

WHAT'S THAT HABITAT?

TEACHER GUIDE



Theme: Animal basic needs for survival

Grade Band: K-2

Length of Activity: 30 minutes

Goal

Students will become aware of the unique adaptations that allow animals to survive in different habitats. Students will learn the basic needs animals require to survive.

Objectives

1. Identify the 4 basic needs of humans.
2. Compare the basic needs of humans to the basic needs of other living things.
3. Recognize that animals can only meet their basic needs in specific habitats.

Key Vocabulary

Food Water Shelter Oxygen Habitat Survival Basic Needs

Standards

| Grade | Strand | Topic | Content Statement |
|------------|---|---|---|
| K | Life Science | Physical and Behavioral Traits of Living Things | Living things have specific characteristics and traits. |
| 1 | Life Science | Basic Needs of Living Things | Living things have basic needs, which are met by obtaining materials from the physical environment. |
| 1 | Life Science | Basic Needs of Living Things | Living things can survive only in environments that meet their needs. |
| K-2 | Reading Standards for Foundational Skills | Phonics and Word Recognition | Participate in collaborative conversations about grade-level topics and texts with diverse partners in small and larger groups. |
| K-2 | Speaking and Listening | Comprehension and Collaboration | Know and apply grade-level phonics and word analysis skills to decode words. |
| K | Speaking and Listening | Presentation of Knowledge and Ideas | Speak audibly and express thoughts, feelings and ideas clearly. |
| 1 | Speaking and Listening | Presentation of Knowledge and Ideas | Produce complete sentences when appropriate to task and situation. |
| 2 | Speaking and Listening | Presentation of Knowledge and Ideas | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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What's That, Habitat?

Adapted from Project Wild K-12 Curriculum and Activity Guide

Activity Steps:

- A. Introduce the concept of basic needs. "Basic needs are the things that are necessary for survival." Ask students to brainstorm a list of things they need to survive. Once the list is created, circle the items that are actually basic needs. Basic needs are food, water, shelter, and oxygen. Explain that while other things (toys, television, etc.) are nice to have, or may make us happy, they are not necessary for survival.
- B. Give each student a copy of the Where I Live and Animal Habitat worksheet. Have students draw a picture of where they live on the top half of the paper. The drawing should include their basic needs.
 1. Have students show their drawing to the class. As they share, ask about their basic needs. Where do you get food? Where do you get water? What is your shelter? Where do you get oxygen?
 2. Extension: Advanced students can label their basic need in the drawing. Have them label the faucet "water" and label the refrigerator "food" etc.
- C. Introduce the term habitat. **Habitat:** Where a living thing lives and gets everything it needs to survive.
- D. On the bottom half of the paper, have students write the name of their favorite animal. Have students draw the habitat of the animal, and include its basic needs.
 1. Extension: For advanced students have them label the basic needs on the drawing of the animal.
 2. Provide students an opportunity to share their drawing with a partner. As they share, students can compare to see if the basic needs are the same.
- E. As a class, come together to discuss the basic needs of animals. Ask students to share examples of the basic needs. Did the animals eat the same food? Did they get water the same way? Did they have the same shelter? Did they get oxygen from the same place? Although the basic needs of these animals may look different (different types of food, different types of shelter, etc.), the basic needs of living things remain the same (food, water, shelter, and oxygen).
 1. Extension: While talking about the animals and their basic needs, have students think about what would happen if two animals switched places. (For example, can a fish survive in a bird's habitat and vice versa). What would happen if you switched the food, water, shelter, and oxygen for two animals? Would those animals still survive? Are they still able to meet their basic needs?
- F. Have students compare the basic needs of people to the basic needs of animals. Again, although the basic needs may look different, the basic needs of all living things are the same.
- G. Extension: For advanced students, print out the back to the Where I live and Animal Habitat worksheet. After completing the drawing for Where I Live and Animal Habitats, students can finish the corresponding sentence. See the Where I Live and Animal Habitat Answer key for guidance.

