

Reflections/Notes:



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Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Habitat • Embodying Science • Community



Explore scientific themes and concepts with your students through the process of acting!

## Habitats Come to Life

Students explore the life of animals by acting out an animal's habitat. Students will work as teams to bring an entire habitat (air, water, food and housing) to life. The group tableau will deepen learning and build ensemble.

**Essential Question:** How can the process of acting increase comprehension in other subject areas?

**Process:**

**HABITAT/ANIMAL FACTS**

When I say the word habitat, what do you think of?

Show habitat with movements (3 syllables - eating, drinking, roof with forearms/hands and breathe in deeply).

What is a habitat? (Habitat – a place)

Animals need 4 things to live (write on board): Food, Water, Air, A place to live. Scientists observe how animals are the same and different. They put animals that are the same into groups.

Some kinds of Animals (write on board):

Birds

- Animals that have two wings and two feet.
- They are the only animals that have feathers.
- Some birds fly, some run and some swim (bluebird, flamingo, macaw, ostrich, chickens). Use a motion when you say the word ie, flap arms like bird wings.

- Show visuals of birds and ask how they are the same.

Mammals

- An animal that feeds milk to its young. A mammal has hair or fur on its body (Whitetail deer, squirrel, pig, dog, cat, bears, chimpanzees). Use a motion when you say the word ie, make sucking noise with mouth and hug your body for warmth)

- Show visuals of mammals and ask how they can tell that these animals are mammals.

Fish

- Animals that live in water.
- They have special body parts called gills that help them breathe.
- Their bodies are covered with scales (angelfish, snapper, trout). Use a motion when you say the word ie, hands on cheeks, top of hand to cheek with fingers flayed out for gills. Purse lips together and open like fish lips.

- Show visuals of fish and ask students to tell you how they are the same.

Reptiles

- Animals with rough, dry skin.
- It may have scales or hard plates (alligators, turtles, giant tortoise). Use a motion when you say the word ie, scratch skin on arm.

- Show visuals of reptiles and ask how they are the same.

Amphibians

- Animals with smooth, wet skin (frogs, toads and salamanders). Use a motion when you say the word ie, stroke cheeks with both hands then wiggle fingers down to the frog "ribbit" position).

- Show visuals of amphibians and ask how they are the same.

- Now ask how they are different from reptiles.

**ANIMALS IN NEED OF HABITATS**

Hand out photo pages. Say:

I am giving each of you a page with a photo of what on it? (Animals)

Look at your animal. Notice their faces, mouths, noses and feet.

At the top of the page, write what type of animal your animal is (bird, mammal, amphibian, reptile or fish). Imagine that you are that animal in the picture in front of you.

Without talking, using your whole body, I want you to become that animal.

Can you make the sounds that your animal makes?

What do they smell, taste, hear around them?

I notice that none of your animals have anything around them.

Look closely and now close your eyes and imagine what your animal's habitat or surroundings would look like. It may have food or water. They need you to draw their habitat around them.

Using the crayons at your place, draw the habitat where your animal lives.

You need to draw:

- Where they live (if I had a picture of a robin/bird, would I draw an ocean for it's habitat? No.)
- Food they eat
- Where your animal gets the water that they drink or the water source for your animal (pond, waterfall, ocean, etc.)
- The air around them.

Now give your animal a name (Rhonda the rhino, Sam the Sabor tooth lion, Fred the Poisonous Tree Frog). Please write your animal's name at the bottom of the picture.

**Materials**

- Photo pages – one animal without any surrounding habitat on each page (one page per student). Images can be repeated.

- Visuals for each group of animals (bird, mammal, reptile, fish & amphibian)

- Pictures representing the different animals in the groups.

- Crayons –4 per student

- Drawing boards or tables

**Vocabulary**

**Habitat**

The natural environment of an organism.

Includes air, water, food and a place to live.

**Reptiles**

Animals with rough, dry skin. They may have scales or hard plates. (ex: alligators, turtles, giant tortoise)

**Birds**

Animals that have two wings and two feet.

