

## Hundreds of Habitats

**Suggested Grade Levels:** 2-4

**Subject:** Science

**Character:** Respect – Safety around Wildlife

**Materials and technology to be used:**

- Computer/projection capabilities – **x1**
- Whiteboard or large chart paper – **x1**
- Toilet paper tubes (**x2 per student**), glue, scissors, yarn, tissue paper (for optional craft) – **x1 per student**
- Notebook and writing utensil – **x1 per student**
- Stuffed animals (each student should bring one from home; have extras available if needed or use photos) – **x1 per student**
- Photographs of various types of **habitats** of wild animals and various types of **homes** where pets live (include pictures of apartments and houses, pets on their beds inside their home, large rodent cages or hutches with toys, pets with their families playing in their homes, etc.) – **x1 per student**
- “What Kind of Mammal Is It?” worksheet – **x1 per student**

**Objective(s):**

Students will be able to determine where pets live and where wild animals live while also understanding the differences in their habitats. Students will also be able to classify and understand what a mammal is, and which mammals are companion animals.

**Anticipatory Set/Hook:**

**\*\*Prior to this lesson, send home a parent letter asking for participation. Each student should bring in one realistic stuffed animal (either a pet or wild animal) from home (encourage all different types of animals). Encourage parents to contact you if they do not have anything that will work for this lesson. Prior research with your students on different types of “habitats” is also encouraged. \*\***

To pique curiosity and to set the atmosphere, project a large nature scene onto a wall or screen in the classroom – use a type of wild habitat such as a jungle, sand dunes, forest, local state park, etc. Ask students: “How is a wild animal different than a pet?” Call on volunteers to share their answers. Add on... *We can enjoy wild animals simply by watching them and learning about them, but that we should not touch them, go near them, or feed them. Wild animals may bite if they feel threatened. We also do not want them to get used to “human” food because then they will depend on us to feed them.* Tell students that today they will be learning about the different habitats of pets and wild animals. They are also going to learn about the term “mammal.”

### Lesson Beginning:

1. Write the following questions on the board: "What kind of home does a pet need? Why is it important that pets live in our homes rather than outside? What can happen to them outside? How can the weather affect them?" First, allow students to discuss their thoughts in small groups. Then, call on volunteers to share with the whole group.

- *Specify that even pets like hamsters, guinea pigs or rabbits, who live in cages, need to be taken out of their cage every day to get exercise, to be played with, and to be loved.*

2. Write the following questions on a board: "What kind of home does a wild animal have? Should we ever bring a wild animal into our home?" For these questions, have students "Stand up, Hand Up, Pair up" (video example below) and share with a partner. Call on volunteers to share with the whole group.

#### **"Stand Up, Hand Up, Pair Up" Kagan Structure:**

<https://www.youtube.com/watch?v=xOUPvzaY7H0>

3. Ask students: "Which wild animals live in your neighborhood? Why do wild animals live in cities and towns?" Call on volunteers to share. *Discuss how people have built neighborhoods in areas where wild animals live, so we must share these areas with them.*

- Go on a quick "exploration" around the school grounds to see if any local wildlife can be spotted. Allow students to bring notebooks and pencils to take notes and make observational drawings of any wildlife that they notice.

#### **\*Optional Craft\***

You can use toilet paper tubes to create homemade "binoculars" to help your scientists explore the lands around them (<https://www.thesprucecrafts.com/toilet-paper-roll-binoculars-4164742>).

4. Define "**habitat**" - *the natural home or environment of an animal, plant, or other organism.*

- Write this term and definition on the board for all to see. Discuss examples. "What habitats did we just see on our exploration?"

5. Explain why it is important for people to protect the habitats of wild animals. Use "Stand Up, Hand Up, Pair Up" and have students discuss ideas about how they could do that.

6. Ask students: "What is a mammal?" Discuss.

- Webster Dictionary defines a mammal as, "*any of various warm-blooded vertebrate animals of the class Mammalia, including human beings, characterized by a covering of*

*hair on the skin and, in the female, milk-producing mammary glands for nourishing the young."*

7. Ask for examples of mammals. "What are some mammals that you have seen before?" List them on the board. "What mammals did you see on our exploration?"
8. Ask students: "How does having hair protect a mammal's body?" Have students turn and talk with a partner first. Share.

