

Habitats & Adaptations

K-2 Post Activity

Lesson Summary

Students describe pictures of habitats and determine what basic needs might be available there, and what animals might be able to live there. Students will then construct a model of a habitat that an animal might live in.

Objectives

Students will be able to describe characteristics of different habitats
Students will be able to differentiate that animals need specific habitats to get their basic needs
Students will be able to create a model of a habitat for a specific animal

Essential Question

How are habitats different from one another?

Materials

- Photos of different habitats (example provided at end of lesson)
- Photos of different animals (examples provided at end of lesson)
- Scrap paper
- Writing utensils
- Various Legos, blocks, crafts or other building supplies

Prep

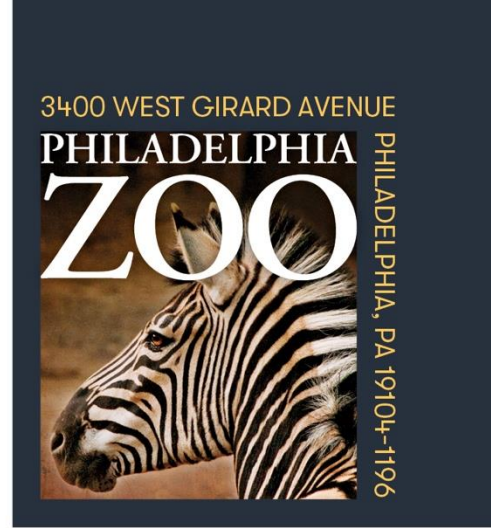
1. Week before: Select photos to present to students.
2. 1 day before: Print (and cut out) photos for students. Prepare as many sets of media as there may be groups.

Key Terms

- **Basic needs:** the absolute minimum resources necessary for long-term physical well-being and survival
- **Habitat:** the natural environment of an animal or plant, where that living thing can find their food, water, shelter, and space
- **Competition:** the process of trying to get something that others are also trying to get
- **Ecosystem:** a community of living things, together with their environment
- **Tundra:** a large plain with freezing or very cold weather
- **Desert:** a very dry, sandy area with few or no plants growing in it
- **Grasslands:** a flat, open plain covered with grass and few trees
- **Forest:** a large area of land covered with many trees and other plants
- **Rainforest:** a dense forest, mostly found in tropical areas, that receives a large amount of rain all year long.

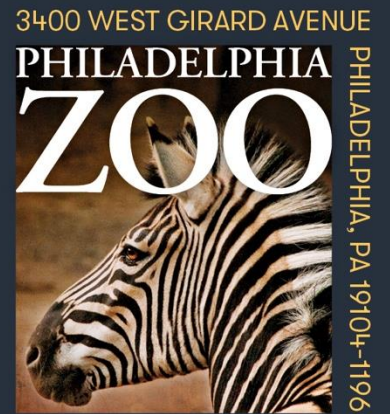
Background

All animals require food, water, and shelter in order to survive. Where an animal finds these basic needs are within their habitat. There are many different habitats, and they are characterized by physical and biological features.



Implementation

1. Excite: Ask students to share describe what their habitat looks like
2. Remind students that there are different types of habitats, categorized by the living and not living features, that allow different animals to get the basic needs that they live.
3. Explore: As a class, shown students images of different habitats one-by-one and ask them to observe and describe each habitat in detail. What colors are there? How do you think the weather is here? Would there be many types of plants and animals that live here? What types of food, water, shelter, and space might be available?
4. Explain: Share with students that these are indeed different habitats with different characteristics. Ask the group to share if they are familiar with any of the names of these habitats to give them a label of either tundra, desert, grassland, forest, or rainforest.
5. Ask the group to share if they know of any particular animals that might be found in each habitat.
6. Show the students different animal photos (either as a whole class or in groups), encourage them to make observations of these animals, and determine which habitat each animal would be found in.
7. Elaborate: Share with the students that they will then be given a designated animal that they will be recreating their habitat. Provide students with building materials, such as Legos or blocks or craft supplies, to create these habitat models. Students may want scrap paper to be able to design their habitats first.
8. Evaluate: Ask students to share their built habitats with the group, ensuring the share details on how all basic needs for that animal were accounted for.



