Lisa Akullian
Biological Sciences
Grade K

Animal Habitats

Objective/Purpose: To gain an understanding that different animals live in different places with varying characteristics such as hot/cold and wet/dry. Students will be able to demonstrate identification of four types of habitats- a grassland, ocean, temperate forest, and rainforest, as well as basic characteristics including animals found in each one.

Materials/Time Required:

1. 30 minutes
2. Six sheets of 8x11 poster board or card stock paper (may need a few extra pieces depending on the amount of animals you make)
3. One large poster board that is able to fit the other four sheets
4. Markers or crayons and scissors
5. One piece of light construction paper for each child
6. Tape

Background Information:

I thought of this lesson because I wanted to do something where the students could ‘make’ their own habitats without buying a lot of materials. I thought a puzzle-piece type board would keep their interest and teach them the different types of homes animals have. I made it a sort of ‘presentation’ where the students came up one by one and described their animal and where it would live so it would help them remember and give them a chance to talk to the class. They enjoyed picking where to put the animal in the picture.

Preparation:

On the small poster board have pictures of four separate habitats (these can be drawn or from real pictures if you have them). Include the four habitats you will discuss at the beginning of the lesson. I used a grassland, ocean, temperate forest, and rainforest

2. On the large poster board, attach the four habitats in a square and label them

3. On the leftover poster board, make animal cutouts that are a good size to fit on the habitat boards. You can also find pictures of animals if this would be easier for you, just make sure they are a good size. I made cutouts of four animals for each child in my group. Include the same amount of animals for each habitat. I used the following animals:

   Ocean: fish, eel, seahorse, starfish
   Temperate forest: rabbit, deer, eagle, bear
   Rainforest: monkey, tree-frog, toucan, sloth
Grassland- zebra, elephant, lion, giraffe

Procedure:

Ask the children to name some animal homes for you. Try to lead them into different types by naming animals they would know- fish, cow, monkey, elephant, etc. Then talk about the different types of homes and name the four habitats you will be talking about. Describe what it is like to live there to the children as if you were an animal. Get them to tell you whether each one is hot/cold and wet/dry and what types of animals might live there.

Hold up the poster board with the four habitats and ask them to identify which one is which. Once they have all been identified, make sure they remember by pointing to the different pictures and getting them to repeat back to you. Tell them you have a ‘jumble’ of animals that need to find their homes and pass out one animal to each child. Ask them to think about where that animal would live. Have each child come up one by one and tell the other students what their animal is and where it would live. Have the student put the animal on the correct habitat (the teacher will have to be putting tape pieces on the back as they come up). Do this with each student once before you distribute the second set of animals or they will get distracted easily. Continue until all the animals have been used!

Next, pass out construction paper and have them draw their own animals that live in one of the four habitats. They can cut them out and come put them on the board with the others.

Safety Issues:

There should be no safety issues if the kids are using proper scissors.

Possible Questions:

1. Why can’t all animals live in the same place? Why can’t your dog live in the desert? Your fish in the forest?
2. What are some other animal habitats other than these four?

Assessment/Evaluation:

The children should be able to repeat back to you the four habitats and characteristics of each one. They should also be able to identify animals living in each. I made this sort of a ‘game’ by seeing how fast they can name the places as I point to them.