



Animal Habitats

Grade Level

Grades 1

Objectives

This activity is designed to start your at-home students in recognizing themselves as scientists and in thinking critically about problem solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. Feel free to adapt the lesson provided to better suit your students' abilities. Take these ideas, make them your own, and your students will have a greater chance of success.

Procedures

1. Ask your at-home students to reflect on what they have learned about the basic needs of all living things. Remind them that animals, and all living things obtain these needs (food, water, shelter, and space) from the physical environment.
2. Ask them to share some ideas of how they might be able to gather information about an animal in order to design an appropriate habitat for this animal that provides all the basic needs to survive. Or, how they would design something that can be placed in their habitat to provide one or more of these basic needs. (This works well with native wildlife like birds and insects).
3. Explain that they will be designing a habitat for an animal or an item in the environment that provides a basic need for an animal. If your student chooses to create something for local wildlife (like birds in your backyard), you may be able to physically place the finished item in the environment. If your at-home students choose to create a habitat for an animal, such as a monkey or a dolphin, they would need to creatively design this habitat using art supplies or common materials found around the house to make a drawing, diorama or other design method to represent this habitat.
4. Before your at-home students can create a habitat or a basic needs habitat item, they must understand the natural environment of their chosen animal. They should research where this animal lives, and study the ways in which it obtains its basic needs from that specific environment.
5. After researching their chosen animal, have your at-home students design a habitat for that animal or brainstorm an item that could be placed in the environment to help provide a basic need (like a bird bath or pollinator garden). Students can use paper to

draw out what this habitat or item would look like. They should also label the drawing with the purpose or function of each part of their project.

6. As at home students are designing their habitat, discuss what they are adding to the environment and why.

Optional: Build the habitat or habitat item

7. Allow your students to build a model of the habitat or the habitat item. Ask them what they would need to build it. Some items may or may not be readily available in your house. Discuss what alternatives could be used to represent the basic needs in their habitat model. This will allow them to practice critical thinking and real-world problem-solving skills.
8. If creating a habitat item that will be used by an animal, ensure that all items that will be part of the project are safe for the animal to have and would be found in their natural environment (for example, ensure the correct type of seed, nectar or plants for native wildlife in your backyard is used if providing food/a feeder). Don't give any potentially harmful items to an animal.
9. As an extension, have your at-home students present their habitat model explaining all the basic needs provided by the physical environment for their chosen animal. Or observe how local wildlife use and interact with the habitat item placed in their environment.

Standards

Ohio Academic Content Standards
Grade 1 Life Science Topic: Basic Needs of Living Things Living things have basic needs, which are met by obtaining materials from the physical environment.