



Post-Program Resource

Storytime in the Garden

Pre-K-1st

What Does a ____ Need? Mini Lesson & Craft

Duration: 30 minutes

Objective: To extend student learning from the field trip by introducing the idea of habitats and plant-animal interdependence. Students will discover how plants and animals need each other and how living things can only live in places that have the things they need. Students will apply their learning by creating a habitat full of appropriate plants and animals.

NGSS Standards Met:

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animal.

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Materials Needed:

Habitat exploration presentation

Link to access presentation:

https://docs.google.com/presentation/d/18Z8k-1SG3zH_ztLvSB1Dt0ACphNXbVlziOaY7Wo207o/edit?usp=sharing

Drawing paper/craft resource printout

Coloring materials (markers, crayons, colored pencils, etc.)

Brainstorm Review

Link to access presentation: https://docs.google.com/presentation/d/18Z8k-ISG3zH_ztLvSB1Dt0ACphNXbVlziOaY7Wo207o/edit?usp=sharing

Tips for the Presentation:

Questions/prompts will automatically appear. Click to go to the next slide or reveal an answer. Everything else is animated. You may want to run through the slides a time or two first to become familiar with the presentation.

Start with a brainstorm to remember the things they saw and learned at Tudor Place

- (Slides 1-5) The presentation will prompt students to remember the different plants and animals they saw at Tudor Place.
- (Slide 6) *Key Question:* do plants and animals need each other?
 - Have students consider if plants and animals need each other giving examples of why they think they do or don't.
 - After students have provided a decent amount of ideas, the slides will show images of plants and animals at Tudor Place. Ask students about the images and how they show plants and animals needing each other.
 - Bird in nest: Animals use plants to build their homes.
 - Bumblebee on flower: Bees drink nectar and help more flowers grow
 - Rabbit in Garden: Rabbits eat grasses.
 - Ask: Do these plants and animals have the same home, or different homes?
 - *Key Idea:* When many different plants and animals live in the same place, they all have the same habitat. They need each other to survive.

Extend: Habitat Exploration

- (Slide 7) Question: Can an animal live anywhere?
 - Give students time to speculate and guess.
 - Tell them you're going to play a game to figure out if animals can live anywhere
- (Slides 8-10) Mini game: "Would this animal live here?"
 - The slide will show an animal in a habitat. Explore why that animal would or would not live in that habitat
 - Ex) Polar bear in the desert: No. Polar bears live in the snow and eat seals. The desert is way too hot and they have no food there. Polar bears live in the Arctic.
 - Ex) Dolphin in the jungle: No. Dolphins need to live in water. They eat fish and there are no fish in the jungle. Dolphins live in the ocean.
 - Ex) Reindeer in the forest: Yes. Reindeers live in the forest, and they eat the plants
- (Slides 11-12) *Key Idea:* Animals and plants can only live in places that have what they need (food, shelter, water).
 - Allow students to share what they learned from the activity before revealing key ideas.

- (Slides 13-15) Habitat brainstorm
 - Brainstorm short lists of animals that live in different habitats as they come up in the presentation to help prep for the craft activity
 - Ex) Ocean: Dolphins, fish, octopus, seaweed, coral, sharks, whales
 - Ex) Artic: Polar bear, artic fox, seals, fish

Craft

(Slide 16) Each student will choose an animal and make it a habitat.

- Key idea: It should be somewhere that animal would actually live and it should have all of the things it needs, like food, water, and a home.

If time allows, have students share their drawings, what the animal is and where it lives.

Modification: For an extended project, have students create a “shoebox” diorama of a habitat including plants and animals. Materials could include construction paper and coloring materials as well as 3D items such as beads, beans, pipe cleaners and toilet paper rolls.

_____’s Habitat