

**LESSON: Where Do Prairie Animals Live?****GRADE: K****TIME: 45 minutes****SUMMARY:**

During a guided discussion, a field leader uses a T-chart to help the students compare prairie animals' homes and needs to their own homes and needs. This comparison enables students to realize that their own needs for food, shelter, space, air, and water are similar to prairie animals and all living things. Following the discussion, students search for and observe a common prairie animal in their habitat. Children use simple journals to record their discoveries about animal homes and later share them with the class.

OBJECTIVES: Iowa Core**Science****From Molecules To Organisms: Structures & Processes**

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Literacy**Speaking and Listening**

- **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.



MATERIALS & RESOURCES:

- Dry erase board & marker
- Student nature journals & pencils

PRESENTATION:

Tell students they will be learning about animal homes and needs on the prairie. Humans are animals and students will compare the needs of prairie animals and humans.

DIRECTIONS:

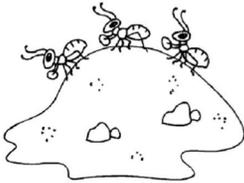
1. Draw a t-chart on the board and label on side “Animal Needs” and label the other side “Human Needs”.
2. Gauge students’ background knowledge by asking students, “What do we need to survive?” Record their answers under “Human Needs”. Next, ask students “What do animals need to survive?” Record their answers under “Animal Needs”. Help students reach the conclusion that animals needs are not very different than our own needs.
3. Explain to students that the place where animals find all the things they need to survive is their habitat, or home. Write “habitat” on the board and ask students to practice the pronunciation with you.
4. Explain to the students that in a few minutes they will be going outside to find and explore animal habitats. They will be looking to see if they can answer the question “Where do prairie animals live?”
5. Have students set up their journals according to the example on the following page. Remind that good journal entries use words, illustrations, and numbers.



6. Assign groups to adult leaders and pass out clip-boards, pencils and papers to the adults. Depending on chaperones, try to make the adult to child ratio as small as possible. Make eye contact with the adult chaperones and teachers. Explain to them that they will each get a small group of students. When the class gets outside, they should talk to their students and ask them if they are seeing any animal homes. If they find an animal home, sit by it and talk about what animal might live there and where my they find their basic needs.
7. Once the groups are divided, have all the groups form a single file line to get ready to head outside. Make sure that the students have all of their materials. Remind students that naturalists are happy outside, explorers, adventurers, respectful, and quiet. They ask questions, use words, numbers and pictures, and share their discoveries.
8. After hiking for a few minutes, direct adult chaperones to split up with their groups and see if they can find an animal home. Make sure that groups are fairly close to one another. Rotate among the groups to assist in the investigation.
9. After about 10 minutes, ask students and adult chaperones to come together. Line up to head back inside. Instruct students that while they are walking to go back inside, they should think about the discoveries they made and get ready to share them with the other naturalists.
10. Once inside, walk around the room and look at the students' data sheets. Ask students what discoveries they made about animal homes. What did the home they found look like? What was it made out of? Do they know where their animal may have found water, food, shelter, space or air? What surprised them about their home? Record their answers on the board.
11. At the end of the lesson, ask students by looking at the information on the board about animals home, can they tell you one thing they discovered today that they didn't know before?



Journal Example:

Date
Location
Time
<p style="text-align: center;"><u>Animal Homes</u></p>  <p style="text-align: center;">The brown ant hill had 3 ants walking on it.</p>  <p style="text-align: center;">I saw three blue eggs in a nest.</p>