

INEOS



ASHLAND



**Read all
instructions
before
proceeding**

ANIMAL HABITATS

OVERVIEW: This presentation gives a brief discussion of animals, plants, and their habitats.

OBJECTIVE: To teach that animals and plants interact with each other, their habitats, and their survival depends on each other

GRADE LEVEL: K, 1, 2, and 3

OHIO STANDARDS:

K Life Science: Living things are different from nonliving things

K Life Science: Living things have physical traits and behaviors which influence their survival

Grade 1 Life Science: Living things have basic needs, which are met by obtaining materials from the physical environment

Grade 1 Life Science: Living things survive only in environments that meet their needs

Grade 2 Life Science: Living things cause changes on Earth

Grade 2 Life Science: Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.

Grade 3 Life Science: Offspring resemble their parents and each other

Grade 3 Life Science: Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing

Grade 3 Life Science: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments

TIME: 45 minutes

VOCABULARY: Habitat, traits, offspring, adaptations

MATERIALS:

*Poster of flowers, gloves, and Velcro balls

* Poster of bird beaks

*Cards of development of different animals/plants

*Poster of ladybugs

* Goggles and pictures of animals they work with

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PROCEDURE:

Ask students what animals need for survival? Discuss what a habitat is. A habitat is the natural home or environment of an animal, plant, or another organism. What does the habitat have to have for the animal? (Food, shelter, water) Next go over how animals and plants all have to be adapted to their particular habitat. Would a polar bear live in the desert? Do any of the students know of some animal adaptations and which type of environment they live in? An adaptation is the adjusted or changes in behavior, physiology, and structure of an organism to become more suited to an environment. Animals need to adapt, in order to survive.

Activity 1: The Bee and flower

Animals, insects and plants all have to have the proper adaptations to live in their particular habitat. Ask students what they know about bees. What do they eat? Where do they acquire pollen?

Have a student put on the gloves and touch the balls on the flower. They will stick to the gloves. Explain one of the traits the bees have is their legs/hands are sticky/fuzzy and pollen easily attaches to them. This is not only beneficial to the bee, but it also is beneficial for the plants because they are pollinated by the bees.

Activity 2: The Ladybug/Spider Poster

Talk with students that animals have to be adapted to their environment in order to survive. If they are not, they will die out. Ask students what they know about ladybugs. Discuss that they often eat insects which eat plants. Ask what eats ladybugs...spiders. Pick a student to be the spider and ask which ladybugs stick out, and the spider would eat. Have students tell you and let the "spider" take the ladybugs off that stick out. After you are finished, remind the students because there are no longer any black ladybugs, those type will not reproduce, and then will no longer be in that environment.

Also, briefly discuss the food chain...What will now eat the spider...a bird. What will eat the bird?

Activity 3: Animal/plant stages of growth

Have students get into groups and go over the cards. Let them put them in the correct order and then let them show the class what they are.

Activity 4: Camouflage

Another adaptation is camouflage. Camouflage is to conceal or hide. Why would animals camouflage themselves? (Protection/ or to prey on other animals) Pass out the pictures of the animals and then see what students see in them.

Activity 5: Bird Beaks

Discuss how birds have beaks which suit their needs for food. Read the definition of the bird and beak, and have the students pick the correct one to match it up

Activity 6: Animal Sight

Eyesight is important for animal survival. Many animals see the world differently than we do. Have students take turns trying on glasses and discuss why that particular animal sees the world that way. (It is typed on the back of the animal picture)

FOLLOW UP:

Talk about animals and their habitats. How are they suited for survival? Where does the energy come from? (The sun.) What else did you learn about....