of the specific things that make them happy and healthy; What are some other things you need to survive as well as some of the things you want. Students can reflect on this through journaling, through drawing, through discussion, or another activity.


Extensions

In order to emphasize that a habitat is made up of living and nonliving things, have students sort out which of their findings were living and which were nonliving. Living things may include any plants and animals. Nonliving things might include the sun, soil, water, or sock.

Curriculum References

3.1.1.A2, 3.1.2.C2, 3.1.K.C3, 3.1.1.C3, 4.1.K.A, 4.1.1.A, 4.1.2.A, 4.1.1.C, 4.1.2.C, 4.1.K.D, 4.1.1.D, 4.1.2.D, 4.4.K.C, 4.4.1.C, 4.4.2.C, K-LS1-1, K-ESS2-2, K-ESS3-1, 2-LS4-1, 1-LS1-1



B	I	N	G	O
Something the same color as your shirt	A blade of grass	A bird	A pleasant smell	Something that feels rough
An animal climbing	A tree that is taller than you	A rock smaller than a quarter	An insect	Soil
A flower	An animal with legs		An animal digging	A leaf that is not green
Water	An animal flying	An unpleasant smell	Birds making sounds	A mammal
An animal home	A seed	A stick longer than your arm	Something that feels smooth	A cloud in the shape of an animal

What science tools did you use while exploring?

EYES

EARS

NOSE

TOUCH