

THE CREEK STOMP

Lesson By: Sarah Reese

Grade Level: Second

Focus: Students will observe and identify animals within the habitat of the creek and explain how different external features allow the animal to survive in its environment.

Objectives:

1. Students will be able to collaborate in small groups.
2. Students will be able to recognize special features of the animals.

Standards:

SC 2.4.1 2000

Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

SC 2.4.2 2000

Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.

SC 2.4.3 2000

Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.

SC 2.4.4 2000

Recognize and explain that living things are found almost everywhere in the world and that there are somewhat different kinds in different places.

SC 2.4.5 2000

Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and used again, sometimes in different forms, such as in birds' nests.

Background:

Each organism has their own special way to adjust to the environment that they live in. These adjustments might be physical body features, internal structures, or different behavior. These adjustments are known as adaptations. For creatures that live underwater the main concern would be getting oxygen to breathe and moving around. To move around many aquatic animals have developed fins or webbed feet that help them swim in their watery environment. Animals and plants have different ways of getting oxygen whether that be using oxygen in the water or being on the land sometimes to get air.

Materials:

1. Notebook
2. Pencil
3. Hand Lens
4. Flashlight (if available but not required)

Procedure:

1. Discuss with students the different environments in which plants and animals live. Ask students "What special features would you need to live underwater? How would you

breathe? How would you move?” Tell students that plants and animals have features or traits that help them survive in their environments.

2. Ask students to be prepared to use their sharp observation skills. Discuss what this means with students and if necessary, demonstrate how to use a hand lens.
3. Split students up into small groups to explore the creek area. Ask them to use their magnifying glasses and flashlights to find those insects and animals that may go undetected.
4. Students should document their findings in their notebook by drawing their findings or writing a brief detailed description.
5. Gather the students back together and discuss their findings. List all the animals seen by the students and the animals special features of survival, which allow them to exist within their habitat.
6. Ask “Do you think there may have been animals who lived in the ecosystem that we did not see? What types of animals are they and why didn’t we see them?”
7. If available show pictures of native Indiana animals that blend in with their surroundings. Examples: Cabbage Butterfly, caterpillars, katydids, walkingsticks, toads, wood turtles, and gray squirrels.

Evaluation:

1. Observe the small groups working together to find the animals and record their observations.
2. Review the drawings and observations that were made to check for comprehension.