

## **WHAT HABITAT AM I?**

**Lesson By:** Jenni Curry

**Grade Level:** Kindergarten

### **Focus:**

This lesson will address observations of students' surroundings and sharing these observations with others.

### **Objectives:**

1. Students will be able to organize objects by color or size.
2. Students will be able to observe surroundings and interpret by drawing or coloring what they see.
3. Students will be able to determine how objects are similar or different.
4. Students will be able to describe their observations to their peers.

### **Standards:**

#### **EL.K.4.8 2006**

Organize and classify information into categories of how and why or by color or size.

#### **EL.K.7.1 2006**

Understand and follow one and two step-spoken directions.

#### **EL.K.7.2 2006**

Share information and ideas, speaking in complete, coherent sentences.

#### **EL.K.7.3 2006**

Describe people, places, things (including their size, color and shape), locations, and actions.

#### **SC.K.4.1 2000**

Give examples of plants and animals.

#### **SC.K.4.2 2000**

Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.

#### **SC.K.6.1 2000**

Describe an object by saying how it is similar to or different from another object.

### **Background:**

A habitat is a special area that has similar or the same type of plants, animals or other types of organisms like bugs. We will be visiting four different types of habitats today, which are a forest, a prairie, a pond (or creek) and a meadow. In the forest habitat we will see lots of tall trees, small trees or shrubs, small, furry animals and birds. Some small, furry animals you may likely see in a forest habitat are raccoons, squirrels, opossums, and even deer. There are also many pretty colors that are found in forest habitats, be sure to draw or color in those colors so you can remember what you saw. The prairie habitat will have many tall grasses and may have some smaller trees. You will see many colors here as well, especially in the flowers that usually are found in prairies. Rabbits, opossums, skunks, birds, butterflies and bugs can be found in a prairie. A pond habitat could be surrounded with some of the same grasses seen in the prairie. At the pond habitat look out for any fish in the water or bugs dancing on the water's surface. Birds can also be seen in the pond habitat. Lastly, in the meadow, you will see lots of dark colors

such as the green of the grass. The meadow is an open area that can be an inviting place to play. Animals that can be found here are rabbits, squirrels and birds.

**Materials:**

1. Crayons
2. Colored Pencils
3. Clipboards
4. Pond and Forest Coloring Sheets (provided)

**Procedures: (45 Minutes Total)**

1. The class will be broken up into four groups.
2. Each group will be assigned a different habitat, which includes a prairie, forest, pond/creek and meadow.
3. Each group will walk to their habitat. Note to make sure to set boundaries for students so they are in view of teacher and/or chaperones at all times.
4. The groups will observe their habitat.
5. The students will draw and/or color what they observe of their assigned habitats. Teachers can have students draw what they see in all four habitats or use the pond and forest coloring sheets for those two habitats.
6. Examples of questions that can be asked: What animals did you find in your habitats? What size animals were there in your habitats? What kind of plants did your habitat have (large, small, green, brown)?
7. The class will regroup at one of the fire pits or picnic areas.
8. If there is not enough supervision for multiple groups, have students visit each area and draw and/or color what their observations are.

**Evaluation:**

1. Each group will take turns describing the habitats they observed. They will use descriptive words, like specific colors and shapes, to tell the other groups what they saw.
2. If there is not enough supervision for multiple groups, the class will gather at the fire pit or picnic areas and discuss what they observed in the different habitats.
3. After students have discussed their observations, ask open-ended questions to see if they can determine the differences in the habitats. Revisit questions with group: What animals did you find in your habitats? What size animals were there in your habitats? What kind of plants did your habitat have (large, small, green, brown)?