



Quick & Easy Habitat Education Activities

Habitat Features- Each One Teach One

Developed by Heidi Bohan/ Starflower Foundation

Fourth Grade
60-90 Minutes
Outdoors

4-6

<p>Description: Students participate in a hike during which they become ‘the teachers’. At teaching stations, student teams teach their fellow students interesting facts about one habitat feature in the forest and are active learners themselves. The technique for instruction models “leap frog learning” where students learn by teaching.</p>	<p>Vocabulary Habitat feature: <i>a structure that provides an environment where plants and /or animals can naturally live and grow</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students learn to identify habitat features in a natural area. • Students understand the importance of habitat features. • Students gain deeper knowledge about habitat elements while teaching others. 	<p>Washington State EALRs Science 1.2.1 Analyze how the parts of a system go together, and how these parts depend on each other. Identify the parts of a system such as a natural or living thing and how they go together. Describe the function of a part of a system such as a natural or living thing. Explain how one part of a system depends upon other parts of the same system. Reading 1.1 Use word recognition and meaning to read and comprehend text. 1.2 Build vocabulary through reading. Communication 2: The student communicates ideas clearly and effectively. 2.1 Communicate clearly to a range of audiences for different purposes. 2.3 Use effective delivery.</p> <p>Science Kits: Ecosystems</p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • ‘Each One Teach One- Habitat Features’ cards (10) <p>Kit Materials:</p> <ul style="list-style-type: none"> • Foam core clipboards: 1 per student <p>Teacher supplied:</p> <ul style="list-style-type: none"> • Labels or tag: 1 per station, numbered sequentially • Student journals or paper and pencil: 1 per student 	

<p>Before activity: Find as many habitat features in the habitat area as possible that match the ‘Each One Teach One- Habitat Features’ cards. Determine the number of stations and size of student teams based on available time and number of habitat features. Allow for 7-10 minutes total per station. Teams of 3-4 students are ideal. Set up stations by tagging the habitat features with a numbered label or tag. Stations should be within sight of each other, if not, make sure to have adult helpers.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Gather students in the habitat area. State that, “We are going to go on a habitat hike and will learn about specific places along the trail”. Explain that the students are going to work in teams and will be teachers themselves. • Form students into teams as determined while setting up stations. • Give students a visual demonstration of how the activity will work using found objects (such as cones or rocks) to model student teams moving through stations. Use these objects as you explain the following: <ul style="list-style-type: none"> ○ Team #1 will receive the ‘Each One Teach One’ card representing the habitat feature at their station and will move down the trail to their station (Station #1). Give this team a few minutes to study their card to practice how to teach about their habitat feature. ○ Team #2 will move down the trail, stopping at the Station #1 to learn about the habitat feature from Team #1. After learning about Habitat Feature #1, Team #2 will receive their ‘Each One Teach One’ card and go to their Station #2. This team will study their card to practice how to teach about their habitat feature. ○ Team #3 will visit Station #1 and #2 and learn about these habitat features, and then receive their card and go to Station #3. ○ Repeat with each team until all teams are at Stations. Allow 3-5 minutes of teaching at each station. ○ Team #1 now moves down the trail to visit the other Stations. Each succeeding team will join this group (or be staggered in reverse of the above) as they move down the trail until all of the stations have been visited. • Student journals: Record two (or more) things that they taught others about their habitat feature and two (or more) things that they have learned from others about a different habitat feature. Answer the question, “How are habitat features important in habitat areas?” • Gather students and share new knowledge gained.
