

**URBANA PARK DISTRICT
ANITA PURVES NATURE CENTER**

School Tour: HAPPENIN' HABITATS

TEACHER GUIDE

Grades: 3rd-5th

Program Length: 2 hours

Focus Concept: *All animals share the same basic needs for food, water, shelter, and space. Each animal lives in a habitat that provides these necessities.*

Objectives: Students will

1. Identify the components of a habitat
2. Recognize that animals compete for survival needs
3. Describe factors that may limit an animal's survival
4. Understand predator/prey relations in a habitat (if do Woodland Chase)
5. Understand the significance of loss or change in a habitat (if do Too Close for Comfort)

Background

An animal's habitat includes the food, water, shelter, and space it needs to survive. These habitat components must be arranged in a manner that meets the animal's needs. Humans and animals, both wild and domesticated, share the need for food, water, shelter, and space. During this program, students will participate in activities and games to reinforce the concepts of habitat, carrying capacity, limiting factors, and habitat loss or degradation.

Illinois Learning Standards: 12A, 12B, 17B2b, CC.3.SL, CC.4.SL, CC.5.SL

WORD BANK – These are words that may be used during various parts of the program. If possible, introduce your students to these words during classroom discussions.

Habitat	Arrangement	Food chain
Environment	Adaptation	Herbivore
Ecosystem	Competition	Carnivore
Food	Interdependence	Omnivore
Water	Habitat loss	Predator
Shelter	Habitat degradation	Prey
Space	Resources	

SUPPLEMENTAL ACTIVITIES

The following activities are intended to provide ideas to be used before or after the field trip. Some are more appropriate for older or younger students. Feel free to adapt the activities to match your students' ability level.

1. Review habitat components with the students – food, water, shelter, and space, in a suitable arrangement.
2. Have the students draw a picture of where they live – their “habitat” – including all of the things they need to live where they do. Have them label the components of their habitat: for example, the kitchen would supply food, the roof would be shelter, etc. Have them think about the arrangement – would the habitat be suitable if the kitchen were a few miles away in one direction and water

were a few miles away in another direction? Then have them close their eyes and imagine different animal homes, e.g. a bird's home, a bear's home, etc., or show them pictures of different animal homes. Discuss how the homes are different, but also point out that in spite of the different homes, all the animals (and people) need the same things in order to survive.

3. During the program, students focused on one habitat (Busey Woods OR Meadowbrook Prairie), and mini-habitats within it. Have students do a similar search in another type of habitat to reinforce the concept that although not all habitats are alike, they all provide survival requirements for the animals that live there. For example, perhaps your school has a prairie planting, or a butterfly garden, or is near a stream or pond that the students can explore. Even the areas around the school, although not as diverse, support some types of animal life.
4. Have pairs or groups of students research individual animals and what they eat and drink, what kind of home they need, when they are active, etc. They can report on their animal to the rest of the class or draw a picture of its habitat.
5. Have the students write a story about a real or imaginary creature, detailing what its habitat is like and what adaptations it has to survive in that habitat. Take it a step further by creating imaginary animals and listing their survival requirements, as unusual as you like, and have groups of students create imaginary habitats that meet these requirements. For example, perhaps your imaginary creature eats yellow-footed gigapedes found only in locations where it rains 22 days a month.
6. The *Project Wild Activity Guide* and the *Project Learning Tree Activity Guide* each has many activities that relate to habitat study. The school library or a fellow teacher may have a copy, or they may be obtained by attending the appropriate workshop.
7. Additional resource: Arrange to borrow the "*Habitats*" *Educational Loan Kit* from the Nature Center. Revised and updated, the box contains an activity guide, additional supplies for studying habitats, and an extensive bibliography. Call 384-4062 to reserve the box or for further information.