Where I Live

Name: _____



_____ Habitat
(Favorite Animal)

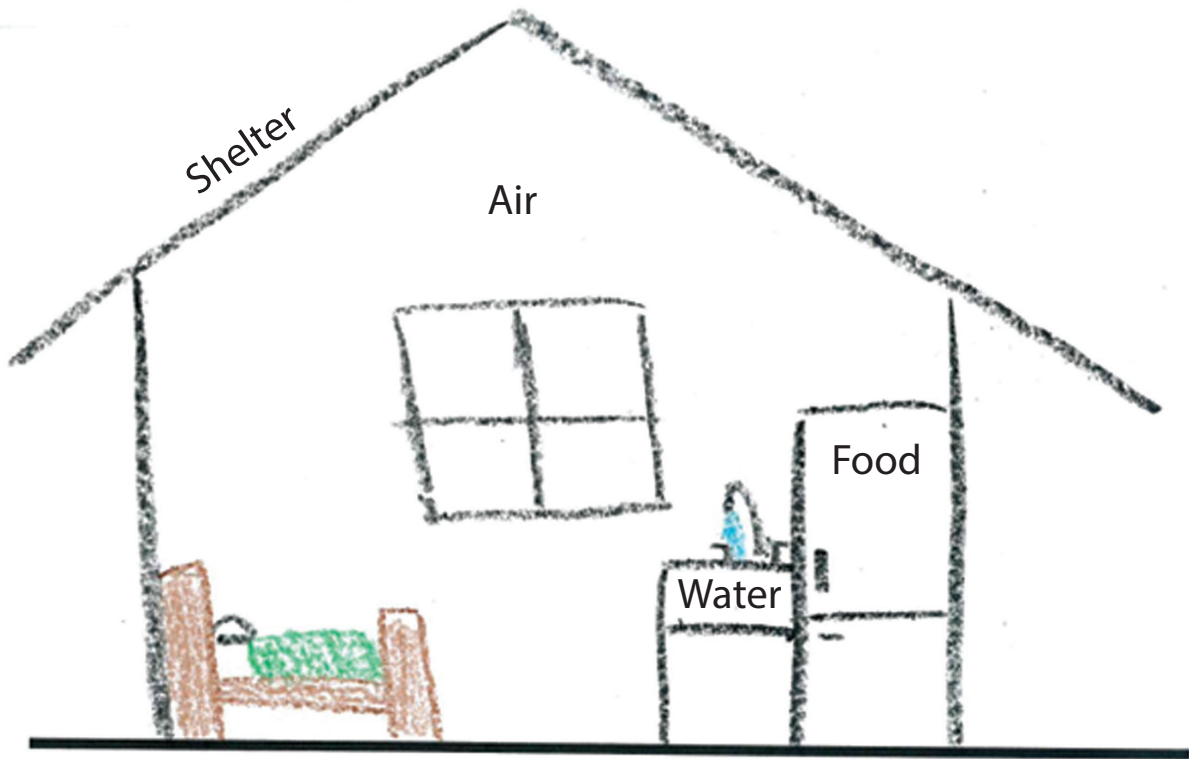
Finish the sentences below:

Where I live is a good habitat because _____

Where _____ (favorite animal) lives is a good habitat because

Where I Live

Name: Example



Frog

Habitat

(Favorite Animal)

Air



Finish the sentences below:

Where I live is a good habitat because I am meeting my basic needs.

This habitat has shelter, food, water and oxygen. My house is my
shelter. My food is in my fridge. My water comes from the sink. My
house has air in it.

What to look for

- Identification of the 4 basic needs: Food, water, shelter and oxygen
- Understanding of how these basic needs are being met: Where are they finding food, water, shelter, and oxygen?

Where _____ (favorite animal) lives is a good habitat because

Answers will vary based on the animal selected.

What to look for

- Identification of animal's basic needs
- Understanding of how these basic needs are being met: Where are they finding food, water, shelter, and oxygen?