



Quick & Easy Habitat Education Activities

Habitat Hunt

Developed by Heidi Bohan/ Starflower Foundation

Fourth Grade
30-45 Minutes
Outdoors

4-2

<p>Description: Students work in teams to find the important wildlife habitat components required by different wildlife species that are known to use the types of habitat area being visited. Students evaluate this information to assess the habitat potential for a particular species. They then consider ways that new habitat components might be introduced as part of a restoration project to improve the habitat for specific animals.</p>	<p>Vocabulary Wildlife habitat components: <i>the major parts of a habitat required for wildlife species to survive- food, water, shelter (cover) and space (enough to provide food, attract mates and raise young)</i> Habitat restoration: <i>bringing back an environment to its former condition and existence for animals and plants to live and grow</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students understand that natural areas provide specific habitat for different species of wildlife. • Students understand that restoration can improve specific habitat features for specific wildlife. 	<p>Washington State EALRs Reading 1.1 Use word recognition and meaning to read and comprehend text. Science 1.2.1 Analyze how the parts of a system go together, and how these parts depend on each other. Explain how one part of a system depends upon other parts of the same system. Science 1.3.10 Understand that an organism’s ability to survive is influenced by its behavior, the environment, other life forms, and the availability of air, light, water, nutrients and food. Identify the characteristics of organisms living in a given habitat and explain how those characteristics allow the organism to survive in that habitat. Science Kits: Ecosystems</p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • ‘How-to-do Activity: Habitat Hunt Clues’ • Images: ‘Wildlife Habitat Requirements’, ‘Seattle Habitat Wildlife’ poster, ‘Poster Overlay’ • Master: ‘Habitat Hunt Cards’ <p>Kit Materials</p> <ul style="list-style-type: none"> • Foam core clipboards: 1 per team <p>Teacher supplied:</p> <ul style="list-style-type: none"> • Copies of ‘Habitat Hunt Cards’: 1 animal card per team of two students (Note: It is okay if more than one team has the same animal) • Pencils: 1 per team 	

<p>Activity:</p> <ul style="list-style-type: none"> • Go to a habitat area, particularly one that is being restored for wildlife habitat. • Discuss, “What does wildlife need to survive?” (wildlife have specific requirements that their habitat must provide, including water and food for nourishment, shelter and enough space to gather food in, attract mates, and raise young). • Show images: ‘Wildlife Habitat Requirements’ while discussing, “Each wildlife species needs specific habitat in order to survive. Water requirements for bears are different than water requirements for salmon. Space for eagles is different than for bears. Shelter needs for eagles are different than salmon. Food needs for salmon are different than bears.” Review specific needs for each of these species as listed on the images and discuss. • “Could this area be a habitat for these animals (bears, eagles, salmon)? Why or why not?” Look at requirements lists (habitat areas in Seattle do not have enough space for bears, some may provide habitat for eagles and salmon). Discuss. • “What wildlife might live in our habitat?” Show image: ‘Seattle Habitat Wildlife’ poster. • Show ‘Habitat Hunt Cards’. Tell students that the animals on these cards are from the poster and that each of these cards lists the habitat requirements for one animal. Ask, “How can we find out if we have the right habitat components for these species of wildlife?” (we need to look). Pass out one ‘Habitat Hunt Card’ to each team of two students. Say, “Now, we’ll walk through the habitat and look for evidence of habitat requirements. When you see, or learn, that a requirement needed by your animal is in this habitat, check the correct box on your ‘Habitat Hunt Card’.” • Walk through the habitat with students and point out clues of habitat components (use ‘How-to-do Activity’ as a guide). While walking, ask them to share their discoveries and discuss; avoid answering questions about specific requirements and encourage students to make their own observations. Eventually, after they have shown an effort, let students ask about specific requirements on their list. Note: Some animals may not have any or all of the requirements in the habitat area. • Gather in a group. Ask students, “Who found at least one habitat requirement in each component of water, shelter, food, and space. Who had an animal that did not have at least one habitat requirement in each component? Who had more than one in each habitat component? Do you think this habitat is suitable for your animal?” • Say to students, “Look at the list of habitat requirements of your wildlife species. Think about how to restore this habitat for your wildlife species. What could we specifically do to improve this habitat to better meet its requirements?(e.g., add rock piles, improve wetlands, leave snags, etc.) What has already been done? Which areas in this habitat seem to provide the most habitat requirements for your animal? Could your animal find similar habitat nearby? How many habitat requirements would your animal find if this habitat was a parking lot instead of a natural habitat? Any other observations?”
