



Plants, Animals, and Habitats

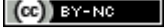
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The Study of Plants, Animals, and Habitats
Table of Contents

Introduction 1
 Grade Level 1
 Discipline 1
 TEKS 1
 National Education for Sustainability Learning Standards 1
 Objective 2
 Keywords 2
 Description of Activities 2
Activities 3
 Activity 1: Habitat Bingo 3
 Introduction..... 3
 Materials 3
 Products 3
 Process 3
 Activity 2: Vocabulary and Habitat Clue 4
 Introduction..... 4
 Materials 4
 Products 4
 Process 4
Additional Resources 5
 Online Resources 5
 Educational Literature 5
 Educational Videos 5
Handouts
 “Adaptation Bingo”
 “Habitat Vocabulary”
 “Habitat Descriptions”
 “Habitat Factsheet”
 “What I Learned!”
 “Animals and Their Habitats”

Introduction

Grade Level

These activities are intended for a second grade classroom.

Discipline

These activities have a science focus.

TEKS

Content:

In Grade 2, careful observation and investigation are used to learn about the natural world and reveal patterns, changes, and cycles. Students should understand that certain types of questions can be answered by using observation and investigations and that the information gathered in these may change as new observations are made. As students participate in investigation, they develop the skills necessary to do science as well as develop new science concepts. TEKS §112.13. Science, Grade 2. (a)(4)(C)

Skills:

The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. TEKS §112.13. Science, Grade 2 (b)(3)(A)(B)(C)

The student knows that forces cause change and energy exists in many forms. TEKS §112.13. Science, Grade 2 (b)(6)(A)

The student knows that living organisms have basic needs that must be met for them to survive within their environment. TEKS §112.13. Science, Grade 2 (b)(9)(A)(B)(C)

The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. TEKS §112.13. Science, Grade 2 (b)(10)(A)(B)(C)

National Education for Sustainability K-12 Student Learning Standards

2.2 ~ Ecological Systems ~ Plants, Animals, Habitats

Objective

Students are able to distinguish between plants and animals and can explain how living organisms interact with the environment in which they live. Students identify food /energy, water, shelter as basic needs of animals and plants. Examples: Students sort local common organisms into animal and plant groups. They design and build a schoolyard habitat for native species, taking into consideration the basic needs of the plants or animals.

Key Words

Habitat
Desert
Wildlife
Woodlands

Description of Activities

The following activities have been compiled to address the topic of “Studying Plants, Animals and Habitats” in second grade classrooms. The activities meet the state and national education standards for second grade, and are intended to supplement pre-existing curricula, with a focus on integrating sustainability topics. The activities can be used in conjunction or alone.

Activities

Activity 1: Habitat Bingo

Introduction

Students will learn about the habitats of different animals by an interactive game of bingo.

Materials

Handout- "Adaptation Bingo"
Handout- "Adaptation Bingo Clues"
Beans or Bingo Markers

Products

Bingo Cards
Understanding of Facts

Process

1. Print out the bingo clues and cards.
2. Pass out the bingo cards and beans or markers.
3. Assign a student to read clues out loud or have students read to themselves
4. Play a couple of rounds of bingo.
5. Optional: Pass out prizes after every round. At the end of the game give a conciliatory snack or prize to all students who did not win a round of bingo.

Lesson created by Cosley Zoo. Homes and Habitats Grade 3-5 Retrieved from http://www.cosleyzoo.org/PDFs/Homes_Habitats_Activities.pdf on June 11, 2014.

Activity 2: Vocabulary and Animal Habitat Clue

Introduction

Students will review animal and habitat vocabulary by creating clues relating to the vocabulary words and “testing” the class using their clues.

Materials

Handout- “Animal Habitat Review”
Handout- “Animals and Their Habitats”
Handout- “Habitat Fact Sheet”
Handout- “What I Learned!”
Vocabulary

Products

Vocabulary Understanding
Discussion
Handouts

Process

1. Begin by passing out the vocabulary cards and animal habitat review handout.
2. Have students pair-up and familiarize themselves with animals and their habitats.
3. Now that students are familiar with different animals and their habitats have the paired up students create clues for different animals and their habitats. Assign a certain number of clues per pair.
For example: This animal lives in water, but can also walk on land. Answer is turtle.
4. Have the students read the clues out loud to the classroom, and the remainder of the students guess the animal.
5. Write the animal and the clue on the “Animals And Their Habitats “ Handout.
6. Optional: Pass out the “Habitat Fact Sheet” or the “What I learned!” Handout and have the students fill it out
7. Have a discussion about new things students learned about different animal habitats. Allow them share what they found interesting and other interesting facts.

Lesson created by Smith, M. Lions Tigers and Bears: Oh we are all animals. Retrieved from <http://weareallalike.wikispaces.com/file/view/Animals+Unit+YOED+6020.pdf> on June 11, 2014.