#### **Middle of Lesson:**

1. Have students sit in a circle on the ground with their stuffed animal. Each student will get a turn to tell the class what kind of animal they brought in, whether it is a pet or a wild animal, a mammal or not, and where they think it would live – what kind of *habitat*. Have younger students share their animal with a partner, before they share it with the whole class, to help them gain confidence and to fact-check.
2. Take the picture of homes and habitats and spread them out on a table or the floor. Ask each student to match his or her animal to its home.
3. Once they have found their match, have students pair up and answer the following questions with their partner - "Why does your animal live in this kind of home? What kinds of things does your animal need in its home?"
4. Discuss that there are different ways to classify *mammals*. Some mammals can be classified as "**companion animals or pets**" and some mammals can be classified as "**wild animals.**" Define both companion animals and wild animals, again.
5. Make a list on the board of the various "companion" mammals and "wild" mammals that the students have brought in (stuffed animals).

#### **End of Lesson:**

1. Have students go back to their seats and answer the following questions in a notebook or journal. Collect and discuss the answers.
2. Ask students: "Why is it important to know if a mammal is a companion animal or a wild animal?"
3. Ask students: "Can a companion animal ever become wild?" *A companion animal, like a dog, has been domesticated for approximately 14,000 years and it depends on people for*

*all its needs. It cannot survive in the wild.*

4. Ask students: "Can a wild animal ever become a companion animal or pet? *No, it takes thousands of years to domesticate a species. Furthermore, wild animals do not want to live with humans. We are scary to them and cannot adequately provide for all their needs. Leave wildlife alone and in their natural habitats where they are happy.*
5. If time, provide students with the "What Kind of Mammal Is It?" worksheet.

**Closure:**

Provide students with 1 minute to reflect on what they learned from today's lesson. Discuss answers to the "What Kind of Mammal Is It?" worksheet.

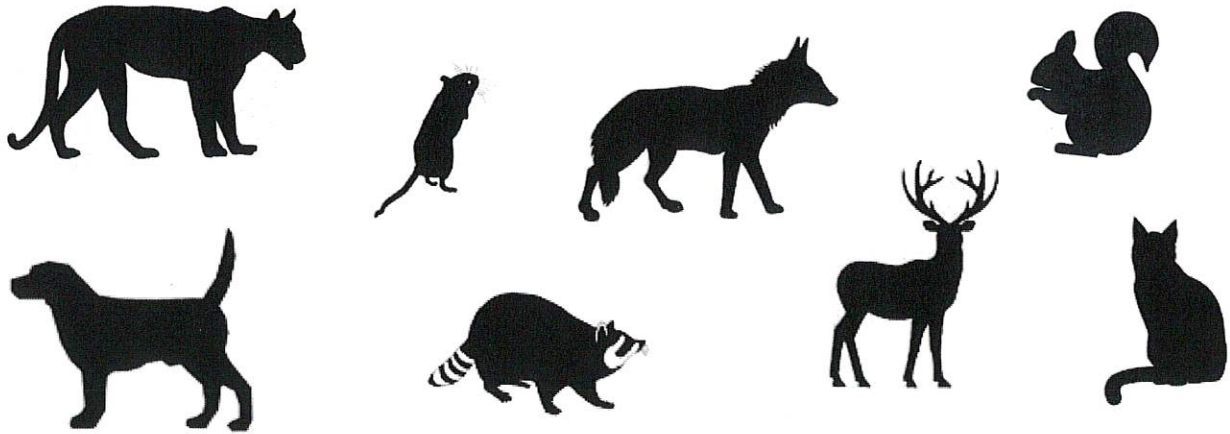
**Extension Activities**

As a class, pick an animal that the students are scared of, or think is strange or "ugly." Learn about the animal: how it acts, where it lives, why it is important or unique. Discuss other types of "vertebrates" such as fish, amphibians, reptiles, and birds.



## What Kind of Mammal is it?

Each mammal listed can be classified as a “companion animal” or a “wild animal.” Write which kind of animal it is on the blank line. Write the number under the picture to match the animal and it’s name.



1. Guinea Pig \_\_\_\_\_

8. Dog \_\_\_\_\_

2. Raccoon \_\_\_\_\_

9. Wolf \_\_\_\_\_

3. Mountain Lion \_\_\_\_\_

10. Cat \_\_\_\_\_

4. Deer \_\_\_\_\_

11. Gorilla \_\_\_\_\_

5. Hamster \_\_\_\_\_

12. Coyote \_\_\_\_\_

6. Bear \_\_\_\_\_

13. Gerbil \_\_\_\_\_

7. Sparrow \_\_\_\_\_

14. Squirrel \_\_\_\_\_

