

ANIMAL HABITATS

FIRST GRADE SCIENCE DOCENT

OBJECTIVE—Students will group animals by the habitat in which they live.

INTRODUCTION (10 minutes)

- Read Who Lives Here? To the class.
- What is a habitat? (Call on students with their hands raised for answers.) A habitat is the environment in which an animal lives. It is like an “address” for a species of animal.
- Animals live in different kinds of homes or habitats. (Show cards of different habitats: Polar, Tundra, Forest, Grassland, Desert, Mountain, Ocean, River, and Lake) Point out the type of climate and vegetation available in that environment.)
- Animals are suited to the type of habitat they live in. (Show the animal props.) There are animals with fur or hair (mammals—bears); animals with feathers (birds); animals with scales, gills and fins (fish); animals with scales (reptiles—snakes); animals that live in both land and water (frogs); animals with 8 legs (spiders); and there are those 6-legged/three body part animals (insects).
- All animals are different, but all animals need (hold up “basic need” cards): air, water, light from the sun, shelter and food.

Materials: Who Lives Here?; habitat cards; animal habitat bag containing bear, bird, fish, snake, frog, spider, insects; “basic needs” cards

HANDS-ON ACTIVITIES (WHOLE GROUP--35 minutes)

Activity One—Animal’s Habitat Classifying (10 minutes)

1. Place animal habitat mat on the floor.
2. Divide the animal figures up between the students.
3. Each student takes turns putting their animal in the right habitat: land, air, water.
4. Ask students what habitat their animal belongs to: polar, tundra, forest, grassland, desert, mountains, oceans, rivers, or lakes

Materials: Animal Habitat Diagram floor mat; “Animals of All Kinds” flashcards; habitat cards.

Activity Two—Who Lives Here? (20 minutes)

****Prep Time:** Prior to the lesson or while the students are drawing, each docent should make a title cover for the classroom book. Use a 5x7 card; see example in “Animal Habitats” container.

1. Show the index card “Who Lives Here” examples.
2. Tell the students to close their eyes, think of an animal, and don’t tell anyone. Encourage the students to think of different animals than the examples given.
3. Give each student an index card. Have them draw a picture of the habitat where the animal they thought of lives. (Allow 3 minutes)
4. Give the students a second card to draw a picture of what the animal eats. (Allow 3 minutes)
5. Give the students a third card and have the students draw a picture of the animal. (Allow 3 minutes)
6. Let students take turns in their groups trying to guess each other’s animals.
7. Combine all the cards together with the title card to make a personal classroom book.

Materials: 5x7 index cards with a hole punched in the top left corner—3 per student; markers or crayons; title card; book ring; example for showing students.

Activity Three—Animal Habitat Snack (5 minutes)

1. Place the large bowl on top of the cart. Tell the students to think of the bowl as the habitat of all the animals in the world. This habitat contains all the things that all the animals need to live—sun, air, water, and food. (Point out the “Basic Need” cards.)
2. All these animals share their different habitats on our home or habitat called EARTH. Mix the animal crackers, gold fish, and gummy worms together in the bowl.

Materials: Large bowl; animal crackers; gold fish; gummy worms; “Basic Needs” cards.

CONCLUSION (5 MINUTES)

Ask the students these questions after passing out a hand-full of the animal snack to each student.

1. What does habitat mean? *The environment in which an animal lives.*
2. What are some of the different habitats of animals? *Polar, tundra, forest, grassland, desert, mountains, oceans, rivers, or lakes.*
3. What is your habitat? *Home, school... we live between 2 mountain ranges and close to wetlands, forests, rivers, lakes and an ocean. California is one of the few states that contain all the habitats excluding tundra and polar regions.*
4. What do all animals need to live? *Air, water, sunlight, food, and shelter.*

(If your students will be participating in a zoo fieldtrip, the following applies: *Your class will be going/or has gone to the zoo. When you're at the zoo, try to find the natural habitat of the animals you see.*)