They are the only animals that have feathers.

Some birds fly, some run and some swim. (ex: bluebird, flamingo, macaw, ostrich, chickens)

**Mammal**

An animal that feeds milk to its young. A

mammal has hair or fur on its body. (ex:

Whitetail deer, squirrel, pig, dog, cat, bears, chimpanzees)

**Fish**

Animals that live in water. They have special body parts called gills that help them breathe.

Their bodies are covered with scales. (ex: angelfish, goldfish, salmon)

**Amphibians**

An animal with smooth, wet skin. (ex: frog,

toad, salamander)

**Theatre**

Dramatic material or the use of drama

**Classroom Tips**

Classroom set-up will be key for this lesson!

Set up chairs and tables in a circular format, to maximize students' engagement and ability to see their peers during the activity and performance.

**HABITATS IN MOTION**

Using your whole body and the space around you, sit or stand like your animal is in the picture. You are now the animal in your picture.

Pretend that you are eating the food that you animal eats.

Using a voice different than your own, make your animal sound and then say on the count of 3 what your animal ate for lunch.

Now using a sound and a movement, become the food that your animal eats.

Now using a sound and movement and your whole body, show me the air in your habitat.

Now using a sound and movement and your whole body, show me the water that your animal drinks (is it a lake, a pond, an ocean, a waterfall?).

Now using a sound and a movement and your whole body, who me something from your animals habitat (nest, burrow, ocean, tree, etc.).

**HABITAT TABLEAU**

Teacher then picks up one paper and asks the student to come to the front (or they can stay where they are if you are have a large floor space).

Ask student to be the animal on their paper and add some sounds that the animal makes.

Ask other students to raise hands and guess what animal they are acting out.

Ask another student to come up and be the air, another to be the food, another to be habitat, and another to be the water.

**Assessment**

- Student assessment is based on their accurate identification of habitats and knowledge of animals.
- Student assessment is based upon their level of engagement during performance.
- Student assessment is based upon their level of desire to walk up to the front of the class and engage in the physical creation of the animal and their habitat elements.

## Georgia Performance Standards

**SCIENCE**

**GRADE K**

**SKCS1:** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

**SKCS5:** Students will communicate scientific ideas and activities clearly.

**SKCS6:** Students will understand the important features of the process of scientific inquiry.

**SKL1:** Students will sort living organisms and non-living materials into groups by observable physical attributes.

b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)

**GRADE 1**

**S1CS5:** Students will communicate scientific ideas and activities clearly.

**S1L1:** Students will investigate the characteristics and basic needs of plants and animals.

b. Identify the basic needs of an animal.

1. Air
  2. Water
  3. Food
  4. Shelter
- c. Identify the parts of a plant—root, stem, leaf, and flower.
- d. Compare and describe various animals—appearance, motion, growth, basic needs.

**GRADE 2**

**S2CS5:** Students will communicate scientific ideas and activities clearly.

**THEATER**

**GRADE K**

**TAESK.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAESK.7:** Integrating various art forms, other content areas, and life experiences, to create theatre

**TAESK.11:** Engaging actively and appropriately as an audience member in theatre or other media experiences

**GRADE 1**

**TAES1.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES1.7:** Integrating various art forms, other content areas, and life experiences to create theatre

**TAES1.10:** Engaging actively and appropriately as an audience member in theatre or other media experiences

**GRADE 2**

**TAES2.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES2.7:** Integrating various art forms, other content areas, and life experiences to create theatre

**TAES2.11:** Engaging actively and appropriately as an audience member in theatre or other media experiences

## National Standards

**SCIENCE**

**NS.K-4.3:** As a result of activities in grades K-4, all students should develop understanding of:

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

**THEATRE ARTS**

**Standard 2:** Acting by assuming roles and interacting in improvisations

**Standard 5:** Researching by finding information to support classroom dramatizations