

Kindergarten

30 minutes

## Habitat

### **Oregon Science Content Standards:**

K.1 Structure and Function: The natural world includes living and non-living things.

K.1P.1 Compare and contrast characteristics of living and non-living things.

K.1L.1 Compare and contrast characteristics of plants and animals.

K.2 Interaction and Change: Living and non-living things move.

K.2P.1 Examine the different ways things move.

K.3 Scientific Inquiry: Science explores the natural world through observation.

K.3S.1 Explore questions about living and non-living things and events in the natural world.

K.3S.2 Make observations about the natural world.

**Goal:** To introduce students to the concept of habitat.

### **Concepts:**

- A habitat is where a plant or animal lives; it provides shelter, water and food.
- Different plants and animals have different habitats.

### **Materials:**

- guided imagery paragraphs to read
- Habitat Book (copy 2-sided and fold to make a booklet), one per student
- crayons

### **Lesson Plan:**

1. Have the students close their eyes and imagine they are the animal while you describe that animal finding food and water and a place to sleep. (Good examples are the guided imageries about being a bird and then a child coming home from school found in MARE's A Snail's Place.)
2. Have the students act out swimming to a desert island and have them think of everything they would need to survive (a human habitat).
3. Have the students think about how this might be different for a bird or dog on the island.
4. Reinforce that a habitat is everything we need to survive, and includes food, water, and a place to live. You can use the slogan "something to eat, something to drink, and shelter" to help the students grasp such an abstract concept. Have the students turn to each other and talk about what is in a habitat.

## OIMB GK12 CURRICULUM

5. Compare habitats of different animals (including some pond ones).
6. Pass out the Habitat Books and have the students draw what the animals on the pages need to survive. Circulate while the children are drawing to help redirect those getting off track and prompt those who are stuck. Have the students show you that they drew something for the animal to eat, to drink, and some shelter (or a place to hide).

**Assessment:** student's ability to give animals on the worksheets an appropriate habitat

**Tips:**

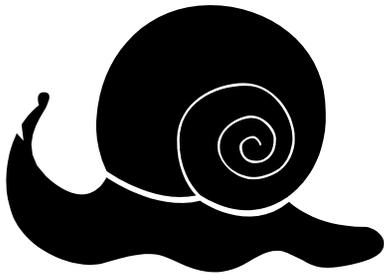
- It is very helpful to use “habitat slogans”: habitat=food+water+shelter. Otherwise the concept of habitat is a bit fuzzy.

**Sources:** Suggested guided imagery from:

UC Berkeley. 2001. *MARE: Marine Activities, Resources & Education, Teacher's Guide to Ponds*. A Snail's Place.

**GK12 Fellows:** Christina Geierman, Erin Morgan, and Marley Jarvis

# Snail's Habitat



4

# My Habitat Book

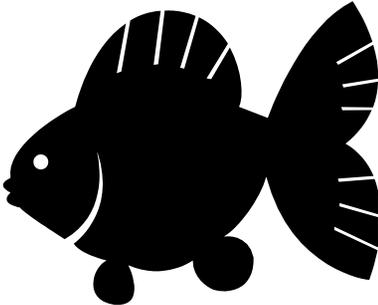
By: \_\_\_\_\_

Draw your habitat!

Habitats include: Food, Water, Shelter

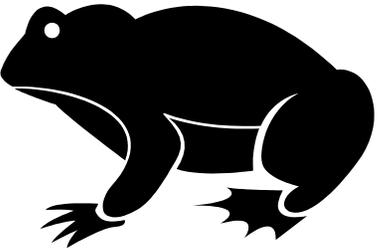
1

# Fish's Habitat



2

# Frog's Habitat



3