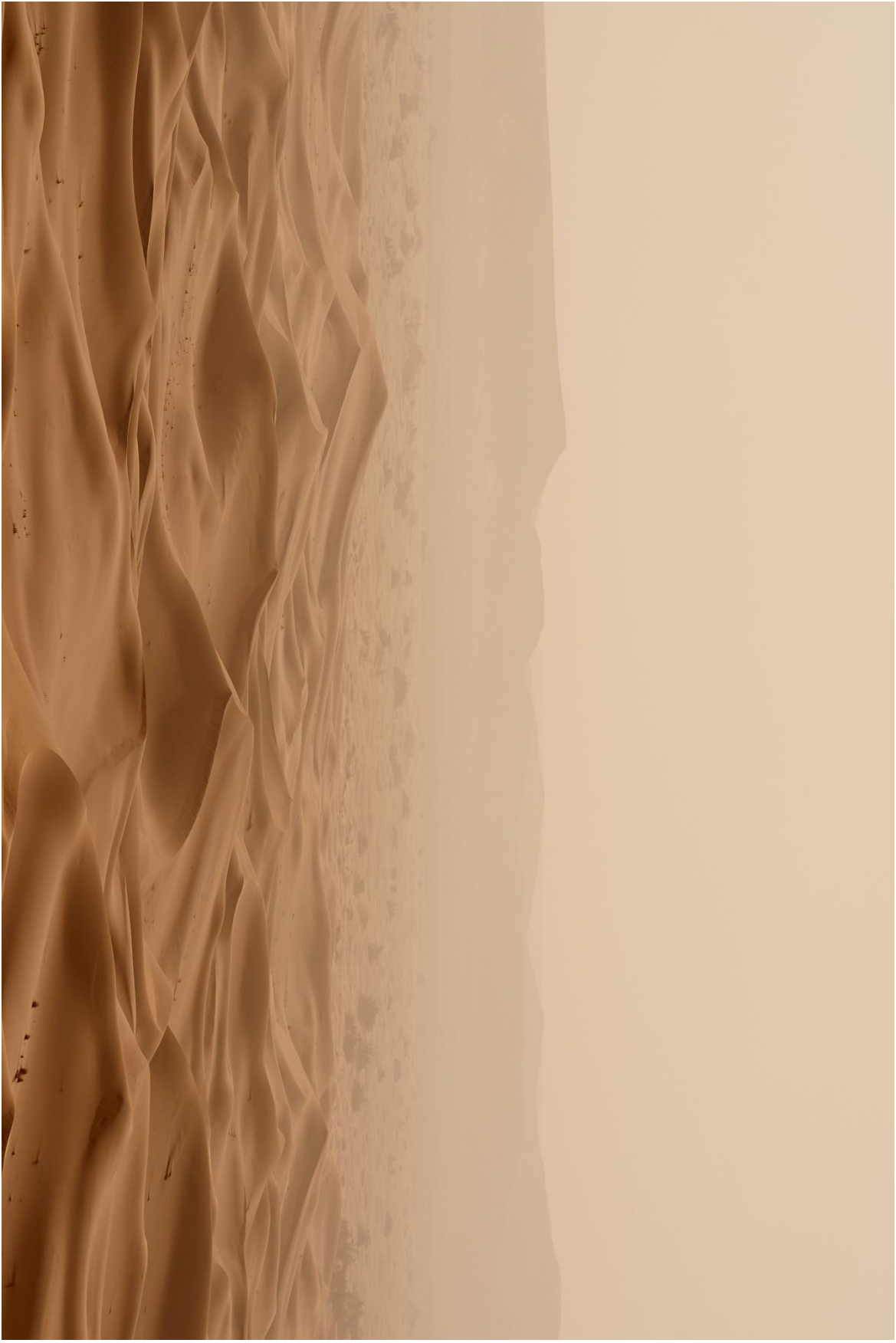
Expansion

If you visited the Zoo, consider using your students' observations of habitats the Zoo to compare and contrast features of different natural habitats.

Curriculum References

3.1.1.A2, 3.1.2.C2, 3.1.K.C3, 3.1.1.C3, 4.1.K.A, 4.1.1.A, 4.1.2.A, 4.1.1.C, 4.1.2.C, 4.1.K.D, 4.1.1.D, 4.1.2.D, 4.4.K.C, 4.4.1.C, 4.4.2.C, K-LS1-1, K-ESS2-2, K-ESS3-1, 2-LS4-1, 1-LS1-1













Western Diamondback Rattlesnake

(desert)



Gila Monster

(desert)



Southern White Rhinoceros

(grasslands)



Cheetah

(grasslands)



Emu

(grasslands)



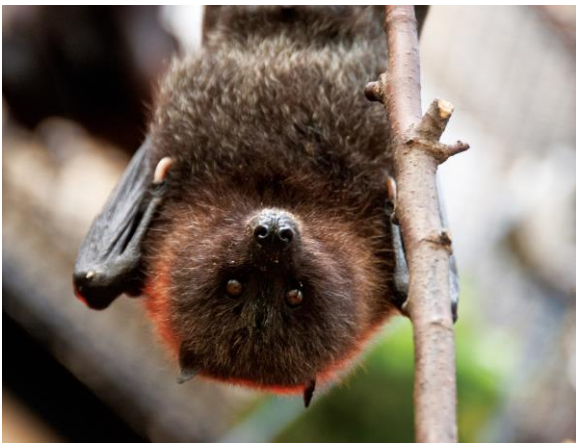
Indian Peafowl

(forest)



Andean Bear

(forest)



Rodrigues Fruit Bat

(rainforest)



Two-toed Sloth

(rainforest)



Poison Dart Frog

(rainforest)