

# K-2 Online Curriculum Activities

## Habitat Hunt Cross Curricular Science Extension

### Habitat Hunt Extension

Kindergarten Science Extension

**SCA Theme:** Habitats

### **Focus Question**

How do animals and plants interact in a habitat?

### **Activity Synopsis**

Students use their senses to explore an outdoor site. They will observe different ways that animals and plants interact. Students will list some of these ways.

### **Time Frame**

1 day

### **Objectives**

The learner will be able to:

- Make observations using each sense (except taste) to learn about habitats
- List or describe at least 3 ways that plants and animals interact

### **Standards**

Science – **K-1.1**, K-1.2, K-2.1, **K-2.2**

Social Studies – K-1.4, 1-1.3, 2-1.2

Math – K.G.1, K.G.2

ELA – Writing – K.1, K.2, 1.1, 1.2, 2.1, 2.2

ELA – Speaking/Listening – K.1, K.2, K.3, K.5, K.6, 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

### **Materials**

- Magnifying glasses (optional)

*For Teacher*

- Flags to mark boundaries of the study area
- Large piece of paper for transcribing observations

### **Procedure**

1. Students will go outside, if possible to a place where there may be trees or birds or other interesting plants and animals. Students will be using their different senses to learn about the habitat they are in and the animals and plants that live in it. First, they will cover their ears with their hands and use their eyes. What colors do they see?

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What shapes do they see? What living things do they see? What non-living things do they see? The teacher will write their responses on the paper.

2. Ask students to put their hands over their eyes, and use their ears. What sounds do they hear? Who might be making the sounds? Is it a living or a non-living thing? The teacher will write down responses. The students will then put their hands on their ears and close their eyes and use their nose. At some point students may want to put their noses close to the ground or near a plant to be better able to describe smells. The teacher will write down responses.
3. Ask students to use their hands to tell what they feel. What does the ground feel like? What do the plants feel like? What does the air feel like? Is it warm or cold? The teacher will write down the responses.
4. Read back the students responses and ask them if they think it describes the habitat. Ask the students what plants and animals would like this habitat. What animals and plants would find the habitat unsuitable (example fish)? Do the students think the habitat would be different if there were no buildings or cars nearby and people mowing the lawn on a regular basis? How might it be different?

## **Assessment**

The students will draw a picture and/or write about the habitat they observed. In the picture and/or in writing, students should identify both living and non-living objects which were present in the habitat. Students should try to identify at least one way an organism interacted with another organism.