Additional Resources

Online Resources

Primary Resources

http://www.cosleyzoo.org/PDFs/Homes_Habitats_Activities.pdf

Secondary Resources

https://worldwildlife.org/species/directory?direction=desc&sort=extinction_status

http://www.skwirk.com/p-c_s-1_u-20_t-205_c-686/importance-of-plants-and-animals/nsw/hsie/global-environments-rainforests/flora-and-fauna

<http://www.kean.edu/~fosborne/resources/ex12f.htm>

http://www.earthskids.com/change-save_earth.htm

Educational Literature

“The Lorax “ by Dr. Seuss

Educational Videos

“Biology Learning: Learn about Animals & Plant and Their Uses ”

<http://www.youtube.com/watch?v=iqylsktnCCs>

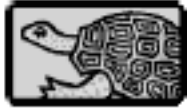
“Climate Change Basics”

<http://www.epa.gov/climatechange/kids/>

ADAPTATION BINGO

ADAPTATION BINGO

Cut out the following animals and place them on your bingo card in any order you wish.



ADAPTATION BINGO CLUES

My slimy skin doesn't taste good, so predators don't want to eat me. (FROG)

My antlers help me defend my territory. (DEER)

I never have to look for shelter, since I always carry mine with me. (TURTLE)

My feet are shaped like flippers to help me move better in the water. (DUCK)

My neck helps me reach high in the trees for my food. (GIRAFFE)

My tail helps me to keep my balance as I swing through the trees. (MONKEY)

I can swivel my head almost all the way around to look for food. (OWL)

My hump holds fat to keep me going if there's not much food around. (CAMEL)

My long nose helps me eat, carry things, and take a bath. (ELEPHANT)

My pouch helps to keep my baby safe by carrying it with me. (KANGAROO)

The rattling noise I make keeps my enemies away. (SNAKE)

ADAPTATION BINGO CLUES

I don't fly, but my long legs help me to run really fast if I need to. (OSTRICH)

My layer of blubber helps me stay warm when the water's cold. (WHALE)

Most predators don't come near me after I let out my awful smell. (SKUNK)

My pointy spines keep me safe from harm. (PORCUPINE)

If I'm being chased, I shoot out a stream of ink to give myself a chance to get away. (SQUID)

HABITAT

A place where plants and animals can meet their needs.



WOODLAND FOREST

A habitat that gets rain and sunlight for trees to grow well.



DESERT

A place that gets very little rain.



OCEAN

A very large body of salt water.



STREAM

A freshwater habitat with moving water.



Animals in the desert
need water.

Deserts are rainy and
wet.

There are no trees in a
forest.

Habitats are only small.

Oceans have no animals
living in them.

Forests have lots
of trees.

Habitats can be large
or small.

Deserts get very
little rain.

Desert plants get very
little water.

Many animals live in
the ocean.

ANIMAL	HABITAT
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DESCRIPTION

ANIMAL	HABITAT
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DESCRIPTION

ANIMAL	HABITAT
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DESCRIPTION



HABITAT FACT SHEET



Rainforests

1. List 2 animals that live in the rainforest. Write 1 fact about each animal.

2. List 2 plants that live in the rainforest. Write 1 fact about each plant.

3. Write 1 interesting fact about the rainforest.

Deserts

1. What is a desert like? Describe the temperature and rainfall.

2. Tell the main differences between the 2 types of deserts.

3. Name 2 plants that live in the desert and tell how they survive.

4. Name 2 animals that live in the desert and tell how they survive.

Forests

1. What seasons does a forest have?

2. List 2 plants that live in a forest. Write 1 fact about each.

HABITAT FACT SHEET

3. List 2 animals that live in a forest. Write 1 fact about each.

OCEANS

1. Name the 4 main oceans of the world.

2. Which is the largest ocean? _____

3. How much of the earth is covered by water? _____

4. Name 2 plants and 2 animals from the ocean.

Plants

Animals

1. _____	1. _____
2. _____	2. _____

Arctic

1. What is the arctic like? Describe the temperature.

2. Name 2 plants that live in the arctic and tell how they survive.

3. Name 2 animals that live in the arctic and tell how they survive.



What I learned!

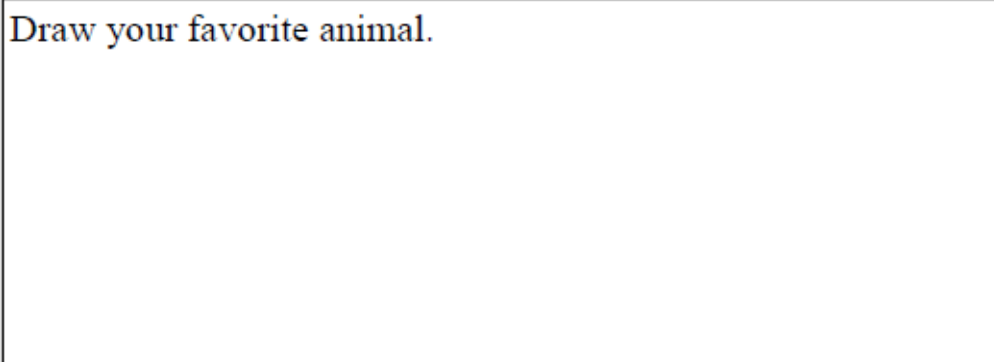
1. A new word I learned was _____.
It means _____.
2. Something that I learned that I didn't know before is _____.
3. Some things that really helped me were _____.
4. What is one thing you could tell your friends about what you learned? _____.
5. Choose which statement tells about how you think you did on your work.
 I did a good job.
 I worked hard.
 I did my BEST!



ANIMALS AND THEIR HABITATS

ANIMAL	HABITAT

Draw your favorite animal.





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